

Teacher's Book



Lift Off!

English Language

Second Intermediate Grade

Second Term

4


MACMILLAN

Introduction

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

The components of *Lift Off!*

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

The Student's Book

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

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




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

The Workbook

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

Special features of the Student's Book

- Many lessons contain a *Look!* box. These boxes explain aspects of language that students may find new, difficult or confusing.
- Some lessons contain a *Pronunciation corner* devoted specifically to aspects of pronunciation.
- Some lessons contain poems and rhymes which students can copy and learn to improve their pronunciation, stress and rhythm when speaking English.

- Many lessons contain a pair work icon  suggesting that the exercise is best done by students in pairs.
- Listening exercises are indicated by  to show that a CD player and the CD are required. The track number beside the listening exercise lets you know which section of the CD you require for that exercise.
- When students are required to complete a written exercise they will often see . It is a 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.
- *Lift Off!* Student's Book contains a number of the same characters who appeared in *Lift Off!*, and . The Saads are a Saudi family that consists of Ibrahim Saad, his wife Ranya, and their children Omar and Reema. Omar's friends are Rakan and Yasser. Omar and Reema's cousin, Fahad, is a student in Bournemouth, England. Omar Saad is a friend of an English boy, Fred Watson, who he met in Saudi Arabia. Reema Saad is a friend of Fred's twin sister, Nina. Fred and Nina's parents are Dave Watson and his wife, Penny. Dave Watson is a teacher in Saudi Arabia.

The CD

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

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

The Teacher's Book

The Teacher's Book contains:

- a plan of the Student's Book
- a compilation of games and activities that teachers may wish to use to enhance their lessons
- suggested visual classroom gestures which teachers may consider useful in minimising the use of Arabic in lessons
- 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 Book and Workbook section.

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.

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

Optional games and activities

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

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

Learning vocabulary

Students have different learning styles and should be encouraged to find ways of learning vocabulary that work for them. For example, some learners will benefit from saying the words aloud, or mouthing silently while hearing them in their heads. Others will find it helpful to finger-write the words on the desk, while visualising the words in their heads.

Many learners will benefit from adding simple visuals to their words, e.g. *danger* could be written in red on a road sign, perhaps in capitals or with exclamation marks; for *injury*, students could draw a stick figure with a head wound and the letters of *injury* 'dripping' from it. Once they understand how this works, it is best if they think up their own illustrations.

The *Look, Say, Cover, Write, Check* method will help most learners. To follow this method, students first look carefully at a word, noticing any features it may have. They then say it aloud or mouth it silently. Then they cover it up and try writing it. Finally, they check what they have written and notice any errors. They repeat this sequence (over time) until the word is learned.

Vote (see Unit 1, Lesson 2)

- Students should each keep a 'voting card' in their notebooks.
- Ask them to fold a sheet of paper into eight sections. On one side, they write a number in each section – as large and as clear as the paper allows.

- When asked to vote for the best answer, each student folds the paper to show the correct number and at a signal, all hold their voting cards up at the same time.
- The teacher can then ask for reasons why students think as they do. It encourages participation and highlights misunderstandings.
- The other side can then be used for other responses such as *True, False, Yes* and *No*. As this leaves spaces, teachers might want to add *Not sure* and *Undecided*. The final slots could then be used for *Confident* and *Not confident*, which could be used for students to self-assess at the end of a lesson or unit.

ABC games

These can be played in different ways and adapted to practise a range of structures and word classes. They can be started off as class games, but are better played in small groups. The main rule is that each response must start with the next letter of the alphabet. Dictionaries can be used or not as the teacher allows, but should not hold things up.

My parrot

- To practise adjectives.
- Students add an adjective before parrot. For example:
A: *My parrot is an annoyed parrot.* / *My parrot is annoyed.*
B: *My parrot is a beautiful parrot.*
C: *My parrot is a calm parrot.*
- (To make this more difficult, students can be asked to continue with the same letter of the alphabet until they run out of words and have to start a new letter. Whoever does this gets a penalty point. The winner is the one with fewest points. This version is best played in pairs.)

At the souk

- To practise nouns.
- In groups, players take it in turns to say what they bought at the souk.
- They each have to choose a word beginning with the next letter of the alphabet. They also have to remember what everyone else has said before them, and repeat it before adding their own word.
- For example:
A: *At the souk, I bought an apple.*
B: *At the souk, I bought an apple and a book.*
C: *At the souk, I bought an apple and a book and a cat.*

Yesterday, today and tomorrow

- To practise verbs.
- Start with a suitable time phrase (*Yesterday I ...; Today I'm ... and Tomorrow I'll ...*) and add a verb in the correct tense.
- For example:
A: *I answered a question.*
B: *Yesterday I answered a question and I built a house.*
C: *Yesterday I answered a question and I built a house and I caught a fish.*

Note: To practise the present tenses, start with, e.g. *Every day* for Present simple, and *Today* or *Now* for Present continuous.

Adjectives and nouns

- Arrange students in groups of three or four. One student in each group should be the writer. Students should have dictionaries.
- Challenge the groups to find a noun and a suitable adjective for each letter of a word, for example *Adjectives* (including repeated letters). Both words must start with the same letter, for example *an angry archaeologist*.
- After a suitable time, stop them. Groups get one point for each adjective or noun that they can explain or translate, and which no other group has used. The winner is the group with the most points.

Back to the start

- Draw a table on the board like this:

Name			
Looks like:			
Is			
Is			
And has			
Is like:			
Is			
and			

- As a class, choose descriptions to complete it so it looks something like this:

Name	Khalid	Ahmed	Fareed
Looks like:			
Is	very old	quite young	not very old
Is	tall	quite tall	not very tall
And has	fair	dark	straight
Is like:			
Is	polite	friendly	helpful
and	quiet	calm	worried

Note: Choose girls' names for girls' classes.

- Send one student out of the room.
- Together the class decides on one word from each line to be the answer. (You may like to make a note of what is chosen to prevent arguments!)
- Call the student back in. They have to ask questions to work out who they are. *Is my name Khalid?*
- Whenever the answer is 'Yes', they can go on to the next question. But whenever the answer is 'No' they have to go right back to the beginning and start again, and remember all the previous right answers before they can try a different option for the question they got wrong.
- They get a penalty point for every time they have to start again.
- If time permits, several students can have a turn and the winner is the one with fewest points.

- For example:
Is my name Khalid? No, go back to the start! (point)
Is my name Ahmed? Yes. Am I quite young? No, go back to the start! (point)
Is my name Ahmed? Yes. Am I very old? No, go back to the start! (point)
Is my name Ahmed? Yes. Am I not very old? Yes! Am I quite tall? Yes. Have I got straight hair? Yes. Am I polite? No, go back to the start! (point)
Is my name Ahmed? Yes. Am I not very old? Yes! Am I quite tall? Yes. Have I got straight hair? Yes. Am I helpful? Yes. Am I quiet? Yes. Finished!

Chains (also called Tennis)

- Any game where Student A starts off and Student B has to finish what Student A said and then carry on.

Prepositions (see Unit 5, Lesson 1)

- Student A says a preposition (*at, in, on*).
- Student B repeats it with any suitable, day, date, month, year, time, or time phrase.
- For example:
Student A: *at*
Student B: *at three o'clock; in*
Student C (or Student A if playing in pairs): *in the morning, on*
- The idea is go as fast as possible without stopping, but without making a mistake and without repeating any of the time expressions.
- Start off as a class until they get the idea, then students continue playing in small groups.

Note: Try not to have groups of three as the same students always get the same prepositions.

If ...

- In pairs or small groups, students start a sentence with *If I* (or *If you ...*) and then a condition.
- For example: *If I work hard ...*
- Student B finishes it off: *... you'll pass all your exams.*
- Then student B starts a new sentence.

Suggestions

- Student A says, *Let's ...*
- Student B adds a suggestion (e.g. *go to the cinema*).
- Student C says, *Yes, I'll enjoy that* or *No thanks, I won't enjoy that*.
- Student C then continues with a different structure (e.g. *How about ...*).
- The chain moves round without repeating either a structure or a suggestion until all six ways of making a suggestion have been used (in any order).
- (If the students get good at this, you may want to insist that the response must alternate between *Yes* and *No*.)
- If mistakes or repetitions are made, the chain is broken and the group must start again.
- The winner is the group with the most complete chains at the end of the allotted time.

Word chain

- Arrange students in groups of three or four.
- One student in each group should be the writer.
- Write a short word on the board, e.g. *bed*.
- Point to the final letter in this word: *d*. Say, *Think of a word beginning with d*. Write it in your books.
- Each group writes a word beginning with *d* in their notebook (any correctly spelled word beginning with *d* is acceptable).
- Ask a group to say and spell their word beginning with *d*, e.g. *door*.
- Write the word on the board.
- Point to the final letter of *door*, and say, *Think of a word beginning with r*.
- Give groups time to write their word beginning with *r* in their notebooks.
- Carry on the game, using the final letter of the previous word to supply the first letter of the next word.
- After a number of words, check to see which group has the longest, correctly spelled list of words beginning with the correct letters.

Guessing games

What am I doing?

- Play as a class or in small groups.
- Students take it in turns to mime an activity to the rest of the class, e.g. using different methods of transport.
- The first student to answer correctly (when asked) takes the next turn.
- Questions can be asked but the answer can only be *Yes* or *No*.

Note: Students must put their hand up and wait to be asked to answer. If they shout out they forfeit the point and the turn.

Who am I?

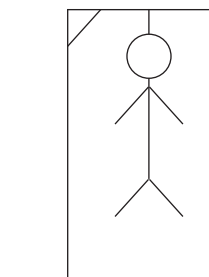
- This is a good activity for practising descriptions.
- On the board write these words in a list:
Name: Is good at: Is bad at: Is fond of:
Is interested in: Is annoyed by: Is afraid of:
- Give each student a strip of paper and tell them to copy the list, fill it in about themselves, fold up the paper and give it back to you.
- Pick a paper and random and open it. Say, *This person is ...* and read out the description without the name. Can the class guess who it is?
- You may want to play this in two teams. Teams take turns at reading out a description (of someone in their team). The other team get two minutes to discuss and three attempts at guessing the answer.

Note: After Unit 1 questions about appearance can be added.

Hangman

- To practise vocabulary and spelling.
- Play as a class or in pairs. Pick a word but don't say what it is.
- Draw a dash for every letter in the word.
- The class (or your partner) tries to guess the word by guessing letters.

- If they say a correct letter, write it in everywhere it occurs in the word. If the letter is not in the word, start the hangman by drawing the upright post.
- For every letter guessed which is not in the word, add another line (or circle), as shown below. (It is a good idea to write the incorrect guesses underneath the picture, to avoid arguments.)
- Correct guesses aren't counted but on the tenth wrong guess, the drawing will be complete and the game is lost.



Ready and waiting

- Ask students to think of or new words from Unit 1 (e.g. *decision, competition, information, prize, winner, worry, afraid, describe, fond, friendship, helpful, kind (a + n), noisy, questionnaire, foul, insect, practise, successful*) and write them on the board.
- As students say them, ask other students to use the words in sentences.
- List the words on the board. Ask a volunteer student to go out the room.
- When the student has left, ask another student to erase a word on the board. When he/she has done this, the class calls, *Ready and waiting!* and the student outside returns into the class.
- The student who was outside has to say which word is missing from the board.
- Repeat this procedure three or four times. It is a good way to get students to study new vocabulary without knowing this is what they are doing.
- Students continue playing in small groups.

Pairs (see Unit 5, Lesson 2)

- Prepare a list of about 10 problems and a matching number of appropriate offers of help. For example:
I'm hungry. *Shall I make you a sandwich?*
I'm trying to study. *Shall I switch the television off?*
The remote (This) isn't working. *Shall I change the batteries?*
- Write each problem and each offer on a separate card, mix them up and stick them face down on the board with Blu-tac or similar.
- Play in two teams. Each team takes it in turn to pick two cards and read them out to the class.
- If they have a matching problem and offer, they keep the pair and pick again. If they don't, they put the cards back at random, and the second team has a turn.
- When all the cards have been matched, the team with the most pairs wins.
- Suggestions for other ways to play: Make pair cards with an English word and the matching Arabic; an English word and the meaning in English; an English word and a picture; a question and a suitable answer.

Presentation: how much can you remember?

- Divide the class into groups of five.
- Without looking in their books, each group must try to retell the story of the unit, e.g. Pliny's story. (You may want to put a few key words or names on the board.)
- Give teams a few minutes to prepare.
- Teams take turns at presenting their story to the class. Each member of the team should take a turn at speaking.
- Everyone votes for the best team. (Students may not vote for themselves!)

Tic-tac-toe (vocabulary)

- Draw a grid like the one below onto the board and write a jumbled word in each square. The words can be topic related or general revision.
- Tell students that each square contains a jumbled word connected to (here) health and fitness. Students copy the grid – one for each pair.
- In pairs, they take turns to find the words. When a student completes a row – across, down or diagonally – they score a point.

htgeih	elpes	hgiwe
ayveh	tegiwh	serailco
urpretemate	lethha	cresxiee

Answers:

height	sleep	weigh
heavy	weight	calories
temperature	health	exercise

Tic-tac-toe (grammar)

- Write a grid on the board as in the previous game, but write sentences in the squares with grammar you wish to practise such as adverbial phrases.
- Alternatively, practise the prepositions *at*, *in* and *on* using the grids below.

Monday	August	:
the afternoon	o'clock	Friday morning
th February	night	summer

Answers:

on Monday	in August	at :
in the afternoon	at o'clock	on Friday morning
on th February	at night	in summer

Ten questions

- This game can be adapted to practise a variety of question types and structures. Pick a category (*Animals, Objects, Places*, etc.) and tell the class what it is.

- One student decides on one item from that category (e.g. *an elephant*) and the class must ask questions to guess what it is.
- The class can only ask ten questions and the answer can only be *yes* or *no*. Encourage questions which practise the target structures for the unit.
- If one of the class gives the wrong answer, the game is lost. Therefore, tell students to find out as much as they can before they make a guess.
- If a student guesses correctly, they choose the next item.
- Examples of questions:
For objects:
Is it made of wood?
Is it expensive?
For animals:
Is it bigger than a horse?
Has it got a longer neck than a camel?
Is it the fastest animal in the world?
For places:
Is it in Saudi Arabia?
Is it a holy place for Muslims?
Is it the holiest place for Muslims?

Word association

- On the board, write some topics from *Lift Off!* in circles, for example:
animals and objects; cooking; fitness, health and safety; hill walking; Islam; marathon running; reading; saving energy; science experiments; travel and transport; volcanoes.
- Divide the class into groups. Each group should choose a different topic. They should write words connected with the topic around the circles.
- Ask students from each group to write their words around the circles on the board.

Words in words

- Arrange students in groups of three or four. One of them should be the writer.
- On the board, write a long word that students have recently studied, e.g.
g o v e r n m e n t
- Explain that students should find as many other words as possible inside the word *government* using only the letters in the word (they can't use people's names).
- Give the groups five minutes or less to write as many English words as they can find in the given word. Say *Go* to start them off and *Stop* after the time has elapsed. The winning group is the one with most words (spelt correctly).
- To check, in turn, groups read out their words while the other groups cross off the words mentioned from their lists. The winner is the group with most words left.
- (Words they might find in government:
enter, even, event, ever, get, go, gone, got, govern, green, greet, me, meet, men, merge, met, meter, more, move, never, no, none, nor, not, note, on, one, or, oven, over, remove, teen, ten, term, to, toe, ton, tonne, tore, torn, tree, vote, voter)

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

إرشادات

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

Language terms

مصطلحات اللغة

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

Preposition حرف

Present simple المضارع البسيط

Pronunciation طريقة النطق

Question tags سؤال التوكيد

Sentence جملة

Singular مفرد

Stressed syllable مقطع مشدد عليه

Subject pronouns ضمائر الفاعل

Verb فعل

Other terms مصطلحات أخرى

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

Contents

Grammar	Functions	Vocabulary	Reading and writing skills	Pronunciation
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Practice of irregular simple verbs	Narrating and commenting Expressing opinions	<i>nowhere, no-one, nothing, comment (n), excellent, facilities, good-value, pack (v), service (room service), staff, tasty</i>	Writing a review Reading a comment form	Falling intonation: past to express polite non-interest
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<i>by</i> and <i>on</i> for methods of transport	Talking about transport and travel	<i>airport, balloon, bones, how far?, motorbike, scooter, ship, step</i>	Labelling a simple diagram with information from a text	
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LESSON 2 A special visit to Saudi Arabia

wh- questions with the present simple
Use of *not only ... but also*

Speaking about habits and routines
Linking similar information

duty, enough, lose, pasta, pilgrim, pilgrimage, protein, race, replace, such as

Reading information about the Hajj
Linking sentences with *not only ... but also*

LESSON 3 Fred's essay

can in the past, present and future

Speaking about past, present and future ability

century, facility, government, hope, married, railway, salary, tent

Reading and writing about aspirations for the future

Identifying the number of syllables and the stressed syllable

REVIEW

Grammar study: *can* in the past, present and future; saying a poem for rhythm and stress

UNIT 5 BE PREPARED**LESSON 1** Omar's scholarship trip

Use of *shall* to make offers *in, at* and *on* in prepositional phrases of time

Making offers
Checking information about the future

air-conditioner, butcher, luggage, mechanic, nearly, only, prepared, water (v)

Reading a conversation
Writing suggestions

LESSON 2 Stay safe, stay well

Use of *never* and *always* with imperatives
Reflexive pronouns

Describing accidents and how to avoid them
Giving positive and negative instructions

alone, danger, department, drown, helmet, injure (v), injury, overweight, sharp, without

Writing safety instructions
Identifying the gist of paragraphs

LESSON 3 Things to do and see

Shall we, how about (verb + -ing)
What about (verb + -ing)
Revision of other forms of suggestions and *might*

Talking about plans
Making suggestions

consonants, dislike, ice, link (v) plan (v), review (n), rink, skating, vowels, wildlife

Answering questions
Reading and writing a review of a visit

The sounds /j/ /w/ and other consonants used to link words in phrases and sentences

REVIEW

Grammar study: Reflexive pronouns; saying a poem for rhythm and stress

UNIT 6 OMAR IN ENGLAND**LESSON 1** We're looking forward to Omar's visit

Clauses with *when* and verbs with *will* and past and imperative verbs

Giving instructions
Talking about future actions

abroad, check-in (v), get on (e.g. plane), instructions, locker, look after, look for, nervous, worried

Writing more complex instructions
Writing clauses with *when* and *will*

LESSON 2 This week's project

more/most and *fewer/fewest* with countable nouns

Expressing fractions, quantities and percentages
Comparing quantities

comic, habit, half, graph, nine, quarter, percentage, third, zero

Reading an article about simple research
Expressing and comparing quantities

Identifying the number of syllables and the stressed syllable

LESSON 3 At the international school

Use of *how (is/are/was), what (is/was/were) it like, what (does/did) he like?*
Modification of adjectives

Describing people's appearance and character
Describing places

appearance, character, description, fair (colour), funny (amusing), get off (e.g. a bus), laugh (v), past (adv), straight (ad)

Reading a conversation about a journey
Writing a description

REVIEW

Grammar study: Use of *how (is/are/was); what (is/was/were) it like; what (does/did) he like?*; identifying rhyming sounds

UNIT 7 FINDING OUT ABOUT THINGS**LESSON 1** Fred's project

Use of *have to* in the present for obligation and necessity (I)

Talking about obligation and necessity

alms, face (v), faith, fast (v), fasting, mat, pillar, poor, pray, prayer, profession

Reading and completing a text
Writing things you have to do

LESSON 2 The exhibition

Order of adjectives in noun phrases
Revision of *made of*
Countries and nationalities

Describing objects in different ways

chest (box), exhibition, Japanese, metal, necklace, object, silver, sword, teapot, wooden

Reading and writing descriptions of objects

Listening and identifying full and contracted forms of auxiliary verbs

LESSON 3 Fahad's invitationUse of *have to* in the present for obligation and necessity (2)Talking about obligation and necessity
Giving safety instruction
Making suggestions*backpack, battery, boots, forecast, half term, hill, invitation, route, torch, waterproof (adj)*Reading and writing safety instructions
Completing data on a form**REVIEW**

Grammar study: Order of multiple adjectives in noun phrases; identifying rhyming sounds and sounds that don't rhyme

UNIT 8 LEARN ABOUT YOURSELF AND THE WORLD**LESSON 1** Start cooking!Articles: *a, an, the*
Verbs with direct and indirect objectsGiving cooking instructions
Specifying definite and indefinite nouns*add, measure, paste, peel, sauce, spice, turn down, until*

Reading a recipe and writing a recipe or instructions for a game

LESSON 2 How often do you clean your teeth?Questions with *how often*
Adverbs of frequency
Sentences with gerund subjectsDescribing routines and habits
Expressing opinions*argue, brush, frequently, housework, once, rarely, regularly, toothache, twice*Reading and responding to a simple questionnaire
Writing opinions

Listening and identifying main stress in questions

LESSON 3 What do you know about water?

Zero conditional sentences

Stating likely conditions
Talking about science procedures*boil, dense, experiment (n), float (v), fresh, freeze, mix (v), sink (v)*Reading and completing the conclusion to an experiment
Zero conditional sentences

Say a poem for rhythm

REVIEW

Grammar study: Zero conditional sentences and stress

UNIT 9 CAREFUL AND POPULAR BUT NOT WASTEFUL**LESSON 1** The walk with Fahad part 1Use of *have to* for obligation and necessity (2)

Talking about obligation and necessity

check (v), fun, in case, protect, refuse, refusal, wasteful

Reading and completing a text

LESSON 2 My favourite bookUse of *less/least* and *more/most* with longer adjectives

Describing and comparing books and people's reactions to them

*adventure, biography, businessman, Canadian, fashionable, folk, message, novel, teenage*Reading and interpreting graphical information
Writing a short book review**LESSON 3** Don't be wasteful

First conditional sentences

Stating conditions and saying what the result will be

*advantage, cover, disadvantage, efficiency, fix, leak (n), solar, panel, pipe, turbine*Reading information on energy and water
Writing slogans to encourage water and energy saving

Identifying the number of syllables and the stressed syllable

REVIEW

Grammar study: Comparatives of long adjectives, identifying rhyming sounds and sounds that don't rhyme

UNIT 10 HOME, HOME, HOME SWEET HOME**LESSON 1** The walk with Fahad part 2Use of *have to* for obligation and necessity in the past (3)

Talking about obligation and necessity in the past

*ankle, choice, reach (v), signal (n), slip (v), tractor*Reading and complete a narrative
Completing sentences about past obligation**LESSON 2** Family and friendsVerb + verb *-ing* (1) Revision of adjectives
Opposite adjectives with prefixes – *un-* and *im-*Expressing likes and degrees of liking
Revising descriptions of character and appearance*dislike (n), hardworking, patient, possible, probable, point (n), prefer, straight (adj)*

Writing a description of a friend or family member

LESSON 3 Going homeVerb + verb *-ing* (2)
General revision

Expressing likes and degrees of liking

*confident, memory, standard*Reading an essay
Listening and identifying stress words in sentences**REVIEW**

General revision: Say a poem for rhythm and stress

Unit 1

Journeys and trips

LESSON 1 Come for lunch

Language

Functions: Talking about future plans

Grammar: Present continuous in present and future uses

Vocabulary: *at the moment, bowling, diving, journey, rest (v), tower*

Reading and writing: Reading a schedule; writing about future plans

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)

To start:

- Greet the students.
- Introduce *journey*. Ask students about any recent trips or journeys they have made. Do not correct them if they make mistakes with irregular past verbs.
- Say *Open your books at page , please.*

1 Look, listen, ask and answer.

Aim: to revise the use of the present continuous to talk about future plans.

- a)
- Say *Look at the picture. Who can you see? What is he doing?* In pairs, students describe what they can see. (*Omar is talking on his mobile phone.*)

b)

- Ask the students to read the question in Exercise b (*Which day is it?*).
- Say *Listen to the CD and answer.*
- Play track . Students follow the text in their books.
- Elicit the answer from the class.

ANSWER: *Tuesday*

c)

- Ask the students to read the questions in Exercise c.
- Say *Listen to the CD again. Ask and answer the questions in pairs.* Play track .
- In pairs, students ask and answer the questions in Exercise c.
- Elicit the answers from the class. Help with the meanings of *at the moment* and *tower* if necessary.

ANSWERS: *He's going away for the weekend (with his family). Jeddah They're flying. The Jeddah Tower/At a big hotel.*

AUDIOSCRIPT TRACK

- Omar:** Fred, can you have lunch with us the day after tomorrow?
Fred: That's Thursday, isn't it?
Omar: Yes.
Fred: Omar, I'm very sorry. I can't come. We're going away for the weekend.
Omar: Oh. Are you going anywhere nice?
Fred: Yes. We're going to Jeddah.
Omar: Fantastic! Where are you staying?
Fred: At The Jeddah Tower. It's a big hotel.
Omar: Yes, I know. It's nice. Is your dad driving you there?
Fred: No, we're flying on Thursday morning.
Omar: Great. Have a nice trip.
Fred: Thanks.
Omar: Just a minute, Fred. Are you busy now?
Fred: No. I'm not doing anything important at the moment.
Omar: Well, come for lunch today.

2 Match the sentences to the pictures. Write 1 or 2 in each box.

Aim: to practise the use of the present continuous for present and future uses.

- Students look at the pictures and read the sentences.
- Check that the students understand that *is* is for things that are happening *now*, and *is* is for things that are *future plans*.
- Students number the pictures *1* or *2*.
- Students check their answers in pairs.
- Elicit the answers from the class.

ANSWERS:

3 Read, listen, say and write.

Aims: to read a schedule; to write about future plans; to introduce new vocabulary.

a)

- Ask the students to look at Nina's plans for Thursday. Help with the meaning of *rest* if necessary.
- Ask the students to read the questions in Exercise 2a.
- Ask the students to look at the speech bubble with the model answer.
- Elicit answers from the class. Make sure students follow the model structure.

ANSWERS: *At eleven on Thursday, Nina is going shopping with Mum. At three o'clock (on Thursday), Nina is going sightseeing.*

b)

- Ask the students to read Fred's plans for Saturday. (You may need to explain the meanings of *diving* and *bowling*.)
- Say *Listen to the CD and answer*. Play track 1. Students write the answers.
- Elicit answers from the class. Make sure students follow the model structure.

ANSWERS: *write e-mail Dad the hotel Resting hotel*

AUDIOSCRIPT TRACK

Fred: I've got a busy day on Saturday. At nine in the morning I am writing an e-mail to Omar. Then from ten till two in the afternoon I'm going diving with Dad. That's very exciting. After that I'm going bowling from three till five at the hotel. Next, I am resting in my room from six till seven and finally, at seven thirty we are leaving the hotel and flying back to Riyadh.

c)

- Students look at the speech bubbles with the model questions.
- Elicit one or two example questions and answers from the class.
- In pairs, students ask and answer questions about Nina and Fred's plans.
- Monitor to check students are using the model structures, and referring to the schedules for their answers.

d)

- In pairs, students tell each other about their plans for the weekend. (**Note:** answers can be real or imaginary as you decide. Again this activity is designed to improve fluency, so do not stop students, but monitor for errors and review at the end of the activity.)
- Ask individual students to tell the class about their partner's plans.

e)

- Ask the students to read the beginning of Nina's e-mail.
- Elicit the end of the next sentence. Remind the students to look at Nina's schedule for the answers.
- Elicit suggestions for a suitable ending for the e-mail.
- The students copy the sentences into their notebooks. They complete the rest of the e-mail by writing more sentences about Nina's plans. Encourage more able pupils to use appropriate time phrases to link the sentences.
- Go round and check the students' work, helping them as necessary.
- As students finish, they can check each other's work.
- Elicit a few sample answers from individual students.

Homework: Workbook pages 88 and 89

Final activities:

- Divide the class into small groups. Play an *ABC game*. (See the Introduction for general rules.)
- Say *Start your sentence with 'At the weekend, I'll ...'*
- See how many turns they can have before they run out of words/forget/make a mistake and have to start again. Dictionaries can be allowed or not as you decide.
- The team that can keep going the longest without stopping wins.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

F F N F N N

Students' own answers

e b c f a

*on How at Are we meeting
Where are we meeting him? Are we having lunch
at From to Are we catching No, we're not*

Unit 1

Journeys and trips

LESSON 2 *Nina's camera*

Language

Functions: Narrating and commenting; expressing opinions

Grammar: Practice of irregular past simple verbs; *nowhere, no one, nothing*

Vocabulary: *comment (n), excellent, facilities, good-value, pack (v), service (room service), staff, tasty*

Reading and writing: Reading a comment form; writing a review

Pronunciation: Falling intonation: to express polite non-interest

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)

ANSWER: *I think I forgot it in Jeddah.*

- b)
- Say *Look at the pictures and read the sentences. Match the sentences to the correct pictures.*
 - In pairs, students match the pictures and the sentences.
 - Monitor and help with problems (e.g. new vocabulary: *packing*).
 - Elicit answers from the class.

ANSWERS: A B C D E F

- c)
- Say *Listen to the CD. How did the story end?* Play track .
 - Students listen to the CD.
 - In pairs, students discuss the story.
 - Elicit answers from the class. Accept any suitable suggestions. For example *Nina e-mailed the hotel about her camera. The hotel posted it. Nina should get it back tomorrow.*

To start:

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

1 Say, read, match and listen.

Aims: narrating; practice of irregular past simple verbs.

- a)
- Say *Look at the picture. What can you see?*
 - In pairs, students talk about the picture.
 - Elicit answers from the class. Accept any reasonable suggestions. For example, *Fred, Penny and Nina are (in the garden) in Saudi/in Riyadh. Fred is wearing his diving equipment. Penny wants Nina to take a photograph (of Fred).*
 - Say *Read the two sentences. Check students understand forgot and isn't working.*
 - Ask students to read the dialogue and tick the best sentence to finish it.
 - Elicit the correct answer from the class.

AUDIOSCRIPT TRACK

- Dave:** Is that you, Nina?
- Nina:** Yes, Dad.
- Dave:** Did you enjoy your lunch with Reema?
- Nina:** Yes, it was great.
- Dave:** Good. Well I've got some more news for you.
- Nina:** News? Is it anything interesting?
- Dave:** Yes. While you were out, someone from the Jeddah Tower Hotel phoned.
- Nina:** About my camera?
- Dave:** Yes. The hotel got your e-mail.
- Nina:** And?
- Dave:** They found the camera and posted it here. It should be here tomorrow.
- Nina:** Fantastic!

2 Read, say and write.

Aims: to practise narrating a series of events and expressing opinions; to introduce reading a comment form and writing a review.

a)

- Say *Look at the form*. Check the students understand what it is and what it's for. Help with the new vocabulary (*comment, staff, (room) service, good value, facilities, excellent*).
- Say *Read and answer the questions in pairs*.
- In pairs, students read and talk about the questions.
- Elicit answers from the class.

ANSWERS: Penny Watson The Jeddah Tower Hotel
From nd January to th January. Yes, she did.

b)

- Say *Read Penny's e-mail to her brother*. Model using the form to fill in the blanks.
- Ask the students to work in pairs and check each other's work. Monitor and check for spelling.
- Elicit answers from the class.

ANSWERS: Jeddah Tower Hotel nights stay nice
clean staff tasty polite facilities

Pronunciation corner

Aims: to recognise and practise falling intonation to express polite non-interest; to revise *nowhere, no one, nothing*.

- Revise *nowhere, no one, nothing*. For example, show empty hands and ask *What have got in my hands?* Elicit *nothing*. Point to an empty chair/space and ask *Who is sitting there?* Elicit *no one*. Ask *Where is grass red?* and elicit *nowhere* (or similar questions). If students can't remember these words, put jumbled letters on the board as prompts.
- Explain that if we are not very interested in what we are saying (but still want to be polite) our intonation will drop, and that they are going to practise this falling intonation.
- Ask students to listen and repeat the answers. Play part of track . Pause the track after each exchange to give students time to repeat the answer.
- Ask students to listen again and this time to say the answers after the first voice. Play part of track . Again, pause the track after each sentence to give students time to repeat.

AUDIOSCRIPT TRACK

Did you go anywhere nice? No, nowhere very nice.
Did you eat anything tasty? No, nothing very tasty.
Did you see anyone smart? No, no one very smart.
Did you meet anyone helpful? No, no one very helpful.
Did you buy anything expensive? No, nothing very expensive.
Did you stay anywhere modern? No, not very modern.

Did you go anywhere nice?
Did you eat anything tasty?
Did you see anyone smart?
Did you meet anyone helpful?
Did you buy anything expensive?
Did you stay anywhere modern?

Extra activity:

- Play part of track again. Pause after each question. Ask individual students to supply the answer with the correct intonation. Then play the answer to compare students' intonation.

Homework: Workbook pages 90 and 91

Final activities:

- On the board write prompts such as: *Last ...; I went to ...; I liked/didn't like ...; I thought the ... was/were and the ...*. Remind students to look at page for useful vocabulary words.
- In pairs, students use the prompts to talk about somewhere they have been (e.g. a hotel, a shop, etc.) and say what they thought about it.
- Monitor and note common errors. Ask individual students to tell the class about somewhere their partner has been. Review any errors with the whole class.
- If time permits, students can write their sentences in their notebooks and check each other's work.
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

took forgot was found didn't have couldn't
walked stood didn't enjoy thought

F T F T F F T

When something is very good we can say it's excellent.
When food tastes good we can say it's tasty.
Staff are the people who work in a hotel.
When staff bring food or drinks to your hotel room, it's called room service.

Taylor th June to th June No Yes Yes
Yes Yes Yes Yes Yes Yes No No No

anything; nothing; something
anywhere; nowhere; somewhere
anyone; no one; someone

Unit 1

Journeys and trips

LESSON 3 *Back to England*

Language

Functions: Talking about transport and travel

Grammar: *by* and *on* for methods of transport

Vocabulary: *airport, balloon, bones, how far?, motorbike, scooter, ship, step*

Reading and writing: Labelling a simple diagram with information from a text

Bring to the lesson:

- the CD (tracks to)
- the Student's Book (pages and)
- the Workbook (pages and)

To start:

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

1 Say, read and complete.

Aims: to revise methods of transport and introduce the use of *by* and *on*; to label a diagram with information from a text.

- a)
- Say *Look at the picture. Who can you see? Where are they? How are they feeling? Why?* Students discuss the picture in pairs.
 - Elicit answers from the class. (Suggested answers: Omar and Fred are in a café; they are sad because Fred is going back to England.)
- b)
- Ask students to read the questions.
 - As a class read the dialogue. Alternatively, ask individual students to take the parts of Fred and Omar. If students are unwilling or shy, divide the class in two, one half to read Omar and the other half to read Fred.

- Ask students to answer the questions by ticking the boxes.
- Ask individual students to say if each statement is true or false. Ask the class to confirm the answers.

ANSWERS: F F T F

c)

- Ask the students to look at the diagram. Check they understand that the arrows mean *going from ... to ...*
- Ask the students to look at the model answer. Ask *When are they leaving the house? How are they travelling?* Remind students of the structure *... at ... o'clock*. Introduce *... by car*. Model using the dialogue to find the answer.
- Students complete the diagram with the help of the dialogue.
- Check the answers with the whole class.

ANSWERS:

	House	Riyadh Airport	London	Oxford
Leaving:
By:	car	plane	plane	bus

d)

- Ask the students to read the speech bubble.
- Ask students to use the diagram to make more sentences about Fred's journey.

Extra activity:

- The students can write their sentences in their notebooks. After this, students may also read the dialogue aloud in pairs.

2 Listen, say and match.

Aim: to revise methods of transport and practise new vocabulary items.

- a)
- Tell the students they are going to hear the names of the methods of transport in the pictures. Ask them to point to each picture, listen and repeat.
 - Play track . Pause after each line for the students to repeat.
 - Check recall. Name the items in random order and ask the students to point to the correct picture.
 - Check recall. Point to a picture and ask the class to name it.
 - Repeat track if necessary.

AUDIOSCRIPT TRACK

- A It's a motorbike. A motorbike.
 B It's a plane. A plane.
 C It's a ship. A ship.
 D It's scooter. A scooter.
 E It's a car. A car.
 F It's a balloon. A balloon.
 G It's a bus. A bus.
 H It's a boat. A boat.

- b)
- Explain to the students they are going to hear the sounds of these methods of transport. Ask them to listen to each sound and number the pictures in order.
 - Play track . Students number the pictures in their books.
 - Check the answers by asking students to name the method of transport as well as giving the order of the sounds on the CD.

ANSWERS: A motorbike B plane C ship D scooter
 E car F hot air balloon G bus H boat

- c)
- Ask the students to read the sample question and answer in the speech bubbles.
 - In pairs, students ask and answer similar questions about the pictures. Remind students to check the number of the people in the pictures.
 - Ask pairs of students to demonstrate their question and answer to the class.

Extra activity:

- Write the words on the board for the students to copy into their notebooks.

2 Say and read.

Aim: to read for specific information.

- a)
- Ask the students to cover up the *About a foot* box in their books.
 - Introduce the new vocabulary: *bones, step, how far?*

- Students read the questions in Exercise a and write short answers/guesses in their notebooks (without looking at the box).
- As they finish, they can compare answers in pairs.

b)

- When everyone has finished, students read *About a foot* and check their answers.
- Elicit the answers from the class. *Who knew the answers before they read the text?*

ANSWERS: , , km the afternoon
 on feet

Homework: Workbook pages 92 and 93

Final activity:

- Play *Hangman* with the class. (See the Introduction for the rules, if necessary.)
- Only use words that students know. Include the new vocabulary from this unit.
- Discourage students from calling out whole words. They should call out letters only. This is good spelling practice.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

hot air balloon ship rowing boat motorbike scooter

He went by plane. They're going on foot.
 She's going by bus. I'm going by car.
 He went by train. We went by bike.

Students' own answers.

taxi . train . train

d b g f a c

feet feet stones bones by on worst best
 steps steps fare far

Unit 1

Journeys and trips

LESSON 4 REVIEW

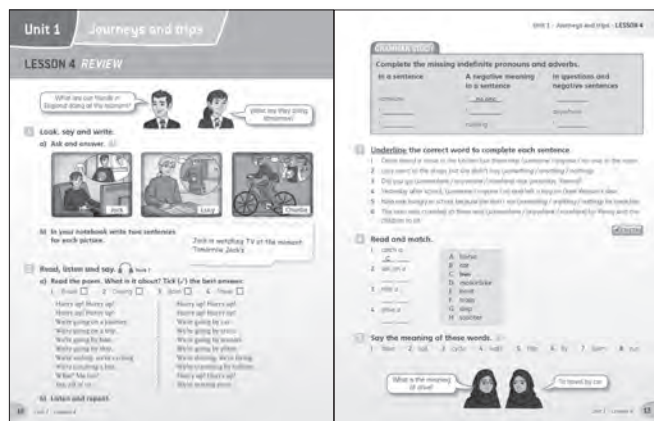
Language

Revision of language in Unit .

Grammar study: Indefinite pronouns and adverbs**Pronunciation:** Say a poem for rhythm and stress

Bring to the lesson:

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



To start:

- Revise the names of the methods of transport from yesterday's lesson.
- Say *Open your books at page , please.*

1 Look, say and write.

Aim: to consolidate the present continuous for now and future plans.

a)

- Ask the students to read the question and answer in Exercise a.
- In pairs, students ask and answer about each picture.
- Monitor and help with any problems.

ANSWERS:

What is/What's Jack doing at the moment? He's watching TV.
 What is he doing tomorrow? He's going bowling.
 What's Lucy doing at the moment? She's doing her homework.
 What is she doing tomorrow? She's going to the library.
 What's Charlie doing at the moment? He's riding his bike.
 What is he doing tomorrow? He's playing football.

b)

- Ask the students to read the model sentences in Exercise b.
- Students write two sentences for each picture in their notebooks.
- Monitor and help with spelling and punctuation.
- As they finish students can check each other's work.
- Ask individual students to read out their answers.

ANSWERS:

Jack is/Jack's watching TV at the moment.
 Tomorrow Jack's/Jack is going bowling.
 Lucy is doing her homework at the moment.
 Tomorrow Lucy's going to the library.
 Charlie is riding his bike at the moment.
 Tomorrow Charlie's playing football

(Note: Accept either *Name is -ing* or *Name's -ing* for all of the sentences.)

2 Read, listen and say.

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

a)

- Ask students to look at the question in Exercise a.
- Ask students to read the poem silently to themselves. Help with any problems.
- As they finish reading, students tick the best answer to the question.
- When everyone has answered, ask one student to give his/her answer and check if the class agrees or not.

b)

- Say *Listen to the CD.*
- Play track . Students listen and follow the poem in their books.
- Say *Listen again and repeat.*
- Play the track again. Pause the track after each line to give students time to repeat.
- Say *Listen again. Say the poem at the same time.*
- Play the track again. Students say the poem at the same time as the CD.

AUDIOSCRIPT TRACK

Hurry up! Hurry up! Hurry up! Hurry up!
 We're going on a journey. We're going on a trip.
 We're going by bike. We're going by ship.
 We're sailing, we're cycling,
 We're catching a bus.
 What? Me too?
 Yes, all of us.
 Hurry up! Hurry up! Hurry up! Hurry up!
 We're going by car. We're going by train.
 We're going by scooter. We're going by plane.
 We're driving, we're flying,
 We're travelling by balloon.
 Hurry up! Hurry up! We're leaving soon.

Extra activity:

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

Grammar study

Aim: to consolidate indefinite pronouns and adverbs.

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

ANSWERS: no one anyone somewhere nowhere
 something anything

Extra activity:

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

3 Underline the correct word to finish each sentence.

Aim: to practise indefinite pronouns and adverbs.

- Ask students to read the sentences and underline the answer.
- Monitor and help with problems.
- As students finish they should check each other's work.
- When everyone has finished, go over the answers with the whole class.
- Review any problems.

ANSWERS: no one anything somewhere someone
 anything nowhere

4 Read and match.

Aim: to revise the verbs used with different methods of transport.

- Ask students to look at Exercise .
- Explain they have to match the correct verb(s) with each method of transport.
- Students may either do this exercise in pairs or check each other's work at the end.

ANSWERS: C, F E, G A, D B, H

5 Say the meaning of these words.

Aim: to give definitions of words; to revise the language of Unit .

- Ask students to read the model question and answer in Exercise .
- In pairs, students ask and answers questions about each word in the exercise.
- Monitor and make suggestions if students are having difficulty thinking of suitable definitions.
- Ask individual students for their answers. Accept any suitable answer.

EXAMPLE ANSWERS: To travel by car To travel by boat/
 ship To travel by bike To travel on foot To travel on a horse/
 on a bike To travel by plane To travel/move through/in
 water To travel quickly on foot

Extra activity:

- Students can write the answers in their notebooks and check each other's work.

Homework:

Any exercises not completed in the Workbook pages – or students copy the sentences from Exercise into their notebooks, using only the correct word.

Final activity:

- Play *What am I doing?* with different methods of transport. (See the Introduction.)
- Say *Well done. See you again soon.*

Unit 2

People, animals, places, things

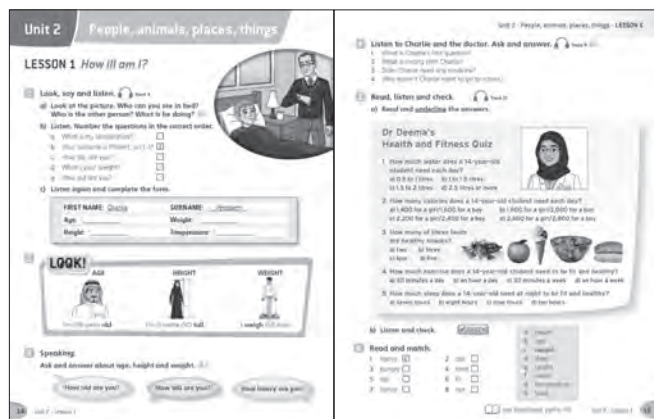
LESSON 1 *How ill am I?*

Language

Functions: Talking about dimensions and amounts**Grammar:** Questions with *how* and adjectives and *how much* and *how many* present simple (revision)**Vocabulary:** *age, calorie, fit, fitness, health, healthy, heavy, height, ill, weigh (v), weight***Reading and writing:** Writing personal information

Bring to the lesson:

- the CD (tracks to – plus)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Ask students to recite the poem *Hurry up*.
- Say *Open your books at page , please*.

1 Look, say and listen.

Aim: to ask and answer about personal information.

a)

- In pairs, students describe the picture in Exercise a.
- Ask individual students to say a sentence about the picture.

b)

- Say *You will hear Charlie and the doctor talking*.
- Read the questions in Exercise b. Explain the new vocabulary.
- Students listen to the CD and number the questions.
- Play track and check answers. (Repeat if necessary.)

ANSWERS: a b c d e

c)

- Read Exercise c. Elicit the meaning of *height*.
- Play track again.
- Students listen and fill in the missing information on the form.
- Check answers.

ANSWERS: Probert kilos metre degrees

AUDIOSCRIPT TRACK

Doctor: OK Charlie. A few questions, please. Your first name is Charlie, of course.

Charlie: Yes, doctor.

Doctor: And your surname? It's Probert, isn't it?

Charlie: Yes.

Doctor: How old are you?

Charlie: I'm .

Doctor: Age is . I last saw you two years ago. You're much taller now. How tall are you?

Charlie: One metre fifty-five.

Doctor: Height one metre fifty-five. OK. And what's your weight?

Charlie: Sorry?

Doctor: How heavy are you?

Charlie: I weigh kilos.

Doctor: OK, let me see your temperature, please. Thank you.

Charlie: What's my temperature, doctor? How high it?

Doctor: Thirty-eight degrees. That's not high.

Charlie: Oh!

2 Look!

Aim: to consolidate the language of the unit.

- Ask students to read the Look! box.
- Ask *How old is Ibrahim? How tall is Reema? How heavy is Omar?*

3 Speaking.

Aims: to talk about dimensions and amounts; to ask questions with *how*, *how much* and *how many*.

- With the students, read the model questions in Exercise .
- Elicit answers from individual students. Help with any problems.
- In pairs, students ask and answer the questions.
- Ask individual students about their partner.

4 Listen to Charlie and the doctor. Ask and answer.

Aim: to listen for specific information.

- Ask the students to read the questions in Exercise .
- Play track . Students discuss the answers in pairs.
- Play track again to allow students to check their answers.
- Ask pairs of students for their answers. Check with the class.

ANSWERS: *How ill am I, (doctor)? He has a headache and a cold. No. He has a maths test.*

AUDIOSCRIPT TRACK

Charlie: How ill am I, doctor?
Doctor: You have a headache and a cold.
Charlie: Yes, doctor. And a temperature!
Doctor: Yes, but it's not high.
Charlie: Do I need any medicine?
Doctor: No.
Charlie: Oh!
Doctor: But drink lots of water.
Charlie: Yes, doctor. What about school?
Doctor: Stay in bed today and go to school tomorrow.
Charlie: But we're having a maths test tomorrow!
Doctor: Nevermind. You can stay in bed now and study for your test.

5 Read, listen and check.

Aims: to answer a quiz; to revise questions with *How much?* and *How many?*

- a)
- Ask the students to read through the questions in the quiz.
 - Students answer the questions.
- b)
- Ask students to check their answers in pairs. Play track .
 - Ask pairs of students for their answers. Check the class agrees.

Extra activity:

- Discussion: are students surprised by any of the facts?
- Do they drink/eat (healthy food)/exercise/sleep as much as this. Why/why not? Do they agree with Dr Deema?
- Alternatively, students have the discussion in pairs.
- Monitor and help, but don't interrupt to correct mistakes.

ANSWERS: c b a b c

AUDIOSCRIPT TRACK

Dr Deema: Hello. Here are the answers to my health and fitness quiz. The answer to the first question is C. Fourteen-year-old students need between one and half and two litres of water each day. Fourteen-year-old girls need about need calories a day and -year-old boys need about calories a day. So the answer to question two is B. The answer to question three is A. Two of these foods are healthy snacks, the apple and the salad. Fourteen-year-old students need a lot of exercise to be fit and healthy. They need about one hour of exercise each day. So the answer to question four is B, one hour a day. The answer to the last question, question five, is C. Fourteen-year-old students need about nine hours sleep at night to be fit and healthy.

6 Read and match.

Aim: to practise the language in the lesson.

- Ask students to read Exercise . Help with vocabulary.
- Students match the words in the box with the right question.
- Ask individual students for their answers.

ANSWERS: c b h d e a f g

Homework: Workbook pages 94 and 95

Final activity:

- Play *Vocabulary tic-tac-toe* with words from the lesson.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

How heavy is he? How tall is he?

d c a

My name's Ahmed Nasser and I'm years old. I'm metre tall and I weigh kilos.

many much many *Plus students' own answers.*

do play has needs drink

Across: HEALTH CALORIES FIT TALL

Down: HEALTHY ILL AGE

Unit 2 People, animals, places, things

LESSON 2 How heavy are elephants?

Language

Functions: Talking about and describing animals; comparing objects and people

Grammar: Questions with *how* and adjectives (); superlative adjectives (revision)

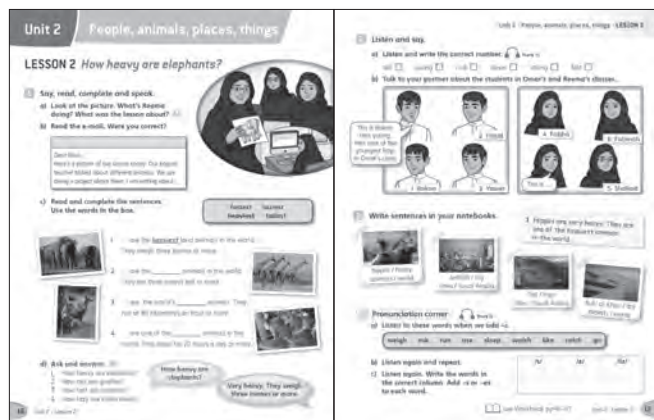
Vocabulary: cheetah, koala bear, lazy, strong, town, young

Pronunciation: Pronunciation of third person present simple verbs: /s/, /z/, /z/

Reading and writing: Reading and writing short descriptions of animals and places

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Ask who is the tallest/oldest/youngest student in the class.
- Say *Open your books at page , please.*

1 Say, read, complete and speak.

Aim: reading and writing short descriptions of animals.

- Tell students to cover the e-mail box in Exercise b.
- Say *Look at the picture and answer the questions in pairs.*
- Students answer the questions in Exercise in pairs.
- Ask pairs of students for their ideas. Ask if the others agree or have different ideas.

b)

- Say *Read Reema's e-mail. Were you correct?*
- Students read Reema's e-mail to see if they were correct.
- Check answers with the class.

c)

- Ask the students to look at the pictures in Exercise c.
- Elicit names of the animals they know. Teach the names of the new ones.
- Look at the words in the text box. Remind students to change the final *y* to *i* before adding *-est*.
- Students use the words in the box to complete the sentences.
- As they finish they can check each other's work.
- Check the answers with the whole class.

ANSWERS: heaviest tallest fastest laziest

Extra activity:

- Students can copy the sentences into their notebooks.

d)

- Read the example question and answer with the class. Model finding the information from the sentences in Exercise c.
- Students ask and answer the questions in pairs.
- Monitor and help.

2 Listen and say.

Aim: describing and comparing people.

a)

- Read the words in Exercise a.
- Say *Look at the picture. Omar and Reema are going to talk about some of their classmates.*
- Say *Listen to the CD and match the words with the correct students.*
- Play track .
- Students write the numbers beside the correct words.
- Check the answers with the whole class.

ANSWERS: tall ; young ; nice ; clever ; strong ; fast

b)

- Read the speech bubble to the class.
- Say *Now you talk about the students. Use Exercise a to help you.*
- Students talk about the characters in the picture, following the speech bubble model.

ANSWERS: Rakan – young – youngest Faisal – fast – fastest Yasser – strong – strongest Dana – tall – tallest Shahad – clever – cleverest Fatimah – nice – nicest

AUDIOSCRIPT TRACK

- Omar:** This is Rakan. Rakan is young. He's one of the youngest students in the class.
- Reema:** This is Shahad. Shahad is very clever. She's the cleverest student in the class.
- Omar:** This is Faisal. Faisal can run fast. He's one of the fastest boys in the class.
- Reema:** This is Fatimah. Fatimah is very nice. She's the nicest girl in the class.
- Omar:** This is Yasser. Yasser is very strong. Yasser is the strongest boy in the class.
- Reema:** This is Dana. Dana is tall. She's one of the tallest girls in the class.

3 Write sentences in your notebooks.

Aim: writing short descriptions of animals and places.

- Ask students to look at the pictures in Exercise and read the keywords below.
- Read the model sentences. Model developing the keywords into sentences.
- Students write the sentences into their notebooks. Monitor and help. Check for spelling.
- Students check each other's work.

ANSWERS: *Hippos are very heavy. They are one of the heaviest animals in the world. Jeddah is very big. It is one of the biggest cities in Saudi Arabia. Taif is very high. It is one of the highest cities in Saudi Arabia. Rub' al Khali is very dry. It is one of the driest deserts in the world.*

Pronunciation corner

Aim: to hear and say the different sounds of third person present simple verbs: /s/, /z/, /z/.

- a)
- Say *Listen to these words when we add -s.*
 - Play part of track .
 - Elicit that there are three different sounds to the final -s.
 - If necessary, repeat the track.
- b)
- Say *Listen and repeat the words.*
 - Play part of track .
 - Students repeat, stressing the final -s sounds. Monitor and review if necessary.
- c)
- Look at the Pronunciation corner table with the students.
 - Elicit the sound each phoneme makes. Remind the students that the /z/ sound is spelled -es.
 - Say *Now write the words in the correct column in the table.*
 - Play track , part .
 - Students write the words in the correct columns. Encourage them to say the words before they choose the column.

- In pairs students should check each other's work.
- Put the table on the board and ask individual students to write in their answers. Check if the other students agree or disagree.
- If necessary play track again.

Answers:

/s/	/z/	/z/
asks	weighs	uses
sleeps	runs	watches
likes	goes	catches

AUDIOSCRIPT TRACK**Part**

weigh, weighs; ask, asks; run, runs; use, uses; sleep, sleeps; watch, watches; like, likes; catch, catches; go, goes

Part

weigh, weighs; ask, asks; run, runs; use, uses; sleep, sleeps; watch, watches; like, likes; catch, catches; go, goes

Part

weighs, asks, runs, uses, sleeps, watches, likes, catches, goes

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

- Play the ABC game *My parrot* (see the Introduction) with comparative and superlative adjectives. For example: the first student says *My parrot is angry. It's angrier than your parrot. It's the angriest parrot in the world.*
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

cheetahs C elephants D koala bears A

They run at kilometres an hour or more. C
They weigh tonnes or more. D
They are metres tall or more. B

How high is Mount Everest? Very high. It's metres high or more.
How fast did he walk? Very fast. He walked at kilometres an hour or more.
How heavy are hippos? Very heavy. They weigh tonnes or more.

Sophie's hair's the longest. Cathy's the happiest.
Laura's bag's the heaviest.

It is one of the oldest libraries in Europe.
He is one of the tallest teachers in (the) school.
It is one of the strongest animals in the world.
It is one of the coldest places in the world.
He is one of the youngest boys in the class.

rhinoceros, cheetah, mouse, tiger, koala bear, elephant, giraffe

Unit 2 People, animals, places, things

LESSON 3 They are even bigger!

Language

Functions: Talking about dimensions and amounts; comparing objects

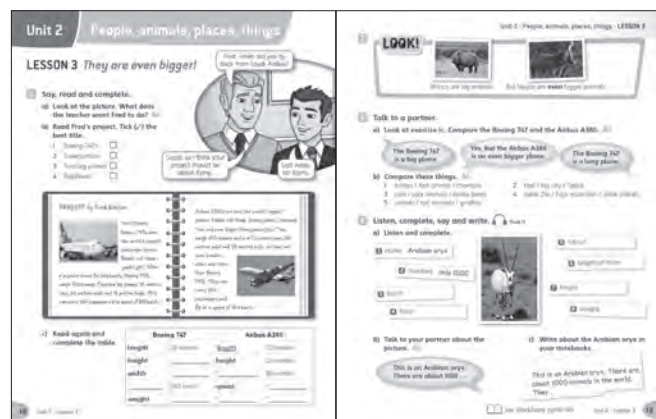
Grammar: Comparative adjectives with *even*

Vocabulary: *even, horn, jet, oryx, passenger, speed, call, wide, width*

Reading and writing: Completing a table with information; writing a description of an animal

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Briefly revise comparative and superlative adjectives. Ask a student to stand. Ask another to stand. Ask *Taller or smaller?* Ask a third student to stand. Ask *Who is the tallest/the smallest?* Ask students to make sentences about the three students with *taller/smaller* and *than*. (**Note:** Be sensitive – pick students of average height.) Put an adjective ending in *-y* on the board (e.g. *easy*) and ask a student to write it with *-er* and *-est*. Check they remember to change the *y* to an *i*.
- Say *Open your books at page , please*.

1 Say, read and complete,

Aims: to talk about dimensions; to compare objects; to read for specific information and complete a table.

- a)
 - Ask students to read the question and look at the picture.
 - In pairs, students answer the question.
 - Check the answer with the class.

EXAMPLE ANSWER: *To write a project about flying.*

- b)
 - Introduce *even*. Use the pictures in the Look! box in Exercise , or draw two stick figures on the board. Say *A is tall but B is even taller*. Draw two apples on the board. Say *This apple is small but this apple is even smaller*. Write the underlined words on the board too. Ask students to repeat. Check they understand.
 - Read the question and possible titles in Exercise b. Check students understand *title*.
 - Read Fred's project as a class. Help with vocabulary if necessary.
 - Ask students to vote on the best title. (See Introduction for instructions on the *Vote* game.)
 - Give the correct answer. Ask why the others are not good titles.

ANSWER: *Two big planes*

- c)
 - Ask students to look at the table and use Fred's project to fill in the blanks.
 - Students complete the table.
 - Check answers with the class.

ANSWERS: *metres km/h metres tonnes width weight speed tonnes*

2 Look!

Aim: to practise comparative adjectives with *even*.

- Ask students to read the sentences. Point out the use of *but*.
- Ask individual students to make sentences of their own with any classroom objects to hand. (For example: *This pencil is long but this ruler is even longer*.)

3 Talk to a partner.

Aim: to compare objects, animals and places.

a)

- Ask students to read the example in Exercise .
- In pairs, students use the information in Exercise c to compare the two planes as in the example.
- Monitor and help.

ANSWERS: The Boeing is a long plane. Yes, but the Airbus A is an even longer plane. The Boeing is a tall plane. Yes, but the Airbus A is an even taller plane. The Boeing is a wide plane. Yes, but the Airbus A is an even wider plane. The Boeing is a fast plane. Yes, but the Airbus A is an even faster plane. The Boeing is a heavy plane. Yes, but the Airbus A is an even heavier plane.

b)

- Ask students to look at Exercise c. Elicit or model a correct response to question .
- In pairs, students compare the animals and places.
- Ask pairs to say their comparisons to the class.

Extra activity:

- Students write the comparisons from Exercise b in their notebooks.
- Students check each others' work.

4 Listen, complete, say and write.

Aims: to complete a table with information; to write a description of an animal.

a)

- Look at the photograph in Exercise a and read the labels.
- Say *You are going to hear Reema talk about an animal she studied. Write down the missing information.*
- Play track . Students complete the labels. Repeat the track if necessary.
- Check the answers with the class.

ANSWERS: In the Arabian desert, in Saudi Arabia and other countries grass white about centimetres about a metre or more about kilos

AUDIOSCRIPT TRACK

Teacher: What animal did you study, Reema.

Reema: The Arabian oryx, teacher. They are very rare animals.

Teacher: Oh. How rare are they?

Reema: Very rare. There are only about animals in the world.

Teacher: And where do Arabian oryx live?

Reema: In the Arabian desert, in Saudi Arabia and other countries.

Teacher: What do these animals eat?

Reema: They eat grass.

Teacher: Grass. And what colour are Arabian oryx?

Reema: They are white and they have two long horns.

Teacher: So they are white and they have two long horns. How long are the horns?

Reema: About centimetres.

Teacher: And do you know anything more about Arabian oryx?

Reema: Yes, they are about a metre or more tall.

Teacher: A metre tall. And how heavy are Arabian oryx?

Reema: They weigh about kilos.

Teacher: Thank you, Reema. That was very interesting.

b)

- In pairs, students use the information from Exercise a to talk about the Arabian Oryx.
- Monitor and support but do not correct. Review any common errors after the activity.
- Ask one pair to demonstrate their conversation to the class.

c)

- Students use the same information to write a short paragraph in their notebooks about the oryx.
- Monitor and support.
- Students check each other's work.

Homework: Workbook pages 98 and 99

Final activity:

- Play *Ten questions* (see the Introduction) with animals.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

Height Width Length

a) . m . m . tonnes km/h

b) Height: . m, Length: . m, Width: . m

The Al Faisaliah Centre is a tall building but the Kingdom Centre is even taller.

The North Pole is a cold place but the South Pole is even colder.

TVs are heavy things but cars are even heavier.

A is a wide road but B is an even wider road.

F F T T F T

width heaviest passenger toe elephant

Unit 2 People, animals, places, things

LESSON 4 REVIEW

Language

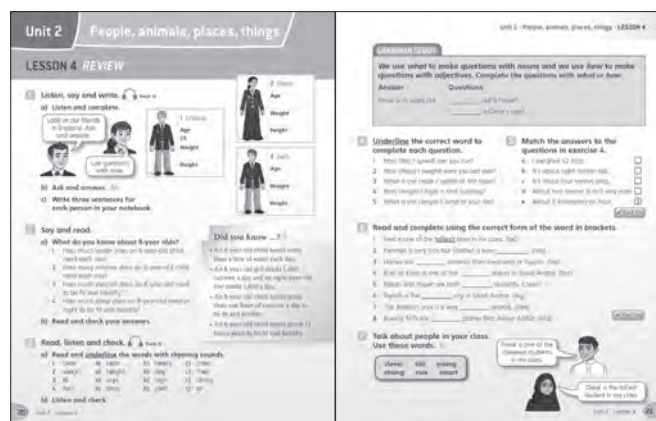
Revision of language in Unit .

Grammar study: Questions with *what* and *how*

Pronunciation: Identifying rhyming sounds

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)



To start:

- Greet the students.
- Revise comparative adjectives. Pick two animals, e.g. an elephant and a cheetah. Ask students to make sentences comparing the two animals. For example *An elephant is stronger than a cheetah. A cheetah is faster than an elephant.* In pairs, students continue the game with other pairs of animals.
- Say *Open your books at page , please.*

1 Listen, say and write.

Aim: to listen for specific information; to practise questions with *How ...?*

- a) Play track . Students fill in the missing information.
- Students check each other's work in pairs.

ANSWERS:

Charlie, Age , Weight kilos, Height . m
Elena, Age , Weight kilos, Height . m
Jack, Age , Weight kilos, Height . m

AUDIOSCRIPT TRACK

Male: Charlie is years old. He is metre centimetres tall. Charlie weighs kilos.

Female: Elena is years old. She is metre tall. Her weight is kilos.

Male: Jack is years old. His height is metre centimetres. He weighs kilos.

- b) In pairs, students ask and answer questions with *How ...?* about Charlie, Jack and Elena.
- Monitor and help.
- c) Model a sentence about one of the students in Exercise a. Students write three sentences about each person in their notebooks.
- When students have finished, ask individuals to repeat one of the sentences to the class. The rest of the class listens and confirms correct sentences or corrects sentences with mistakes in them.

2 Say and read.

Aims: to read for specific information; to revise questions with *How much ...?* and *How many ...?*

- a) Tell students to cover up the *Did you know ...?* box.
- Ask students to read and answer the questions in Exercise a.
- b) Tell students to read the *Did you know ...?* box and check their answers.
- Check answers with the class. How did they do? Are they surprised?

ANSWERS: More than one litre. , calories for a girl and , for a boy. More than one hour a day. About hours.

3 Read, listen and check.

Aim: to identify rhyming sounds (assonance).

a)

- Tell the students they have to find words with the same middle sound.
- Ask the students to say the words very slowly and quietly to themselves. Encourage them to think about the sounds, and the changing shape of their mouths as they say the different words.
- Students underline the words with the same middle sound.

b)

- Tell students they will hear the words on the CD.
- Play track .
- Students listen and check their answers.
- Play the CD again, pausing after each set of words. Elicit the answers from the students. Review any problem items.

ANSWERS: bear, chair weigh, day ill, oryx fast, staff

AUDIOSCRIPT TRACK

bear near heavy chair
weigh height day their
ill oryx high girl
fast tasty sta at

Grammar study

Aim: to revise the use of *What ... + noun* and *How ... + adjective*.

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

ANSWERS: How What

Extra activity:

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

4 Underline the correct word to complete each question.

Aim: to consolidate the use of *What ... + noun* and *How ... + adjective*.

a)

- Say Choose the best word to complete each sentence.
- Students work individually to underline the correct words.
- Ask students to work in pairs and check each other's work.
- Alternatively, play *Vote* (see Introduction). Tell the students to hold up if they underlined the first word or if they think the second word is correct.

ANSWERS: fast heavy width high length

5 Match the answers to the questions in Exercise 4.

Aim: to practise answering questions about personal information.

- Ask the students to read each answer and find the correct question from Exercise 4.
- Students complete the matching exercise.
- Students check each other's work in pairs.

ANSWERS: a b c d e

6 Read and complete the correct form of the word in brackets.

Aim: to consolidate the use of adjectives, comparative adjectives and superlatives.

- Elicit the three forms of regular adjectives, e.g. *small, smaller, smallest*.
- Ask the students to read the sentences and complete each one with the correct word.
- As they finish, students correct each other's work.
- Check answers with the whole class and review any problems.

ANSWERS: nicer faster hottest clever biggest
rare older

7 Talk about people in your class. Use these words.

Aims: to practise oral fluency; to compare and describe people.

- Read the model sentences. Using the words in the box and following the models, students work in pairs to make sentences about students in the class.
- Ask individual students to share their sentences with the class.

Homework:

Any exercises not completed in the Workbook pages

Final activity:

- Play *Adjectives and nouns* (see the Introduction). (Note: You might want to give double points for names of animals.)
- Say *Well done. See you again soon*.

Unit 3

Decisions, decisions

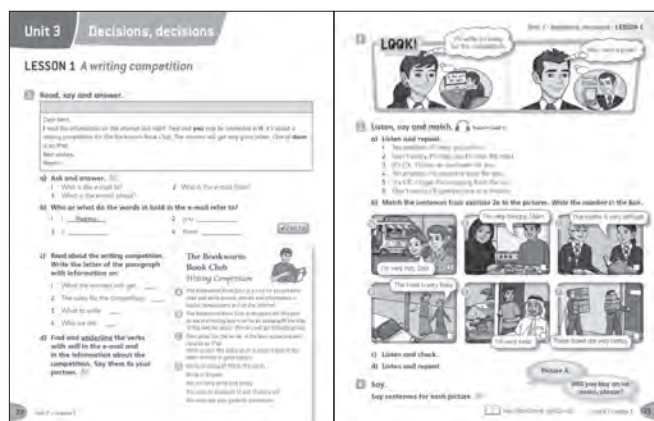
LESSON 1 *A writing competition*

Language

Functions: Asking for extra information**Grammar:** Future with *will* () – statements and questions**Vocabulary:** *decision, competition, e-book reader, information, Malaysia, parent, prize, winner, worry***Reading and writing:** Reading information about a writing competition; writing requests

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Revise the verbs used in previous lessons. Put ten jumbled words on the board:
ska, eonp, scors, phel, yub, tge, vegi, triwe, ccekh, yap, drae
ask, open, cross, help, buy, get, give, write, check, pay, read
- Challenge the students (in pairs) to unscramble them all and write them down in less than two minutes.
- Say *Open your books at page , please.*

1 Read, say and answer.

Aim: to read for gist and specific information.

- a)
- Ask students to read the e-mail. Explain new vocabulary (*information, competition, winner, prize*) and *will get* (i.e. in the future).

- In pairs, students answer the questions.
- Check answers with the class.

ANSWERS: *Nina Reema a writing competition*

- b)
- Ask students individually to read and answer the questions in Exercise b.
- As they finish, they can compare answers in pairs or small groups.
- Check the answers and review any problems.

ANSWERS: *Nina information prizes*

- c)
- Read the text box about the Book Club competition with the class. Explain any new vocabulary (*Malaysia, e-book reader, parents*). Highlight the use of *will*. Check students understand the gist of the information and the task.
- Students discuss the answers to c in pairs.
- Ask pairs to give their answers. Ask the class to agree or disagree and say why.
- Note: If the students find this hard, discuss it as a class.

ANSWERS: *C D B A*

- d)
- In pairs, students find, underline and say to each other all the verbs with *will* in the e-mail and the information text.

ANSWERS: *E-mail: will get; Information text: will get, will pay, will give*

2 Look!

Aim: to present the future with *will* in statements and questions.

- Ask students to look at the Look! box.
- Make sure they understand the future meaning of *will*.
- Ask them to make questions with the verbs they underlined in Exercise d.
- Elicit two or three future time phrases and write them on the board with some simple verbs: *tomorrow, soon, next week: go, ask, come, get.*
- Elicit simple statements and questions with *will*. For example:
I will get it tomorrow. Will they come next week? Will you go soon?

3 Listen, say and match.

Aim: to practise the future with *will* in statements.

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

AUDIOSCRIPT TRACK

No problem. I'll help you with it.
 Don't worry. I'll help you to cross the road.
 It's OK. I'll buy an ice cream for you.
 No problem. I'll open the door for you.
 It's OK. I'll get the shopping from the car.
 Don't worry. I'll give you one in a minute.

- b)
- Ask students to look at the pictures and match them to the sentences in Exercise a.
- c)
- Say *Listen to the CD again. Check your answers*.
 - Play track again while students check individually. If necessary, pause the track to give students time to check/discuss their answers.
 - Check the answers with the class. (**Note:** If students have voting cards numbered – , they could use these to vote here.)
- d)
- Say *Listen to the CD and repeat*.
 - Play track again while students repeat. Pause the CD if necessary.

ANSWERS: A B C D E F

AUDIOSCRIPT TRACK

- A
- Girl: I'm very hot, Dad.
 Man: It's OK. I'll buy an ice cream for you.
- B
- Boy: I'm very hungry, Mum.
 Woman: Don't worry. I'll give you one in a minute.
- C
- Girl : This maths is very difficult.
 Girl : No problem. I'll help you with it.
- D
- Girl: The road is very busy.
 Woman: Don't worry. I'll help you to cross the road.
- E
- Man: I'm very tired.
 Boy: It's OK. I'll get the shopping from the car.
- F
- Man: These boxes are very heavy.
 Man: No problem. I'll open the door for you.

4 Say.

Aim: to practise questions with *will* + verb for the future.

- In pairs, students use the pictures to say sentences with *will* + verb.
- Monitor and support. Review any major problems.

ANSWERS: A *Will you buy an ice cream, please?* B *Will you give me a cake, please?* C *Will you help me (with this maths), please?* D *Will you help me (to cross the road), please?* E *Will you get the shopping (from the car), please?* F *Will you open the door (for me), please?*

Extra activity:

- Students can write the questions and answers (*Yes, I will*) in their notebooks.

Homework: Workbook pages 100 and 101

Final activity:

- Play *Hangman* with the students using both the new words and some old ones.
- Students continue playing in small groups.
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

will get will give

reads read poems poems storys stories
reading writing lesson competition writing write
Will, Will

I'll have an orange. I'll bring my dictionary to school.

Don't worry. I'll clean the car. A
It's OK. I'll open the door. D
No problem. I'll buy some more. F
It's OK. I'll put the bags in the taxi. B
No problem. I'll lend you my umbrella. E

Will you clean the car, please?
Will you open the door, please?
Will you buy some more, please?
Will you put the bags in the taxi, please?
Will you lend me your umbrella, please?

parents good tells winner are sure problems
prize

Unit 3

Decisions, decisions

LESSON 2 What kind of person are you?

Language

Functions: Describing people's character, likes and personality

Grammar: Adjectives with prepositions

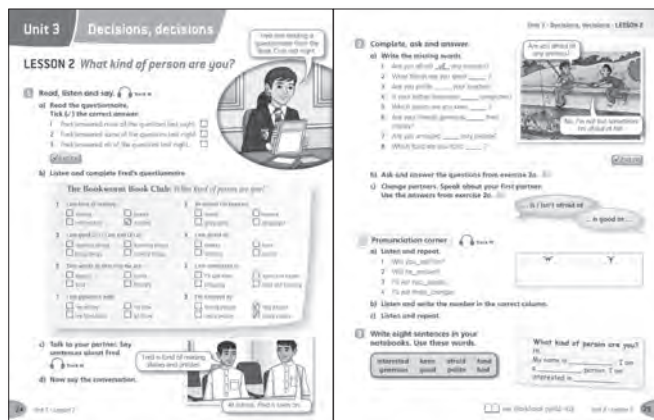
Vocabulary: *afraid, annoyed, describe, fond, friendship, generous, helpful, kind (a + n), noisy, questionnaire*

Reading and writing: Reading and completing a questionnaire; writing a personality description

Pronunciation: The sounds /j/ and /w/ used to link words in phrases together

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Write the following word snake (without underlining the words) on the board and ask students to copy it:
*qpcpolityrefriendlypsxfboringatzgnastyjuolazyhwnkeenbvki
 interestedmfgoodd*
- Ask students, in pairs, to find and underline eight words in the snake.

ANSWERS: *polite, friendly, boring, nasty, lazy, keen, interested, good*

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

1 Read, listen and say.

Aim: to listen to a dialogue for specific information.

- a)
- Ask students to read the questions in Exercise a.
 - As a class read the questionnaire. Explain vocabulary and check that students understand the text. Check they understand what a questionnaire is and what it's for. Explain the difference between *What kind* (noun) of person? and *A kind* (adjective) person.
 - Elicit the correct answer to Exercise a.

ANSWER: *Fred answered some of the questions last night.*

- b)
- Tell the students they will hear Nina and Fred talking about Fred's questionnaire. Ask them to tick Fred's answers.
 - Play track . Students listen and answer.
 - Students check their answers in pairs.

ANSWERS: *stories, articles maths, geography learning things, making things dentists helpful, friendly TV and films my friendship, my time lazy people, noisy people*

AUDIOSCRIPT TRACK

- Fred:** Will you help me with this, Nina?
- Nina:** Of course. I'll ask the questions and write your answers.
- Fred:** Thanks.
- Nina:** Right, what do you read?
- Fred:** I'm fond of stories and articles.
- Nina:** Next, which subjects are you keen on at school, maths, science, geography or languages?
- Fred:** I'm keen on maths and geography.
- Nina:** Maths and geography. Now, what things are you good at and bad at?
- Fred:** OK, well I am good at learning things.
- Nina:** I'll tick 'learning things'.
- Fred:** But I am bad at making things.
- Nina:** Yes, that's true. Now, what are you afraid of, snakes, lions, dentists or exams?
- Fred:** Dentists, I think.
- Nina:** OK, I'll write that. And two words to describe you. I'll write 'helpful' and 'friendly'. Is that OK?
- Fred:** Helpful and friendly? Yes, tick those words.
- Nina:** What are you interested in?
- Fred:** That's easy. TV and films.
- Nina:** And which of these things are you generous with, your money, your time, your friendship or all of them?
- Fred:** My time and my friendship – not my money.

Nina: OK, I'll tick 'time' and 'friendship'. Finally, who are you annoyed by?

Fred: I'm annoyed by lazy people and noisy people.

c)

- Ask students to read the question and the speech bubbles. Elicit another example sentence.
- In pairs, students make sentences about Fred. Monitor and support.

d)

- Ask students to listen and repeat the conversation.
- Play track again, pausing so students can repeat.

Note: You may wish to divide the class into two groups, one to repeat Nina's part and the other Fred's. You could then repeat again with the groups playing the opposite part.

2 Complete, ask and answer.

Aim: to practise prepositions after adjectives.

a)

- Read the speech bubbles with the class. Point out ... *afraid of* ...
- Write *on, to, with, in, of, at, by* on the board. Ask students to use these words to complete the sentences.
- Students check their work in pairs, using Exercise b to help.

ANSWERS: *afraid of good at polite to interested in keen on generous with annoyed by fond of*

Extra activity:

- Ask students to write the answers in their notebooks and learn them.
- b)
- Students carry out the task. They may like to make brief notes.
- c)
- Ask students to change partners.
- They speak about their first partner, using their notes.

Pronunciation corner

Aim: to practise the sounds *ʃ* and *ʌw* used to link words in phrases together (elision).

Note: Always refer to these as *sounds*, i.e. *ʌw* as in *walk*, not the letter 'w'; and *ʃ* (or *ʎ* for the students) as in *yes*, not the letter 'y'.

a)

- Explain that in speech some words run into the next word.
- Read the examples. Ask students to listen to the CD and repeat.
- Play track . Students follow and repeat. What two 'extra' sounds can they hear between words? (*ʌw* and *ʃ*)

b)

- Check students can hear the elision.
- Tell them they will hear more sentences.
- Ask them to write the number of the sentence.
- Play track . Students complete the table.
- Play *Vote* (use for the *ʌw*/sound and for the *ʎ*/sound).

ANSWERS: *ʌw/ , ʎ/ ,*

Note: If necessary, tell students which two words to listen for.

c)

- Ask the students to listen and repeat.
- Play track . Pause for students to repeat.

AUDIOSCRIPT TRACK

Will you ask him?	I'll eat two apples.
Will he answer?	I'll eat three oranges.

3 Write eight sentences in your notebooks. Use these words.

Aim: to practise the language of the lesson.

- Ask students to read the example sentences and the words in the box.
- Ask individual students to say sentences about themselves.
- In their notebooks, students write a short paragraph (eight sentences) about themselves.

Homework: Workbook pages 102 and 103

Final activity:

- Play *Who am I?* (see the Introduction).

WORKBOOK ANSWERS:

on in with of at by of, of at to

*What hobbies are you very keen on? I'm very keen on ...
What noisy things are you annoyed by? I'm annoyed by ...
What kind of books are you fond of? I'm fond of ...
What countries are you interested in? I'm interested in ...*

w y y w

e a f c d

Lenny is kind, generous, polite, friendly and helpful, but he isn't very clever.

The word you make is: friendship

Unit 3

Decisions, decisions

LESSON 3 *Things we want to do*

Language

Functions: Talking about decisions relating to things you want to do

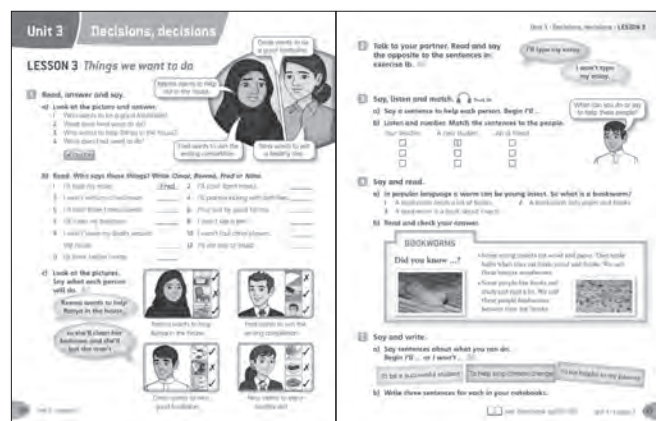
Grammar: Future with *will* (): statements and negatives

Vocabulary: *before, diet(n), foul, insect, practise, train, successful*

Reading and writing: Reading to guess the meaning of a word; writing things to do to help in various situations

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

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

1 Read, answer and say.

Aim: to introduce the future with *will* in statements and negatives.

- a)
- Ask students to read the speech bubbles. Explain *diet* means the food you eat.
- Students answer the questions and check each others' work.

ANSWERS: Omar To have a healthy diet. Reema To win the writing competition.

b)

- Explain how to make *will* negative. Write on the board: *I will go.* Add *not*, so it says, *I will not go.* Cross out *will not* and substitute *won't*. *I won't go.* Ask students to transform other verbs in the same way.
- Explain the task. Students have to decide which character said which statement.
- Students do the task individually.
- Play *Vote* (for Fred, for Nina, for Omar, for Reema).

ANSWERS: Reema Nina Omar Omar Nina
Reema Fred Reema Omar Fred Nina

c)

- Ask students to look at the pictures and read what each person wants to do.
- Model using the speech bubbles and the statements from Exercise b to say what each person will do.
- Students complete the task in pairs. Monitor and support.

ANSWERS: Reema wants to help Ranya in the house, so she'll clean her bedroom and she'll cook some meals but she won't leave her books around the house. Fred wants to win the writing competition, so he'll type his essay and think before he writes but he won't use a pen. Omar wants to be a good footballer, so he'll practise kicking with both feet and he'll train three times a week but he won't foul other players. Nina wants to eat a healthy diet, so she'll eat fruit and lots of salad but she won't eat lots of red meat.

2 Talk to your partner.

Read and say the opposite to the sentences in Exercise 1b.

Aim: to practise the future with *will* in statements and negatives.

- Read the speech bubbles with the class. Make sure they understand *opposite*.
- Elicit one or two answers, then let students complete the task in pairs.
- Check answers with the class.

ANSWERS: *I won't type my essay. I won't cook any meals. I'll eat lots of red meat. I won't practise kicking the ball with both feet. I won't train three times a week. Fruit won't be good for me. I won't clean my bedroom. I'll leave my books around the house. I'll foul other players. I won't think before I write. I won't eat lots of salad.*

3 Say, listen and match.

Aim: talking about things you can do to help.

- a)
- Ask students to say what they could do to help the people in Exercise 1a.
- b)
- Ask students to listen to the CD and write the number of each sentence under the correct person in the table.
 - Play track . Students complete the table.
 - Check the answers with the class.

ANSWERS:

Your teacher	A new student	An ill friend

AUDIOSCRIPT TRACK

I'll show the new student different places in the school.
 I'll tidy the desks and chairs.
 I'll go and get a glass of water.
 I'll tell him to sit down and rest.
 I'll clean the board and turn off the lights.
 I'll talk to him after class.
 I'll phone a doctor for her.
 I'll say 'hello' and 'how are you?' to him.
 I'll help to carry books to the classroom.

4 Say and read.

Aim: reading to guess the meaning of a word.

- a)
- Look at the photographs and read Exercise 1a.
 - Ask students to answer the question individually or, alternatively, ask students to vote.
- b)
- Read the text box on bookworms as a class.
 - Ask students to vote on the answer again. Have they changed their minds?

ANSWERS: *A bookworm reads a lot of books.*

5 Say and write.

Aim: talking about decisions relating to things you want to do.

- a)
- Ask students to read the text boxes in Exercise 1a and pick something they want to do.
 - Elicit some sentences beginning *I'll ...* or *I won't ...* as models.
 - In pairs, students talk about what they will or won't do.
 - Allow them time to exchange several sentences and then ask individuals to tell the class what their partner said.
- b)
- Students can write three sentences for each text box in their notebooks, either in class or for homework.

Homework: Workbook pages 104 and 105

Final activity:

- Play *If* (see Introduction).
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

won't both before good for me untidy

I won't go to bed late.

We'll speak Arabic all the time.

I won't go to expensive restaurants.

I'll study after school every day.

We won't walk to the supermarket again.

I'll practise in the summer.

I'll write lots of essays in school.

foul diet before insects train practise

successful untidy

f a b c e

I was subjects fly untidy study

Unit 3

Decisions, decisions

LESSON 4 REVIEW

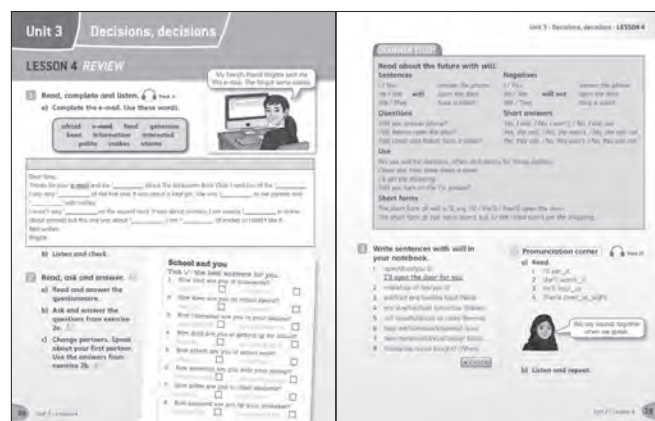
Language

Revision of language in Unit 3

Grammar study: *will* + verb for future**Pronunciation:** Linking a consonant at the end of a word to a vowel at the start of a word

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)



To start:

- Greet the students.
- Write the following columns of words on the board (or play *Tic-tac-toe* (Grammar)).

interested	to
keen	with
afraid	at
annoyed	on
good	of
generous	by
fond	of
polite	in
- Ask students in pairs, to match the prepositions that go with the verbs.
- Ask individuals to say which verbs and prepositions match.

ANSWERS: interested in keen on afraid of annoyed by
good at generous with fond of polite to

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

1 Read, complete and listen.

Aim: to practise the language of the unit.

- a)
- Read the words in the box as a class. Do not help with any vocabulary at this stage.
 - Students read the e-mail and fill in the blanks. They should try to work out the meaning of any words they have forgotten.
- b)
- Ask students to listen to the CD and check their work.
 - Play track .
 - Ask individual students to read sentences from the e-mail. Check answers.
 - Review the vocabulary items and check that all are correctly understood.

ANSWERS: information stories fond polite
generous keen interested snakes afraid

AUDIOSCRIPT TRACK

Dear Nina,

Thanks for your e-mail and the information about The Bookworm Book Club. I read two of the stories. I was very fond of the first one. It was about a kind girl. She was polite to her parents and generous with her money.

I wasn't very keen on the second story. It was about animals. I am usually interested in stories about animals but this one was about snakes. I am afraid of snakes so I didn't like it.

Best wishes,
Brigitte

2 Read, ask and answer.

- a)
- Ask students to read and answer the questionnaire individually.
 - Monitor and help with vocabulary.

- b)
- In pairs, students ask and answer the questionnaire. (Use a different coloured pen or tick outside the boxes for partner's answers.)
- c)
- Students change partners and speak about their first partner, using the information from the questionnaire.
 - Monitor and support. Note any major errors and review at the end of the exercise.

Grammar study

Aim: to consolidate the use of *will* + verb for future.

- Read the information with the class. Check they understand when to use *will*.
- Ask individual students to:
 - Make an example sentence with *will*. For example, *I will go*.
 - Repeat the sentence using the short form (*I'll*).
 - Make that sentence negative.
 - Make it into a question.
 - Give a short answer with *Yes*.
 - Give a short answer with *No*.
- Students carry on in pairs with other verbs and pronouns.

3 Write sentences with *will* in your notebook.

Aim: to use *will* + verb for future in written work.

- Read question and elicit the model answer.
- The students copy the model answer into their notebooks and continue with the exercise. Monitor and support.
- As they finish, they check their work in pairs.

ANSWERS: *I'll make a cup of tea for you. Nina will eat fruit and healthy food. Rakan will not (won't) play football tomorrow. Reema will not (won't) have a lot of pizza or cakes. Will you help me with my homework, please? Will Dad take me to school in the car today? When will Fred arrive home tonight?*

Pronunciation corner

- a)
- Ask the students to look at sentences – and see where the words run together.
- b)
- Ask the students to listen to the CD and repeat, trying to run their words together in the same way.
 - Play track . Monitor and repeat if necessary.
 - Ask individual students (who are doing well) to demonstrate to the class.

Note: If students find this hard, tell them not to worry, it will come with practice.

AUDIOSCRIPT TRACK

I'll eat it.
She'll watch it.
He'll help us.
They'll meet at eight.

Extra activity:

Aim: to practise the language of the unit.

- Write these words on the board.

<i>parent</i>	<i>practise to get better</i>
<i>keen</i>	<i>the food you usually eat</i>
<i>annoyed</i>	<i>your mother or your father</i>
<i>generous</i>	<i>kind and nice</i>
<i>diet</i>	<i>a little angry about</i>
<i>train (v)</i>	<i>interested in</i>
- Ask the students to match the meanings with the correct words.
- Check the answers with the class.

Homework:

Any exercises not completed in the Workbook pages

Final activities:

- Play the game *Ready and waiting*. (See the Introduction for instructions.)
- Say *Well done. See you again soon*.

Unit 4

Past, present and future

LESSON 1 August 24th in the year 79

Language

Functions: Narrating a scene in the past; describing events in the past

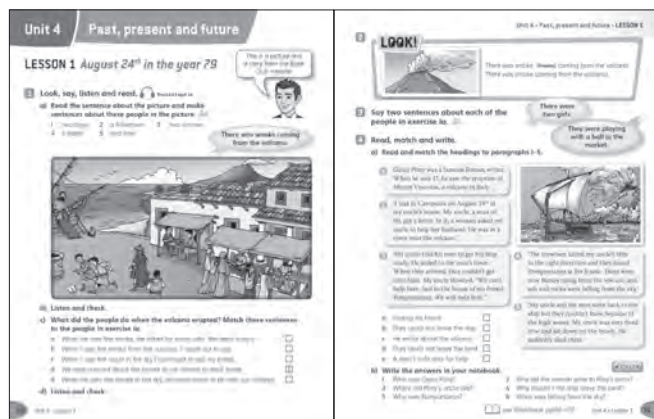
Grammar: Use of *there was/were* and verb + *-ing* past simple with past continuous

Vocabulary: eruption, flame, fisherman, land, ready, smoke, wave

Reading and writing: Reading an account of an eruption; answering detailed questions

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Remind students that they read about Mount Pinatubo in *Lift Off!*.
- Put these jumbled words on the board and give the students one minute to work them out: *olcavon (volcano), noMtu (Mount), ptrue (erupt), sha (ash), doluc (cloud), sag (gas)*.
- Remind students that the volcano *erupted*. Ask what they remember about the *eruption*.
- Accept any sensible answers. Do not correct mistakes at this point.
- Say *Good. Today we will read about another volcano. Please open your books at page* .

1 Look, say, listen and read.

Aim: to introduce the use of *there was/were* + noun + verb + *-ing*.

- a)
- Say *Look at the picture. It shows what was happening before the eruption.*
 - Point to the smoke. Say *What can you see here?* Elicit *smoke*.
 - Write on the board *There was smoke*.
 - Say *Where was it coming from?* Elicit *From the volcano*.
 - Say *Good. Now read the speech bubble. 'There was smoke coming from the volcano.'*
 - Finish writing *There was smoke coming from the volcano.* on the board and underline *was* and *coming*.
 - Ask what the two boys were doing. Elicit *Playing with a ball*.
 - Ask students to follow the model and make a sentence about the boys. Elicit *There were two boys playing with a ball (in the market).* Make sure they understand the task.
 - Students work in pairs to make sentences about the other people. Monitor for the correct use of the structure.

- b)
- Say *Listen to the CD and check your answers.*
 - Play track . Students check their answers.

Note: Line of track should read *There were two boys playing ...* instead of *two girls*.

ANSWERS: Example answers as audioscript track but accept any reasonable description if the structure is correct.

- c)
- Ask the students to read the questions in Exercise c and match them with the correct people from Exercise a.
 - Students work individually to write the correct number in each box.

- d)
- Ask the students to listen to the CD and check their answers.
 - Play track while students check.
 - Check answers as a class. You may want to use the *Vote* game.

ANSWERS: a b c d e

AUDIOSCRIPT TRACK

There was smoke coming from the volcano.
 There were two boys playing with a ball in the market.
 There was a fisherman coming back to the land.
 There were two women shopping in the market.
 There was a baker selling bread.
 There were two men eating their lunch in a café.

AUDIOSCRIPT TRACK

- Boy :** We were playing with a ball in the market.
Boy : Then the sky started to change colour.
Boy : We were worried about the smoke so we started to walk home.
- Male :** When I saw the smoke from the volcano, I sailed out to sea.
- Female :** We were shopping at the market.
Female : We were buying vegetables. It was lunch time.
Female : When we saw the smoke in the sky, we went home to be with our children.
- Male :** I was busy. A lot of people were buying my bread. I didn't do anything. I continued to sell bread and cakes.
- Male :** We were in the café.
Male : When we saw the smoke from the volcano, we weren't afraid. We were hungry.
Male : Yes, we asked for more cake.

2 Look!

Aim: to consolidate the use of *was/were* + noun + verb + *-ing*.

- Ask the students to read the Look! box.
- Give the students noun/verb prompts and ask them to make sentences following the structure: *two boys/playing – there were two girls playing; three students/working – there were three students working*, etc.

3 Say two sentences about each of the people in Exercise 1a.

Aim: to practise use of *was/were* + noun + verb + *-ing*.

- Read the model sentences in the speech bubbles with the class.
- Ask the students to continue in the same way about the other people in Exercise 1a
- Students complete the task in pairs. Monitor and correct any mistakes with the structure. If necessary, review with the class. Ensure the structure is secure before continuing.

ANSWERS: *There were two boys. They were playing with a ball in the market. There was a fisherman. He was coming back to the land. There were two women. They were shopping in the market. There was a baker. He was selling bread. There were two men. They were eating their lunch in a café.*

Extra activity:

- Students can write the sentences in their notebooks.

4 Read, match and write.

Aim: to read for the main idea; to read for specific information.

- a)
- Read the headings with the class. Ask students to pick out key words to search for (e.g. *friend*, *leave* (ship), *volcano*, *leave* (land), *help*, etc.)
 - Ask them to search the passage for these words. (If you elicit the keywords one at a time, finding them can be done as a race.)
 - Model reading around the key word to find the main idea. For example *friend* appears in paragraph but not *find*. However we learn that the friend's name is Pomponianus and in paragraph we see *they found Pomponianus*.
 - Ask students to match the other headings with the correct paragraph.
 - Ask students to use their voting cards. Before telling the students the answers, ask individuals to explain why they chose the answers they did.

ANSWERS: a b c d e

- b)
- Look at the picture of the ship with the class and remind them of the date in the lesson title. How long ago did this story happen?
 - Read the questions with the class. Explain *Gaius* is pronounced /guy-us/
 - Read the first paragraph together. Check they understand *Roman*.
 - Students read the other paragraphs individually and answer the questions in their notebooks.
 - As students finish, they check each other's work.
 - Check the answers as a class.

ANSWERS: *A famous Roman. She wanted him to help her husband. In Campania (in Italy). Because of the high waves. Pliny's uncle's friend. Ash and rocks.*

Homework: Workbook pages 106 and 107

Final activity:

- Play *Presentation: how much can you remember?* (See the Introduction for instructions.)
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- a *were/were working was/was cutting were/were sitting was/was carrying*
 b *There were some men working on the land. There was a boy cutting grass. There were some children sitting on a gate. There was a woman carrying eggs.*
 c *were working/stopped/went was cutting/climbed*

D B A C E

a huge cloud a very tall tree white, grey and black because of the ash (he thought) he could smell smoke out of the mountain Students' own answers.

Unit 4

Past, present and future

LESSON 2 A special visit to Saudi Arabia

Language

Functions: Asking and speaking about habits and routines; linking similar information

Grammar: *wh-* questions with the present simple; use of *not only ... but also*

Vocabulary: *duty, enough, lose, pasta, pilgrim, pilgrimage, protein, race, replace, such as*

Reading and writing: Reading information about the Hajj; linking sentences with *not only ... but also*

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)

To start:

- Greet the students.
- Ask if anyone likes running or other sport. Ask about what they do, with *wh-* questions or *how often, how far*, etc.
- Alternatively, ask what they know about the Hajj. Ask about people who go on the Hajj, with *wh-* questions or *how often, how far* (using the present for habitual action).
- Explain that today they will be reading about this.
- Say *Open your books at page , please.*

1 Read, listen and say.

Aims: to speak about habits and routines; to use *wh-* questions + present simple.

- a)
- Ask students to look at the picture, read the speech bubble and answer the question in pairs.

- Ask one pair of students to answer. Check if the class agrees.

EXAMPLE ANSWER: *He is a famous marathon runner.*

- b)
- Tell the class they will hear Khalid asking Mokhtar some questions.
 - Ask the students to read the questions.
 - Ask them to listen to the CD and number the questions as they hear them.
 - Play track .
 - Students complete the task and check each other's work.
 - Check the answers with the class.

ANSWERS: *How far do you usually run? Can I ask you some questions? What other foods do you eat? Are you in Saudi Arabia for a race? How much water do you drink? How many calories do you need a day?*

AUDIOSCRIPT TRACK

Khalid: Hello, I'm Khalid Bader. I'm speaking Mokhtar Bakar, the famous marathon runner. Hello, Mokhtar.

Mokhtar: Hello.

Khalid: Can I ask you some questions?

Mokhtar: Of course.

Khalid: First, how far is a marathon?

Mokhtar: It is kilometres, metres.

Khalid: That's a long race!

Mokhtar: Yes.

Khalid: How far do you usually run?

Mokhtar: I usually run kilometres a day but when I train for a race, I often run kilometres a day. That's about kilometres a week.

Khalid: And how long do you train for each day?

Mokhtar: I train for about four hours.

Khalid: Thanks. Now, drinking is important for runners, so how much water do you drink?

Mokhtar: About a litre and a half a day. I drink not only water but also sports drinks.

Khalid: What are they?

Mokhtar: They are special drinks. When you run marathons, you lose salts from your body. Sports drinks replace these.

Khalid: I see. Do you have a special diet?

Mokhtar: Yes, of course.

Khalid: How many calories do you need a day?

Mokhtar: I normally need about two and a half thousand a day but I use more calories when I train for a race.

Khalid: And how much protein do you eat?

Mokhtar: About per cent of my food is protein. I usually have fish or chicken.

Khalid: What other foods do you eat?

Mokhtar: I always eat a lot of rice, pasta and fruit.

Khalid: And are you in Saudi Arabia for a race?

Mokhtar: No, this is a special visit. I am here for the Hajj.

c)

- Tell the students they will hear the track again. Ask them to listen for the missing information.
- Ask students to read the questions and think about the answers first. Help with new vocabulary.
- Play track again. Students fill in the blanks.
- Ask individual students to give their answers. Check the class agrees.

ANSWERS: kilometres metres kilometres
four hours litres protein fruit the Hajj

d)

- Explain to the students that they are going to ask and answer the questions.
- Remind students of the questions in Exercise b.
- Ask individual students to model turning one or two statements from Exercise c into questions.
- Students ask and answer questions in pairs, swapping roles when they finish.
- Ask pairs of students to perform their dialogue to the class.

2 Write sentences in your notebooks. Use *not only ... but also*.

Aim: to link sentences using *not only ... but also*.

a)

- Read question and the model sentence with the class. Make sure they understand the task.
- Students write the sentences in their notebooks.
- As students finish, they check each other's work.

ANSWERS: Mokhtar not only drinks water but also sports drinks. Mokhtar not only eats pasta but also fruit and rice.
Mokhtar not only runs marathons but also half marathons.
Mokhtar not only speaks English but also Arabic. Mokhtar not only trains in the morning but also in the afternoon. Mokhtar not only runs races in Malaysia but also in Saudi Arabia.

3 Read, find and say.

Aims: to read for information; to scan for specific information.

a)

- Ask students to read the question and the e-mail.
- Ask the students to answer in one word. (*Haji*)
- Check they have understood the new vocabulary.

b)

- Ask the students to read the questions and underline the answer in the e-mail.
- Students check each other's work.
- You may want a change of pace or to encourage students to scan text quickly. If so, ask them to cover the questions up. Read out the questions in random order and make it a competition to see who can find the right part of the text first. Students read out their answer and, if correct, underline it. Discuss why some answers are harder to find than others.

ANSWERS: pilgrimage a special journey Muslims in good health and with enough money million fly to Jeddah, then travel to Makkah by bus from the ninth to the thirteenth of Dhu Al-Hijjah special white clothes Al-Masjid Al-Haram

c)

- Ask students to close their books and talk to their partner about the Hajj.
- Monitor and support but don't interrupt for mistakes. Review common errors with the class at the end of the activity.

Extra activity:

- Students write a short paragraph about the Hajj in their notebooks, either in class or for homework.

Homework: Workbook pages 108 and 109

Final activity:

- Play *Word association*. (See the Introduction for instructions.)
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

How far do you run (every day)?
Where do you run?
How long do you run for?
what do you wear?
what are your favourite foods?
How many calories do you use
Who is your favourite marathon runner?

He often runs kilometres each day when he trains for a race.
He usually has fish or chicken.
He always eats a lot of rice, pasta and fruit.

They not only recycle paper but also glass.
He not only teaches English but also French.
My sister not only writes stories but also poems.
Runners not only need water but also salts.
I not only read books but also magazines.
He not only rides a scooter but also a motorbike.
We not only study Arabic but also English.

health enough duty pilgrims travel month
special white go, as

morning pasta replace race protein twelfth
lose runner The word is marathon.

Unit 4 Past, present and future

LESSON 3 Fred's essay

Language

Functions: Speaking about past, present and future ability

Grammar: *can* in the past, present and future; *will be able to*

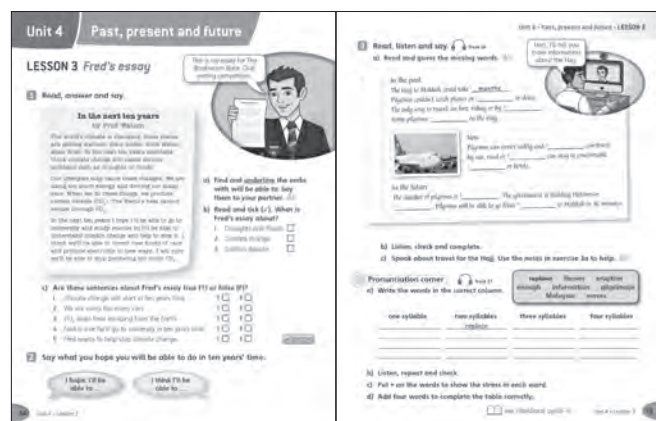
Vocabulary: *century, facility, government, hope, married, railway, salary, tent*

Reading and writing: Reading and writing about aspirations for the future; reading information about the Hajj

Pronunciation: Identifying the number of syllables and the stressed syllable

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Ask students what they hope to do in the future. Do not correct mistakes at this point, but help with any vocabulary they need.
- Say *Open your books at page , please.*

1 Read, answer and say.

Aim: to read for detail; to introduce *will be able to*.

- Tell the students they are going to read about what Fred hopes to do in the future. (*what he thinks he will be able to do*).
- Write *will be able to do* on the board and ask the students to look for it in the text.
- Students read the text in pairs and underline the whole verb phrase when they find it (including abbreviated phrases). They read these to their partners.
- Ask students to read the phrases they have found.
- Explain new vocabulary.

ANSWERS: *I'll be able to go to university (I'll be able to) study science I'll be able to understand climate change (I'll be able to) help to stop it we'll be able to invent new kinds of cars (we'll be able to) produce electricity in new ways we'll be able to stop producing too much CO*

- Read the three headings with the class and ask students to vote on what Fred's essay is about.

ANSWER: *Climate change*

- Ask students to read the questions and say if they are true or false.
- When they finish, they should check their answers in pairs.
- Check with the class.

ANSWERS: F T T F T

2 Say what you hope you will be able to do in ten years' time.

Aim: to talk about aspirations for the future.

- Write the following vocabulary on the board to give the students some ideas.

I hope ... I think ... I'm sure ... I'll be able to ...

Study learn lots of languages go to university
Work get a good job get a good salary
Travel visit lots of cities in Saudi Arabia go to different countries

Home life get married buy a house

- Students work in pairs to talk about their aspirations.
- After a few minutes ask individual students to tell the class about their partner

Extra activity:

- Students write one sentence about each heading in their notebooks. They begin: *In ten years time, I am sure I'll be able to ...*

3 Read, listen and say.

a)

- Ask students to look at the notes on the Hajj. Explain *government*.
- Ask students to work with a partner to guess the missing words.
- Monitor and help with vocabulary as necessary but do not supply any answers.

b)

- Ask the students to listen to the CD and check or complete their answers.
- Play track . Students complete the task.
- Ask individual students for their answers. Check the class agrees.

ANSWERS: *trains sailing died quickly air tents growing railway Jeddah*

Note: Remind students to write important new items of vocabulary into their notebooks. You should write them on the board for students to copy. Try to put the word into a sentence (for example: *The government is building Haramain railway.*) rather than just the word *government*.

AUDIOSCRIPT TRACK

For many centuries, the Hajj to Makkah from the countries of the Islamic world could take years. Pilgrims couldn't catch planes or trains. They couldn't drive in their cars. The only way to travel was on foot, riding a camel or a horse or sailing. Some pilgrims died on their way there or on their way home.

Now, pilgrims can arrive safely and quickly in Saudi Arabia. They can come by sea, road or air. While they are in Saudi Arabia, pilgrims can enjoy excellent facilities in the thousands of comfortable tents in Mina Valley or stay in hotels in the city of Makkah.

The number of pilgrims to the holy cities of Makkah and Madinah for the Hajj and Umrah is growing every year and the government of Saudi Arabia is planning to make their travel even quicker and easier. It is building the new Haramain railway. Passengers will be able to go from Jeddah to Makkah in minutes and from Makkah to Madinah in about two hours.

c)

- Ask students to speak about travel for the Hajj.
- Students complete the exercise, using the notes from Exercise a to help them.
- Monitor and support as necessary.

Pronunciation corner

Aim: to identify the number of syllables in words.

- Remind students about syllables and ask them to tap out the syllables of their name.
- Ask students to listen to the CD and write the words in the right column according to the number of syllables in each.

- Give the students one or two minutes to look at the words and say them to themselves first.
- Play track . Students complete the task. Pause if necessary to give them time to write.

ANSWERS: *One syllable: flames, waves; Two syllables: replace, enough; Three syllables: pilgrimage eruption; Four syllables: information, Malaysia*

AUDIOSCRIPT TRACK

replace	replace
flames	flames
eruption	eruption
enough	enough
information	information
pilgrimage	pilgrimage
Malaysia	Malaysia
waves	waves

Homework: Workbook pages 110 and 111**Final activity:**

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

WORKBOOK ANSWERS:

*He hopes he'll be able to improve people's lives.
They think they'll be able to travel around the world in five years' time.
They're sure they'll be able to meet lots of interesting people.*

*Now, he can speak some English.
Next year, he'll be able to speak lots of English.
Last year, he could remember lots of important dates.
Now, he can't remember any important dates.
Last year, he couldn't visit me.
Now, he can visit me often.
Next year, he won't be able to visit me.*

f e b a d

*short, long old, new shops, tents aren't, are
road, railway won't, will*

a/b One syllable: 'hope, 'tent
Two syllables: 'railway, 'camel
Three syllables: 'sailing, 'government
Four syllables: 'centimetre, fa'cility

Unit 4

Past, present and future

LESSON 4 REVIEW

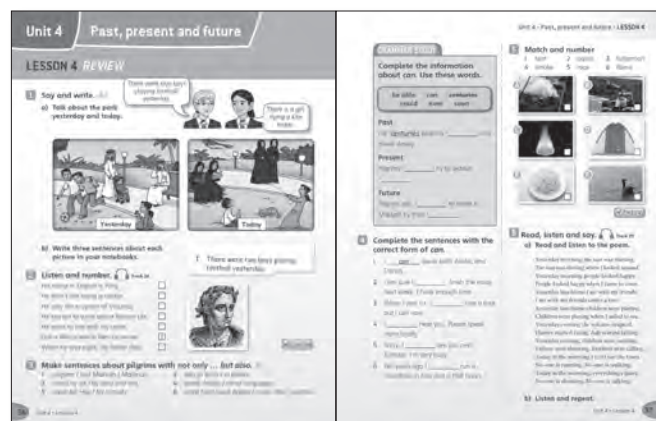
Language

Revision of language in Unit

Grammar study: *can* in the past, present and future**Pronunciation:** Say a poem for rhythm and stress

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)



To start:

- Greet the students.
- Copy these words randomly around the board:
ash, university, race, duty, cloud, calorie, facility, protein, tent, replace, flame, training, religious, hope, eruption, married, pilgrimage, salary, smoke, travel
- Students put the words into four groups of five related words. If necessary give an example of the task. (See *Word association* in the Introduction for instructions and answers.)
- Say *Open your books at page , please.*

1 Say and write.

Aim: to contrast the present and past with *is/was* + noun + verb + *-ing*.

a)

- Ask the students to look at the pictures and then read the speech bubbles.
- Explain they are going to talk about what was there yesterday and what is there today.
- Elicit sample answers from one or two individuals. Make sure students use the target structure. Explain that *yesterday* and *today* can go either at the beginning or at the end of the sentences.

- Students talk about the pictures in pairs. Monitor and support. Encourage more advanced students to add detail to their sentences with adjectives, adverbial phrases, etc. For example: *Today, a young girl is happily flying a huge blue kite.*

b)

- Say *Now write three sentences about each picture in your notebooks.*
- Students complete the task.
- When they finish they check each other's work in pairs.
- Read out any examples of good extended sentences.

EXAMPLE ANSWERS: *There were two boys playing football yesterday. Today there is a girl flying a kite. There was a man, sitting on the park bench, using a mobile phone yesterday. Today there are two girls sitting on the park bench, reading books.*

Yesterday there was a bird flying across the sky. There's a cat sleeping on the grass today. There was a man pushing a pushchair yesterday. Today there are two women walking and chatting. Yesterday there was a little girl, sitting on the ground, eating ice cream and watching the boys playing football. Today there is a little boy, sitting the ground, drinking water from a bottle and watching the girl with a kite.

2 Listen and number.

Aims: to listen for specific information; to practise the language of the unit.

- Remind the students about Pliny and the stories they retold in Lesson . (If necessary, prompt them with a few clues.)
- Explain they are going to hear more about him.
- Ask them to listen to the CD and number the sentences as they hear them.
- Play track . Students complete the task and check their answers in pairs.
- Ask students to read the sentences aloud in order.

ANSWERS: *The correct order is: , , , , , .*

AUDIOSCRIPT TRACK

Gaius Plinius was a famous Roman writer. His name in English is Pliny the Younger. He was born in the north of Italy in the year .

When he was eight, his father died and he went to live with his uncle. While he was living with his uncle, he saw the eruption of Vesuvius at the age of .

When Pliny was about , he was a soldier in Syria. He didn't like the job, so he returned to Rome.

At the age about he started to write letters about life in Rome and Italy. He died in the year .

Extra activity:

- Students could write out the sentences in order in their notebooks, as a short paragraph.

3 Make sentences about pilgrims with *not only ... but also*.

- Remind students that they read about the Hajj. Ask for any information they remember.
- Write *not only ... but also* on the board and ask individual students to make a sentence with the question prompt: pilgrims/visit Makkah/Madinah (Pilgrims *not only* visit Makkah *but also* Madinah.).
- In pairs, students expand the other prompts into sentences in the same way.
- When they finish, they check their work with another pair.

ANSWERS: *Pilgrims not only visit Makkah but also Madinah. They not only stay in tents but also in hotels. They not only travel by air but also by land and sea. They not only speak Arabic but also other languages. They not only come for Hajj but also for Umrah. They not only come from Saudi Arabia but also many other countries.*

Grammar study

Aim: to consolidate the understanding of *can*, *could* and *will be able to*.

- Ask students to read the Grammar study box and fill in the gaps.
- Check the answers with the class.
- Check understanding. Elicit that *could* is for the past, *can* for the present and *be able* for the future. Remind them if necessary that they need to use *will* with *be able*.
- Students copy the Grammar study box into their notebooks.

ANSWERS: *could can now be able soon*

4 Complete the sentences with the correct form of *can*.

Aim: to practise the use of *can*, *could* and *will be able to*.

- Ask students to read the questions and fill in the missing words, using the Grammar study box to help if necessary.
- Check if they have any problems.

ANSWERS: *will be able couldn't can't won't be able could*

5 Match and number.

Aim: to practise the language of the unit.

- Ask the students to read the words and match them with the correct picture.

- Students complete the task individually and then check their answers in pairs or small groups.
- Note any words which are not secure for inclusion in review activities in later lessons.

ANSWERS: D E F A B C

6 Read, listen and say.

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

- a)
- Ask students to read the poem silently to themselves. Help with vocabulary.
 - Ask what it's about and how it makes them feel.
 - Say *Read the poem and listen to the CD*.
 - Play track . Students listen and follow the poem in their books.
- b)
- Say *Listen again and repeat*.
 - Play the track again. Pause the track after each line to give students time to repeat.
 - Say *Listen again. Say the poem at the same time*.
 - Play the track again. Students say the poem at the same time as the CD.

AUDIOSCRIPT TRACK

Yesterday morning the sun was shining,
The sun was shining when I looked around.
Yesterday morning people looked happy.
People looked happy when I came to town.
Yesterday lunchtime I ate with my friends,
I ate with my friends under a tree.
Yesterday lunchtime children were playing
Children were playing when I sailed to sea.
Yesterday evening the volcano erupted.
Flames started rising. Ash started falling.
Yesterday evening, children were running.
Fathers were shouting. Mothers were calling.
Today in the morning I can't see the town.
No one is running. No one is walking.
Today in the morning, everything's quiet.
No one is shouting. No one is talking.

Extra activity:

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

Homework:

Any exercises not completed in the Workbook pages

Final activity:

- Play *Words in words* with the word *government*. (See the Introduction for instructions and answers.)
- Say *Well done. See you again soon*.

Unit 5

Be prepared

LESSON 1 Omar's scholarship trip

Language

Functions: Making offers; checking information about the future

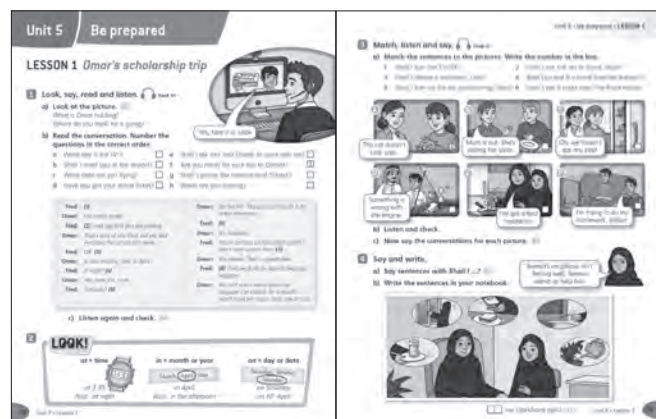
Grammar: Use of *shall* to make offers; *in, at* and *on* in prepositional phrases of time

Vocabulary: *air conditioner, butcher, luggage, mechanic, nearly, only, prepared, water (v)*

Reading and writing: Reading a conversation; writing suggestions

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- If you asked students to learn the poem on page , ask them to recite it with their books closed.
- Say *Open your books at page , please*. Explain *prepared* and *scholarship*.

1 Look, say, read and listen.

Aim: to introduce the use of *shall* to make offers.

- a)
- Ask students to look at the picture. Ask *Who can you see? What are they doing? (Omar and Fred are talking to each other on the Internet.) What is Omar holding? (An airline ticket.) Where do you think he is going? (Students' own answers.)*

b)

- Ask the students to read the questions. Introduce *Shall I?* as a polite offer or suggestion.
- Ask the students to read the conversation and number the questions in the right order.
- Students complete the task.
- Elicit meanings for new vocabulary items *nearly, luggage, only*. (Encourage students to work out meanings by reading around new words in the text.)

c)

- Ask the students to listen to the conversation on the CD and check their answers.
- Play track . Students check their answers in pairs.

ANSWERS: a b c d e f g h

AUDIOSCRIPT TRACK

Fred: Are you ready for your trip to Oxford, Omar?

Omar: I'm nearly ready.

Fred: Shall I phone the International School? I can say that you are coming soon.

Omar: That's kind of you Fred, but my dad e-mailed the school last week.

Fred: OK. So when are you coming?

Omar: In two months' time in April.

Fred: In April? Have got your plane ticket?

Omar: Yes, here it is. Look.

Fred: Fantastic! What date are you flying?

Omar: On the th. The plane arrives at . in the afternoon.

Fred: What day is the th?

Omar: It's Saturday.

Fred: You're arriving on Saturday? Good! I don't have school then. Shall I meet you at the airport?

Omar: Yes please. That's a great idea.

Fred: Shall I ask Jack and Charlie to come with me? Then we'll all be able to help you with your luggage.

Omar: Yes, but don't worry about my luggage. I'm staying for a month. I won't have ten cases. Only one or two.

2 Look!

Aim: to consolidate *in, at* and *on* in prepositional phrases of time.

- Ask the students to read the Look! box. Check they understand. Ask individual students to give examples of sentences with correct time phrases. (Example answers: *I get up at six o'clock. I'm going on holiday on the nd July*.)
- Ask the students to copy the Look! box into their notebooks.

Extra activity:

- Write these time phrases on the board and ask students to copy them into their notebooks and complete them with *in, on* or *at*.
the morning half past six December th June
the afternoon Friday : night the evening

ANSWERS: in at in on in on at at in

3 Match, listen and say.

Aim: to practise the use of *shall* to make offers.

- a)
- Say *Look at the pictures and read the speech bubbles. What problems do the people have? How could someone help?*
 - Ask the students to read the sentences to find an offer of help for each one.
 - Students match the sentences to the correct pictures. Help with vocabulary as necessary.
- b)
- Ask the students to listen to the CD to check their answers.
 - Play track . Students listen and check.

ANSWERS: A B C D E F

AUDIOSCRIPT TRACK

A

Penny: The cat doesn't look well.

Nina: Shall I ask the vet to come, Mum?

Penny: Yes, that's a good idea.

B

Charlie: Mum is out. She's visiting her sister.

Jack: Shall I get a pizza from The Pizza House?

Charlie: Yes please. I'm very hungry.

C

Rosa: Oh we haven't got any beef.

Elena: Shall I go and get some from the butcher's?

Rosa: No, it's OK, thanks. I'll cook something with cheese.

D

Ibrahim: Something is wrong with the engine.

Omar: Shall I phone a mechanic, Dad?

Ibrahim: Yes please. That's very helpful.

E

Ranya: It's very hot in here.

Reema: Shall I turn on the air conditioning, Mum?

Ranya: No, it's OK, thanks. I'll open the window.

F

Yaser: I'm trying to do my homework, Rakan.

Rakan: Shall I turn the TV on ?

Yaser: Yes please.

c)

- Check if students can remember the responses. (*Yes, that's a good idea, etc.*)
- If not, play track again. Pause the CD after each exchange to allow the students to repeat the last line. (Or you may prefer to allow the students to make up their own responses.)
- Ask the students to say the conversations for each picture, in pairs.
- Monitor for correct use of *Shall I ...* and support with vocabulary if necessary.

4 Say and write.

Aim: to practise writing suggestions.

a)

- Ask the students to read the speech bubble and say what they can see in the picture. (*Reema is offering to help her neighbour.*)
- Make sure they understand the task. Point to the water and ask *What is Reema saying her? (Shall I get you a glass of water?)*
- Ask what Reema's neighbour might say.
- Students ask and answer in pairs.
- Monitor the activity. Give help where needed. Encourage more able students to extend their answers with appropriate replies. (For example *No, thanks. I'm not thirsty at the moment.* Or *Yes, please. I'm very thirsty.*)

ANSWERS: *Shall I get you a glass of water? Shall I open the window? Shall I make you a sandwich? Shall I turn on the TV? Shall I water the plants?*

b)

- Students write the sentences in their notebooks and check their work in pairs.
- You may want more able students to write appropriate responses as well.

Homework: Workbook pages 112 and 113**Final activity:**

- Play *Chains* with prepositions. (See the Introduction for instructions.)
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

c e a d

Shall I call a mechanic? A

Shall I clean the board? D

Shall I turn on the air conditioning? C

What date are you flying? What day is the end?

You're arriving on Tuesday? In the evening?

at in at on in in on

at: three o'clock; night; .

on: Sunday; nd May; th September

in: March; ; the evening

butcher's mechanic luggage nearly prepare

Unit 5 Be prepared

LESSON 2 Stay safe, stay well

Language

Functions: Describing accidents and how to avoid them; giving positive and negative instructions.

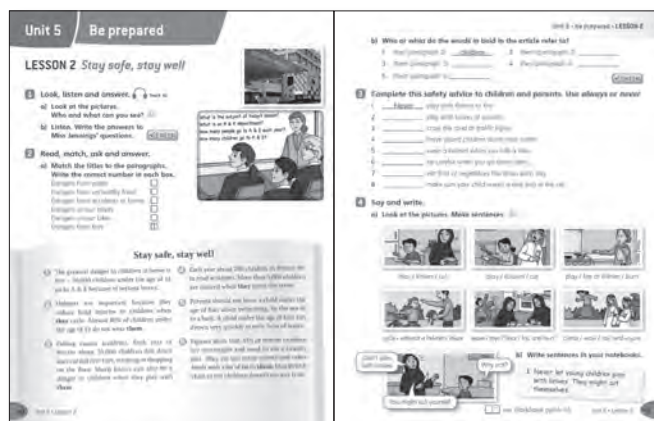
Grammar: Use of *never* and *always* with imperatives; reflexive pronouns

Vocabulary: *alone, danger, department, drown, helmet, injure (v), injury, overweight, sharp, without*

Reading and writing: Writing safety instructions; identifying the gist of paragraphs

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Play *Pairs* with problems and matching offers of help.
- Say *Open your books at page , please.*

1 Look, listen and answer.

Aim: listening for specific information.

- a)
- Ask the students to read the questions on Miss Jennings' board and talk about the picture in pairs.
- Explain *department* and make sure students understand *Accident & Emergency*.

b)

- Read the questions in the picture with the class. Explain they are going to hear Miss Jennings talking to her class.
- Play track . Students write the answers to the questions.

ANSWERS: *What is the subject of today's lesson? How children can stay safe and stay well. What is an A & E department? Accident & Emergency. How many people go to A & E each year? million. How many children go to A & E? Nearly million.*

AUDIOSCRIPT TRACK

Miss Jennings: Today I want to talk about how children can stay safe and stay well. Every year children have accidents and hurt or injure themselves. Some accidents are serious. If people have serious accidents, they go to a special part of the hospital. What's its name? Yes, Lucy?

Lucy: It's that the A & E department, Miss Jennings.

Miss Jennings: Well done. Now A and E are letters. What word is the A for?

Nina: The 'A' is for accident, Miss Jennings.

Miss Jennings: Yes, and the 'E' in A & E? What word is it from?

Lucy: Is it emergency, Miss Jennings?

Miss Jennings: Yes, that's right Lucy. Good. Now, in one year in Britain, how many people go to accident and emergency departments in hospitals?

Elena: Is it , people?

Miss Jennings: No, Elena. Many more than that go to A & E. Nearly million people go to A & E departments in hospitals each year. And a lot of them are children. Nearly million children hurt themselves and go to A & E each year.

Elena: That's a lot of children.

Miss Jennings: Yes, it is. We want to help children to stay safe and stay well and that's why we are reading an article about this subject today.

2 Read, match, ask and answer.

Aims: to practise skimming and follow pronoun reference.

a)

- Ask students to cover up the reading passage.
- Elicit the meaning of *danger* and read the titles.
- Pick out the key word(s) in each title (*water, unhealthy food, home, roads, bikes, fires*).
- Challenge the students to see how quickly they can find and underline each keyword where it (or a related phrase) appears in the main text.

- Discuss the answers to Exercise a. Point out that they don't have to read every word to know the topic. Say they should try to read like this to find out if something will be useful to them or not. Then they should read the useful bits more carefully.
- Ask if they had problems with any of the keywords (*home* does not appear at all). Ask how they knew which paragraph was about dangers in the home (*because all the accidents mentioned happen there*). Point out that sometimes you still have to read quite carefully to understand the topic of a paragraph.
- Ask students to read around the new words (*helmets, injure/ injury, alone, drown overweight*) and try to work out the meanings. Ask them to share their strategies with the class. Help with any they can't guess.

ANSWERS:

Extra activity:

- Ask students to copy the new words into their notebooks.
 - Encourage them to try different ways of learning new vocabulary. For example, auditory learners will benefit from saying the words aloud, or mouthing silently while hearing them in their heads. Kinesthetic learners could finger write the words on the desk, while visualising in their heads. Visual learners will benefit from adding simple visuals to their words, e.g. *danger* could be written in red on a road sign, perhaps in capitals or with exclamation marks; for *injury*, students could draw a stick figure with a head wound and the letters of *injury* dripping from it. Once they understand how it works, it is best if they think up their own.
- b)
- Read the first sentence in paragraph with the students. Establish that the first *they* (not in bold) refers back to *helmets* but that the second *they* refers to *children*. If they find this difficult, ask them to look at the verb and decide who or what is doing the action. (Ask *Can a helmet cycle?*) If necessary, also look at *them* in the next sentence. Ask *What are the children not wearing?*
 - When you are confident students understand the task, they can complete it individually and check their answers with a partner.
 - Check with the class and review any problems.

ANSWERS: helmets knives children foods

3 Complete this safety advice to children and parents. Use *always* or *never*.

Aim: to practise the use of *never* and *always* with imperatives.

- Check students understand *always* and *never*.
- Use examples of school rules to introduce the structure. Say *Can you run in school?* No. *Never. Never run in school. Should you walk sensibly in school?* Yes. *Always. Always walk sensibly in school.*
- Discuss *safe* and *not safe/dangerous*. Elicit that we should *always* do things which are safe and *never* do things which are dangerous.
- Ask the students to complete Exercise individually.
- Check the answers as a class.

ANSWERS: Never Always Never Always Always
Always Always

4 Say and write.

Aim: to practise writing safety advice.

- a)
- Ask the students to look at the pictures and read the prompts.
 - Ask one pair to model the dialogue for the first picture by reading the example.
 - In pairs, students take turns to give advice and reasons.
 - Ask individual pairs to say each dialogue to the class.
- b)
- Ask the students to write the sentences in their notebooks.

ANSWERS: *Never let young children play with scissors. They might cut themselves. Never let young children play with fire or flames. They might burn themselves. Never let (young) children cycle without a helmet. They might injure themselves. Never let (young) children leave toys on the floor. They might fall and hurt themselves. Never let (young) children climb on a wall. They might fall and injure themselves.*

Homework: Workbook pages 114 and 115

Final activity:

- Arrange students in groups of three or four for a game of *Word chain*. (See the Introduction for Instructions.)
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

(too many) sweets; food with a lot of fat fire a helmet (a child under four) can drown quickly in only cm of water children fall down them in hospitals toys, washing, shopping

Never cycle without a helmet. Never let children play with scissors. Never let children play with fire. Never leave things on the stairs. Always pick up your things from the floor. Always be careful when you cross the road. Always wear seat belts in cars.

himself yourself myself themselves

Don't let her touch the hot plates. She might burn herself. Don't pick up that heavy box. You might hurt/injure yourself. Never play with my tools. You might hurt yourself. Don't let him climb the tree. He might hurt himself.

injury alone department without

Unit 5

Be prepared

LESSON 3 *Things to do and see*

Language

Functions: Talking about plans; making suggestions

Grammar: *shall we, how about (verb + -ing); what about (verb + -ing);* revision of other forms of suggestions and *might*

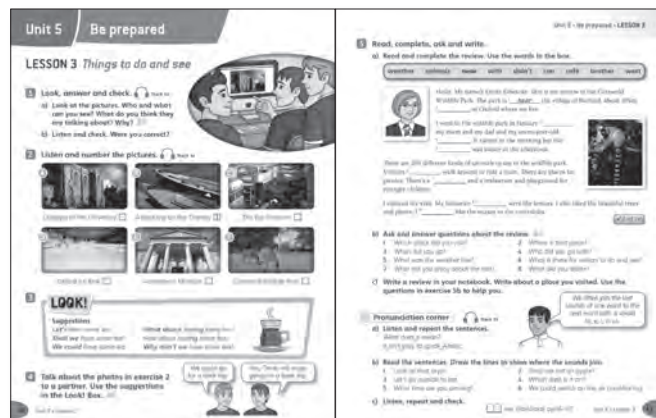
Vocabulary: *consonants, dislike, ice, link (v), plan (v), review (n), rink, skating, vowels, wildlife*

Reading and writing: Answering questions; reading and writing a review of a visit

Pronunciation: The sounds /j/ and /w/ and other consonants used to link words in phrases and sentences

Bring to the lesson:

- the CD (track to)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students.
- Play *Hangman* with words from previous lessons.
- Say *Open your books at page , please.*

1 Look, answer and check.

Aims: to introduce and develop the language of suggestions.

- Read Exercise a as a class. Ask the students to look at the picture and answer the questions in pairs.
- Play track to check answers.

ANSWERS: *Fred, Charlie and Jack are looking at a computer. They are talking about Oxford. There is a picture of an Oxford college on the computer.*

AUDIOSCRIPT TRACK

- Fred:** I spoke to Omar last night.
Charlie: Oh yes. What did he say, Fred?
Fred: He's coming to Oxford. He's arriving in April.
Jack: Is he?
Charlie: Yes, Jack. Omar has a scholarship to study English for a month at the International School. Remember?
Jack: Oh yes, I remember now.
Fred: I want to plan things for Omar's visit.
Charlie: How about playing football? Omar likes football.
Fred: No Charlie. I want to do something new with Omar.
Jack: Right. Shall we use the Internet to help us?
Fred: Yes. Let's use the computer for some ideas.

2 Listen and number the pictures.

Aim: to develop the language of plans and suggestions.

- Ask the students to look at the pictures and read the captions.
- Ask the students to listen to the CD and number the pictures.
- Play track . Check the answers with the class.

ANSWERS: D C F E A

AUDIOSCRIPT TRACK

- Fred:** So what will we do when Omar is here?
Jack: I know. We could go for a boat trip on the Thames.
Charlie: Yes, Omar will enjoy going on a boat trip. Good idea Jack. How about going skating at Oxford Ice Rink?
Fred: No, Charlie. I don't think Omar will enjoy skating. He comes from a hot country.
Jack: OK, so why don't we go to the Bus Museum?
Charlie: No, Jack. The Bus Museum is boring. Omar won't enjoy going there.
Fred: What about going to the Cotswold Wildlife Park? Omar is keen on animals.
Jack: Good idea, Fred. I'm sure Omar will enjoy going to a wildlife park.
Charlie: Shall we go to the Ashmolean Museum? It's very famous.
Fred: Yes, Omar will enjoy seeing the Islamic Art there. Now, we need one more suggestion.

Jack: I know. Let's go to see some of the colleges of the university. They are very beautiful buildings.
Fred: Yes, Jack, but Omar saw some colleges when he came last year. He won't enjoy seeing them again.

3 Look!

Aim: to practise different ways of making suggestions.

- Read the Look! box as a class. Pick out the suggestion words and write them on the board. Which two need verb + -ing?
- Say *go to the cinema*. Ask students to make suggestions. Which two don't need question marks?
- Ask the students to write out the suggestions in their notebooks.
- With a partner, students check their work.

4 Talk about the photo in Exercise 2 to a partner. Use the suggestions in the Look! box.

Aim: to practise making suggestions.

- Ask individual students to look at picture in Exercise and make suggestions using a variety of expressions.
- Students continue in pairs using all the different forms.
- Ask individual students to say their suggestions to the class.

5 Read, complete, ask and write.

Aims: to read for specific information; to write a review of a visit.

a)

- Read paragraph and, if necessary, explain what a review is. Check students understand the words in the box.
- Students work individually. Support as necessary.
- Students check their work with a partner.

ANSWERS: west with brother weather can café
animals didn't

b)

- Tell the students they are going to talk to Emily about her visit.
- In pairs, students take turns to ask and answer the questions.
- Ask pairs to demonstrate their interviews to the class.

ANSWERS: (I visited) The Cotswold Wildlife Park. It's near the village of Burford, about km west of Oxford. (I went) in January. I went with my mum and my dad and my (seven-year-old) brother. It rained in the morning but it was sunny in the afternoon. There are different kinds of animals to see. Visitors can walk or ride a train. There are places for picnics, there's a café and a restaurant and a playground for younger children. I liked the lemurs and the beautiful trees and plants. I didn't like the snakes or the crocodiles.

Pronunciation corner

Aim: to practise linking words in phrases and sentences with /j/ and /w/ and other consonants.

a)

- Read the speech bubble. Revise *vowel* and teach *consonant*.
- Ask the students to look at the sentences in part a and see where the words join. (Where a word ending in a consonant is followed by one beginning with a vowel.)
- Ask students to listen and join the words as in the examples.
- Play track , part . Students listen and repeat.

b)

- Ask the students to mark where the words join. Remind them to think about /w/ and /j/ sounds as well as consonants.

c)

- Play track , part while students listen, repeat and check.

ANSWERS: (Consonant-vowel joins are marked with a hyphen. /w/ and /j/ are added as they occur.) Look-at that-oryx! Shall we/y/eat-an-apple? Let's go/w/outside to/w/eat. Which date-is-it-on? What time-are you/w/arriving? We could switch-on the/y/air conditioning?

AUDIOSCRIPT TRACK

Part

What does it mean?

It isn't easy to speak Arabic.

Part

Look at that oryx!

Shall we eat an apple?

Let's go outside to eat.

Which date is it on?

What time are you arriving?

We could switch on the air conditioning?

Homework: Workbook pages 116 and 117

Final activity:

- Play *Chains* with suggestions.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

travel watch having visit
tidy (plus students' own answers)

what about shall we We could Let's how about

It's-an-egg. Fred bought some-oranges.
Jack-ate-an-apple. pick-up-your things.
Put-on your jacket.

y w y w

Unit 5 Be prepared

LESSON 4 REVIEW

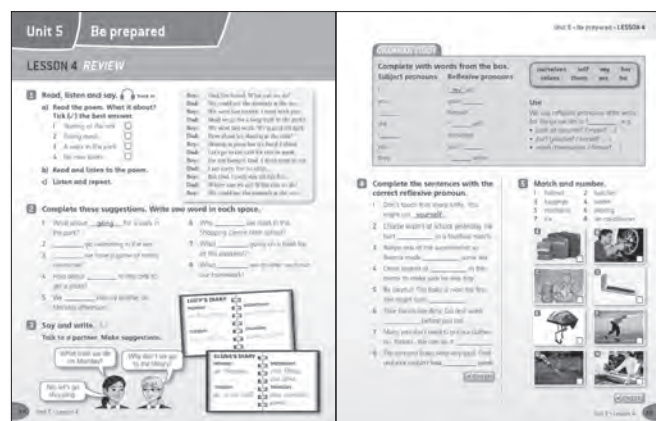
Language

Revision of language in Unit .

Grammar study: Reflexive pronouns; say a poem for rhythm and stress

Bring to the lesson:

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



To start:

- Greet the students.
- Play *Tic-tac-toe* vocabulary with new words from the unit, e.g. *thurbec, diillfew, yoln, yirunj, elnoa, wrond, prash, anyerl* (butcher, wildlife, only, injury, alone, drown, sharp, nearly)
- Say *Open your books at page , please.*

1 Read, listen and say.

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

- a)
- Read the questions with the class. Ask them to read the poem and say what it's about. Help with vocabulary if necessary.

ANSWER:

- b)
- Ask students to listen to the CD and follow in their books.
- Play track while students listen and read.

AUDIOSCRIPT TRACK

Boy: Dad, I'm bored. What can we do?

Dad: We could see the animals at the zoo.

Boy: We went last month. I went with you.

Dad: Shall we go for a long walk in the park?

Boy: We went last week. We stayed till dark.

Dad: How about ice skating at the rink?

Boy: Skating is great but it's hard, I think.

Dad: Let's go to the café for rice or meat.

Boy: I'm not hungry, Dad. I don't want to eat.

Dad: I am sorry. I've no idea.

Boy: But Dad, I can't stay all day here.

Dad: Where can we go? What can we do?

Boy: We could see the animals at the zoo.

- c)
- Ask the students to listen again, but this time to repeat each line as they hear it.
- Play track again. Pause the recording after each line to give students time to repeat.
- Ask the students to practise the poem in pairs.

Extra activity:

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

2 Complete these suggestions. Write one word in each space.

Aim: to revise making suggestions.

- Elicit ways of making suggestions from the class. Check they remember which ones need verb + *-ing* and which need question marks.
- Students complete Exercise in pairs and check their answers with a partner.

ANSWERS: *Let's Shall going could don't about shall*

3 Say and write.

Aim: to practise making suggestions.

- Read the two diaries with the class.
- Ask two students to model the first answer by reading the speech bubbles as Elena and Lucy. Remind students of the different ways of making suggestions.
- Students complete the task in pairs, using the diary entries to help them.
- Ask pairs of students to say their dialogues to the class.

ANSWERS: *Students' own answers. Ensure they use a variety of expressions.*

Extra activity:

Aim: to consolidate writing suggestions and plans.

- Ask the students to write the conversations about Tuesday, Wednesday and Thursday in their notebooks. They should use a different form of suggestion for each day.

Grammar study

Aim: to consolidate the formation of reflexive pronouns.

- Read the Grammar study box with the class and explain the table if necessary.
- Ask students to complete the table and the 'Use' sentence individually. Monitor for problems.

ANSWERS: (your)self He her(self) We (your)self
them(selves) ourselves

Extra activity:

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

4 Complete the sentences with the correct reflexive pronoun.

Aim: to consolidate the use of reflexive pronouns.

- Say some names (*Ahmed; Zainab; Fred and Jack*). Ask the students to respond first with the correct pronoun and then with the correct reflexive pronoun. (*Ahmed: he, himself; Zainab: she, herself; Fred and Jack: they, themselves*)
- Ask students to complete the exercise and check their answers with a partner.
- Check the answers with the class.

ANSWERS: himself herself himself herself yourself
ourselves themselves

5 Match and number.

Aim: to revise vocabulary from the unit.

- Ask students to look at the photos.
- Say *Match the pictures and the words*.
- Students write the correct number for each picture and check their answers in pairs.

ANSWERS: A B C D E F G H

Homework:

Any exercises not completed in the Workbook pages

Final activity:

- Ask the students in pairs to play *Chains (prepositions)* with time phrases *and, in, at or on*.
- Say *Well done. See you again soon*.

Unit 6

Omar in England

LESSON 1 We're looking forward to Omar's visit

Language

Functions: Giving instructions; talking about future actions; giving more complex instructions

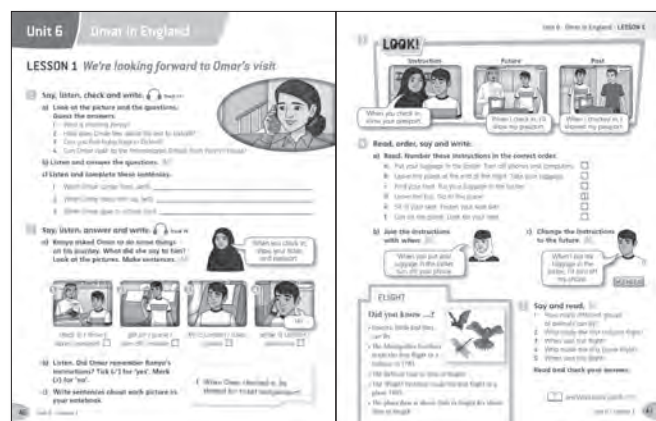
Grammar: Clauses with *when* and verbs with *will* and past and imperative verbs

Vocabulary: *abroad, check in (v), get on (e.g. plane), instructions, locker, look after, look for, nervous, worried*

Reading and writing: Writing more complex instructions; writing clauses with *when* and *will*

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Ask students to say the poem from page .
- Remind the class that Omar is coming to England.
- Say *Open your books at page , please.*

1 Say, listen, check and write.

Aims: to listen for specific information; to introduce vocabulary.

- a) Students look at the picture and suggest answers.
- b) Play track . Students listen and answer with a partner.
- Check the answers with the class.

- Encourage students to work out the meanings of the new vocabulary (*worried, nervous, abroad, look after*). Help if necessary by reading out the sentences from the script.

ANSWERS: Ranya nervous yes no

- c)
- Read the sentence beginnings in Exercise c.
- Play track . Students listen and complete.

ANSWERS: look after him be able to eat halal food
be able to catch a bus

AUDIOSCRIPT TRACK

Ranya: Hello, is that Penny?

Penny: Ranya?

Ranya: Yes.

Penny: How are you?

Ranya: Fine, thank you. How are you? How's your family?

Penny: Very well, thanks. We're looking forward to Omar's visit. How does he feel about the trip? Is he worried?

Ranya: No but he is nervous. It's his first trip abroad without his family.

Penny: Please tell him not to worry. When Omar comes here, we'll look after him, Ranya.

Ranya: Thank you, Penny. Can I ask about Omar's visit?

Penny: Yes, of course.

Ranya: First, about food. Can you get halal meat in Oxford?

Penny: Yes, there are two halal butchers here. When Omar stays with us, he'll be able to eat halal food. Please don't worry.

Ranya: Thank you, Penny. That's very important. I'd also like to ask about the International School. Can Omar walk to the school each day?

Penny: No, it's a long way from our house. But there is a bus. When Omar goes to school, he'll be able to catch it.

Ranya: That's excellent. I'll tell Omar. Now he's leaving ...

2 Say, listen, answer and write.

Aim: to use *when* with past and imperative verbs.

- a)
- Compare the prompt and the speech bubble. Teach *check in*.
- Students work in pairs to make the other sentences.

- b)
- Say *Did Omar remember Ranya's instructions?*
- Play track . Students listen and tick or cross each picture.

ANSWERS: Yes No No Yes

AUDIOSCRIPT TRACK

Male: Good morning.

Omar: Good morning.

Male: Are you flying to London?

Omar: Yes, I am. My name's Omar Saad.

Male: Can I see your passport and ticket, please?

Omar: Yes, of course. Here they are.

Female: Good morning. What's your seat number please?

Omar: It's number A.

Female: Thank you.

Omar: Sorry, that's my phone. I forgot to turn it off.

Female: Don't worry now – but please turn it off when you sit down.

Fred: Omar! Omar! Over here!

Omar: Fred! And Charlie and Jack!

Charlie/Jack: Hi Omar! How are you?

Omar: I'm tired now. I got up early and I didn't sleep on the plane.

Fred: Why not?

Omar: I was very excited.

Fred: Right. Let's go and find the bus to Oxford.

Jack: And you're tired, Omar so I'll carry your bag.

Omar: Thanks, Jack. Oh, I nearly forgot.

Fred: Is anything wrong, Omar?

Omar: No, I want to call my mum. She said, 'Omar, when you arrive in London, phone me.' Just a minute, please.

c)

- Read the example sentence. Revise the past tenses needed.
- Students write the new sentences into their notebooks.

ANSWERS: When Omar got on the plane, he didn't turn off his mobile phone. When Omar flew to London, he didn't sleep on the plane. When Omar arrived in London, he called his mother.

3 Look!

Aim: to use *when* clauses with verb forms.

a)

- Read the Look! box and elicit the differences.
- Students copy the sentences into their notebooks.

4 Read, order, say and write.

Aim: to read and write sentences with *when* ... clauses.

a)

- Read the sentences. Elicit meanings for *locker* and *look for*.
- Students number the instructions in the correct order and check with a partner.

ANSWERS: a b c d e f

b)

- Read the speech bubble. Elicit the changes.
- Elicit the changes needed for sentence two.
- Students work in pairs to complete the task.
- Check answers. Remind students about the comma.

ANSWERS: When you leave the bus, go to the plane. When you get on the plane, look for your seat. When you find your seat, put your luggage in the locker. When you put your luggage in the locker, turn off your phone. When you sit in your seat, fasten your seat belt. When you leave the plane at the end of the flight, take your luggage.

c)

- Ask students to find the changes in the speech bubble sentence.
- In pairs, students make the same changes to the other sentences.
- Check answers and remind students about the comma.

ANSWERS: When I leave the bus, I'll go to the plane. When I get on the plane, I'll look for my seat. When I find my seat, I'll put my luggage in the locker. When I put my luggage in the locker, I'll turn off my phone. When I sit in my seat, I'll fasten my seat belt. When I leave the plane at the end of the flight, I'll take my luggage.

5 Say and read.

Aim: reading for specific information.

a)

- Say Cover the reading text. Read the questions.
- Students discuss the answers in pairs.

b)

- Students read the text and check their answers.

ANSWERS: three The Montgolfier brothers The Wright brothers

Homework: Workbook pages 118 and 119**Final activity:**

- In groups play *Tic-tac-toe* (Grammar) with *at, in, on*.
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

locker abroad check in worried nervous
look after get on

calls, d stays, a go, f am, c come, b

turn When you arrive look for When you find write

When I arrived at the tables department, I looked for a table I liked. When I found one I liked, I wrote the number

arrive find asks

Unit 6 Omar in England

LESSON 2 This week's project

Language

Functions: Expressing fractions, quantities and percentages; comparing quantities

Grammar: *more/most* and *fewer/fewest* with countable nouns

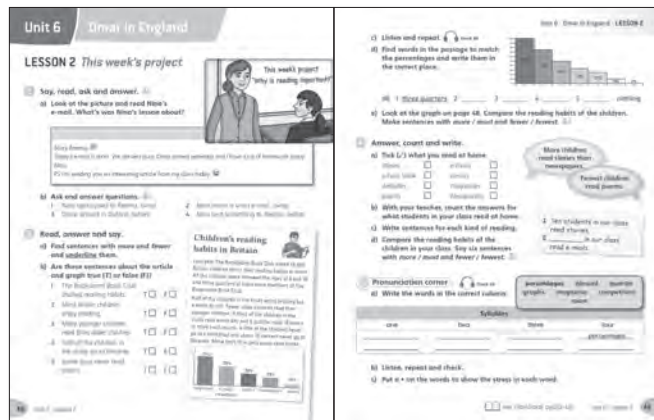
Vocabulary: *comic, habit, half, graph, nine, quarter, percentage, third, zero*

Reading and writing: Reading an article about simple research; expressing and comparing quantities

Pronunciation: Identifying the number of syllables and the stressed syllable

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Play *Hangman* with words from previous lessons.
- Say *Open your books at page , please.*

1 Say, read, ask and answer.

Aims: to introduce the topic; to revise asking and answering *wh-* questions.

a)

- Ask students to look at the picture in pairs and read Nina's e-mail.
- Ask one pair to answer the question. (*Why is reading important?*)

b)

- Students ask and answer in pairs, using Nina's e-mail to help them.
- Elicit the answers from the class.

EXAMPLE ANSWERS: *Why did Nina apologise to Reema? Because her e-mail was short. Why did Nina write a short e-mail? Because Omar arrived yesterday and she has a lot of homework today. When did Omar arrive in Oxford? Yesterday. What did Nina send to Reema? An interesting article from her class.*

2 Read, answer and say.

Aim: to practise and develop fractions, quantities and percentages.

Note: When introducing this, teach both the words and the fraction notation.

a)

- Introduce the language. Draw a circle on the board (call it an apple) and divide it into two. Teach *half* and *all*. Introduce *percent* and *percentage*.
- Divide again into four. Teach *quarter* and *three quarters*. Introduce *percent* and *percentage*.
- Draw another circle and call it a pizza. Divide it into three. Teach *third* and *percent*.
- Draw a rectangle (call it a bar of chocolate) and divide it into two rows of five.
- Teach *one tenth* and *percent*. (If students find this hard remind them that $\frac{1}{10}$ means ten people are sharing. *Percent* means *out of* . If sweets are shared between ten people, then each person will get ten sweets ($\frac{1}{10}$ out of) or *percent*.)
- Look at the graph with the class.
- Ask students to explain what the % represents (*% of British children (in the study) read magazines*). If necessary, remind them to look at the title for help.
- Ask the students to give the fraction equivalents of the percentages ($\frac{3}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$).
- Write *more* and *fewer* on the board. Point to the graph and say *More children read magazines than e-mails and websites*. Elicit agreement from the class. Say *Fewer children read e-mails and websites than magazines*.
- When the class has understood, ask them to make similar statements about the other columns in the graph.
- Ask students not to read the text but to scan quickly for the words *more* and *fewer*. (*Fewer older children read than younger children. More boys than girls never read books.*)
- You may want to ask individual students to quickly sketch graphs which would show this. (Don't worry about actual figures. For example, for *More boys than girls never read books*, a title: *Never read books*, and two columns, *Boys* and *Girls* with the *Boys* column taller, is all that's needed.)

b)

- Ask *How many is most?* Elicit that it is *more than half*; *more than percent*.

- Read the text as a class and answer the true/false questions.
- Review any difficulties with the language.

ANSWERS: true false true false true

- c)
- Write %, %, %, %, %, %, % on the board.
 - Ask students to listen to the CD and repeat.
 - Play track while pointing to the appropriate figures on the board.
 - Students repeat.
 - Point to random percentages and ask individual students to read them aloud.

AUDIOSCRIPT TRACK

- A hundred percent E twenty-five percent
B seventy-five percent F ten percent
C fifty percent G zero percent
D thirty-three percent

- d)
- Students look at the picture. Elicit that *all* is % and *nothing* is %.
 - Ask students to use the passage to find the correct fraction equivalents for the other percentages.
 - Ask individual student to come and write the fractions on the board, both as fractions and words.
 - Ask the class to agree or disagree.

ANSWERS: half, ½ one third, / one/a quarter, ¼
a/one tenth, /

- e)
- Read the speech bubbles with the class.
 - Look again at the passage on page . Read *Three quarters of them were members of The Bookworm Book Club.*
 - Ask for a sentence with *most*. Elicit *Most of the children were members of The Bookworm Book Club.*
 - In pairs, students carry on making sentences about the information in the passage, using *more, most, few* and *fewest*. Monitor and support as necessary.

3 Answer, count and write.

Aim: to compare quantities with *more/most* and *few/fewest*.

- a)
- Ask students to answer Exercise a about themselves. Teach *comics*.
- b)
- Write the names of the different kinds of reading on the board. Ask students to raise a hand if they read stories. Count the hands and write the total under *stories*. Continue with the other reading types.
- c)
- Read the sample sentences as a class. Students write similar sentences about the other reading types.

d)

- Students work in pairs to say six sentences about the class, using *more/most* and *few/fewest*.

Pronunciation corner

- Ask students to clap the three syllables in *percentages* and then to continue with the other words in the box, writing them in the correct column according to the number of syllables.
- Tell students to listen to the CD and check their answers.
- Play track . Pause after each item to allow students time to repeat and check (or change) their answers.
- Play track again. This time ask students to put a dot above the stressed syllable.

ANSWERS: syllable: 'graphs, 'more; syllables: a'broad, 'quarter; syllables: 'magazine; syllables: per'centages, compe'tition

AUDIOSCRIPT TRACK

terminal	terminal	graphs	graphs
percentages	percentages	magazine	magazine
abroad	abroad	competition	competition
quarter	quarter	more	more

Homework: Workbook pages 120 and 121

Final activity:

- Students can work in pairs or small groups with one student as the writer. Give them a short time (three to five minutes) to write as many words as they can of one, two, three and four syllables. They should write them in columns as in their books and mark the stress. They cannot move on to a new line until they have found words for all four columns in the previous line. The winner is the group with the most completed, correct lines.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

%	%	%	%	%	%	%
nothing	a tenth	a quarter	a third	half	three quarters	all

a third, percent a quarter, percent
three quarters, percent

a b c d e f g h

Student's graphs should show: onions %; mushrooms %;
olives %; potatoes %; tomatoes %

Fewest Fewer/than More/than Most More/than
Fewer/than

a b b a

'habit, two per'centage, three 'comic, two
inter'national, four 'terminal, three 'half, one
in'struction, three 'fewest, two

Unit 6

Omar in England

LESSON 3 *At the international school*

Language

Functions: Describing people's appearance and character; describing places

Grammar: Use of *how (is/are/was)*; *what (is/was/were) it like*; *what (does/did) he like?*; modification of adjectives

Vocabulary: *appearance, character, description, fair (colour), funny (amusing), get off (e.g. a bus), laugh (v), past (adv), straight (adj)*

Reading and writing: Reading a conversation about a journey; writing a description

ANSWERS: Omar and Fred At Fred's house./In Fred's living room. Omar's first day at (the International) school.

c)

- Read the questions with the class. Say *Which ones did Fred ask?*
- Play track again. The students tick the questions they hear.
- Check the answers with the class.

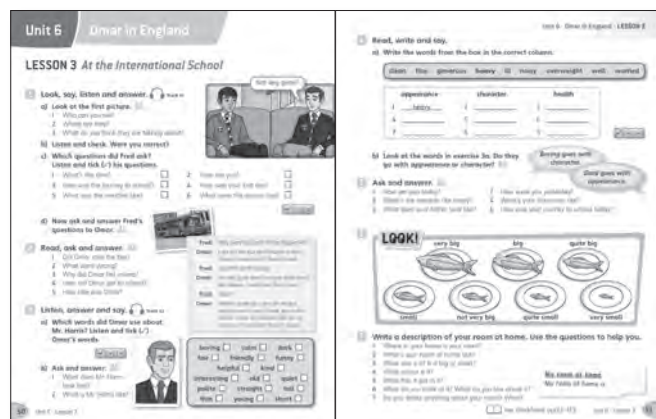
ANSWERS: , , ,

d)

- The students ask and answer Fred's questions in pairs.
- If necessary play the CD again, but stress that they don't have to remember everything Omar said. The point is to practise fluency.

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students. Say *How are you? Are you well?* Ask students to ask each other the same questions.
- Say *Open your books at page , please.*

1 Look, say, listen and answer.

Aims: to use *how (is)*; *what (is) it like*; *what (does/did) he like?*

a)

- Students look at the picture and answer the questions in pairs.

b)

- Ask the students to listen to the CD and check their answers.
- Play track . The students check their answers.
- Check the answers with the class.

AUDIOSCRIPT TRACK

Fred: Omar! Come in!

Omar: Thanks.

Fred: How are you?

Omar: OK thanks, but I'm quite cold. The weather here isn't like the weather in Saudi Arabia.

Fred: No, it's not. So, back from school. How was your first day?

Omar: The school was great. I enjoyed myself. Of course, it's a long day and I've got a lot of homework.

Fred: Me too! What were the lessons like?

Omar: Very interesting but quite difficult. They were all in English.

Fred: Yes. And how was the journey to school?

Omar: Not very good.

Fred: Not very good? Was there a problem?

Omar: Yes, I was late for my first lesson.

Fred: You were late? What happened?

2 Read, ask and answer.

Aim: to read for information.

- Read the dialogue. Students read the parts of Omar and Fred.
- Students ask and answer questions in pairs.

ANSWERS: No He fell asleep. He was still quite tired from his flight. By taxi./He called a taxi. minutes

3 Listen, answer and say.

Aim: to introduce description (appearance and character).

a)

- Review *to like*. e.g. Ask *Do you like bananas?*
- Introduce *to be like*. Say *What is X like? (S)he is polite.*
- Say *This is a description of X's character.*
- Introduce *to look like*. Say *What does X look like? (S)he is tall.*
- Say *This is a description of X's appearance.*
- Read the words in the box and teach the new ones.
- Play track . Students listen and tick the words Omar uses.
- Students check their answers with a partner.

ANSWERS: *calm, funny, kind, interesting, polite, young, tall, thin, straight, fair, short*

b)

- Read the questions and elicit a short sample answer for each.
- Students ask and answer the questions with a partner.

EXAMPLE ANSWERS: *Mr. Harris is quite young. He's tall and thin and his hair is short, straight and fair/he's got short, straight, fair hair. He's calm, polite and kind. He's funny and interesting.*

AUDIOSCRIPT TRACK

Fred: What's your teacher's name?

Omar: Mr. Harris.

Fred: What's Mr. Harris like?

Omar: Well, he doesn't shout or anything. He's very calm and polite and I think he's kind. He's also quite funny. He made me laugh. And his class was interesting. Mr. Harris wasn't boring at all.

Fred: Is he old?

Omar: No, he's quite young. He's about years old. He looks like your dad. He's tall and thin and his hair is short and straight. Mr. Harris has got fair hair and your dad's hair is dark.

4 Read, write and say.

Aim: to practise adjectives of character and of appearance.

- Check the meanings of *appearance, character* and *health*.
- Students complete the chart using a dictionary if necessary.
- Students check their work with a partner.

ANSWERS:

appearance	character	health
<i>heavy</i>	<i>generous</i>	<i>ill</i>
<i>clean</i>	<i>noisy</i>	<i>overweight</i>
<i>fine</i>	<i>worried</i>	<i>well</i>

b)

- Read the question and speech bubbles as a class. Look at the word box on page .

- Ask students to work in pairs to say which words go with appearance and which go with character.

ANSWERS: Appearance: *dark, fair, old, straight, tall, thin, young*
Character: *boring, calm, friendly, funny, helpful, kind, interesting, quiet, polite*

5 Ask and answer.

Aim: to practise questions using the target structures.

- In pairs, students take turns to ask and answer the questions.
- Note any serious, common errors and review later.

6 Look!

Aim: to consolidate the use of *very, not very* and *quite*.

- Ask students to read the Look! box and look at the pictures.
- As a class think up other, real life examples.

7 Write a description of your room at home. Use the questions to help you.

Aim: to write a description of a place.

- Read the questions and elicit a sample answer for each.
- Students complete the task in their notebooks.

Homework: Workbook pages 123 and 123

Final activity:

- Ask *Who likes ...? Who thinks ... will happen?* Count the numbers and ask students to say the fractions, percentages and comparisons.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

a

	not very ...	quite ...	very ...
heavy	<i>B</i>	<i>A</i>	<i>C</i>
windy	<i>C</i>	<i>B</i>	<i>A</i>
old	<i>A</i>	<i>C</i>	<i>B</i>

b **C** *It's very heavy* **C** *It's not very windy* **C** *He's quite old*
A *It's quite heavy* **B** *He's very old* **B** *It's not very heavy*
A, C, A, C C, C, A, A A, C, A, C

a) *She's quite young and she's got long straight hair.*
b) *She's helpful and polite.*
a) *He's tall and thin and he's got short blond hair.*
b) *He's friendly and he's funny.*

What was the weather like? What does George look like?
What's George like? How was your flight?
How's Robert? What was the food like?

Unit 6 Omar in England

LESSON 4 REVIEW

Language

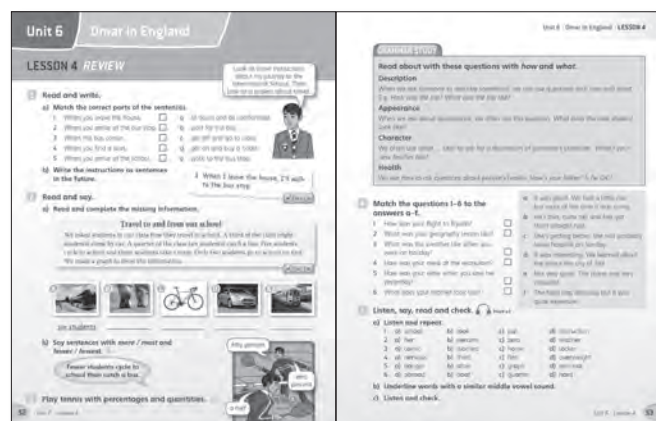
Revision of language in Unit .

Grammar study: Use of *how (is/are/was); what (is/was/were) it like; what (does/did) he like?*

Pronunciation: Identifying words with a similar vowel sound

Bring to the lesson:

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



To start:

- Greet the students and ask them to greet each other, as in the last lesson.
- Ask individual students to describe characters from the book for the class to guess.
- Say *Open your books at page , please.*

1 Read and write.

Aim: to revise clauses with *When ...* with imperatives, and in the future.

- a) Students match the endings of sentences – with the endings a–f.
- They should check their answers with a partner.

ANSWERS: e b d a c

b)

- Tell students to read the example in Exercise b.
- Ask students to write out the sentences in Exercise a in the future.
- Students check each others' work, remembering about the comma after the clause.

ANSWERS: *When I arrive at the bus stop, I'll wait for the bus.
When the bus comes, I'll get on and buy a ticket. When I find a seat, I'll sit down and be comfortable. When I arrive at the school, I'll get off and go to class.*

2 Read and say.

Aim: to revise methods of transport and comparison of quantities.

a)

- Tell students to read the example and complete the table in the same way.
- Check with the class by asking individual students to read out the correct answers.

ANSWERS: B two students C five students D eight students
E three students

b)

- Students work in pairs to use the information in Exercise a to make sentences as in the speech bubble.

3 Play tennis with percentages and quantities.

Aim: to revise fraction/percentage equivalents.

- Students work in pairs. Student A says a fraction. Student B gives the equivalent percentage and says a new fraction. Student A replies with the percentage, and so on.

Grammar study

Aim: to revise and consolidate questions with *How ...?* and *What ...?*

- Read the Grammar study box as a class.
- Ask students for further examples of each question and appropriate answers.
- Review any problem areas.

Extra activity:

- Ask students to copy the Grammar study box into their notebooks either in class or for homework.
- You may also want to ask students to write one more example of each question, plus an answer.

4 Match the questions 1–6 to the answers a–f.

Aim: to practise answering questions with *How was ...?*, *What was ... like?*, *What does ... look like?*

- Ask students to match the questions with the correct answer.
- Monitor for any problems and review if necessary.
- Check the answers with the class.

ANSWERS: e d a f c b

5 Listen, say, read and check.

Aim: to recognise and learn different spellings for the same sound.

- a)
- Play track , part a while the students follow in their books.
 - Pause the track to allow students time to repeat.
- b)
- Play track , part a again. Allow the students time to underline the words which have a similar middle vowel sound (two per line).
- c)
- Play track , part c. This time pause after each line to ask for the answer and discuss any problems. Ask students to notice the different ways the same sound can be written – and also that the same spelling can be pronounced in different ways.

ANSWERS: look, put percent, teacher comic, locker
nervous, third after, graph abroad, quarter

AUDIOSCRIPT TRACK

a)

school	look	put	instruction
her	percent	zero	teacher
comic	worried	home	locker
nervous	third	fire	overweight
danger	after	graph	terminal
abroad	boat	quarter	hard

c)

look	put
percent	teacher
comic	locker
nervous	third
after	graph
abroad	quarter

Homework:

Any exercises not completed in the Workbook pages

– .

Final activity:

- In pairs, students quiz each other on the spellings of the words in Exercise .
- Say *Well done. See you again soon.*

Unit 7

Finding out about things

LESSON 1 *Fred's project*

Language

Functions: Talking about obligation and necessity

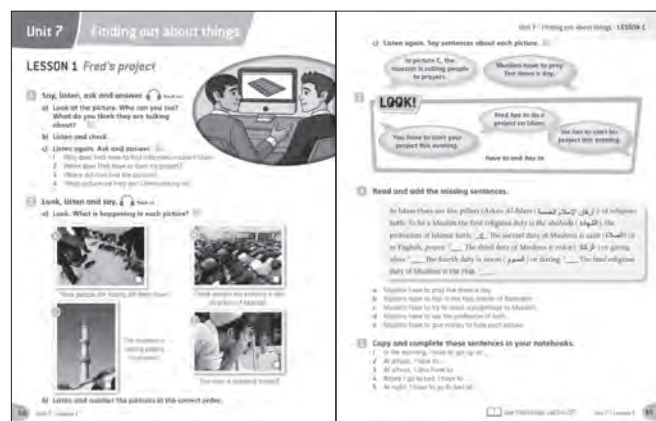
Grammar: Use of *have to* in the present for obligation and necessity ()

Vocabulary: *alms, face (v), faith, fast (v), fasting, mat, pillar, poor, pray, prayer, profession*

Reading and writing: Reading and completing a text; writing things you have to do

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Say *Open your books at page , please.*

1 Say, listen, ask and answer.

Aims: to introduce the topic; to talk about obligation and necessity.

- a)
- Students read the questions and talk about the picture in pairs.
- b)
- Say *Listen to the CD and check your answers.* Play track .
- Check the students understand the situation. Introduce *has to*. *Fred has to do a project on Islam* means he must do it. Teach *prayer mat*.

ANSWERS: *Omar and Fred are looking at a computer. There is a prayer mat on the screen. They are probably talking about Islam.*

c)

- Read the questions as a class.
- Say *Listen to the CD and answer the questions in pairs.* Play track again.
- Ask pairs for their answers.

ANSWERS: *He has to do a project for his teacher./His teacher gave him a project (to do). tonight on an Islamic website a prayer mat*

AUDIOSCRIPT TRACK

Fred: Omar, my teacher gave me a project about Islam today. I have to find some information about Islam and Muslims. Can you help?

Omar: Of course.

Fred: I have to start my project tonight. Is that OK?

Omar: No problem.

Fred: Now I found these pictures on an Islamic website. Can you help me write about them?

Omar: Yes, of course.

Fred: That's great.

Fred: OK, now here's the first one. What's this and what's it for?

Omar: It's a prayer mat. Muslims use prayer mats when ...

2 Look, listen and say.

Aims: to introduce the vocabulary of the topic; to practice *have to*.

a)

- Ask students to talk about the pictures, using the sentences to help them.
- Encourage them to guess the meanings of unfamiliar words, but help if necessary.

- b)
- Say *Listen and number the pictures in the right order.* Play track .
 - Check the answers with the class.

ANSWERS: C D A B

- c)
- Say *Listen again. Then work with a partner. Make sentences. Say what the people are doing. Say why they have to do that.*
 - Play track again. Stop after the first item. Read the speech bubbles. Check they understand *have to*.
 - Continue with the rest of track . Then students complete the task in pairs.
 - Monitor and help with vocabulary, e.g. *to face*. If necessary, write *prayers, pray, prayer mat, face (verb)* on the board.
 - If they find it too hard, play track item by item. Give the students time to answer before going on to the next one.

ANSWERS: In picture A the people are taking off their shoes. You have to take off your shoes before you go into a mosque. In picture B the people are praying in the direction of Makkah. Muslims have to face in the direction of Makkah when they pray. In picture C the muezzin is calling people to prayers. Muslims have to pray five times a day. In picture D the man is washing himself. You have to wash in a special way before prayers.

AUDIOSCRIPT TRACK

The muezzin is calling people to prayers 'salat' in Arabic.

Muslims have to pray five times each day.

This man is washing himself. You have to wash in a special way before prayers.

These people are taking off their shoes. You have to take off your shoes before you go into a mosque.

These people are praying in the direction of Makkah. Muslims have to face in the direction of Makkah when they pray.

3 Look!

Aim: to consolidate the form and use of *have to* and *has to* in the present tense.

- Read the Look! box as a class.
- Write *I, You, He, She, It, We, You (pl), They* on the board as a table. Ask individual students to write in the correct form of *have to* (*I/You/We/They: have to; He/She/It: has to*).
- Ask students to give examples of things they have to do.
- Students copy the box into their notebooks.

4 Read and number the missing sentences.

Aim: to complete a text by matching information.

- Ask individuals to read aloud the things Muslims have to do.
- Explain these sentences are missing from the passage about Islam.

- Ask students to read the passage and number the sentences to show where they belong.
- Students complete the task and check their answers with a partner.

ANSWERS: a b c d e

5 Copy and complete these sentences in your notebooks.

Aim: to write about things you have to do.

- Read sentence beginning and the completed model sentence with the class.
- Ask individual students, *What time do you have to get up?*
- When they understand the task, students copy the sentences into their notebooks and write a suitable ending for each one.
- They share and correct each other's work.
- Ask a few students for sample answers.

Homework: Workbook pages 124 and 125

Final activity:

- Play *Back to the start* (see the Introduction for instructions).
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

I have to write a poem about autumn.

I have to start my history project

I have to read page in my geography book.

She has to write a poem about autumn.

She has to start her history project

She has to read page in her geography book.

You have to pray three times a day. C

You have to face in the direction of Makkah when you pray. B

You have to wash in a special way before prayers. D

You have to take your shoes off before you go into a mosque. A

has have have have have has

profession prayer alms fasting poor pilgrimage

alms prayer mats face poor pray Pillars

Unit 7

Finding out about things

LESSON 2 *The exhibition*

Language

Functions: Describing objects in different ways

Grammar: Order of adjectives in nouns phrases; revision of *made of*; countries and nationalities

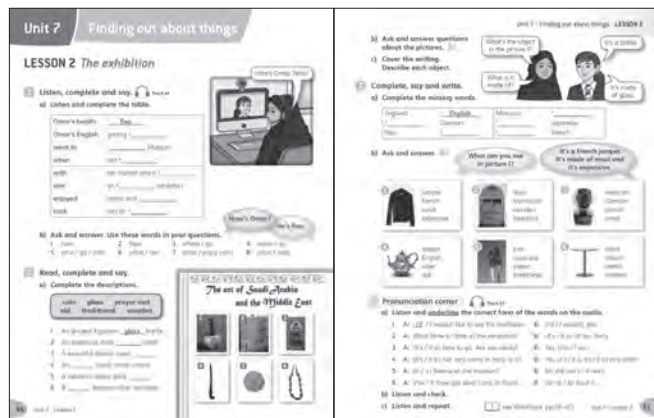
Vocabulary: chest (box), exhibition, Japanese, metal, necklace, object, silver, sword, teapot, wooden

Reading and writing: Reading descriptions of objects; writing descriptions of objects

Pronunciation: Listening and identifying full and contracted forms of auxiliary verbs

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Ask the students to tell you what Muslims have to do.
- Say *Open your books at page , please.*

1 Listen, complete and say.

Aim: to practise questions with *How* and *What* question words.

- a)
 - Ask *Who are the girls talking about? (Omar)*
 - Play track . Students listen and fill in the blanks
 - Elicit the answers from the class. Help with new vocabulary.

ANSWERS: better City Tuesday friend interesting
coins photos

- b)
 - In pairs students ask and answer questions about Omar.

EXAMPLE ANSWERS: *How's Omar? He's fine. How's his English? It's getting better. Where did you go? To the City Museum. When did you go? Last Tuesday. Who did you go with? I went with my mother and a friend. What did you see? An interesting exhibition. What did you enjoy most? The chests and the old coins. What did you take? I took lots of photos.*

AUDIOSCRIPT TRACK

Reema: How's Omar, Nina?

Nina: He's fine. He's enjoying his visit.

Reema: How's his English?

Nina: It's getting better all the time.

Reema: That's great news.

Nina: Yes, it is. And what about your news? How was your week?

Reema: Very good. I went to an exhibition.

Nina: Where, at a hotel?

Reema: No, at the City Museum.

Nina: Oh yes, I remember the City Museum. I went there when I was in Saudi Arabia. When did you go?

Reema: It was last Tuesday. I went with my mother and a school friend.

Nina: What did you see?

Reema: An interesting exhibition. It was about the traditional art of Saudi Arabia and the Middle East.

Nina: What did you enjoy most?

Reema: The chests and the old coins. They were fantastic. I took lots of photos.

Nina: Great! Can I see them?

2 Read, complete and say.

Aim: to introduce and practise the vocabulary of the lesson.

- a)
 - Ask students to use their dictionaries to find the meanings of the new words (*wooden, metal, sword, silver, necklace*).
 - Students use the new words to complete the descriptions.
 - Check the answers with the class.

ANSWERS: wooden prayer mat old coin traditional

b)

- Read the speech bubbles. Ask students to look up *object*. Check they understand *made of*.
- In pairs, students follow the model dialogue to ask and answer about the objects in Exercise a. They can use Exercise a to help.

ANSWERS: *What's the object in picture ? It's a chest. What's it made of? It's made of wood. What's the object in picture ? It's a prayer mat. What's it made of? It's made of wool. What's the object in picture ? It's a sword. What's it made of? It's made of metal. What's the object in picture ? It's a coin. What's it made of? It's made of gold. What's the object in picture ? It's a necklace. What's it made of? It's made of silver.*

c)

- Students describe the objects without looking at the text.
- In pairs, students ask and answer questions about the objects.

Note: It isn't necessary to repeat the dialogue in Exercise b.

3 Complete, say and write.

Aims: to revise and introduce countries and nationalities; to describe objects in different ways.

a)

- Look at the example. Elicit other nationalities they know.
- Students complete Exercise a in pairs. Monitor spelling.

ANSWERS: *Germany Italian Moroccan Japan France*

b)

- Read the speech bubbles. Look at the pictures. Teach *teapot*.
- In pairs, students use the information to ask and answer about each object. They need four facts about each object.

ANSWERS: *It's a Moroccan door. It's made of wood and it's beautiful. It's a German webcam. It's made of plastic and it's small. It's an English teapot. It's made of silver and it's old. It's a Japanese kite. It's made of paper and it's traditional. It's an Italian table. It's made of metal and it's modern.*

Pronunciation corner

Aim: to listen for full and contracted forms of auxiliary verbs.

- Look at sentence . Compare *I'd* with *I would*.
- Play track . Students listen and underline what they hear.
- Play track again. Students check their work with a partner.
- Play track again. Students listen and repeat.

ANSWERS: *I'd, I would time is, It's It's, I am It's, it is, It's Is, isn't I've, So've*

AUDIOSCRIPT TRACK

*I'd like to see the necklaces. I would, too.
What time is the exhibition? It's at ten thirty.
It's time to go. Are you ready? Yes, I am.
It's not very warm in here, is it? Yes, it is. It's very warm.
Is Reema at the museum? No she isn't.
I've got silver coins at home. So've I.*

Homework: Workbook pages 126 and 127

Final activity:

- Play *Ten questions* with objects as the category.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

*It's a wooden chest. It's a wool prayer mat.
They're silver necklaces. They're glass bottles.
It's a metal sword.*

*What's it made of? It's made of wood.
What's it made of? It's made of wool.
What are they made of? They're made of silver.
What are they made of? They're made of glass.
What's it made of? It's made of metal.*

*Italy, Italian Japanese, Japan France, French
Moroccan, Morocco Germany, German Egyptian, Egypt*

*expensive Italian leather old Arab wooden
new French wool traditional Bedouin silver
valuable Hejazi gold ancient Islamic wool*

Example answer: It's a traditional Bedouin metal coffee pot.

*It's an Egyptian necklace. It's made of gold and it's ancient.
It's an Arab chest. It's made of wood and it's valuable.
They're English plates. They're made of plastic and they're cheap.
They're Japanese kites. They're made of paper and they're beautiful.*

Unit 7

Finding out about things

LESSON 3 *Fahad's invitation*

Language

Functions: Talking about obligation and necessity; giving safety instruction; making suggestions

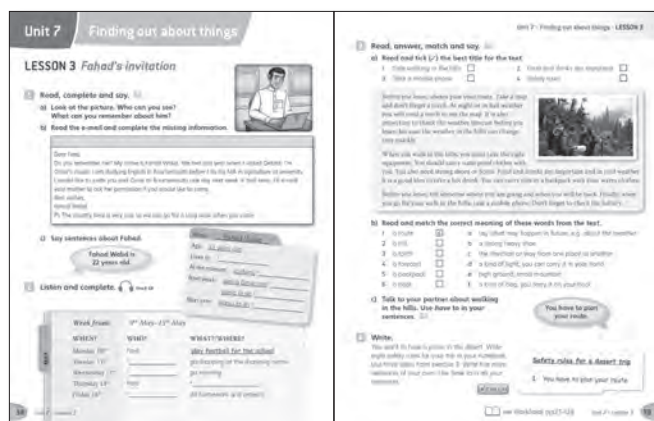
Grammar: Use of *have to* in the present for obligation and necessity ()

Vocabulary: *backpack, battery, boots, forecast, half term, hill, invitation, route, torch, waterproof (adj)*

Reading and writing: Reading and writing safety instructions; completing data on a form

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
 - Ensure the students have their books closed. Write this list of jumbled words on the board (don't write the answers). How quickly can the students work them out?
- | | |
|------------|------------|
| cacklnee | necklace |
| dwors | sword |
| techs | chest |
| lamte | metal |
| thoxbeniii | exhibition |
| toetap | teapot |
| donwoe | wooden |
| srilve | silver |
| jebcot | object |
- Say *Open your books at page , please.*

1 Read, complete and say.

Aims: to practise completing a form; to introduce the topic of the lesson.

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

ANSWER: *It's Fahad Walid. He's Omar's cousin. (Students may remember more.)*

- b)
- Ask students to look at the title of the lesson. Can they guess *invitation*? (If not, leave it until after they have read the e-mail.)
 - Ask students to read the e-mail and complete the missing information with a partner.
 - When they finish, they should check their work with another pair.
 - Check the answers with the class. Do they understand *invitation* now? (If necessary point out *invite* in the text.) Explain *half term*.

ANSWERS: *Bournemouth English Fred for a walk agriculture at university*

- c)
- Ask the students to take turns with a partner to make sentences about Fahad.
 - Monitor and support. Encourage more able students to use clauses to make longer sentences.
 - Ask pairs to say their sentences to the class.

EXAMPLE ANSWERS: *He lives in Bournemouth At the moment, he is studying English. Next week he is seeing Omar and Fred (When they come,) they are going to go for a long walk. Next year he wants to do agriculture at university.*

2 Listen and complete.

Aim: to practise making suggestions and talking about obligation and necessity.

- Tell the students Omar and Fred are trying to plan the visit to Fahad.
- Read the diary as a class.
- Say *Listen to the CD and fill in the blanks*. Play track .
- Students complete the task and then check their work with a partner.
- Ask individual students to give their answers.

ANSWERS: *Both Omar visit Uncle Jim Both*

AUDIOSCRIPT TRACK

- Fred:** OK. Mum says we can go to see Fahad. When shall we go?
- Omar:** We're busy on Saturday the 1st and Sunday the 2nd. Let's go to Bournemouth on Monday, Fred.
- Fred:** Sorry, I can't go on Monday, Omar. I have to play football for the school. Why don't we go on Tuesday?
- Omar:** No, we can't go on Tuesday. We're going shopping with your mum. I have to buy presents for my family and you have to get some new shoes.
- Fred:** OK, Omar. How about going to Bournemouth on Wednesday the 3rd?
- Omar:** No, sorry, Fred. I can't go on Wednesday. I have to go bowling with Jack. But we could go on Thursday. I'm not busy then.
- Fred:** No, I can't go to Bournemouth on Thursday. I have to visit Uncle Jim with Nina and Mum. Shall we go on Friday the 4th?
- Omar:** No, we can't go then. We both have homework and projects to do.
- Fred:** So it has to be Saturday the 5th. We can go to Bournemouth then.
- Omar:** Yes, we can.

Extra activity:

- Elicit different ways of making suggestions and put them on the board (*let's, why don't we, how about, we could, shall we*).
- Elicit a suggestion, e.g. *Let's go to Bournemouth on Monday.*
- Elicit a response with *have to* explaining why it's not possible, e.g. *Sorry, I can't. I have to play football for the school.*
- Ask the students to work with a partner to make similar short dialogues with suggestions and *have to*.
- Monitor and support. Encourage more able students to extend their sentences as much as possible and to use a wider variety of vocabulary.
- Ask a few pairs to say their dialogue to the class.

3 Read, answer, match and say.

Aims: to read for gist; to practise guessing unknown vocabulary from context; to talk about safety rules.

a)

- Read the passage as a class.
- Ask students to read the four suggested titles and discuss the answer with a partner.
- When everyone has finished, ask students to vote.
- Ask some of the more able students to explain their choice.

ANSWERS: (*The passage is about walking in the hills, and the other titles don't say anything about that at all.*)

b)

- Ask students to find and underline the words in the text.
- Ask them to read the sentences with those words.
- Students work in pairs to read the meanings and match them to the correct words.
- Check the answers. (Students could use their voting cards here too.)

- Ask if anyone can explain how they worked out the answers. (For example, at night you will need a torch to see – so *torch* must be some kind of light.)

ANSWERS: e d a f b

c)

- Read the speech bubble.
- Ask students to talk to a partner about the other things you *have to* do when walking in the hills.
- Monitor and support as required.
- Students share their safety rules with each other.

4 Write.

Aim: to write about safety rules.

- Ask the students to suggest what you have to think about when planning a trip in the desert (heat, thirst, getting lost, sun, accidents, breakdowns, etc.) and what you can do about them (take shading, water, maps, etc.).
- Write the ideas on the board. Teach any necessary vocabulary.
- Students write eight safety rules using Exercise 4 and their own ideas.
- Monitor for correct use of the *have to* structure. Support as required.
- Students check their answers in pairs.
- Ask students to read one or two of their rules to the class. Continue until no one has any different rules left.

Homework: Workbook pages 128 and 129**Final activity:**

- Play *What did you buy in the souk today?* (see the Introduction for instructions) but this time with adjective, adjective, noun. For example: Student A: *I went to the souk today and I bought an expensive, wooden apple.*
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

Oxford ten subjects Amy (a good friend)
an exhibition exams

How about going on Monday? Sorry, I can't. I have to have dinner with visitors.

We could cycle to Fred's on Tuesday. Sorry, I can't. I have to visit Grandma.

Why don't we go on Wednesday? Sorry, I can't. I have to go to the dentist's.

Shall we go on Thursday? Sorry, I can't. I have to meet my uncle from Poland.

~~have~~, has ~~studies~~, study ~~has~~, have ~~has~~, have

map boots backpack mobile drink torch food

You have to check the weather forecast.

You have to wear the right clothes.

You have to tell someone where you are going.

You have to take food and drinks.

You have to carry a mobile phone.

You have to check the battery.

Unit 7

Finding out about things

LESSON 4 REVIEW

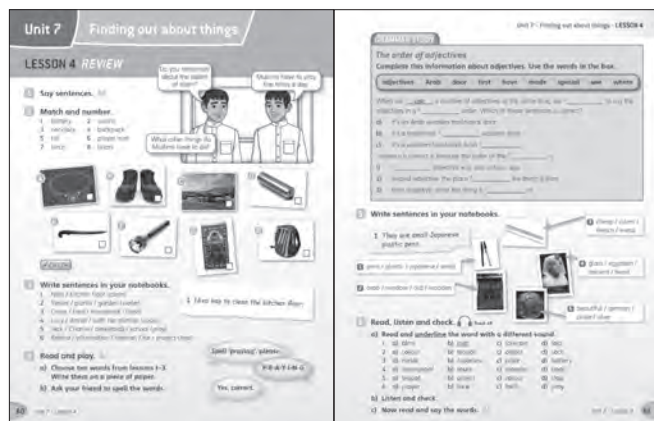
Language

Revision of language in Unit .

Grammar study: Order of multiple adjectives in noun phrases; identifying rhyming sounds and sounds that don't rhyme

Bring to the lesson:

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



To start:

- Greet the students as in previous lessons.
- Say *What are some of the things students have to do to learn English? (Learn new words, remember the grammar, listen carefully, think about pronunciation, practise a lot, read English magazines and newspapers, talk to English people, watch English films, study hard, etc.)*
- Say *Open your books at page , please.*

1 Say sentences.

Aims: to revise vocabulary; to revise *have to*.

- Read the speech bubbles.
- Ask students to work in pairs to make sentences about what Muslims have to do.
- Give them a few minutes to talk and then ask for answers.
- Continue until no one has any more new answers.

2 Match and number.

Aim: to revise vocabulary.

- Ask students to look at the pictures and match them with the correct words.
- They should do the exercise individually, then check each other's work in pairs.
- Ask students to use their voting cards to check the answers.

ANSWERS: A B C D E F G H

3 Write sentences in your notebooks.

Aim: to consolidate *have/has to*.

- Ask students to read question and the model sentence.
- Students then write similar sentences in their notebooks, using the question prompts.
- Monitor for spelling.
- Ask individual students to read their sentences to the class.
- Check that the class agrees.

ANSWERS: *Nina has to clean the kitchen floor. Yasser has to water the plants in the garden. Omar and Fred have to finish their homework. Lucy has to cook dinner with her mother. Jack and Charlie have to play basketball for their school. Reema has to find information on the Internet for her project.*

4 Read and play.

Aims: to practise spelling; to revise vocabulary from the unit.

a)

- Ask students individually to write down ten words from Unit .
- They should use 'look, say, cover, write, check' until they can spell them all correctly.

b)

- Students work in pairs to spell the words on their partners' lists.
- If time permits, they can swap partners several times.
- You may want to allow students to award points for correctly spelled words, and find the class spelling champion.

Grammar study

Aim: to consolidate the correct order of adjectives.

- Elicit some examples of adjectives (e.g. *tall, expensive, wooden, Moroccan*).
- Ask *What do adjectives do?* (They give more information about nouns.)
- Ask students to read the words in the box and use them to complete the sentences.
- When the students finish they can check their work in pairs.
- Ask one student to read their answer. Check the class agrees.
- Students should copy the completed Grammar study box into their notebooks.

ANSWERS: *have special Arab door adjectives
first where made*

5 Write sentences in your notebooks.

Aim: to practise the order of adjectives.

- Look at the pictures and read the prompts.
- Read the model sentence.
- Ask students to use the correct order of adjectives to write sentences using the prompts and the model sentence to help them.
- Students work as individuals to complete the task and then check their work with a partner. Monitor and support if required.

ANSWERS: *It's an old Arab wooden window. They're cheap French metal rulers. It's an ancient Egyptian glass head. It's a beautiful German silver plate.*

6 Read, listen and check.

Aim: to listen for sounds which are the same or different.

a)

- Ask students to underline the words which sound different to the others in their group.

b)

- Students listen and check their answers. Play track .

c)

- Play track again. This time pause to give the students time to repeat.

AUDIOSCRIPT TRACK

alms mat forecast fast
colour teapot object sock
metal Japanese pillar battery
waterproof route wooden boot
teapot object colour stop
prayer face faith pray

ANSWERS: *mat colour battery wooden colour
prayer*

Homework:

Any exercises not completed in the Workbook pages

Final activity:

- Ask the students to play *Hangman* with a partner using words from the unit.
- Say *Well done. See you again soon.*

Unit 8

Learn about yourself and the world

LESSON 1 *Start cooking!*

Language

Functions: Giving cooking instructions; specifying definite and indefinite nouns

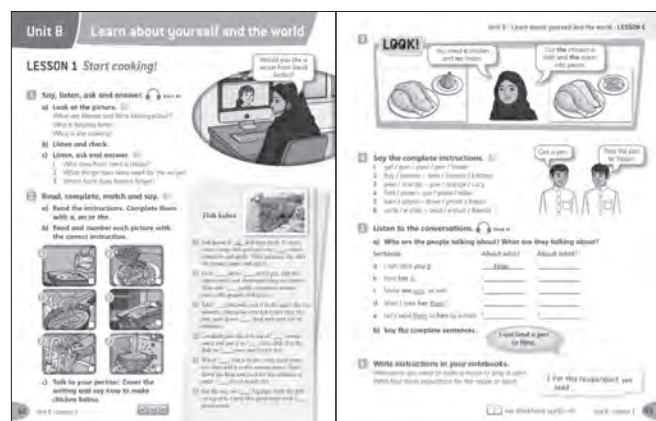
Grammar: Articles: *a, an, the*; verbs with direct and indirect objects

Vocabulary: *add, measure, paste, peel, sauce, spice, turn down, until*

Reading and writing: Reading a recipe; writing a recipe or instructions for a game

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Ask students if they know how to cook their favourite meals.
- Say *Open your books at page , please.*

1 Say, listen, ask and answer.

Aims: to listen for specific information; to introduce the topic; to introduce vocabulary.

- Ask students to talk about the questions in pairs.
- Play track . Students listen and check their answers.

ANSWERS: *Cooking; Reema; fish kabsa*

- Ask the students to read the questions.
- Play track again.
- Students ask and answer the questions with a partner.

ANSWERS: *She's in a cooking competition at school. salt, pepper, a large onion, some garlic, four tomatoes, tomato paste, olive oil and spices fish*

AUDIOSCRIPT TRACK

Nina: Hello Reema. How are you?

Reema: Fine thanks. What about you?

Nina: Yes, I'm OK too, thanks.

Reema: Great.

Nina: Listen, can you help with something?

Reema: Sure, anything. What do you want?

Nina: Well Lucy and I are in a competition at school, a cooking competition.

Reema: A cooking competition?

Nina: Yes. We have to cook food from another country.

Reema: Would you like a recipe?

Nina: Yes please.

Reema: Well I can give you a recipe for fish kabsa.

Nina: Fish what?

Reema: Fish kabsa. It's delicious. You had chicken kabsa before. Remember?

Nina: Oh, yes.

Reema: Right, you need the food. Salt, pepper, a large onion, some garlic, four tomatoes, tomato paste. What else? Oh yes, olive oil and spices. That's all.

Nina: Sorry, Reema. This dish is fish kabsa, right?

Reema: Yes.

Reema: Don't we need fish?

Nina: Yes, we do. We need two fish. Sorry!

2 Read, complete, match and say.

Aim: to practise articles: *a, an, the*.

- Elicit or remind students of the rules for articles.
- Students complete the recipe with *a, an or the*.

ANSWERS: *the the a the the the the an*
the the the a a

- b)
- Students match the instructions with the pictures.
 - Encourage them to use the pictures to work out new vocabulary
 - Students give their answers by voting. Review any problems.

ANSWERS: A B C D E F

- c)
- In pairs, students use the pictures to give instructions for chicken kabsa.
 - Ask one or two pairs to say their instructions to the class.

3 Look!

Aim: to practise using the definite and indefinite articles.

- Read the speech bubbles and elicit the rules for articles.
- The students copy the Look! box and rules into their notebooks.

4 Say the complete instructions.

Aim: to practise instructions.

- Read the speech bubbles.
- Ask students, in pairs, to read the prompts and make the sentences.
- Choose six pairs to say their instructions for the class to check.

ANSWERS: *Buy a tomato. Take the tomato to the kitchen.
Peel an orange. Give the orange to Lucy. Find a plate. Put the plate on the table. Take a photo. Show the photo to Rakan.
Write an e-mail. Send the e-mail to Reema.*

5 Listen to the conversations.

Aim: to practise using direct and indirect objects.

- Read the sentences with the students.
- Remind them that *lend you it* is the same as *lend it to you*.
- Ask them to say the other sentences in the same way.
- Play track . Students complete the table.
- Check the answers and review any difficulties.

ANSWERS: *Nina pen Lucy apple Fred tea
Elena rulers Charlie photos*

AUDIOSCRIPT TRACK

A

Nina: Can you lend me a pen, Lucy?

Lucy: A pen? Of course I can lend you it, Nina. Here it is.

Nina: Thanks very much.

B

Elena: Here's the apple for Lucy.

Nina: Please cut the apple and pass her it.

Elena: Pass it to Lucy?

Nina: Yes.

C

Charlie: Make me some tea, please Jack.

Jack: What about you, Fred? Do you want tea?

Fred: Yes, please. Make me one as well please.

D

Lucy: Right, I've got the pen and pencils. Whose rulers are they?

Nina: They're Elena's.

Lucy: Elena's? Shall I take her them?

Nina: Yes, please Lucy.

E

Jack: Here are the photos of our football match, Fred.

Fred: They're great. You're good at taking photos, Jack.

Jack: Thanks.

Fred: Will Charlie want to see the photos.

Jack: Yes, he will. Let's send them to him by e-mail.

6 Write instructions in your notebooks.

Aim: to practise writing simple instructions.

- Students decide what to write about.
- They make a list of what they will need.
- Then they write four instructions.

Homework: Workbook pages 130 and 131

Final activity:

- In pairs, students take turns to say the meaning of a word in English. Their partner has to give the correct English word.

WORKBOOK ANSWERS:

*a, a, The, the a, a, an, The a, a, The, the, the
a, The a, a, an, The, the*

*Take this drink to Nina, please./Please take this drink to Nina.
I'll send an invitation to Elena.*

I can buy one for Jack too.

*Pass the water to Fred, please./Please pass the water to Fred.
Shall I make one for the children?*

Take her it, please./Please take her it. I'll send her one.

*I can buy him one too. Pass him it, please./Please pass him it.
Shall I make them one?*

paste measure peel spices turn until

A Serve; tomato **B** but don't peel **C** Turn on; °C

D add; sauce **E** small holes **F** Rub; olive **G** until; ready

Unit 8

Learn about yourself and the world

LESSON 2 *How often do you clean your teeth?*

Language

Functions: Describing routines and habits; expressing opinions

Grammar: Questions with *how often*; adverbs of frequency; sentences with gerund subjects

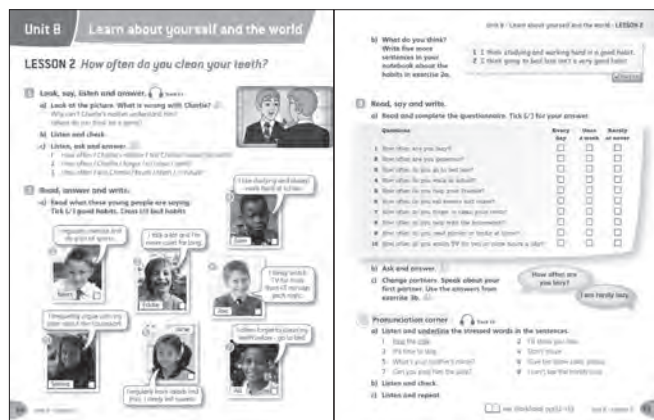
Vocabulary: *argue, brush, frequently, housework, once, rarely, regularly, toothache, twice*

Reading and writing: Reading and responding to a simple questionnaire; writing opinions

Pronunciation: Listening and identifying main stress in questions

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Say *Open your books at page , please.*

1 Look, say, listen and answer.

Aims: to practise and introduce adverbs of frequency.

- a)
 - Ask students to look at the picture and answer in pairs.
- b)
 - Students listen to the CD and check their answers. Play track .

- Check answers with the class. Ask *What is wrong with Charlie? (Toothache.)*
- Ask them if they have worked out the meanings of *toothache* and *brush*. What clues did they use? (*Toothache* is like *headache* but about *teeth*; he has to go to the dentist; Mum says *clean*, Charlie says *brush*, so it's how you clean your teeth, etc.)
- c)
 - Read the question prompts. Ask the students to listen for the answers. Play track again.
 - Students ask and answer with their partners. Check that they are using the present tense (for habitual actions).
 - Discuss the answers with the class. Put *Regularly* on the board. Say *Charlie sometimes forgets to clean his teeth and now he has toothache. He says from now on he will clean his teeth regularly. Does regularly mean more often or less often than sometimes?*
 - Ask how often Charlie visits the dentist (if necessary, play that section of the CD again). (*Rarely*.) Say *Charlie doesn't like going to the dentist. How often do you think rarely is? (Not very often.)*
 - Ask how often Charlie usually cleans his teeth (*twice a day*). Ask how often they think that is. (*Two times a day*)
 - Students write new adverbs of frequency in their notebooks.

ANSWERS: *Lots of times/Often Sometimes Regularly*

AUDIOSCRIPT TRACK

Mum: Charlie! Charlie! It's time for school.

Charlie: I'm in my room, Mum.

Mum: What? I can't hear you. I'm coming up.

Charlie: I'm in my room.

Mum: Oh, what's wrong? Why are you holding your face? Have you got a headache? Or a stomach ache?

Charlie: It's my tooth. It hurts. I've got toothache, bad toothache.

Mum: Oh dear. You'll have to go to the dentist, Charlie.

Charlie: I don't like dentists.

Mum: But you eat a lot of sweets and you don't look after your teeth very well, do you? How often do I tell you?

Charlie: Lots of times, Mum.

Mum: And how often do you clean your teeth?

Charlie: Twice a day.

Mum: Twice a day?

Charlie: Well I usually clean them twice a day.

Mum: But you sometimes forget, don't you?

Charlie: Yes.

Mum: And you rarely go to the dentist, do you?

Charlie: No, Mum but I will go now. And I will brush my teeth regularly, too.

2 Read, answer and write.

Aims: to express opinions.

a)

- Write on the board *a good habit – a bad habit*. Ask *What is a habit? (Something you do all the time, regularly, a lot.)*
- Ask for examples of good and bad habits.
- Ask students to read what each person says about their habits.
- Students tick the good habits and cross the bad ones.
- Check if everyone agrees.
- Say *Do you think frequently means more often or less often than sometimes?* Ask students to vote.
- Ask *Where does the adverb go in the sentence? (Before the verb.)*

ANSWERS: *Tom always works hard at school. Matt regularly exercises and does lots of sport. Eddie talks a lot and he's never quiet for long. Jo rarely watches TV for more than minutes each night. Salwa often argues with her sister about the housework. Jane regularly has salads and fruit. She rarely eats sweets. Ali often forgets to clean his teeth before he goes to bed.*

b)

- Write on the board, *Tom studies Tom likes studying.*
- Ask students to do the same with the other verbs (*doing, talking, watching, arguing, having, eating, cleaning*).
- Remind students to drop final -e before adding -ing.
- Tell the students they are going to say what they think about these habits.
- Ask the students to read the sample sentences.
- Students write five similar sentences.
- When they finish, they should check their work with a partner.
- Ask a few students for a sample of their opinions.

3 Read, say and write.

Aims: to practise reading and completing a simple questionnaire; to talk about habits.

a)

- Ask how often *once* a week is (one time in a week). If necessary, remind students that *twice = two times*. Elicit other similar expressions (*once a day, once a year, etc.*).
- Ask students to read the questionnaire and tick the boxes. (Explain the box may not always be exactly correct. They should choose the closest one.)

b)

- When they finish, students work with a partner to ask and answer about their habits.
- Students mark their partner's answers outside the boxes or in a different colour.

c)

- Give them time to finish and then ask students to change partners.
- Students tell their new partner about their first partner's habits, using their notes to help them.
- Ask a few students to tell the class about their partner.

Pronunciation corner

a)

- Remind students that important words in sentences are *stressed*.
- Ask students to listen to the CD and underline the stressed words.
- Play track . Pause after sentence to check they understand the task.
- Pause between items if necessary to allow time to underline.

b)

- Play track again. Students check their answers.
- Check the answers with the class. Help with any problems.

c)

- Play track again. Students repeat, copying the stress.

ANSWERS: *Pass the milk. I'll show you how. It's time to stop. Don't move. What's your brother's name? Give her some cake, please. Can you pass him the juice? I can't see the match now.*

AUDIOSCRIPT TRACK

Pass the milk.	What's your brother's name?
I'll show you how.	Give her some cake, please.
It's time to stop.	Can you pass him the juice?
Don't move.	I can't see the match now.

Homework: Workbook pages 132 and 133

Final activity:

- Ask some more students to tell the class about their favourite recipes.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

rarely never sometimes usually always

c g a b e f

How often do you eat fruit and salad?

How often will you write essays at university?

How often are you ill?

How often do they sit and talk in the evenings?

How often does she cook?

walking, walk eat, eating riding, ride arguing

I think drinking sweet drinks isn't a very good habit.

I think brushing your teeth twice a day is quite a good habit.

I think spending a lot of money every weekend isn't a very good habit.

I think eating an apple at lunchtime is quite a good habit.

rarely frequently never always sometimes

Unit 8

Learn about yourself and the world

LESSON 3 What do you know about water?

Language

Functions: Stating likely conditions; talking about science procedures

Grammar: Zero conditional sentences

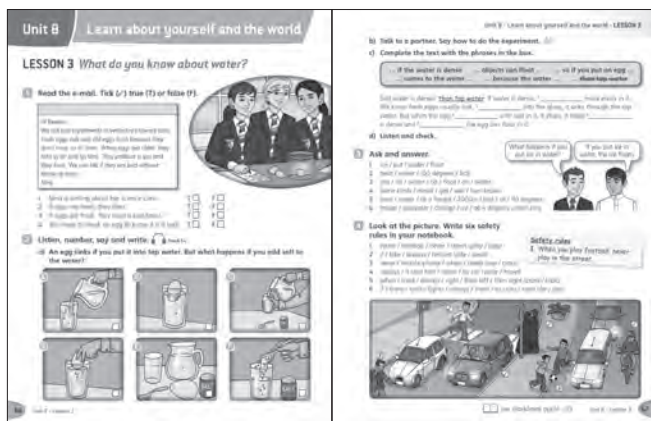
Vocabulary: boil, dense, experiment (n), float (v), fresh, freeze, mix (v), sink (v)

Reading and writing: Reading and completing the conclusion to an experiment; zero conditional sentences

Pronunciation: Say a poem for rhythm and stress

Bring to the lesson:

- the CD track
- the Student's book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Ask students if they know any interesting science facts. Help with vocabulary if necessary.
- Say *Today we are going to do some science! Open your books at page please.*

1 Read the e-mail. Tick () true (T) or false (F).

Aims: to introduce the topic and vocabulary of the lesson; to read for understanding.

- Ask students to talk about the picture with a partner. Who can they see? Where are they? What are they doing? (*Nina, Elena and Lucy are at a table in a school science classroom. They are looking at eggs in water.*)
- Ask *Why?* (*They want to see what happens.*) Teach *experiment*.
- Ask *What happens if you put a stone in water?* Teach *sink*.

- Ask *What happens if you put a ball in water?* Teach *float*.
- Say *We are going to read about what happens if you put an egg in water.*
- Read the e-mail as a class. Ask students to guess the meaning of *fresh* (*not old*).
- Students re-read the e-mail with a partner and tick true or false.
- Ask the class to vote on the answers.
- Remind students to write the vocabulary into their notebooks.

ANSWERS: T F F F

2 Listen, number, say and write.

Aims: to listen to and give instructions; to write explanations.

- a)
- Say *Now we are going to hear what happens if you put salt in the water first.*
 - Ask students to number the pictures in the right order. Play track , part .
 - Students complete the task and check their answers with a partner.
 - Ask *What happens to the egg?* (*It floats halfway up the glass.*)

ANSWERS: A B C D E F

- b)
- Ask students to say how to do the experiment.
 - Remind students they have to list what they will need and then say what they have to do.
 - Students work in pairs. They can use the pictures to help.
 - When they finish they should say their instructions to another pair.
 - Monitor and help if necessary but don't interrupt. The focus of this exercise is fluency. Note any serious, common errors and review at the end of the activity. (However, do encourage complex sentences where appropriate.)
 - Ask some pairs to read their instructions to the class.

- c)
- Say *Now we are going to read about why that happens.*
 - Read the words in the box. Read and answer sentences and as a class.
 - Elicit that if something is *dense* it means *objects can float in it*. Explain that wood (for example) is very dense so objects don't fall through but sit on top. Air is not very dense so most things fall to the ground.
 - Ask students to read the text and fill in the blanks with the words from the box.

ANSWERS: *objects can float so if you put an egg comes to the water because the water if the water is dense*

- d)
- Say *Now check your answers.* Play track , part .
 - Check the answers with the class.

AUDIOSCRIPT TRACK

Part

Nina: To do this experiment you need a tall glass, a fresh egg, tap water, salt, and a big spoon.

Nina: Get the glass and pour in tap water until the glass is half full.

Nina: Measure six spoons of salt and add them to the water.

Nina: Put more water into the glass slowly and carefully. Don't mix the fresh water and the water with salt in it.

Nina: Carefully put the egg into the glass of water.

Nina: Now watch what happens to the egg.

Part

Nina: Salt water is denser than tap water. If water is dense, objects can float more easily in it. We know fresh eggs usually sink so if you put an egg into the glass, it sinks through the tap water. But when the egg comes to the water with the salt in it, it stops. It stops because the water is dense and if the water is dense, the egg can float in it.

3 Ask and answer.

Aims: to introduce zero conditional sentences; to practise talking about science procedures.

- a)
- Write *ice/put/water* on the board. Read the first speech bubble. (*What happens if you put ice in water?*)
 - Add *float* on the board. Read the second speech bubble. (*If you put ice in water, the ice floats*)
 - Ask two students to do the same with question .
 - When they understand the task, students complete the activity in pairs.

ANSWERS: *What happens if you heat water to degrees? If you heat water to degrees, the water boils. What happens if you mix oil and water? If you mix oil and water, the oil floats on the water. What happens if some kinds of metal get wet? If some kinds of metal get wet, they turn brown. What happens if you heat water at a height of m? If you heat water at a height of m, the water boils at degrees. What happens if you freeze seawater? If you freeze seawater, it changes to ice at degrees under zero.*

4 Look at the picture. Write six safety rules in your notebook.

Aim: to practise writing instructions using clauses with *When*.

- Ask students to look at the picture. Ask *Is it safe to play football in the street? (No.)*
- Read prompt and model turning it into the sample sentence.
- When students understand the task, ask them to make similar sentences with the other prompts. Remind them about the comma.
- In pairs, they check each other's work. Monitor for punctuation.
- Select a few students to read their sentences to the class.

ANSWERS: *If you ride a bike, always wear a helmet. Never use a mobile phone when you cross the street. Always wear a seat belt when you travel by car. When you cross the road, always look right then left then right. If there are traffic lights, always use them to cross the road.*

Homework: Workbook pages 134 and 135

Final activity:

- If there are still students with favourite recipes, ask them to explain them to the class. Otherwise play *Hangman* with vocabulary from previous lessons.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

b b a b

rises rises, makes get, falls falls, goes

e b f c a

What happens if you freeze water in a bottle? The water level rises.

What happens if you mix red and blue paint? You get the colour purple.

What happens if you add salt to water? The water gets denser.

a b c d e f g

float peel sink denser

Always be careful when you use a knife.

Always take a mobile if you go for walks in the hills.

Unit 8

Learn about yourself and the world

LESSON 4 REVIEW

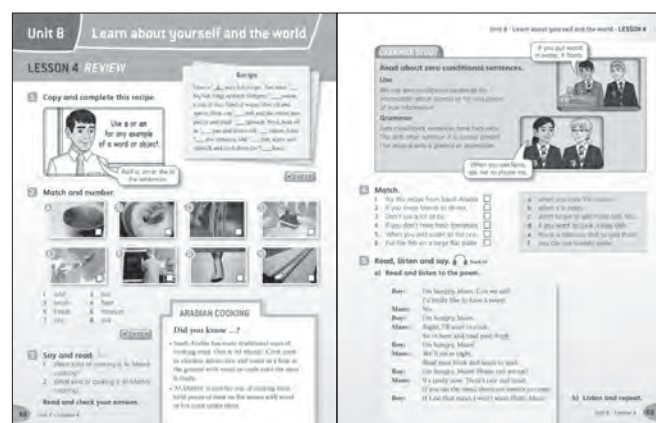
Language

Revision of language in Unit .

Grammar study: Zero conditional sentence**Pronunciation:** Say a poem for rhythm and stress

Bring to the lesson:

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



To start:

- Greet the students as in previous lessons.
- Ask any remaining students to say their recipes to the class.
- Alternatively, write the following word snake on the board but don't underline the words. Isvuntilbrfrequentlylwtsjregularlyqpft floathltwiceswszinkmgradelyqrsyoncemdo (until frequently regularly float twice sink rarely once).
- Ask students to find eight words as quickly as possible and explain the meanings to their partner.
- Say *Open your books at page , please.*

1 Copy and complete this recipe.

Aim: to revise using *a, an* or *the* with nouns.

- a)
 - Say *Today we have another delicious fish recipe to look at.*
 - Ask students to read the recipe and fill in the blanks.
 - Students check their answers with a partner.
 - Review. Did they remember **an** hour? Why is it *an*? (Because *h* here has a vowel sound – /ə / as in cow.)

ANSWERS: a an the the a the a the an

2 Match and number.

Aim: to revise target vocabulary.

- Ask students to read the words and match them to the correct pictures.
- Check the answers by voting.
- Remind students to write new words into their notebooks, and to learn them using whichever method(s) best helps them. (Funny pictures, air writing, repetition, etc.)

ANSWERS: A B C D E F G H

3 Say and read.

Aim: to read for understanding.

- a)
 - Ask the students to cover up the text and talk about the questions with a partner.
 - Ask for suggestions.
- b)
 - Say *Now read and see if you were right.*
 - Check answers with the class.

ANSWERS:

Al-Mandi cooking is cooking in a hole in the ground.
Al-Mathbi cooking is cooking on hot flat stones.

Grammar study

Aim: to reinforce the use of zero conditional sentences.

- Read the Grammar study box and the speech bubbles as a class.
- Help with any problems.

Note: Don't worry about students remembering the term *zero conditional* at this stage, as long as they know that after *if* and *when* the verbs are in the present or imperative.

Extra activity:

- Students copy the Grammar study box into their notebooks either in class or for homework.

4 Match.

Aim: to practise writing instructions.

- In pairs, students match the sentence beginnings with the correct endings.
- They should then check with another pair.
- Ask one pair to read their completed instructions to the class.

ANSWERS: d e a f c b

5 Read, listen and say.

Aim: to practise speaking with correct rhythm and stress.

- a)
- Ask the students to listen to the poem and follow it in their books.
 - Play track .
- b)
- Ask the students to close their books, to listen again and repeat.
 - Play track again. Pause to give students time to repeat.
 - Ask students to take one part each and read the poem in pairs.
 - Monitor for stress and rhythm.
 - Ask one or two pairs to say the poem to the class.

AUDIOSCRIPT TRACK

Boy: I'm hungry, Mum. Can we eat?
I'd really like to have a sweet.

Mum: No.

Boy: I'm hungry, Mum.

Mum: Right, I'll start to cook.
Sit in here and read your book.

Boy: I'm hungry, Mum!

Mum: We'll eat at eight.
Read your book and learn to wait.

Boy: I'm hungry, Mum! Please can we eat?

Mum: It's ready now. There's rice and meat.
If you eat the meal, there are sweets to come.

Boy: If I eat that meal, I won't want them, Mum.

Extra activity:

- Ask the students to learn the poem for homework and be ready to say it at the next lesson.

Homework:

Any exercises not completed in the Workbook
pages - .

Final activity:

- Ask if anyone has tried any traditional methods of cooking. Ask them for instructions.
- Alternatively, have a spelling bee with words from the unit. Divide the class into two (or play in small groups). Ask each team in turn to spell a word. Each correctly spelled word wins one point. The winner is the team with the most points. (You might like to ask for the meanings too.)
- Say *Well done. See you again soon.*

Unit 9

Careful and popular but not wasteful

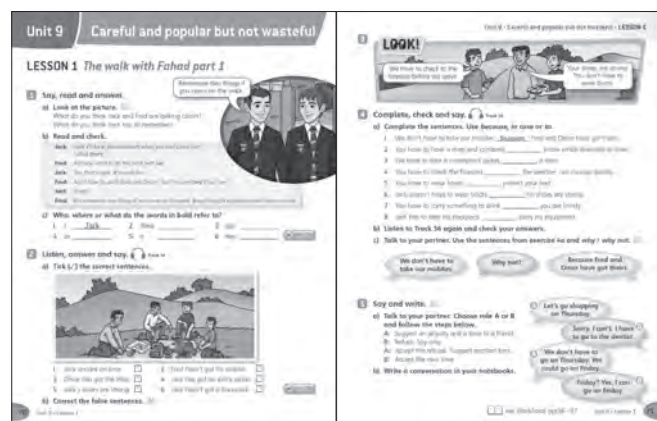
LESSON 1 *The walk with Fahad part 1*

Language

Functions: Talking about obligation and necessity**Grammar:** Use of *have to* for obligation and necessity ()**Vocabulary:** check (v), fun, in case, protect, refuse, refusal, wasteful**Reading and writing:** Reading and completing a text

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.

Note: Either teach *wasteful* here when introducing the title of the unit, or leave it until Lesson , where the students are going to use it.

- Ask students if they can remember some of the things you have to do when you walk in the hills (see page for help).
- Say *Open your books at page , please.*

1 Say, read and answer.

Aim: to practise following reference in a text.

- a)
- Ask students to cover the text, read the speech bubble and answer the questions with a partner.
- Elicit the answers from the class.

b)

- Ask students to read the conversation between Fred and Jack, and check their answers.
- Elicit answers from the class.

ANSWERS: Jack and Fred are talking about going for a walk with Fahad and Omar in Bournemouth. Jack has to remember to come on time and to bring the right equipment.

c)

- Ask students to find *I'll* in line . Who is talking? (Jack)
- Elicit that *I'll* means Jack. Teach *refers to*.
- Students complete the rest of the task and check their work with a partner.
- Check the answers with the class and discuss any difficulties. If necessary teach *fun*.

ANSWERS: Bournemouth Jack Omar, Fahad and Fred
the walk Fahad and Omar

2 Listen, answer and say.

Aims: to revise and develop the language of obligation and necessity; to revise vocabulary.

- Ask students what they can see in the picture. *What are the boys doing? (Looking at their equipment.)* Teach *checking*.
- Elicit the names of the objects in the picture (*mobile phone, map, backpack, bottle of water, waterproof jacket, torch, boots, compass*).
- Read the questions with the class.
- Ask students to listen to the CD and tick the correct answers.
- Play track .
- Ask students to vote on the answers.
- Elicit meanings for *protect* and *in case*.

ANSWERS:

AUDIOSCRIPT TRACK

Jack: Sorry. I'm late. I got lost.

Fahad: Hello, Jack. We're checking our equipment.

Jack: OK.

Fred: Right, I've got a mobile.

Omar: So have I.

Fahad: Right Jack, we don't have to take our mobiles. Omar and Fred have got theirs.

Jack: OK.

Fahad: Now, who's got the map, compass and torch?

Omar: I have.

Jack: Map and compass? Why do we have to have a map and compass, Omar?

Omar: To know which direction to take.

Jack: I see.

Fahad: Have we all got a waterproof jacket?

Jack: Oh. I haven't got one.

Fred: We have to take a waterproof jacket in case it rains. And that's why we need a torch – to see the map and compass if it's dark.

Jack: I see. Anyway, Fred, the sun's shining at the moment. That's good.

Fred: But we have to check the weather forecast before we leave. The weather can change very quickly.

Omar: It's OK. I've got an extra waterproof.

Fahad: Good. Right, have we all got boots? Fred? Omar?

Jack: Fahad, do we have to wear boots? Are shoes OK, Fred?

Fred: Jack, we need boots to protect our feet.

Fahad: Your shoes look strong, Jack. You don't have to wear boots.

Omar: So, have we got everything for the walk, Fahad?

Fahad: No, Omar, I forgot about something to drink in case we get thirsty. OK, we can go.

Jack: Can I leave my backpack here, Fahad? It's heavy.

Fred: You have to take it Jack, to carry your equipment.

Jack: Oh!

b)

- Students work in pairs to correct the false statements.

ANSWERS: Jack arrived late. Fred has got his mobile.
Omar has got an extra jacket. Jack has got a backpack.

3 Look!

Aim: to reinforce *have to* for obligation and necessity.

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

4 Complete, check and say.

Aim: to practise the use of *because*, *in case* and *say*.

a)

- Ask students to complete the sentences individually.

b)

- Ask students to listen to the CD again and check their answers.
- Play track again. Students check their answers.
- Discuss any difficulties. Elicit that we use these words to give reasons. Can students explain when to use *in case*, *because* and *to*? (Use *because* before something which is always true; use *in case* before something which *might* be true or *might* happen; use *to* before a verb.)

ANSWERS: to in case because to because
in case to

c)

- Read the speech bubbles as a class.
- Look at Exercise a question and elicit: *You have to have a map and compass. Why? (To know which direction to take.)*
- Students make similar conversations with the rest of the sentences in Exercise a.
- Students swap roles and repeat.
- Encourage more able pairs to cover up the ends of the sentences. The student answering can use the answer from the book or any other sensible, correct answer.
- Monitor for correct usage of *because*, *in case*, *to*.

5 Say and write.

Aim: to practise talking about obligation and necessity.

a)

- Read the speech bubbles as a class.
- Teach *refuse*. Say *A suggested going shopping on Thursday, but B refused*. Elicit that *refuse* means to say *no*.
- Ask *Did A say they had to go? No. She accepted B's refusal. A refusal is when someone says no.*
- Students have similar conversations with their partners.
- They swap roles and repeat.
- If time permits, they can change partners and carry on.
- Monitor the activity and help as necessary.

b)

- Ask the students to write out one of their conversations in their notebooks.
- Students check each other's work.
- Monitor the activity and help as necessary.

Homework: Workbook pages 136 and 137

Final activity:

- Ask students to talk about a trip they have been on, say what they took and why.
- Say *Well done. See you soon.*

WORKBOOK ANSWERS:

*We have to eat lunch every day.
We don't have to walk in the playground.
We don't have to take notebooks to school.
We have to take pens and pencils to school.
We have to walk along the corridors.
We don't have to eat a hot meal every day.*

*has to call doesn't have to do has to pray
doesn't have to work have to look after
has to wear have to check*

*in case they have an accident. because it isn't cold today.
in case we get lost. because they always worry.
in case I fall off the horse.*

*fun check waterproof jackets protect direction
refuses*

*torch, map, compass, backpack, mobiles, drink,
waterproof jackets*

Unit 9

Careful and popular but not wasteful

LESSON 2 *My favourite book*

Language

Functions: Describing and comparing books and people's reactions to them

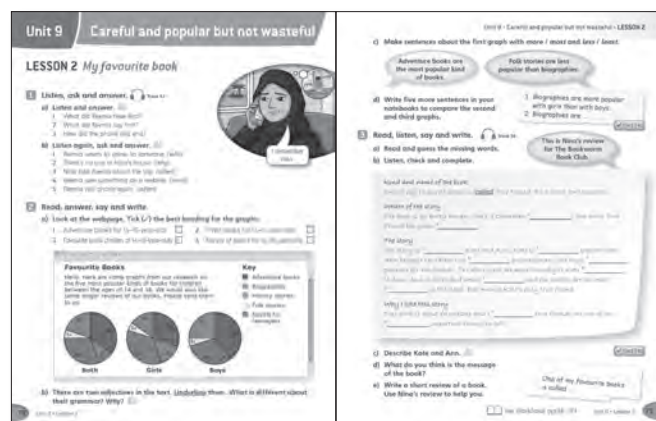
Grammar: Use of *less/least* and *more/most* with longer adjectives

Vocabulary: *adventure, biography, businessman, Canadian, fashionable, folk, message, novel, teenage*

Reading and writing: Reading and interpreting graphical information; writing a short book review

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Ask students about their favourite kinds of books. Introduce the vocabulary *Adventure, Biography, Folk story, teenage, novel*.
- Say *Open your books at page , please.*

1 Listen, ask and answer.

Aim: to listen for specific information.

- Tell the students they are going to hear Reema on the telephone. Read the questions.
- Students listen to the CD and answer the questions in pairs.
- Play track .
- Check the answers with the class. Elicit the meaning of *message*.

ANSWERS: *There is no one here now. Please leave a message.
Hi Nina, it's Reema. Bye for now.*

- Ask students to read the questions and listen again. Play track again.
- Students ask and answer in pairs, using the question words to help them.

ANSWERS: *Who does Reema want to speak to? Nina. Why is there no one in Nina's house? They are all in London on a trip.
When did Nina tell Reema about the trip? Yesterday/In yesterday's e-mail. What did Reema see on a website? Some interesting research. When will Reema call again? Tomorrow.*

AUDIOSCRIPT TRACK

Phone: There is no one here now. Please leave a message.

Reema: Hi Nina, it's Reema. I wanted to speak to you and Omar but you aren't in. I remember now. You're all in London for a trip, aren't you? You told me in yesterday's e-mail. Nevermind. I saw some research on the website of The Bookworm Book Club. Why don't you have a look at it? It's interesting. Anyway, I'll phone again tomorrow. You can tell me about your trip. Bye for now.

2 Read, answer, say and write.

Aims: to introduce *less/least* and *more/most* with longer adjectives; to interpret graphical information.

- Ask the students to read the web page and tick the best heading.
- Review any difficulties with the passage.

ANSWERS: *Favourite book choices for -year-olds*

- Ask the students to find two adjectives (*the most popular, longer*).
- Ask *How are they different to each other?* (*Longer* makes its comparative and superlative forms with *-er, -est*, but popular needs *more* and *most*.)

- Look at the first graph and the speech bubbles.
- Ask students to make more sentences in the same way.
- Monitor and support as required.

EXAMPLE ANSWERS: *Folk stories are the least popular. Novels for teenagers are less popular than history stories but more popular than biographies.*

- d)
- Look at the other two graphs and read the sample sentences.
 - Ask students to make more sentences in the same way about these two graphs.
 - Students check each other's work.
 - Ask for a selection of answers. Check the class agrees.

3 Read, listen, say and write.

Aims: to read and write a short book review.

- a)
- Read the speech bubble and remind students what a book review is.
 - Ask students to read the passage and guess the missing words.
- b)
- Say *Now listen to the CD and check your answers.* Play track .
 - Students complete the task and check their work in pairs.
 - Check answers with the class.
 - Put the new vocabulary on the board and elicit meanings (*Canadian, businessman, fashionable*).
 - Ask students to write these words (and the other new words from the lesson, if they haven't already done so) in their notebooks.

ANSWERS: *writer ago about more rich expensive than glasses fashionable think most*

- c)
- Students describe Kate and Ann in their own words.

EXAMPLE ANSWERS: *Kate is rich and popular. Ann is short and wears glasses. Her clothes are not very fashionable but she's a true friend.*

- d)
- Ask students what they think the message of the book *True Friend* is.
- e)
- Students choose a book they have read and use Nina's review to help them write their own book review.

AUDIOSCRIPT TRACK

Nina: My name's Nina Watson and this is my review for The Bookworm Book Club. I'm going to talk about one of my favourite books. It's called *True Friend*. It's a very nice book. It's a novel for teenagers and it is by Betty Harper. Betty is a Canadian writer and she wrote *True Friend* ten years ago.

True Friend is about Kate and Ann. Kate is a rich girl and is more popular than Ann because she is the most beautiful girl in her class and because her father is a rich businessman. Kate likes being popular and she takes her friends shopping and buys them expensive things – more expensive than they can buy for themselves. The other girls in the class are very friendly to her, more friendly to Kate than they are to Ann. Ann is short and wears glasses and her clothes are the least fashionable in the class. But when Kate's father loses his money Kate loses all her 'friends' because she is now poor. Ann is Kate's only true friend and she doesn't change. She likes Kate for herself and not her money.

I like this book because it is about friends and friendship. I think true friends are one of the most important things in life. I hope you read this book.

Homework: Workbook pages 138 and 139

Final activity:

- Students pick about six words and jumble up the letters. They swap books with a partner and see who can be first to unscramble the words and write the meaning.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- a *biography folk stories*
adventure book novel for teenagers
- b *most more least less less*

Books about true things: Recipe books, School history books, Biographies, Guidebooks

Books about imagined things: Adventure stories, Comic books, Novels, Folk stories

less interesting than the least interesting
more interesting than the most interesting

by about fashionable clothes important
message buying

more fashionable less most least more colourful

Unit 9

Careful and popular but not wasteful

LESSON 3 *Don't be wasteful*

Language

Functions: Stating conditions and saying what the result will be

Grammar: First conditional sentences

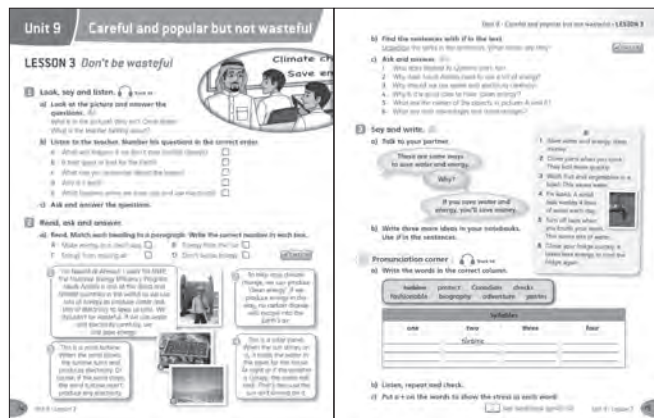
Vocabulary: *advantage, cover, disadvantage, efficiency, fix, leak (n), solar panel, pipe, turbine, wasteful*

Reading and writing: Reading information on energy and water; writing slogans to encourage water and energy saving

Pronunciation: Identifying syllables and the main syllable

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Ask students what they know about climate change.
- Say *Today we will look at how to be less wasteful of energy.*

Note: Elicit the meaning of *wasteful* here if it wasn't introduced in Lesson .

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

1 Look, say and listen.

Aim: to introduce the first conditional.

- a)
- Students look at the picture and answer the questions.

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- Elicit answers from the class.

ANSWERS: *Yasser and Rakan and their teacher. Omar is in Oxford. Climate change and saving energy.*

- b)
- Play track . Students number the questions in order. Ask students to vote on the correct answers.

ANSWERS: a b c d e

- c)
- In pairs, students ask and answer the questions.
- Support but don't interrupt. Encourage fluency.

AUDIOSCRIPT TRACK

Teacher: A few months ago we talked about International Climate Study Week. What can you remember about the lesson? Yes, Rakan?

Rakan: We're driving too many cars.

Teacher: Good. Yasser?

Yasser: We're using much electricity.

Teacher: Excellent. And what happens if we drive cars and use electricity?

Rakan: Teacher, please.

Teacher: OK, Rakan. You answer.

Rakan: We produce carbon dioxide and it rises into the air above the Earth.

Teacher: Yes, you're right. The carbon dioxide rises into the air above the Earth. And is that good or bad for the Earth, Yasser?

Yasser: It's bad for the Earth, teacher.

Teacher: Why is it bad, Rakan?

Rakan: The Earth's heat cannot escape.

Teacher: Yes. And?

Yasser: This heat causes our climate to change.

Teacher: Very good indeed. So my next question is this. What will happen if we don't stop climate change? Yes, Rakan?

Rakan: If we don't stop climate change we may cause problems in the future for ourselves and the world.

2 Read, ask and answer.

Aims: to read for gist; to introduce topic vocabulary.

- a)
- Ask students to quickly find these words in the paragraphs.
- Ask students to quickly decide on the answers and vote.
- Ask *Did the keywords help you? Which word didn't help? (air)*

- Ask how they decided about paragraph ?(wind = moving air)
- Say *Well done. Sometimes you have to think around things.*

ANSWERS: A B C D

b)

- Students find the verbs in the sentences with *if*.
- Elicit: the *If* clause verb is present tense, the main verb is future.
- Say *This pattern is for things which are sure to happen.*

ANSWERS: *If we use water and electricity carefully, we will save energy. If we produce energy in this way, no carbon dioxide will escape into the Earth's air. If the wind stops, the wind turbine won't produce any electricity. If the weather is cloudy, the water will cool.*

c)

- Ask students to ask and answer the questions in pairs.
- Students check their answers with another pair.

ANSWERS: *The National Energy Efficiency Program Because it is one of the driest and hottest countries in the world Because we will save energy./To save energy. To help stop climate change./So no carbon dioxide will escape into the Earth's air. A is a solar panel; B is a wind turbine. When the sun shines on it, the solar panel heats the water in the pipes for the house but at night or if the weather is cloudy, it won't. When the wind blows, the wind turbine turns and produces electricity, but if the wind stops, the wind turbine won't produce any electricity. (Students' answers may be differently worded.)*

3 Say and write.

Aim: to practise the first conditional.

a)

- Read the text as a class.
- Elicit meanings for *cover*, *leaks* and *fix*.
- Read the speech bubble and look at the pattern of the answer. Elicit *If + present ... (followed by) future*.
- Students ask and answer using the same pattern.
- Monitor and support.

EXAMPLE ANSWERS: *Always cover pans when you cook. Why? If you cover pans when you cook, they boil more quickly. Always wash fruit and vegetables in a bowl. Why? If you wash fruit and vegetables in a bowl, it saves water. Always fix leaks. Why? If you fix leaks you'll save water. (A small leak wastes litres of water each day.) Always turn off taps when you brush your teeth. Why? If you turn off taps when you brush your teeth, it saves lots of water. Always close your fridge quickly. Why? If you close your fridge quickly, it takes less energy to cool the fridge again.*

b)

- Discuss more ways to save energy.
- Students write three sentences with *if* in their notebooks.

Pronunciation corner

Aim: to practise identifying syllables and stress.

a)

- Students read the words and write them in the correct column.

b)

- Tell students they are going to hear the words. Play track .
- Students listen, repeat and check their answers.

c)

- Ask students to mark the stressed syllable with a dot.
- Students check their work with a partner.

ANSWERS: one: 'checks, 'pastes **two:** 'turbine, pro'tect **three:** ad'venture, 'fashionable **four:** Can'adian, bi'ography

AUDIOSCRIPT TRACK

turbine	turbine	fashionable	fashionable
protect	protect	biography	biography
Canadian	Canadian	adventure	adventure
checks	checks	pastes	pastes

Homework: Workbook pages 140 and 141

Final activity:

- Play *Chains* with *If ...* (see the Introduction for instructions).
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

A C C D E

*produce water shines pipes moving make
blows turns electricity*

T F T F T F

*If it's cloudy or night time, solar panels won't heat water.
A disadvantage is something that isn't helpful.*

a e f c b

*you'll waste you go you won't feel you don't eat
you'll save*

*If you don't practise, you won't improve.
If we make clean energy, we won't produce CO .
If she rests, she'll get better.
If I save water and energy, I'll save money.*

*disadvantage, advantage, solar, efficiency,
panel,*

Unit 9

Careful and popular but not wasteful

LESSON 4 REVIEW

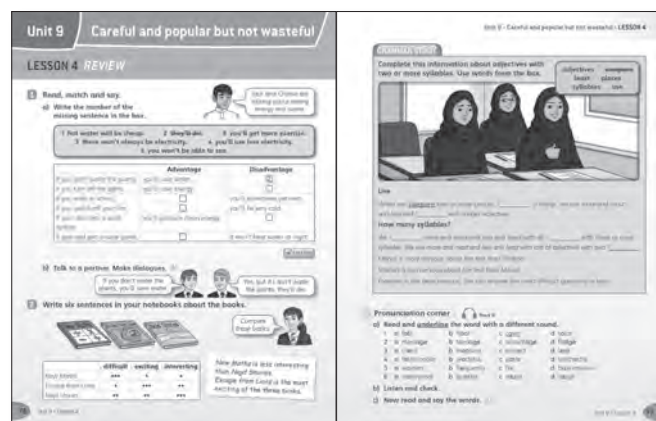
Language

Revision of language in Unit 9.

Grammar study: Comparatives of long adjectives**Pronunciation:** Identifying rhyming sounds and sounds that don't rhyme

Bring to the lesson:

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



ANSWERS:

	Advantage	Disadvantage
If you don't water the plants,	you'll save water.	they'll die.
If you turn off the lights,	you'll save energy.	you won't be able to see.
If you walk to school,	you'll get more exercise.	you'll sometimes get wet.
If you switch off your fire,	you'll use less electricity.	you'll be very cold.
If your dad gets a wind turbine,	you'll produce clean energy.	there won't always be electricity.
If your dad gets a solar panel,	hot water will be cheap.	it won't heat water at night.

To start:

- Greet the students as in previous lessons.
- Ask the class about their energy-saving habits. Who has done what to save energy since the last lesson?
- Say *Open your books at page , please.*

1 Read, match and say.

Aim: to talk about advantages and disadvantages.

a)

- Remind students that an *advantage* is something good and a *disadvantage* is something bad.
- Students read the words in the box and the sentence beginnings in Exercise .
- They use the words in the box to complete the table of advantages and disadvantages.
- Monitor and support. Help with vocabulary if necessary.
- Students check their work with a partner.

b)

- Read the sample dialogue as a class.
- Model how to put the sentence together from the table.
- Point out that they can also have Speaker A using column and the disadvantage and Speaker B replying with the advantage.
- Ask them to work in pairs to produce similar dialogues, taking turns and remembering to swap advantage/disadvantage sentences.
- Monitor for accuracy.
- Ask a few pairs to say their dialogues to the class.

Extra activity:

Aim: to consolidate the use of the first conditional.

- Ask students if they remember the *If* game they played at the end of the last lesson.
- Ask them to write six similar sentences in their notebooks, using the same pattern.
- They can use some of the sentences from the last lesson, or make up new ones.
- Help with vocabulary or the target structure but don't worry about other mistakes at this point.
- Students check their work with a partner.

2 Write six sentences in your notebooks about the books.

Aim: to practise the use of *more/most* and *less/least* with longer adjectives.

- Tell students to look at the table in Exercise and read the model sentences.
- Check they understand the task and then ask them to write six similar sentences.
- Monitor and support as necessary.
- Students check their work with a partner.

Grammar study

Aim: to consolidate the use of *more/most* and *less/least* with longer adjectives.

- Ask students to think back to Lesson . What can they remember about longer adjectives? (They take *more* and *most* and *less* and *least* instead of *-er* and *-est*.)
- Ask students to complete the text with the words from the box.
- Ask individual students for their answers.
- Ask students to copy the Grammar study box into their notebooks.

ANSWERS: places least use adjectives syllables

Pronunciation corner

- a)
- Say *Read and underline the word with a different sound.*
 - Encourage students to emphasise mouth and lip movements to feel the differences.
- b)
- Say *Now listen and check. Play track .*
 - Students listen and check their work.
 - Pause to give time to repeat the words if necessary.
- c)
- Students read and say the words with a partner. Monitor.
 - Review any difficulties.

ANSWERS: teenage leak fashionable frequently laugh

AUDIOSCRIPT TRACK

folk	float	cover	solar
message	teenage	advantage	fridge
check	measure	protect	leak
fashionable	wasteful	paste	toothache
women	frequently	fix	businessman
waterproof	quarter	sauce	laugh

Homework:

Any exercises not completed in the Workbook pages

Final activity:

- Play *WordBuster* with words connected with climate change and energy saving.
- The object is for teams to win tiles and be the first to make a path across the board. To win a tile, teams have to answer a question correctly.
- Possible questions:

We use this A word in Saudia Arabia to keep us cool. (air-conditioners)

We must try not to be this W word with energy. (wasteful)

This H word can't escape so the Earth gets hotter. (heat)

This D word is the opposite of advantage. (disadvantage)

We should try to use fewer bags made of this P word. (plastic)

This F word is what you should do to a leak. (fix)

This O word is what we make petrol from. (oil)

We have to use this E word very carefully. (energy)

This W word is something we have to use less of. (water)

We should do this C word to pans when we cook. (cover)

We need oil to make this P word. (petrol)

If your tap has this L word you will waste water. (leak)

This C word is the kind of energy we should use. (clean)

We should try to use less of this E word or find better ways to make it. (electricity)

Carbon dioxide is an example of this G word. (gas)

We could use the sun to heat the water in this P word. (pipes)

This E word is the opposite of wastefulness. (efficiency)

This C word means the Earth's usual weather. (climate)

This S is heated by the sun to produce electricity. (solar panel)

We need to produce less of this R word. (rubbish)

To stop climate change we need to change our L word. (lifestyle)

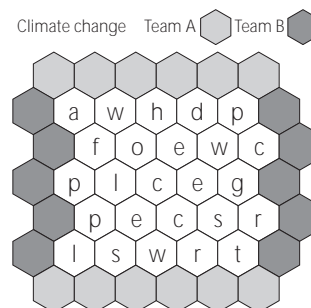
This S word is what we have to do to energy. (save)

Climate change is making this W word strange. (weather)

This R word is what we need to do to more of our rubbish. (recycle)

This T word uses wind to make electricity. (turbine)

Use a board like this:



- Say *Well done. See you again soon.*

Unit 10 Home, home, home sweet home

LESSON 1 The walk with Fahad part 2

Language

Functions: Talk about obligation and necessity in the past

Grammar: Use of *have to* for obligation and necessity in the past ()

Vocabulary: *ankle, choice, reach (v), signal (n), slip (v), tractor*

Reading and writing: Read and complete a narrative; completing sentences about past obligation

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)

To start:

- Greet the students as in previous lessons.
- Ask students what safety advice they can give to someone who wants to walk in the hills? What do they remember about the boys' walking plans? What do they think is going to happen?
- Say *Open your books at page , please.*

1 Listen, say and answer.

Aims: to set the scene; to listen for specific information.

- a)
- Students look at the picture and talk about the answers in pairs.
- Ask students to listen and check their answers. Play track .
- Elicit answers from the class.

ANSWERS: Barbara Baran, Jack's mother Penny Watson, Fred's mother She is worried because Jack didn't phone after the walk and he isn't answering his mobile.

- b)
- Ask students to read the questions in Exercise b.
- Say *Listen to the CD again and tick the correct sentences.*
- Play track again. Students complete the task individually.
- Ask students to use their voting cards to vote on the answers.

ANSWERS: T F F

- c)
- Ask students to discuss the question in pairs.
- After a few minutes, ask for suggestions. Does the class agree?

ANSWERS: The news is bad because Penny asks Barbara to sit down. (Other suggestions are also possible.)

AUDIOSCRIPT TRACK

- Penny:** Penny Watson here.
- Barbara:** Hello Penny. It's Barbara Baran here. Jack's mother.
- Penny:** Hello Barbara. Thanks for phoning. Is it about the walk in the hills? Do you know what happened?
- Barbara:** No, I don't Penny. I'm worried. I asked Jack to phone after the walk but he forgot. I phoned him just now but he isn't answering his mobile.
- Penny:** Right, well I've got some news. Fred phoned five minutes ago.
- Barbara:** Is everything OK? The weather was very bad this afternoon.
- Penny:** I think you should sit down. I have a lot to tell you. Fahad and the boys planned to start the walk at two o'clock. The weather was good then ...

2 Read, answer, number and say.

Aims: to read for gist and understanding; to practise *had to* in the past tense.

- a)
- Ask students to read the text very quickly, and to decide on the best title.
- After a short time, take a vote.
- Ask students to explain their choice. (Example reasons: *It isn't Jack's mobile; there is more to the story than a mobile and a camera; Jack had an accident and the whole story is about how and why it happened.*)

ANSWER: *Jack's accident*

b)

- Read the extra sentences in Exercise b with the class. Help with any vocabulary or ask them to use their dictionaries.
- Read the passage with the class. Elicit meanings for new vocabulary or explain if necessary. Check they understand the story.
- Students work alone or in pairs to decide where to put the extra sentences.
- Check with the whole class. Ask students to say what the clues were. What helped them to decide?

Note: Students' answers may be different. The idea is to encourage them to skim and scan rather than plough through a text looking up every word.

ANSWERS: *We had to rest for half an hour. We had to put on our waterproof jackets. We had to carry Jack to the car. We had to go back to the car to get it. We had to wait for him to arrive. We had to stop because he couldn't walk.*

c)

- Ask students to look at the pictures and number them in the right order, using the story to help them. They should read the story carefully this time.
- Students complete the task and check their work with a partner.
- Monitor and help with vocabulary and understanding.
- Ask one pair to say their answers. Check if the class agrees.

ANSWERS: A B C D E F

d)

- Tell students to open their books at page but cover page so they can see the pictures but not the story.
- Ask them to work in pairs to retell the story. Monitor and support appropriately according to their level of ability.
- Encourage them to improve their story by adding lots of detail (from the pictures). It doesn't have to be in the text.
- Also encourage students to use a wide variety of grammar and vocabulary. Make suggestions but don't tell the story for them. For example, ask *What adjective could you use to describe the sky? How do you think the boys were feeling? What did they have to do next?*
- Give them a reasonable amount of time to prepare and then ask selected pairs to tell their story to the class. (Both students should speak in turn.)
- Say *Well done, and find something good to say about each pair's story.*

3 Talk to a partner. Say these sentences in the past.

Aim: to revise the use of the past tense.

- Read the speech bubble with the students and ask them to make similar sentences.
- Remind them to change the pronouns too.

- Students work in pairs and then check their work with another pair.
- Check the answers with the class.

ANSWERS: *Jack couldn't play football. He had to rest his ankle. Nina had to go to the supermarket, because they hadn't got any milk. Omar had to finish his homework before he could watch the film. Reema didn't want to go shopping. She had to help her mother. Charlie was very tired. He had to go to bed.*

4 Copy and complete these sentences with *had to*. Write them in your notebooks.

Aim: to revise *had to*.

- Read the sentence beginnings and the sample sentence with the students.
- Ask for a few more examples of ways the sentences could be finished.
- When students understand the task, ask them to write the sentences in their notebooks.
- Students share their work with as many other students as time permits.
- Ask for answers from a few students.

Homework: Workbook pages 142 and 143

Final activity:

- Make a *WordBuster* board. Give students a letter each, or between two, and ask them to think of a question where the answer is any word from *Lift Off!* that begins with that letter. The students write their questions on slips of paper and hand them in. Play *WordBuster* as a class with the students' questions.
- Alternatively, ask the students to play *Jumbled Words* in pairs, again with any words from *Lift Off!*
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

*He had to drive to the bus station to get my umbrella!
I had to help her. I had to go to the market to buy them.
I had to catch the bus. I had to take my umbrella with me.
I had to buy oranges.*

e b a c

*They had to clean the car.
He had to go to hospital.
She had to borrow some eggs from her neighbour.
They had to have a cold drink.
They had to use a different computer.*

Across: *farmer tractor signal carry kind reached*
Down: *rest choice slipped ankle*

*He couldn't go fishing because he had to finish his project.
We had to catch the train because the bus didn't go there.
He taught in the evenings because his students had to improve.*

Unit 10 Home, home, home sweet home

LESSON 2 Family and friends

Language

Grammar: Verb + verb -ing (); adjectives with *un-* and *im-*

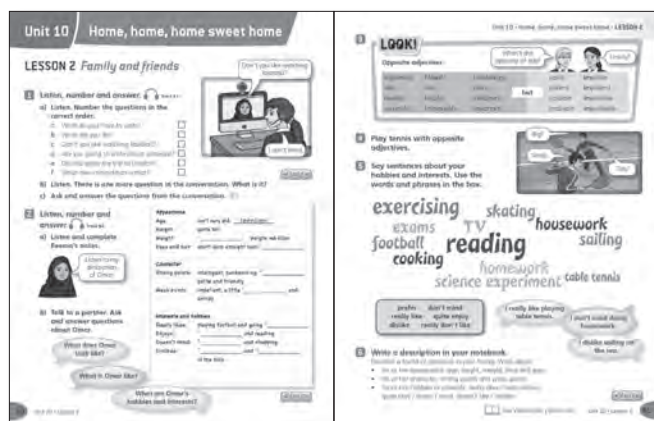
Functions: Expressing liking; describing character and appearance

Vocabulary: *dislike* (n), *hardworking*, *patient*, *possible*, *probable*, *point* (n), *prefer*, *straight* (adj)

Reading and writing: Writing a description

Bring to the lesson:

- the CD (tracks and)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Choose a character from the book and ask for a description.
- Ask for comparisons with other characters (*taller than*, etc.).

1 Listen, number and answer.

Aim: to revise different question forms.

- a)
- Read Nina's questions. Say *Listen to the girls talking*.
- Play track . Students listen and number the questions.
- Students check their answers in pairs.

ANSWERS: a b c d e f

b)

- Play track . Students listen for the extra question.

ANSWERS: *Are you looking forward to seeing him?*

c)

- Students work in pairs to ask and answer the questions.
- Answers can be worded differently to the CD.

ANSWERS: *What do you have to write? A description of a friend or someone in your family. What did you do? Mum and I went shopping and Omar and Fred went to see a football match.*

Don't you like watching football? I don't mind but Mum really dislikes it. Are you going to write about anyone? Yes, about Omar. Did you enjoy the trip to London? Yes, it was great.

What new competition is that? There's a writing competition on the Book Club website.

AUDIOSCRIPT TRACK

Nina: Hi Reema. Sorry I wasn't there when you phoned.

Reema: No problem, Nina. I forgot you were out. Did you enjoy the trip to London?

Nina: Yes, it was great.

Reema: What did you do?

Nina: Mum and I went shopping and Omar and Fred went to see a football match.

Reema: Don't you like watching football?

Nina: I don't mind but Mum really dislikes it. We both prefer shopping.

Reema: I see. Listen, I also forgot to tell you about the new competition.

Nina: What new competition is that?

Reema: There's a writing competition on the Book Club website.

Nina: Really? What do you have to write?

Reema: A description of a friend or someone in your family.

Nina: Are you going to write about someone?

Reema: Yes, about Omar.

Nina: Good idea. He's going back to Saudi Arabia on Saturday. Are you looking forward to seeing him again?

Reema: Yes, of course.

2 Listen, number and answer.

Aim: to revise descriptions of character and appearance.

a)

- Read Reema's notes as a class.
- Say *Listen to Reema describing Omar*.
- Play track . Students fill in the missing words.
- Students check their answers with a partner.

ANSWERS: *isn't very heavy brown eyes generous
noisy diving using computers bowling housework
walking*

b)

- Read the three speech bubbles. Elicit that they ask about Omar's appearance, character and interests.
- In pairs, students ask and answer the questions.
- Monitor for correct use of the target structures.

AUDIOSCRIPT TRACK

Nina: Tell me about your description of Omar for the writing competition, Reema.

Reema: Well, first I wrote about Omar's appearance: Omar isn't very old. He's , so he's a teenager. He is quite tall but he isn't very heavy. He weighs kilos. I also wrote about his eyes and hair: Omar has short, dark, straight hair and his eyes are brown.

Nina: What did you say about his character?

Reema: I started with his strong points: Omar is an intelligent and hard-working person. He's generous and polite. He's also very friendly. And then I wrote about his weak points: Omar is sometimes impatient. He's a little noisy, too.

Nina: Yes!

Reema: And Omar can sometimes be untidy.

Nina: Did you write anything about Omar's interests and hobbies?

Reema: Yes, I did. Omar really likes playing football and going diving. He also enjoys using computers and reading.

Nina: Anything else?

Reema: Yes. Omar doesn't mind bowling and shopping but he isn't very interested in them.

Nina: What about his dislikes?

Reema: Omar dislikes doing housework and he dislikes walking.

Nina: Omar dislikes walking? No, he doesn't!

Reema: Yes, he does. He dislikes walking in the hills. Remember, he had to carry Jack to Fahad's car.

3 Look!

Aim: to consolidate opposite adjectives.

a)

- Read the Look! box and point out the last two columns.
- Students fill in the table, then copy it into their books

ANSWERS: *unsafe; unsure; unusual; unhealthy; unhelpful;
unintelligent; unsuccessful; unfashionable; unimportant*

4 Play tennis with opposite adjectives.

Aim: to practise opposite adjectives.

- Read the speech bubbles. In groups, students take it in turn to say an adjective. The next student says the opposite and then gives a new adjective.

5 Say sentences about your hobbies and interests. Use the phrases in the box.

Aim: to express likes and dislikes..

- Read the words and the speech bubbles.
- In pairs, students say what they like and don't like.
- They can use their own ideas too. Help with vocabulary.

6 Write a description in your notebook.

Aim: to practise writing a description.

- Say *You are going to write a description of someone's character, appearance and interests.*
- Read the notes. Remind students to be sensitive.
- Students write and then check their work with a partner.

Homework: Workbook pages 144 and 145

Final activity:

- Play *My parrot* with adjectives.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

patient prefer possible probable points

doesn't mind doing housework. prefers studying Spanish to French. dislikes swimming. really enjoys diving. are looking forward to going to their new school.

(Example answers)

He's very tall and thin with short, straight, grey hair and bright blue eyes.

He's a very kind and helpful person and he's also very generous, but he can sometimes arrive late/be late for things.

He really enjoys meeting his friends for a cup of coffee. He also likes reading and he quite enjoys fixing things.

He dislikes travelling (now).

*impolite unhelpful unsafe unusual improbable
unsuccessful unkind unhealthy unimportant
impatient unfashionable unsure untidy
impossible unfit*

*impossible unimportant impatient unsuccessful
unintelligent*

Unit 10 Home, home, home sweet home

LESSON 3 Going home

Language

Grammar: Verb + verb -ing (); general revision

Functions: Expressing likes and degrees of liking

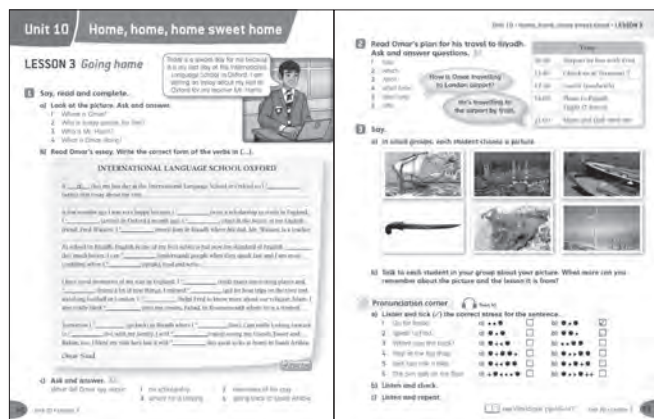
Vocabulary: confident, memory, standard

Reading and writing: Reading an essay

Pronunciation: Listening and identifying stress words in sentences

Bring to the lesson:

- the CD (track)
- the Student's Book (pages and)
- the Workbook (pages and)



To start:

- Greet the students as in previous lessons.
- Ask students to think about some books they have read.
- Ask them to tell the class about them. Did they enjoy them? How much? Which did they prefer?
- Say *Open your books at page , please.*

1 Say, read and complete.

Aims: to practise verb forms from *Lift Off!* ; to express degrees of liking.

- a)
- Ask students to look at the picture and ask and answer the questions in pairs.
- Elicit the answers from the class.

ANSWERS: At the International Language School in Oxford.
It's his last day. His (Omar's) teacher. He is writing an essay about his visit.

- b)
- Read Omar's essay with the class and help with any difficulties.
- Ask the students to fill in the blanks with the correct form of the verb.
- As they finish, students check their answers with a partner.
- Check the answers with the class.

ANSWERS: am writing won arrived am staying
met is understand speak have visited learned
going seeing am going back live being
enjoy be

- c)
- Ask students to work in pairs to ask and answer the questions.
- Ask a few pairs to share their answers with the class.

EXAMPLE ANSWERS: He was very happy because he won it. He is staying at the house of his English friend, Fred Watson. He has good memories of his stay in England. It will be great to be back home in Saudi Arabia.

Extra activity:

Aims: to practise extended writing; to practise the past tense.

- Ask students to write a few sentences or a short paragraph about what Omar said, using their answers to Exercise c to help them.
- Monitor and help with spelling and punctuation.
- Students check each other's work.

2 Read Omar's plan for his travel to Riyadh. Ask and answer questions.

Aims: to revise the present continuous for talking about the future; to talk about future plans.

- Ask students to read Omar's travel plan and the speech bubbles.
- Ask students to ask and answer similar questions using the travel plan and the question words to help them.
- Students may need help deciding on the best questions. Monitor and support as necessary.
- Ask a few pairs to say their dialogues to the class.

ANSWERS: Which terminal is he checking in at? He's checking in at Terminal . . . What is he having for lunch? He's having a sandwich for lunch. What time is his flight? His flight is at two o'clock. How long is the flight? His flight is seven hours long. Who will meet him? His mum and dad will meet him.

Extra activity:

Aims: to practise extended writing; to practise using the present perfect for future plans.

- Ask students to write a short paragraph about Omar's travel plans in their notebooks, using their answers to Exercise to help them.
- Students check each other's work.
- Ask a few students to read their paragraphs to the class. Ask for comments.

3 Say.

Aim: to practise extended speaking.

- Divide the class into groups of about six.
- Each student in the group chooses a picture to talk about. (Some students may need to work in pairs because of numbers.)
- In their groups, students talk about their picture and the lesson it is from.
- Monitor and support. Tell students to listen hard as they will need some of the information in the next lesson.

Pronunciation corner

a)

- Tell students they are going to practise giving words the correct stress in sentences.
- Ask them to clap the two patterns for question to check they understand the task.
- Ask them to listen to the CD and tick the correct stress pattern.
- Play track . Students complete the task.

b)

- Play track again. This time pause and clap each pattern.
- Students check their work.

ANSWERS: b a a b b a

c)

- Play track again. This time students repeat each item.
- Monitor and repeat any items causing a general problem. Don't highlight particular students.

AUDIOSCRIPT TRACK

Go for bread.
Speak to Fred.
Where was the book?
Stop at the big shop.
Jack can ride a bike.
The pen was on the floor.

Homework: Workbook pages 146 and 147

Final activity:

- Ask students to use their notebooks to find ten words from *Lift Off!* and write them with their meanings.
- Students give the meanings and ask their partners for the words.
- Students get one point for each correct word and another point if they can spell it.
- Students swap partners and carry on. The winner is the one with the most points when the time is up.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

Future plans: is visiting, is going, are leaving, coming back, is going, are leaving, coming back

Now: is, is having, is telling, are listening, it's, is also telling, is really looking forward to

Yesterday we ~~goed~~ went to Al-Musmak Fort. I really enjoyed ~~go~~ going there. We ~~leaved~~ left the school quite early in the morning and we ~~comed~~ came back before lunch. We ~~taked~~ took our notebooks, so we ~~can~~ could make notes. The fort is a museum and I ~~see~~ saw lots of interesting objects, but I liked ~~look~~ looking at the traditional clothes best. Now I'm looking forward to ~~do~~ doing a project. I'm confident I ~~be~~ will be able to make it very interesting and when I read it in the future, it ~~help~~ will help me ~~have~~ to have great memories of my visit.

d h f i b a e c

Column : ship scooter balloon motorbike tractor

Column : mechanic businessman butcher teenager pilgrim

Column : elephant crocodile oryx cheetah koala bear

b b b a b a

railway bone tractor ankle horn

Unit 10 Home, home, home sweet home

LESSON 4 REVIEW

Language

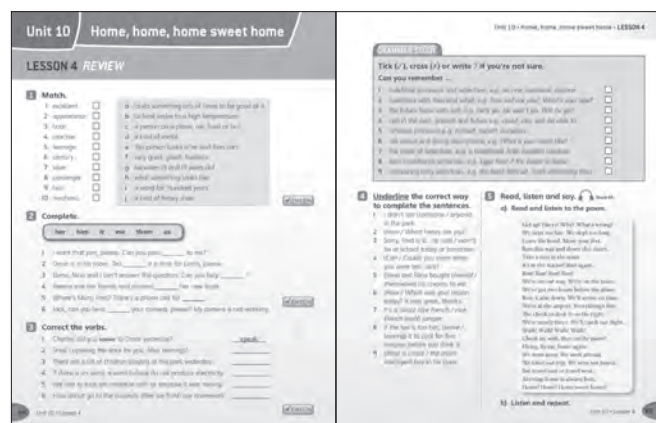
Revision of language taught in Unit

Grammar study: General revision

Pronunciation: Say a poem for rhythm and stress

Bring to the lesson:

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



ANSWERS: f h j a g i d c b e

Extra activity:

- In pairs, students take turns to say one of the definitions in Exercise and, without looking at the Student's Book, their partner has to respond with the corresponding word as quickly as they can.

2 Complete.

Aim: to revise direct and indirect object pronouns.

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

ANSWERS: it him us them her me

To start:

- Greet the students as in previous lessons.
- Remind the class that in the last lesson they looked at pictures from previous lessons. Explain that that was practice for today.
- Divide the class into ten groups. Assign each group one unit of the Student's Book. Try *not* to give anyone the same unit they talked about yesterday, as this gives them an unfair advantage. (However, it would be useful support for less able students.)
- Give the class a short time to prepare a two-minute presentation on their unit. They can retell a story or present the grammar or function as they like. They should try to use as much of the grammar and vocabulary from that unit as possible. Monitor and support.
- Groups give their presentation to the class. Each student in the group should take part. You may want to allow time for questions at the end.
- Say *Open your books at page , please.*

1 Match.

Aim: to revise vocabulary from the book.

- Ask students to match the words and definitions.
- Students check each other's work in pairs.

3 Correct the verbs.

Aim: to revise different verb forms.

- Ask students to correct the verbs which have mistakes.
- Students check each other's work in pairs.

ANSWERS: ~~opening~~ open ~~are~~ were ~~do~~ does ~~took~~ take
go going

Grammar study

Aims: to prompt students to think about any important grammar they may need to revise; to give students a sense of achievement when they can tick the boxes.

- Ask students to read the instructions and complete the Grammar study box.
- Check they understand what to do.
- Help them if they can't remember the terms used to describe the grammar.

- If time allows, go round the class and help individuals by providing them with examples of any areas they are not sure about. Also, encourage students to help each other and to look back in the Student's Book.
- If there is an area which a number of students seem to have difficulty with, go over it with the whole class or make a note of it to be studied at a later time.

4 Underline the correct way to complete the sentences.

Aim: to revise grammar elements from *Lift Off!*

- Tell students to read the sentences and underline the correct answer.
- Check the answers by asking students to vote.

ANSWERS: *anyone How won't Could themselves*
How nice French wool leave the most

5 Read, listen and say.

Aim: to enjoy reading, listening to and saying a final poem.

- a)
 - Ask students to listen to the poem and follow in their books.
 - Play track .
- b)
 - Say *Listen to the poem and repeat.* Play track .
 - Pause at the end of each line for the students to repeat.

AUDIOSCRIPT TRACK

Get up! Hurry! Why? What's wrong?
 We slept too late. We slept too long.
 Leave the hotel. Move your feet.
 Run this way and down this street,
 Take a taxi to the train.
 It's in the station! Run again.
 Run! Run! Run! Run!
 We're on our way. We're on the train.
 We've got two hours before the plane.
 Rest. Calm down. We'll arrive on time.
 We're at the airport. Everything's fine.
 The check-in desk is on the right.
 We're nearly there. We'll catch our flight.
 Walk! Walk! Walk! Walk!
 Check in, wait, then on the plane!
 Flying, flying, home again.
 We went away. We went abroad.
 We liked our trip. We were not bored.
 But travel east or travel west.
 Arriving home is always best.
 Home! Home! Home, sweet home!

Homework:

Any exercises not completed in the Workbook pages

Final activity:

- Give the students some time to study the poem in small groups.
- Groups perform the poem for the class taking it in turns to say a line each.
- You might like to have a competition for the best performance.
- Say *Well done. Have a good holiday!*

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