

المملكة العربية السعودية
Kingdom of Saudi Arabia

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2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

وزارة التعليم
Ministry of Education

Teacher's Book
كتاب المعلم

Lift Off! 1

English Language
Intermediate Stage
First Intermediate Grade
First Semester

اللغة الإنجليزية
المرحلة المتوسطة
الصف الأول المتوسط
الفصل الدراسي الأول

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Introduction

Welcome to *Lift Off!*, a course written specially for students learning English at Grade 7 in Saudi Intermediate Schools. *Lift Off!* follows *Get Ready*, the new Macmillan English course for Grade 6.

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

The components of *Lift Off!*

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

The Student's Book and Workbook

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

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

Each level of *Lift Off!* contains two *Progress Check* sections, each consisting of 2 Student's Book pages. *Progress Check 1* covers units 1–5 and is located after the *Saudi Review* lesson of unit 5 in the Student's Book. *Progress Check 2* covers units 5–10 and is located after the *Saudi Review* lesson of unit 10 in the Student's Book.

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


Lift Off! 1 presumes that students have covered the material in *Get Ready* but need to revise and recycle this material. Thus, for instance, in the early units, students are given short activities to practise the western alphabet and numbers.

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

The Workbook is primarily intended for homework.

Special features of the Student's Book

- Many lessons contain a *Look!* box. These boxes explain aspects of language that students may find new, difficult or confusing.
- Some lessons contain a *Pronunciation corner* devoted specifically to aspects of pronunciation.

- Many lessons contain a pairwork icon  suggesting that the activity is best done by students in pairs.
- It is a tenet of *Lift Off!* that students should, in pairs, check each other's work. Teachers should, of course, also check that the students are doing this satisfactorily.
- Every Review lesson contains a *Grammar study* box. *Lift Off!* provides a gentle introduction to basic English grammar. Students are encouraged to study this box in class and copy it for homework.

The CD

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

The Teacher's Book

The Teacher's Book contains:

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

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

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

With the Teacher's Book are a number of **posters** and **flashcards** (page 90) for classroom use.

Online Resources

Resources for *Lift Off! 1* are held on the elt.tatweer.edu.sa website and can be accessed by clicking the Macmillan Education logo once you arrive on the site.

These online resources also include a practice test. This tests how student's skills have developed throughout their work on all six levels of *Lift Off!*.

How fast should you teach?

Lift Off! 1 is designed to be covered completely in the first term of First Intermediate Grade in Saudi Intermediate Schools. In order to ensure that you cover all the teaching material, please use a calendar to check how many teaching weeks there are in that particular semester. Then carry out this calculation:

$$\frac{\text{Number of weeks} \times 4 \text{ (the number of class lessons per week)}}{10 \text{ (the number of units in } \textit{Lift Off! 1})}$$

The result of the calculation will tell you how many class lessons you can devote to each unit of *Lift Off! 1* in order to cover all ten units of the Student's Book in the first semester (your students should do most or all of the workbook activities as homework).

What should you do if you work more slowly than intended?

You should aim to cover all parts of the materials. However, in some circumstances, for example if books arrive late in your school or you work with a slower than average class, you might find you are short of time. If this is the case, please consult the chart below. The chart will help you choose which are the most important parts of the book to cover (Core materials) and which parts of the book are not so important (Desirable materials) and (Extension materials).

Student's Book Lessons 1–3	Workbook Lessons 1–3	Saudi Review pages
Unit 1	Unit 1	Saudi Review 1
Unit 2	Unit 2	Saudi Review 2
Unit 3	Unit 3	Saudi Review 3
Unit 4	Unit 4	Saudi Review 4
Unit 5	Unit 5	Saudi Review 5
Unit 6	Unit 6	Saudi Review 6
Unit 7	Unit 7	Saudi Review 7
Unit 8	Unit 8	Saudi Review 8
Unit 9	Unit 9	Saudi Review 9
Unit 10	Unit 10	Saudi Review 10

Core material	Desirable material	Extension material
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What should you do when some students work faster than others?

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

The Teacher's Book features two ways of addressing these individual differences between students. The first feature is the 'Extra Activity' note which sometimes suggests extra work for students to do after they complete a basic activity in the Student's Book.

The second feature is the classification of the Student's Book and Workbook exercises into Core, Desirable and Extension activities. Core activities are the most important activities which should be done by all students. The Desirable and Extension activities are unmarked in the Student's Book but are identified in the Teacher's Book teaching notes with the following icons:

D Desirable activity

E Extension activity

Any exercises not featuring the above icons in the teaching notes are Core activities. Desirable activities and Extension activities can be set for students who work most quickly.

Optional games and activities

This is a selection of games and activities which provide further practice of language and numbers 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 also provides much more time within the classroom for every student to produce and practise language.

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

Buzz

- Choose a mathematical table, for example the three times table (3 6 9 12 15, etc.).
- The whole class stands up.
- Students count in turn around the class. When they come to a multiple of 3, they shout **buzz**!
- If they get it wrong, they sit down.

For example *one, two, **buzz**, four, five, **buzz**, seven, eight, **buzz*** and so on.

Introduce your family

- Revise language of introductions.
- Divide the class into groups of 4–6 students.
- Students decide on roles (this could include father, mother, son/s, daughter/s, grandmother, grandfather, cousin/s, etc.). They also decide on names.
- Students mingle and the one student in each group introduces his/her family to other groups.
- Students can continue the conversations by asking questions such as *How old are you ... ? Do you like ... ?*

Student questionnaires

- Draw a chart on the board with questions you wish to practise. Use the example below if you wish.
- Students copy it into their books.
- Students fill in the gaps in the questions. This makes the questions their own.
- They then walk around the room and interview three students. They write the names and answers in the boxes.
- If time allows, choose students in turn and say *Tell us about your friends*. This should lead to sentences such as *Ahmed can ... He's got ...*

What's your name?			
Can you _____?			
Have you got a _____?			
How many _____s have you got?			
What colour is your _____?			
Do you like _____?			

The mime game

- Divide the class into teams.
- Each team chooses a mime artist.
- At a given signal, each artist mimes an action to his/her team, for example cooking. He/She must not speak.
- The teams make guesses, for example *You're cooking*.
- The first team to guess what their artist is miming, scores a point.
- Repeat with different mime artists.

Rhyming words

- Revise rhyming words using the following examples. (You could try eliciting the second column by pointing to items.)

door	where
four	chair
your	hair
	stair

- Write the words below in random positions on the board:
my who we she true tie tea do fly
sky why buy tree three me blue shoe to
- In teams, students sort the words into three rhyming sets.
- The first team to finish reads out their words.
- Write them on the board to check. The answers are:

1 <i>my</i>	2 <i>who</i>	3 <i>we</i>
<i>tie</i>	<i>true</i>	<i>she</i>
<i>fly</i>	<i>do</i>	<i>tea</i>
<i>sky</i>	<i>shoe</i>	<i>tree</i>
<i>why</i>	<i>to</i>	<i>three</i>
<i>buy</i>	<i>blue</i>	<i>me</i>

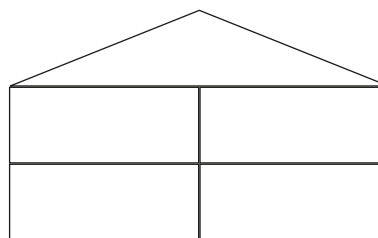
Who is it?

Note: You may wish to start this activity as a whole class. When students understand the activity, they may continue in smaller groups to maximise participation.

- Select a poster(s) which portray(s) a number of people.
- Tell students they are going to describe someone in the poster.
- Give them time to plan this. They can think about clothes, hair, gender, etc. Examples of language would be:
He/She's wearing ... He/She's got ...
- Choose a student to start the descriptions.
- The first student to guess who is being described continues the game.

Where's the ... ?

- Write some items on the board, for example:
TV window 3 cats tree table camera
4 chairs door mobile phone 2 beds sun 2 clouds
- Draw a simple cutaway of a house divided into rooms.
- Students copy two large cutaways into their notebooks and then draw items in the first one. They mustn't look at their neighbour's book.
- In pairs, they ask and answer *Where's the ... ?* and draw it accordingly.
- Students check each other's pictures.



The International Language School game

- Write International Language School on the board.
- In teams, students write as many words as they can using only the letters in these words. However, they cannot have *International* or *Language* or *School*!

Examples: *in tea green hot*

- Elicit words from the teams and write them on the board to check.
- The team with the most words wins the game.

Make a year

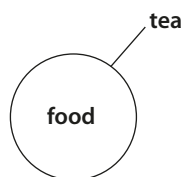
Note: Since it's unlikely that your classes will contain exact multiples of 12 students (12, 24, 36, etc.), some of the students will not be able to 'make a year'. This does not matter because the activity ends when the first 'year' has been 'made'.

- Walk around the class and say a different month of the year quietly to each student. Ensure they are not sitting in the order of the months. You can do this by writing a list of the months in the wrong order before you assign the months to the students.
- Repeat this until all the students have been given a month.
- Tell students they must line up in order of the months of the year.
- The first group to form a year are the winners.
- Check by asking them to say the months in order.

Answer: *January, February, March, April, May, June, July, August, September, October, November, December.*

Word families

- Draw some circles on the board to represent word families such as: *school family cities animals food clothes*.
- Write a headword in each circle, for example *food*.
- In teams, students copy the circles and build up spidergrams by writing words connected with the headword around the circles.



- To check, elicit words from the class and build up spidergrams on the board.
- If a team has a word that no other team has, they get a point.

Clock dictations

- In pairs, students draw two rows of blank clock faces. They then draw hands to indicate times in the first row. They must not look at their partners' books.
- In turn, they dictate the times to their partner, who must fill in their blank clock faces.
- Students check each other's clocks.

Tick the opposites

- Students draw a grid and choose eight of the following words to write in the boxes. (Or, if preferred, they can be written as a list.)
fat old long cold different late dry
west left scruffy cheap open large
- Say the opposites of these words. Copy the list below and tick the words as you say them. If you play the game again, change the order.
same small thin wet smart right closed
new expensive short early hot east
- Students tick the opposites in their grids as they hear the words.
- When a student has ticked all of his/her words, they shout **Finished!**
- Check against your list.

20 questions

- A student chooses an object that he/she can see.
- The class ask questions to find out what it is. They can think about *size, shape, colour, position, possession, cost*, etc.
- They can only ask 20 questions and the answer can only be *yes* or *no*.

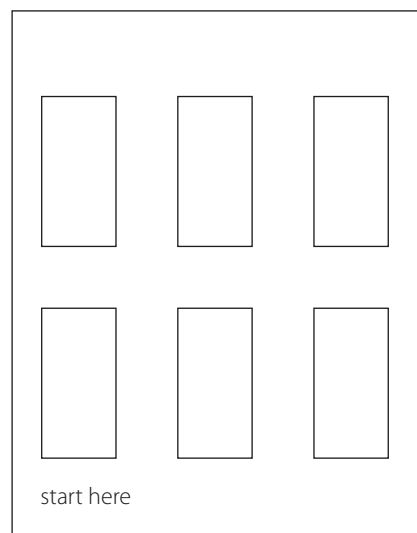
- If one of the students says the object and it's wrong, the game is lost. Therefore, tell students to find out as much as they can before they make a guess.
- If a student guesses correctly, they choose the next object.
- Examples of questions:
Is it red?
Is it in the classroom?
Is it on the wall?
Is it expensive?
Have I got one?
Is it round?
Is it on the left?

Find the coin

- A student covers his/her eyes while another student hides a coin.
- The class gives directions until he/she finds the object, for example *Go straight on. Stop! Turn right. Stop!*
- The class can also say *You're hot!/You're very hot!* Or *You're cold!/You're very cold!*

Directions

- Students draw a simple plan/map which could be based on the one below.
- They then choose a coloured crayon and trace a route in that colour.
- Tell students to make sure they don't choose the same colour as their partner's and to start in the bottom left-hand corner.
- In pairs, students swap their crayons. They take it in turns to describe and draw the routes using the different crayons.
- They then compare plans.



Spot the mistakes

- Choose one of the posters and decide in advance on items you are going to describe wrongly.
- Tell the class that you are going to describe the picture and that they must note any mistakes you make.
- Describe the poster using language that the students know.
- Include some sentences that are wrong, for example *(Name)'s wearing jeans and a T-shirt*. when actually, she's wearing a skirt and blouse.

- Students talk about the mistakes in pairs.
- Elicit the mistakes and their corrections from the class.

End of term *Lift Off!* quiz

- Divide the class into teams of about 6–8 students.
- Give each team a piece of paper to write their answers. (Later they will give this to another team to mark.)
- Tell them you are going to ask them some questions about *Lift Off!*.
- Ask each question twice and then give the teams a few minutes to confer on the answer.
- The teams mark each other's papers. To get a point, all spelling must be correct!

The quiz

- 1 What's Dave Watson's wife's name?
- 2 We say *one pen, two pens*. We say *one child, two ...*
- 3 Write ten colours.
- 4 You eat something when you are hungry. You drink something when you are ...
- 5 What is the Bodleian?
- 6 What are the 12 months of the year?
- 7 How do you spell *shopping*?
- 8 What's the name of Dave, Rakan and Yasser's school?
- 9 Where can you find mountains in Britain?
- 10 Write quarter to five in three different ways.
- 11 Write eighty three million in numbers.
- 12 What's the word for food we eat outside?

Answers:

- | | |
|--|-------------|
| 1 Penny/Penny Watson | (1 point) |
| 2 children | (1 point) |
| 3 red, blue, black, yellow, green,
white, purple, grey, brown, orange
(accept any other colours students know) | (10 points) |
| 4 thirsty | (1 point) |
| 5 a library (at Oxford University) | (1 point) |
| 6 January, February, March, April, May,
June, July, August, September, October,
November, December | (12 points) |
| 7 shopping | (1 point) |
| 8 The International Language School | (1 point) |
| 9 Scotland and Wales | (2 points) |
| 10 Any three of the following: quarter to five,
four forty-five, 4.45, 16:45 (24 hour clock) | (3 points) |
| 11 83,000,000 | (1 point) |
| 12 a picnic | (1 point) |

Total: 35 points

PROJECT 1 *Vision 2030*

The project suggestions in *Lift Off!* are designed to reflect some of the values highlighted in the government's *Saudi Vision 2030*. They allow students to engage with important aspects of *Vision 2030*, such as social responsibility, as well as teaching students employability skills including teamwork and independent research. They will also complement the lesson in the Student's Book that focuses entirely on *Vision 2030* (Unit 5 Lesson 3).

A Language review:

- Write the following words and phrases on the board (these words are from SB/WB page 26).
 - a) *club*
 - b) *hobbies*
 - c) *leisure activities*
- Divide students into small groups.
- Ask students to find the words and phrases on page 26.
- Ask them to write a sentence using each word or give an example sentence using the word, e.g. *Taking photos is a hobby.*

B Brainstorm

- As a whole-class activity, ask students to come up with as many hobbies and leisure activities as they can.
- Write their suggestions on the board.

C Plan

- Explain to students that they are going to use their imagination to create a new club for a hobby or leisure activity.
- In their groups, ask students to decide on:
 - the name of the club
 - what you can do at the club
 - where the club meets
 - when the club meets
 - who can come to the club
 - how much the club costs

D Project

- In groups, pairs, or individually, ask students to make a poster to advertise their club.
- Encourage them to use relevant photos or pictures as well as text.

E Feedback

- Display the posters in the classroom.
- Encourage students to give feedback on each poster, identifying both positive features (good use of information, pictures, etc.) and areas which need more work.

PROJECT 2 *Vision 2030: A presentation on a sports club*

A Brainstorm

- As a whole-class activity, ask students to come up with as many different sports as they can.
- Write their suggestions on the board.

B Research

- Divide students into small groups.
- Ask each group to choose a different sport, and find (online) a club in their local area for that sport.
- If they are unable to find a club, ask them to choose a different sport.
- Ask them to copy and complete the following information for their club:
 - the name of the club
 - what you can do at the club
 - where the club meets
 - when the club meets
 - who can come to the club
 - how much the club costs
 - I like this club because ...

C Plan

- Explain to students that each group is going to give a presentation to the rest of the class about the information they have found.
- Ask each group to choose which student or students in each group will talk about the name of the club, what you can do there, etc.
- Get them to check their notes and practise what they are going to say.

D Project

- Ask each group in turn to give their presentation.
- Ask the other students to listen carefully and take notes for feedback.

E Feedback

- Encourage students to give feedback on what they heard, identifying both positive features (good use of grammar and vocabulary, etc.) and areas which need more work.

Contents

Skills	Functions	Grammar
UNIT 1 NEW FRIENDS		
LESSON 1 It's nice to meet you		
Use formulaic language in basic communication functions (e.g. greet, thank)	Address others, make introductions and exchange basic personal information	Verb <i>to be</i> (Affirmative – Negative – Questions – Short answers)
LESSON 2 Meet the family		
Use formulaic language in basic communication functions (e.g. greet, thank)	Address others, make introductions and exchange basic personal information	Verb <i>to be</i> (Affirmative – Negative – Questions – Short answers); Regular and irregular plural nouns; Demonstratives: <i>this, that, these, those</i>
LESSON 3 This is my cousin		
Use formulaic language in basic communication functions (e.g. greet, thank); Write a paragraph to pass on basic personal information and information about other people	Address others, make introductions and exchange basic personal information	Verb <i>to be</i> (Affirmative – Negative – Questions – Short answers)
REVIEW		
Grammar: Articles (<i>a/an/the</i>); Subject and object pronouns: <i>I, you, he, me, you, him</i> , etc.		
UNIT 2 MY THINGS		
LESSON 1 What's he wearing?		
Differentiate between the pronunciation of similar sounds in English	Discuss a range of familiar topics	Present progressive (Affirmative – Negative – Questions – Short answers)
LESSON 2 My father's car		
Recognise various intonation patterns; Deal with certain aspects of writing (punctuation, spelling, syntax)	Express possession	<i>study</i> (n) Revise clothes/colours
LESSON 3 Fred's things		
Differentiate between the pronunciation of similar sounds in English; Produce simple sentences describing people, places and things	Talk about the location of objects, buildings, sights (identify and express location)	Verb <i>to have</i> (Affirmative – Negative – Questions – Short answers); Prepositions of place (<i>on, in, under, next to, between, in front of, behind</i>)
REVIEW		
Grammar: Possessive adjectives; Possessive case ('s): <i>It's Hassan's</i> .		
UNIT 3 AROUND SCHOOL		
LESSON 1 The language school		
Differentiate between the pronunciation of similar sounds in English; Transfer from text to a table; Fill in a form with basic personal information	Address others, make introductions and exchange basic personal information; Identify and refer to people and objects	Form filling; Information about self
LESSON 2 What's it like?		
Interact in a simple way by asking and answering questions about familiar topics; Recognise basic rules of punctuation	Talk about the location of objects, buildings, sights (identify and express location)	Prepositions of place (<i>on, in, under, next to, between, in front of, behind</i>); Verb <i>to be</i> (Affirmative – Negative – Questions – Short answers); <i>there is/there are</i>
LESSON 3 Vision 2030: A new club		
Transfer from verbal to visual information; Write simple isolated phrases and sentences	Describe actions	Present progressive (Affirmative – Negative – Questions – Short answers)
REVIEW		
Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)		
UNIT 4 WHEN IS IT?		
LESSON 1 What's the time?		
Understand the main idea and/basic information in short monologues or dialogues; Write short simple postcards and e-mails; Understand specific information in very short simple texts on familiar topics	Tell the time; Discuss future plans	<i>I'd like to</i> + verb

LESSON 2 Can you help us?

Understand questions about familiar topics; Indicate time (*next Monday, last week, in June, etc.*)

Ask for permission and make requests

Modal verbs: *can/can't*; Question words (*Who, What, Where, Why, Whose, How, When*)

LESSON 3 In winter it's cold

Understand simple instructions and directions; Give simple instructions and directions; Understand sequence

Understand and use classroom language

Imperatives (affirmative/negative)

REVIEW

Grammar: Modal verbs: *can/can't*; Imperatives (affirmative/negative)

UNIT 5 FOOD AND MEALS**LESSON 1 We'd love to**

Use basic language to satisfy needs of a concrete type; Interact in simple ways by asking and answering questions about familiar topics

Make, accept and refuse offers

I'd like to + noun

LESSON 2 It smells good

Produce simple sentences describing people, places and things; Linking ideas with *and, but, then*

Express opinion, like and dislike; Identify and refer to people and objects

Present progressive (Affirmative – Negative – Questions – Short answers)

LESSON 3 What's this in English?

Recognise various intonation patterns

Discuss a range of familiar topics; Express opinion, like and dislike

Demonstratives: *this, that, these, those*; Present progressive (Affirmative – Negative – Questions – Short answers)

REVIEW

Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)

PROGRESS CHECK 1 Review of Units 1–5**UNIT 6 HOT AND COLD****LESSON 1 What's the matter?**

Understand simple instructions and directions; Give simple instructions and directions; Understand sequence

Describe feelings

Imperatives (affirmative/negative)

LESSON 2 Weekdays and weekends

Understand specific information in very short simple texts on familiar topics; Write a paragraph to pass on basic personal information and information about other people

Discuss a range of familiar topics

Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

LESSON 3 The weather

Understand the main idea and/or basic information in short monologues or dialogues

Distinguish between habitual actions, routines and current events (activities)

Present progressive (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

REVIEW

Grammar: Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

UNIT 7 GOING TO THE MALL**LESSON 1 Your house at 6**

Understand specific information in very short simple texts on familiar topics; Deal with certain aspects of writing (punctuation, spelling, syntax)

Discuss future plans

Future *going to*; Present progressive with future meaning; Prepositions of time: *at, on, in, before, after*

LESSON 2 It's too expensive

Understand questions about familiar topics; Recognise various intonation patterns

Express opinion, like and dislike; Ask for and give reasons

Intensifiers: *so, very*; Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

LESSON 3 A menu in English

Use basic language to satisfy needs of a concrete type; Understand the main idea and/or basic information in short monologues or dialogues; Deal with certain aspects of writing (punctuation, spelling, syntax)

Discuss a range of familiar topics

I'd like + noun; Regular/irregular plural nouns

REVIEW		
Grammar: Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (<i>in the morning, afternoon, evening, at night</i>); Adverbs of frequency		
UNIT 8 I'M SORRY I'M LATE		
LESSON 1 My watch is wrong		
Use formulaic language in basic communication functions (e.g. greet, thank); Write simple isolated phrases and sentences	Ask for and give reasons	Intensifiers: <i>so, very</i>
LESSON 2 A DVD about Oxford		
Transfer from verbal to visual information; Write short simple words and/or phrases to complete a paragraph	Talk about the location of objects, buildings, sights (identify and express location); Ask and answer about number and quantity	Intensifiers: <i>so, very</i>
LESSON 3 I was asleep on the bus		
Understand the main idea and/or basic information in short monologues or dialogues; Interact in a simple way by asking and answering questions about familiar topics	Discuss a range of familiar topics	Past simple <i>to be, there was, there were</i> (regular and irregular verbs); Time expressions
REVIEW		
Grammar: Past simple <i>to be, there was, there were</i> (regular and irregular verbs); Time expressions		
UNIT 9 BAD TIMES, GOOD TIMES		
LESSON 1 I wasn't very well		
Recognise basic rules of punctuation; Recognise various intonation patterns	Describe feelings	Past simple <i>to be, there was, there were</i> (regular and irregular verbs); Time expressions; Verb <i>to have</i> (Affirmative – Negative – Questions – Short answers)
LESSON 2 Top of the class		
Understand the main idea in very short simple texts on familiar topics; Recognise various intonation patterns	Discuss a range of familiar topics	Past simple <i>to be, there was, there were</i> (regular and irregular verbs); Time expressions; Prepositions of place (<i>on, in, under, next to, between, in front of, behind</i>)
LESSON 3 All about Jeddah		
Understand specific information in very short simple texts on familiar topics; Produce simple sentences describing people, places and things	Distinguish between the present and past (activities and events)	Past simple <i>to be, there was, there were</i> (regular and irregular verbs); Time expressions
REVIEW		
Grammar: Past simple <i>to be, there was, there were</i> (regular and irregular verbs); Time expressions		
UNIT 10 TIME TO GO		
LESSON 1 Picnic time		
Understand the main idea and/or basic information in short monologues or dialogues; Transfer from verbal to visual information	Discuss future plans; Talk about the location of objects, buildings, sights (identify and express location)	Present progressive (Affirmative – Negative – Questions – Short answers); Imperatives (affirmative/negative)
LESSON 2 Follow me		
Write short simple words and/or phrases to complete a paragraph	Express opinion, like and dislike	Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (<i>in the morning, afternoon, evening, at night</i>); Adverbs of frequency; Verb <i>to be</i> (Affirmative – Negative – Questions – Short answers); <i>there is/there are</i>
LESSON 3 Nina's present		
Understand questions about familiar topics; Use formulaic language in basic communication functions (e.g. greet, thank)	Express opinion, like and dislike	Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (<i>in the morning, afternoon, evening, at night</i>); Adverbs of frequency
REVIEW OF THE BOOK		
Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)		
PROGRESS CHECK 2 Review of Units 6–10		

Unit 1

New friends

LESSON 1 *It's nice to meet you*

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

Language

Skills: Use formulaic language in basic communication functions (e.g. greet, thank)

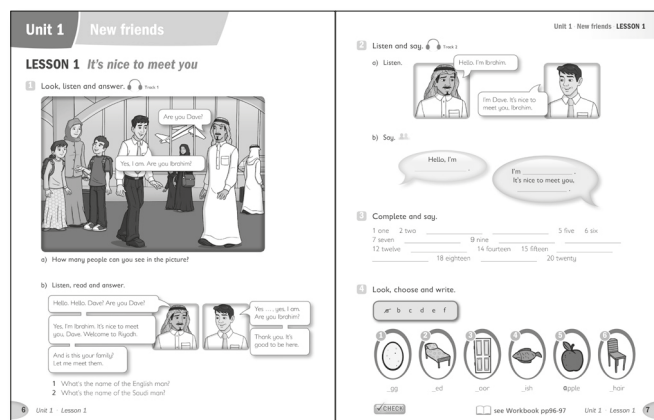
Functions: Address others, make introductions and exchange basic personal information

Grammar: Verb *to be* (Affirmative – Negative – Questions – Short answers)

Vocabulary: *meet, Dave, Revise numbers 1–20*

Bring to the lesson:

- the CD (tracks 1 and 2)
- the Student's Book (pages 6 and 7)
- the Workbook (pages 98 and 99)



To start:

- Greet the students.
- Introduce yourself. Say *I'm (Name)*.
- Say *Open your books at page 6*.

1 Look, listen and answer.

Aims: to revise greetings; to introduce Dave and Ibrahim.

- Say *Look at the picture in Exercise 1. How many people can you see?* (8)
- Say *Read and listen*.
- Play the CD (track 1). Pause after each sentence for students to follow in their books.

- Ask *What's the name of the English man?* (Dave)
- Ask *What's the name of the Saudi man?* (Ibrahim)
- Say *Listen and repeat*. Play the first two lines of the CD. Pause after each sentence to allow students to repeat.

Pronunciation:

- Check that students are copying the rising question intonation.

AUDIOSCRIPT TRACK 1

Ibrahim: Hello. Hello. Dave? Are you Dave?

Dave: Yes ... , yes, I am. Are you Ibrahim?

Ibrahim: Yes, I'm Ibrahim. It's nice to meet you, Dave. Welcome to Riyadh.

Dave: Thank you. It's good to be here.

Ibrahim: And is this your family? Let me meet them.

Extra activity:

- Approach a student. Say *(Name)? Are you (Name)?* Student replies *Yes, I am*.
- In pairs, students check each other's name.

2 Listen and say.

Aim: to practise greetings and introducing self.

- Say *Look at Exercise 2*. Give students a short time to read the exercise.
 - Say *Listen and repeat*. Play CD (track 2). Pause after each sentence to allow students to repeat.
- In pairs, students introduce themselves using the model.
 - Students go to other students and repeat the introduction and greeting.

AUDIOSCRIPT TRACK 2

Ibrahim: Hello. I'm Ibrahim.

Dave: I'm Dave. It's nice to meet you, Ibrahim.

3 Complete and say.

Aim: to practise saying and writing the numbers 1 – 20.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- Students read and say the numbers. They say and write the missing numbers.

ANSWERS: 3 *three* 4 *four* 8 *eight* 10 *ten* 11 *eleven*
13 *thirteen* 16 *sixteen* 17 *seventeen* 19 *nineteen*

4 Look, choose and write. D

Aim: to practise writing the letters *a – f* using known vocabulary.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- Students complete the words using the correct letters in the box.
- Students check each other's work in pairs.

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

Homework: Workbook pages 96 and 97

Final activity:

- Say *Good. Well done. Wave and say Goodbye.*
- Students repeat *Goodbye.*

ANSWERS:

D 1

A	a	H	h
B	b	I	i
C	c	J	j
D	d	K	k
E	e	L	l
F	f	M	m
G	g		

2 6 9

3a 1 Hello 2 I'm 3 nice 4 meet 5 Ibrahim

3b

Omar: Hello, I'm Omar.

Fred: I'm Fred. It's nice to meet you, Omar.

D 4 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

5 1 a = bed
1 c = door
2 b = chair
2 d = egg

D 6 6 five apples 5 nine cats 9 seventeen pencils 17
four caps 4 eleven birds 11

Unit 1

New friends

LESSON 2 Meet the family

Language

Skills: Use formulaic language in basic communication functions (e.g. greet, thank)

Functions: Address others, make introductions and exchange basic personal information

Grammar: Verb *to be* (Affirmative – Negative – Questions – Short answers); Regular and irregular plural nouns;

Demonstratives: *this, that, these, those*

Vocabulary: *twin, children, son, daughter, Revise family, Hi!, English names*

Bring to the lesson:

- the CD (tracks 3 and 4)
- the Student's Book (pages 8 and 9)
- the Workbook (pages 98 and 99)

Unit 1 New friends LESSON 2 Meet the family

1 Look, listen and answer.

a) Who can you see in the picture?

b) Listen, read and answer.

- What's the name of Dave's son?
- What's the name of Dave's daughter?
- How old are they?

2 Complete.

Use these words.

daughter son wife

Dave = Penny's wife

Fred = Nina's brother

3 Write.

Write the names of the people in the picture.

4 Listen, choose and say.

a) Listen and repeat.

b) Choose an English name and an age.

Girl's names	Boy's names	Ages
Sue	Tom	11
Anna	John	12
Nina	Tim	13
Lila	Fred	14

5 LOOK!

one ball two balls one horse two horses one child two children

To start:

- Greet the students.
- Say *Open your books at page 8.*

1 Look, listen and answer.

Aims: to understand and practise introductions; to introduce new characters in the book.

- D** Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Ask *Who can you see in the picture?* Students will know Dave and Ibrahim. In pairs, they can speculate about the other people they can see.
- Say *Listen, read and answer.* Point to the questions 1, 2, 3.
- Play the CD (track 3). Students write the answers.

- Students listen to the CD and follow the text in their books. They answer the questions.

ANSWERS: 1 Fred 2 Nina 3 13

- Say *Listen and repeat.* Play this section of the CD.
- Dave:** This is my son, Fred, and my daughter, Nina. Fred, Nina, this is Mr. Saad.
- Fred:** Hello, Mr. Saad.
- Nina:** It's nice to meet you, Mr. Saad.
- Ibrahim:** Hi, Fred. Hi, Nina. Please, call me Ibrahim. How old are you?
- Nina:** Fred's 13... and I'm 13.
- Ibrahim:** Are you twins?
- Fred:** Yes, we are. We're twins.
- Pause after each sentence to allow students to repeat.

AUDIOSCRIPT TRACK 3

Dave: Ibrahim, this is my family, and this is my wife, Penny.

Penny: Hello, Ibrahim. It's nice to meet you.

Ibrahim: Hello, Penny.

Dave: And these are my children. This is my son, Fred, and my daughter, Nina. Fred, Nina, this is Mr. Saad.

Fred: Hello, Mr. Saad.

Nina: It's nice to meet you, Mr. Saad.

Ibrahim: Hi, Fred. Hi, Nina. Please, call me Ibrahim. How old are you?

Nina: Fred's 13... and I'm 13.

Ibrahim: Are you twins?

Fred: Yes, we are. We're twins.

2 Complete.

Aim: to practise new family vocabulary.

- Say *Look at Exercise 2*. Give students a short time to read the exercise.
- Students complete the family tree.
- In pairs, students check each other's work.

ANSWERS: Penny wife Fred son Nina daughter

3 Write. **D**

Aim: to revise *dD – mM*.

- Say *Look at Exercise 3*.
- Write *D* on the board. Fill in *d*. Say *d*.
- Students complete the missing letters. They should say them as they write.
- In pairs, students check each other's work.

4 Listen, choose and say.

Aims: to practise introductions; to learn new English names.

- a)
- Say *Look at Exercise 4*. Give students a short time to read the exercise.
 - Say *Listen and repeat*.
 - Play the CD (track 4). Pause after each sentence to allow students to repeat.
- b)
- Point to the list of names and ages. Say *Choose a name and an age*.
 - Say *Listen*. Play the CD again.
 - In pairs, students repeat the CD but use their 'new' names and ages.

AUDIOSCRIPT TRACK 4

Boy 1: Hi, I'm John. What's your name?

Boy 2: My name's Tim. It's nice to meet you, John. How are you?

Boy 1: I'm fine, thanks. How old are you, Tim?

Boy 2: I'm 13. How old are you?

Boy 1: I'm 12.

Extra activity:

- Students change pairs and repeat the activity with their new partner.

5 Look!

Aim: to introduce the concept of irregular plurals.

- Hold up a book. Say *One ...* Students say *book*. Hold up two books. Say *Two ...* Students say *books*.
- Say *Look at Exercise 5*. Give students a short time to read the *Look!* box.
- They should copy the irregular *child children* in their notebooks.

Learning tip:

- Encourage students to keep an irregular plurals page. They should write in irregular plurals as and when they arise.

Homework: Workbook pages 98 and 99

Final activity:

- Say *Good. Well done*. Wave and say *Goodbye*.
- Students repeat *Goodbye*.

ANSWERS:

D 1	N	n	U	u
	O	o	V	v
	P	p	W	w
	Q	q	X	x
	R	r	Y	y
	S	s	Z	z
	I	i		

2 1 fish **2** chair **3** apple **4** door **5** egg **6** bed

3 1 wife **2** daughter **3** son **4** sister **5** brother **6** children
7 twins

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

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

D 6 1 one goat **2** four goats **3** three horses **4** five children
5 one child **6** one book

LESSON 3 *This is my cousin*

Language

Skills: Use formulaic language in basic communication functions (e.g. greet, thank)

Functions: Address others, make introductions and exchange basic personal information

Grammar: Verb *to be* (Affirmative – Negative – Questions – Short answers)

Vocabulary: *twin, children, son, daughter, Revise family, Hi!, English names, Revise 1 – 20, cousin*

Bring to the lesson:

- the CD (tracks 5 – 8)
- the Student's Book (pages 10 and 11)
- the Workbook (pages 100 and 101)

Unit 1 New friends

LESSON 3 This is my cousin

1 Look, listen and say.

a) Who can you see in the picture?

b) Listen and say.

1 What is the Saudi boy's name?

2 How old is he?

3 Is he Omar?

4 What's your name?

5 How old are you, Fred?

6 Is he 13, too?

2 Listen and write.

a) Listen and complete.

Name: Hi, I'm Nina. What's your name? NAME: Hi, I'm Omar. My name's Fred. How old are you, Fred? Fred: I'm 13, too.

b) Write, listen and check.

Name: Hi, I'm Nina. What's your name? NAME: Hi, I'm Omar. My name's Fred. How old are you, Fred? Fred: I'm 13, too.

3 Listen, find and repeat.

a) Listen and find. b) Listen and repeat.

4 Write, listen and play.

a) Write numbers 1-20 in the boxes.

b) Listen and cross out (X) the numbers.

5 Ask and answer.

a) Ask and answer.

b) Write a paragraph about yourself.

What's your name?

How old are you?

Where are you from?

How are you today?

- Say *Listen and repeat*.
- Play the CD again. Pause after each sentence to allow students to repeat.

AUDIOSCRIPT TRACK 5

Omar: Hi, I'm Omar. What's your name?

Fred: Hi, Omar. My name's Fred.

Omar: How old are you, Fred?

Fred: I'm 13.

Omar: I'm 13 too.

2 Listen and write.

Aim: to hear and write words used in introductions.

- a)
- Say *Look at Exercise 2*. Give students a short time to read the exercise.
 - Say *Listen and write in a*.
 - Play the CD (track 6, part 1). Pause after each sentence to allow students to complete the dialogue.
 - In pairs, students check each other's work.
 - Ask individual students to read lines from the dialogue including the completed words.

ANSWERS: 1 name 2 name's 3 old 4 I'm

- b)
- Say *Complete b*. Students complete.
 - Say *Listen and check*.
 - Play the CD (track 6, part 2). Students check their own work.
 - In pairs, students check each other's work for spelling mistakes.
 - Ask individual students to read lines from the dialogue including the completed words.

ANSWERS: 1 Hi, I'm Nina. 2 What's your name? 3 Hi, Nina. 4 My name's Fatimah. 5 old are you 6 I'm 7 I'm 13

To start:

- Greet the students.
- Say *Open your books at page 10*.

1 Look, listen and say.

Aims: to introduce Omar; to revise greetings.

a) **D**

- Say *Look at Exercise 1*. Give students a short time to look at the picture.
- Ask *Who can you see in the picture?* Students will know Dave, Ibrahim, Penny, Nina and Fred. In pairs, they can speculate about the other people they can see.
- b)
- Ask *What is the Saudi boy's name? How old is he?*
- Say *Listen and answer*.
- Play the CD (track 5). Students answer *Omar, 13*.

AUDIOSCRIPT TRACK 6

1

Reema: Hi, I'm Reema. What's your name?**Nina:** Hi, Reema. My name's Nina.**Reema:** How old are you, Nina?**Nina:** I'm 13.**Reema:** And I'm 12. This is my cousin. Her name's Fatimah.

2

Nina: Hi, I'm Nina. What's your name?**Fatimah:** Hi, Nina. My name's Fatimah.**Nina:** How old are you, Fatimah?**Fatimah:** I'm 13.**Nina:** I'm 13 too.

3 Listen, find and repeat.

Aim: to reinforce the English characters and new vocabulary.

- a)
 - Say *Look at Exercise 3*. Give students a short time to read the exercise.
 - Say *Listen and look*. Hold up your book. Play the first line of the CD (track 7) and point to the picture.
 - Say *Listen and find*.
 - Play the CD. Students point to the characters as they hear their names.
- b)
 - Say *Listen and repeat*.
 - Play the CD. Pause after each sentence for students to repeat.

AUDIOSCRIPT TRACK 7

Narrator: Look at the picture.

This is Dave.

This is his wife, Penny.

These are his children, Fred and Nina.

They're 13. They're twins.

Fred's his son.

Nina's his daughter.

Extra activity:

- In pairs, students take it in turn to say a name (or names) and point to the character(s).

4 Write, listen and play. **D****Aim:** to practise writing and listening to numbers 1 – 20.**Note:** It should not be necessary to explain this game in Arabic if you demonstrate it first, with one exception (below).

- a)
 - Say *Look at Exercise 4*. Give students a short time to read the exercise.
 - Say *Now look at me*.
 - Copy the 20 boxes on the board. Include 5. Write 1 – 20 in the boxes.
 - Play the first two numbers, 5 and 17 on the CD (track 8). As you hear the numbers, cross them out.

- b)
 - Explain, if necessary in Arabic, that students should cross out the numbers as they hear them. The first student to cross out all the numbers calls out his/her name.
 - Say *Listen and cross*.
 - Play the CD.

AUDIOSCRIPT TRACK 8

Narrator: 5, 5. 17, 17. 20, 20. 12, 12. 9, 9. 15, 15. 8, 8. 4, 4. 11, 11. 6, 6.
16, 16. 2, 2. 13, 13. 1, 1. 14, 14. 7, 7. 18, 18. 3, 3. 10, 10. 19, 19.

5 Say and write.

Aims: to write a short paragraph with personal information.

- Say *Look at Exercise 5*. Give students a short time to read the questions.
- a)
 - Students ask and answer the questions in pairs.
 - Students answer the questions in their notebooks. They write a connected paragraph.

Homework: Workbook pages 100 and 101**Final activity:**

- Say *Good. Well done*. Wave and say *Goodbye*.
- Students repeat *Goodbye*.

ANSWERS:**E** 1 1 Omar 2 Reema 3 Fatimah 4 Fred 5 Nina

2 1 How old are you, Nina? 2 What's your name? 3 How old are you, Reema? 4 What's your cousin's name? 5 What's your brother's name?

3 1 What's your name? 2 I'm 13. 3 This is my cousin. 4 Hi, I'm Reema. 5 Her name's Nina.

4 1 twins 2 cousin 3 wife 4 son 5 sister 6 children

D 5 Across

1 twenty 2 one 3 thirteen 4 eleven

Down

1 fifteen 2 three 3 two

Unit 1

New friends

LESSON 4 SAUDI REVIEW

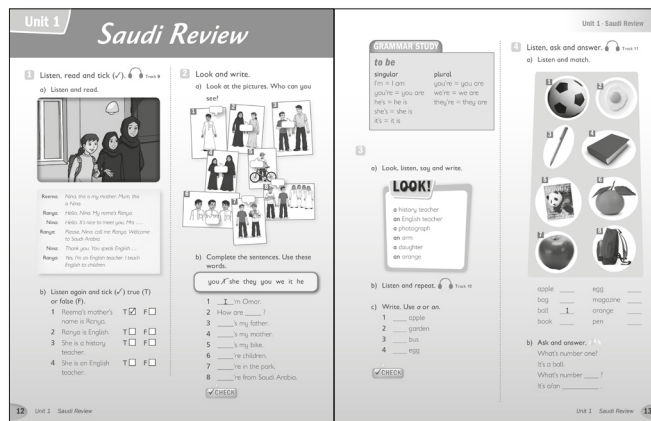
Language

Consolidation of the skills and functions from Unit 1

Grammar: Articles (*a/an/the*); Subject and object pronouns: *I, you, he, me, you, him, etc.*

Bring to the lesson:

- the CD (tracks 9 – 11)
- the Student's Book (pages 12 and 13)
- the Workbook (pages 96 – 101)
- poster 4



To start:

- Greet the students.
- Say *Open your books at page 12.*

1 Listen, read and tick (✓).

Aims: to revise greetings and introductions; to introduce other members of Omar's family.

a)

- Say *Look at Exercise 1.* Give students some time to read the exercise.
- Say *Listen. Who is Ranya? (Reema's mother)*
- Play the CD (track 9).

Note: Students do not yet know the possessive 's. Accept any answer that includes *Reema/mother*.

b)

- Say *Listen again. Tick the boxes.*
- Play the CD again. Students tick.
- Say *Read and check.* Students read the text silently and check their answers.

ANSWERS: 1 T 2 F 3 F 4 T

AUDIOSCRIPT TRACK 9

Reema: Nina, this is my mother. Mum, this is Nina.

Ranya: Hello, Nina. My name's Ranya.

Nina: Hello. It's nice to meet you, Mrs. ...

Ranya: Please, Nina, call me Ranya. Welcome to Saudi Arabia.

Nina: Thank you. You speak English ...

Ranya: Yes, I'm an English teacher. I teach English to children.

2 Look and write.

Aim: to practise writing personal pronouns.

a)

- Say *Look at Exercise 2. Who can you see?*
- In pairs, students identify the characters that they know.

ANSWERS: 1 Omar 2 Reema and Nina 3 Fred and Dave 4 Reema and Ranya 5 Omar 6 Three (unknown) boys 7 Fred and Omar 8 Omar, Fred and (unknown) men

b)

- Say *Look at b). Complete the sentences.*
- Students complete the sentences using the words from the box.
- In pairs, they check each other's work.
- Check that students use capital letters at the beginning of each sentence. If they don't, remind them by writing a couple of sentences on the board.

ANSWERS: 1 I 2 you 3 He 4 She 5 It 6 We 7 You 8 They

Grammar study:

- Give the students a minute or two to read this section.
- Tell them that they should copy it for homework.

3 Look! D

Aim: to reinforce the use of *a/an* before consonants and vowels.

Note: At this stage students do not need to know that the choice of *a* or *an* depends on the pronunciation of the first phoneme in a word, for example *a hair* but *an hour*, *an uncle* but *a university*.

- Say *Look at Exercise 3*.
- a)
 - Give the students a minute or two to read the *Look!* box.
- b)
 - Say *Listen and repeat*.
 - Play the CD (track 10). Pause to allow students time to repeat.
 - Check that they are using the weak forms /ə/ and /ən/.
- c)
 - Say *Write a or an*.
 - Students complete the exercise.
 - They check each other's work.

ANSWERS: 1 *an* 2 *a* 3 *a* 4 *an*

AUDIOSCRIPT TRACK 10

Narrator: a history teacher
 an English teacher
 a photograph
 an arm
 a daughter
 an orange

4 Listen, ask and answer.

Aims: to revise vocabulary and numbers; to ask questions using *What is ... ? (What's ... ?)*.

- Say *Look at Exercise 4*.
- a)
 - Say *Listen and match*.
 - Play the CD (track 11). Pause to give students time to match the objects and the numbers.
 - Students check each other's work.

ANSWERS: apple 7 bag 8 ball 1 book 4 egg 2 magazine 5 orange 6 pen 3

b)

- Ask a student *What's number one? (It's a ball.)*
- In pairs, students continue asking and answering about the objects.
- Check that they are using *a/an* correctly.

AUDIOSCRIPT TRACK 11

Narrator: 1 ball
 2 egg
 3 pen
 4 book
 5 magazine
 6 orange
 7 apple
 8 bag

Extra activity:

- In pairs, students can ask and answer about objects in the classroom using *What's this? It's ...*. They can use any objects that they know the English for, for example classroom objects, clothes, parts of the body.

Homework:

Any exercises not completed in the Workbook pages 96 – 101.

Copy out the *Grammar study* box on page 13.

Final activity:

- Put up poster 4 where the class can clearly see it.
- Point randomly to the characters and students call out their names.
- Say *Good. Well done*. Wave and say *Goodbye*.
- Students repeat *Goodbye*.

LESSON 1 *What's he wearing?*

Language

Skills: Differentiate between the pronunciation of similar sounds in English

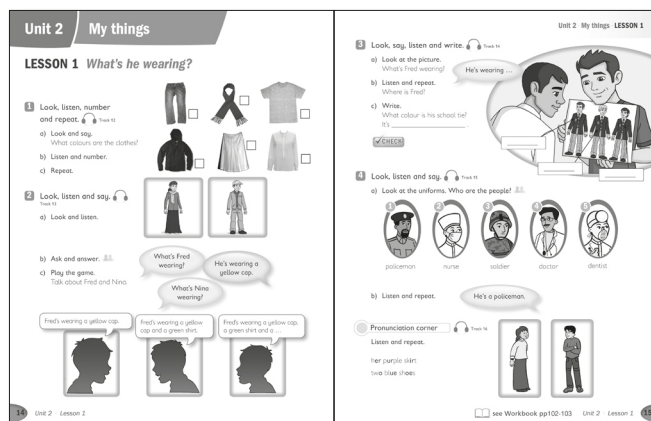
Functions: Discuss a range of familiar topics

Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)

Vocabulary: Revise colours; Clothes: *blouse, scarf, skirt, jeans, coat, uniform, badge, tie, doctor, dentist, nurse, policeman, soldier*

Bring to the lesson:

- the CD (tracks 12 – 16)
- the Student's Book (pages 14 and 15)
- the Workbook (pages 102 and 103)
- flashcards of colours
- flashcards of *doctor, nurse, policeman, soldier, dentist*



To start:

- Greet the students.
- Hold up flashcards of colours. Students call out the colours as they see them.
- Say *Open your books at page 14.*

1 Look, listen, number and repeat.

Aims: to introduce *clothes* vocabulary; to revise colours.

- a) Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Ask *What colours are the clothes?* In pairs, students look at the pictures and say the colours.

b)

- Draw a box on the board. Hold the orange flashcard next to it. Write 1 in the box.
- Say *Listen and number.*
- Play the CD (track 12). Students number the items of clothing as they hear them.

Note: Students should identify new vocabulary of clothing by the colour, for example *coat because it's black.*

ANSWERS: jeans 4 scarf 5 T-shirt 1 coat 2 skirt 6 blouse 3

Vocabulary: *blouse* and *shirt*. A *blouse* is a shirt worn by girls and women.

c)

- Say *Listen and repeat.*
- Play the CD again. Pause to allow students to repeat.

AUDIOSCRIPT TRACK 12

Narrator: 1 an orange T-shirt, an orange T-shirt

2 a black coat, a black coat

3 a white blouse, a white blouse

4 blue jeans, blue jeans

5 a red scarf, a red scarf

6 a green skirt, a green skirt

2 Look, listen and say.

Aim: to introduce the present progressive tense with *wearing*.

a)

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
- Say *Nina, purple blouse.*
- In pairs, students describe what Nina and Fred are wearing, for example *black skirt, green shirt.*
- Say *Listen.* Play the CD (track 13).
- Say *Listen and repeat.* Play the CD again. Pause to allow students time to repeat.

b)

- Ask a student *What's Nina wearing?* Student answers (for example *She's wearing white shoes.*)
- In pairs, students take turns to ask and answer about Fred and Nina's clothes.

c)

- In small groups (three or four), students play the game. Each student adds another item of clothing to the list.

Extra activity:

- Students can repeat this activity with their books shut.

AUDIOSCRIPT TRACK 13

Narrator 1: What's Fred wearing? What's Fred wearing?

Narrator 2: He's wearing a yellow cap. He's wearing a yellow cap.

Penny: What's Nina wearing? What's Nina wearing?

Ranya: She's wearing white shoes. She's wearing white shoes.

3 Look, say, listen and write.

Aims: to practise the present progressive; to introduce new clothing vocabulary.

- a)
 - Say *Look at Exercise 3*. Give students a short time to read the exercise.
 - Ask *What's Fred wearing?* In pairs, students describe Fred's clothing using the vocabulary they know.
- b)
 - Say *Listen*. Ask *Where is Fred?* (He's at school.)
 - Play the CD (track 14).
 - Say *Listen and repeat*. Play the CD again from line 3 (**Omar:** *What are you wearing, Fred?*). Pause after each sentence to allow students time to repeat.
- c)
 - Say *Look at the photograph again*. What colour is Fred's school tie?
 - Students look at the photograph and write the colours. (*red, blue, grey*)
 - In pairs, students check each other's answer.

AUDIOSCRIPT TRACK 14

Omar: What's this, Fred?

Fred: It's a photograph of me at school in England.

Omar: What are you wearing, Fred?

Fred: I'm wearing my school uniform. Look ... I'm wearing grey trousers, black shoes and a white shirt. And this is our school tie. And this is our school badge.

4 Look, listen and say.

Aim: to teach occupations by uniform.

- a)
 - Say *Look at Exercise 4*.
 - In pairs, students look at the pictures. They may, at this point, say the occupations in Arabic.
- b)
 - Play the CD (track 15). Students look at the pictures as they hear the words.
 - Say *Listen and repeat*. Play the CD again. Pause to allow students time to repeat.

- Hold up the flashcards for *doctor, nurse, policeman, soldier* and *dentist* in random order and ask the students to name the occupations.
- Say *Listen and repeat again*. Play the CD again. Students repeat a second time.

AUDIOSCRIPT TRACK 15

Narrator: one He's a policeman. A policeman.

Penny: two She's a nurse. A nurse.

Narrator: three He's a soldier. A soldier.

Narrator: four He's a doctor. A doctor.

Penny: five She's a dentist. A dentist.

Pronunciation corner

Aim: to distinguish between and practise the sounds /ɜ:/ /u:/.

- Say the sounds /ɜ:/ and /u:/ clearly.
- Say *Look at Pronunciation corner*. Give students a short time to read the exercise.
- Say *Listen*.
- Play the CD (track 16).
- Say *Listen and repeat*. Play the CD again. Pause to allow students time to repeat.

AUDIOSCRIPT TRACK 16

Ranya: /ɜ:/ /ɜ:/ Her purple skirt. Her purple skirt.

Narrator: /u:/ /u:/ Two blue shoes. Two blue shoes.

Homework: Workbook pages 102 and 103**Final activity:**

- Hold up the picture cards of the occupations in random order. Students call out their names.
- Say *Good. Well done*.

ANSWERS:

D 1 1 black 2 green 3 yellow 4 blue 5 brown 6 grey 7 red 8 white

2 1 What colour are they? They're black. 2 What colour is it? It's white.

3 1 It's his shirt. 2 It's his scarf. 3 They're his jeans. 4 They're his trainers 5 They're her shoes. 6 It's her coat. 7 It's her headscarf.

4 1 He's wearing a cap, a T-shirt, jeans and trainers. 2 He's wearing a thobe. 3 What's Fred (1) wearing? 4 He's wearing a school uniform/a shirt, tie, trousers and shoes. 5 What's Penny wearing?

D 5 1 soldier 2 policeman 3 nurse 4 doctor 5 dentist

Unit 2

My things

LESSON 2 *My father's car*

Language

Skills: Recognise various intonation patterns; Deal with certain aspects of writing (punctuation, spelling, syntax)

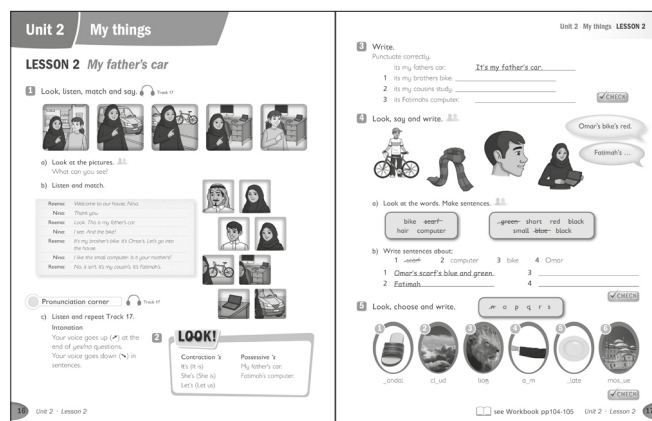
Functions: Express possession

Grammar: Possessive case (s); *It's Hassan's.*

Vocabulary: *study (n);* More clothes; Colours

Bring to the lesson:

- the CD (track 17)
- the Student's Book (pages 16 and 17)
- the Workbook (pages 104 and 105)
- poster 5
- flashcard of Omar's bike



To start:

- Greet the students.
- Put up poster 5 where all students can clearly see it.

1 Look, listen, match and say. **D**

Aim: to introduce genitive 's.

- Say *Look at Exercise 1*. Give students a short time to read the exercise.
- Say *Look at the pictures. What can you see?*
- In pairs, students look at the pictures and say what they can see.
- Point to items that students should know on the poster. Students call out the names of the objects.

b)

- Say *Listen and look*. Play the first three lines of the CD (track 17). When you hear the words *our house* and *father's car*, point to the house and the car in the poster.
- Say *Listen and find*. Play the complete CD track. Students point to the objects as they hear them.

c)

- Draw students' attention to the pronunciation corner about rising intonation on yes/no questions and falling intonation at the end of ordinary sentences.
- Say *Listen and repeat*.
- Play the CD again. Pause to allow students time to repeat.
- Use your hand to show students when their voices should go up or down.

AUDIOSCRIPT TRACK 17

Reema: Welcome to our house, Nina.

Nina: Thank you.

Reema: Look. This is my father's car.

Nina: I see. And the bike?

Reema: It's my brother's bike. It's Omar's. Let's go into the house.

Nina: I like this small computer. Is it your mother's?

Reema: No, it isn't. It's my cousin's. It's Fatimah's.

2 Look! **D**

Aim: to compare the use of 's in contractions and possessives.

- Say *Look at Exercise 2*. Give students a short time to read the exercise.
- Direct the students to the translations on page 5 for an understanding of contraction and possessive.
- Students study the *Look!* box.

Extra activity:

- Students may copy the *Look!* box, either in class or for homework.

3 Write.

Aim: to punctuate correctly using 's.

- Say *Look at the pictures on page 16 again.*
- Ask *Where's the room of the house where we study?*
- Ask students to point to the picture of the study.
- Say *Look at Exercise 3.* Give students a short time to read the exercise.
- Say *Write the sentences.*
- Students write.
- In pairs, they check each other's work.

ANSWERS: 1 *It's my brother's bike.* 2 *It's my cousin's study.*
3 *It's Fatimah's computer.*

4 Look, say and write.

Aims: further spoken and written practice of possessive 's; to revise adjectives.

- a)
- Say *Look at Exercise 4.* Give students a short time to read the exercise.
 - Say *Omar's bike's red.*
 - In pairs, students continue describing the objects.
- b)
- Students complete sentence 2 and write sentences 3 and 4.
 - In pairs, they check each other's work.

ANSWERS: 1 *Omar's scarf's blue and green.* 2 *Fatimah's computer's small and black.* 3 *Omar's bike's red.* 4 *Omar's hair's short and black.*

5 Look, choose and write. D

Aim: to practise writing the letters *n – s* using known vocabulary.

- Say *Look at Exercise 5.* Give students a short time to read the exercise.
- Students complete the words using the correct letters in the box.
- Students check each other's work in pairs.

ANSWERS: 1 *s* 2 *o* 3 *n* 4 *r* 5 *p* 6 *q*

Extra activity:

Aim: to practise possessive 's.

- Hold up the flashcard of *Omar's bike.* Say *Is this Fred's bike?* Answer *No, it's Omar's.*
- Ask a student *Is this Fred's bike?* Student answers *No, It's Omar's.*
- Say *Look at Exercise 4.*
- Choose a pair of students. Point to the example in the book.
Student A: *Is this Fred's scarf?*
Student B: *No, it's Omar's.*
- In pairs, students continue the exercise.

Homework: Workbook pages 104 and 105**Final activity:**

- Say *Good. Well done.*

ANSWERS:

E 1

D 2 N n
O o
P p
Q q
R r
S s

3 1 *It's Fatimah's computer.* 2 *It's Reema's book.* 3 *It's Ibrahim's thobe.* 4 *It's Omar's ball.* 5 *It's Nina's juice.* 6 *It's Fred's cap.*

4 1 *No, it's Fatimah's.* 2 *No, it's Fred's.* 3 *No, it's Nina's.* 4 *No, it's Reema's.* 5 *No, it's Ibrahim's.* 6 *No, it's Omar's.*

D 5 1 *He's a boy.* 2 *It's Omar's bike.* 3 *Fatimah's computer's small.* 4 *Let's go in the garden.* 5 *Her hair's long.*
6 *Fred's bike's in England.*

6 1 *his* 2 *our* 3 *my* 4 *their* 5 *your*

Unit 2 My things

LESSON 3 Fred's things

Language

Skills: Differentiate between the pronunciation of similar sounds in English

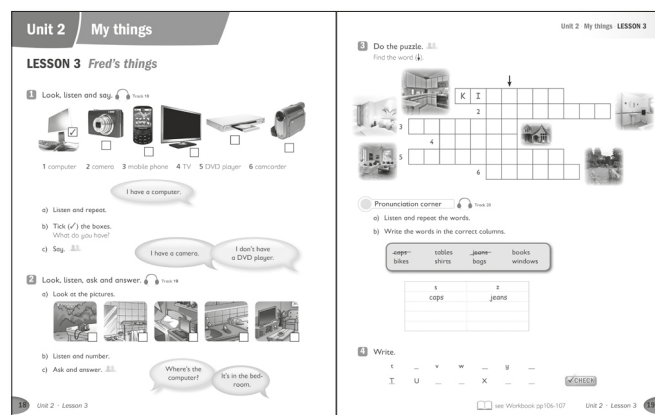
Functions: Talk about the location of objects, buildings, sights (identify and express location)

Grammar: Verb *to have* (Affirmative – Negative – Questions – Short answers); Prepositions of place (*on, in, under, next to, between, in front of, behind*)

Vocabulary: *camera, mobile phone, TV, DVD player, camcorder, camera*; Revise rooms

Bring to the lesson:

- the CD (tracks 18 – 20)
- the Student's Book (pages 18 and 19)
- the Workbook (pages 106 and 107)
- flashcards of *computer, camera, DVD player, camcorder*



To start:

- Greet the students.
- Say *Open your books at page 18.*

1 Look, listen and say.

Aims: to introduce new vocabulary; to revise *have*.

- a) Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Point to the photographs. Ask students *What are these in English?* They should know computer and TV but they may know others.
- Say *Listen and repeat.*
- Play the CD (track 18). Pause to allow students time to repeat.

- b) Draw a box on the board. Hold your mobile phone next to it. Say *I have a mobile phone* and tick the box.
- Ask *What do you have?* Students tick the items they possess.
- c) In pairs, students tell each other what they *have/don't have*.

AUDIOSCRIPT TRACK 18

Fred: Look what I have.

I have a (one) computer.

And I have a (two) camera. Camera.

And a (three) mobile phone. Mobile phone.

And a (four) TV. TV.

And a (five) DVD player. DVD player.

But I don't have a (six) camcorder. A camcorder.

2 Look, listen, ask and answer.

Aims: to practise new vocabulary and the preposition *in*; to revise rooms.

- Leave the classroom. Enter and stand inside. Ask *Where am I?* (*You're in the classroom.*)
- a) Say *Look at Exercise 2.* Give students a short time to read the exercise.
- b) Say *Listen and number.* Play the first line of the CD (track 19).
- Check that students have written a *1* next to the computer.
- Play the remainder of the CD track.

ANSWERS: 5 4 1 3 2

- c) Say *Listen, repeat and answer.*
- Play the first two lines of the CD. Pause to allow students time to repeat.
- Play the remaining lines. Pause after, for example *living room* for students to provide the sentences, for example *It's in the living room.*
- In pairs, students take turns to ask and answer about the objects.

AUDIOSCRIPT TRACK 19

1

Narrator 1: Where's the computer?

Narrator 2: Bedroom. It's in the bedroom.

2

Narrator 1: Where's the TV?**Narrator 2:** Living room.

3

Narrator 1: Where's the mobile phone?**Narrator 2:** Kitchen.

4

Narrator 1: Where's the DVD player?**Narrator 2:** Bathroom.

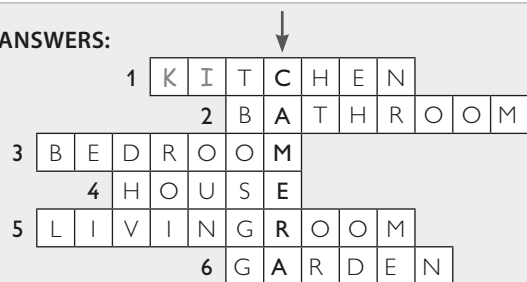
5

Narrator 1: Where's the camera?**Narrator 2:** Garden.

3 Do the puzzle. D

Aims: to practise capital letters; vocabulary of house and garden.

- Say *Look at Exercise 3*.
- In pairs, students should complete the puzzle.
- Check that they are writing capital letters.

ANSWERS:

Pronunciation corner

Aim: to differentiate between and pronounce the unvoiced /s/ and the voiced /z/.

- Demonstrate the difference between the unvoiced /s/ and the voiced /z/.
- Have students copy you.
 - a) Say *Look at Pronunciation corner*. Give students a short time to read the exercise.
 - b) Say *Listen and repeat*.
- Play the CD (track 20). Pause to give students time to repeat.
- Ask students to complete the chart.
- Play the CD again. Pause to give students time to write.
- Write the incomplete chart on the board. Students call out the words in each column.

Pronunciation note: If students have a problem making the unvoiced /s/, ask them to say /z/. Say 'shhh' to encourage them to whisper it. As a general rule, if you instruct students to whisper a voiced consonant, it will then become unvoiced.

ANSWERS:

SSSSS	ZZZZZ
caps	jeans
bikes	bags
books	tables
shirts	windows

AUDIOSCRIPT TRACK 20

Narrator: /s/ /s/ caps caps

/z/ /z/ jeans jeans

bikes bikes

bags bags

tables tables

books books

shirts shirts

windows windows

4 Write. D

Aim: to practise small and capital letters t – z.

- Say *Look at Exercise 4*.
- Students should complete the missing letters.
- They should check each other's work.

ANSWERS: t u v w x y z
T U V W X Y Z

Homework: Workbook pages 106 and 107

Final activity:

- Show students the flashcards in random order. They call out the names of the objects.
- Say *Well done* and *Goodbye* to the class.

ANSWERS:**E 1**

D 2 T t
U u
V v
W w
X x
Y y
Z z

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

5a) 1 house 2 bedroom 3 living room 4 kitchen 5 bathroom
6 garden

5b) 1 It's in the bathroom. 2 Where's the window? 3 It's in the garden. 4 Where are the books? 5 It's in the kitchen.

Unit 2 My things

LESSON 4 SAUDI REVIEW

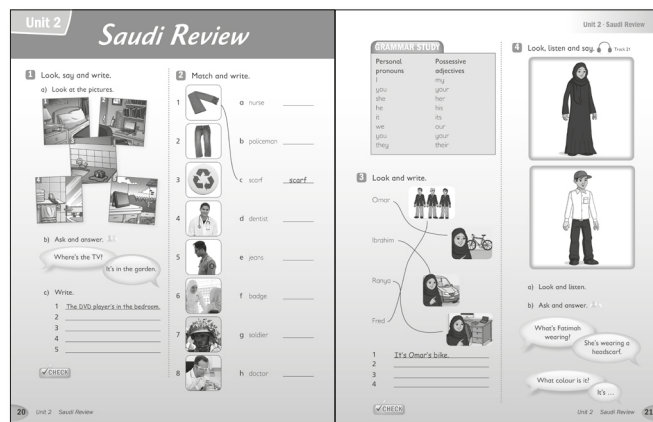
Language

Consolidation of the skills and functions from Unit 2

Grammar: Possessive adjectives ; Possessive case ('s): *It's Hassan's.*

Bring to the lesson:

- the CD (track 21)
- the Student's Book (pages 20 and 21)
- the Workbook (pages 102 – 107)
- poster 4



To start:

- Greet the students.
- Say *Open your books at page 20.*

1 Look, say and write.

Aim: to practise vocabulary and location and *Where's the ... ?*

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- a)
- Say *Look at the pictures. What can you see?*
- b)
- Ask *Where's the TV? (It's in the garden.)*
- Students take it in turns to ask and answer about the other objects.
- Students write sentences about the locations of the other objects.
- They check each other's work.

ANSWERS: 1 *The DVD player's in the bedroom.* 2 *The computer's in the study.* 3 *The camera's in the kitchen.* 4 *The mobile phone's in the bathroom.* 5 *The TV's in the garden.*

2 Match and write. D

Aim: to practise and write vocabulary.

Note: Students may match the items individually or in pairs.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
- Students match the photographs and the words.
- They copy the words.

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

Extra activity:

- In pairs, students cover the right-hand column (the words).
- In pairs, students take turns to point to a picture. Their partner says the word and writes it.

Grammar study:

- Give the students a minute or two to read this section.
- Tell them that they should copy it for homework.

Teaching note: You may find it productive to reinforce the difference between the pronouns and adjectives by giving a few examples, for example *I'm your teacher.* Hold up a pen. *This is my pen.*

You are students. Indicate classroom. *This is your classroom.* *We are studying English.* Hold up your copy of *Lift Off.* *This is our book.*

3 Look and write.

Aim: to practise writing 's.

- Say *Look at Exercise 3.* Give students a short time to read the exercise.

- Say *Write the sentences*.
- Students write the sentences and then, in pairs, check each other's work.

ANSWERS: 1 *It's Omar's bike.* 2 *It's Ibrahim's car.* 3 *It's Ranya's study.* 4 *It's Fred's (school) uniform.*

4 Look, listen and say. D

Aim: to ask and answer about clothing.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- a)
 - Say *Look and listen*.
 - Play the CD (track 21). Students compare what they hear with the pictures.
 - Say *Listen and repeat*. Play the CD again. Pause to give students time to repeat.
- b)
 - In pairs, students take turns to ask and answer about Fatimah, Omar and their clothes.

Extra activity:

- Put up poster 4 where students can clearly see it.
- Students identify the characters in the poster.
- In pairs, they then take turns to ask and answer about the characters and their clothing.

AUDIOSCRIPT TRACK 21

Penny: What's Fatimah wearing?

Ranya: She's wearing a headscarf.

Penny: What colour is it?

Ranya: It's black.

Narrator 1: What's Omar wearing?

Narrator 2: He's wearing jeans.

Narrator 1: What colour are they?

Narrator 2: They're blue.

Homework:

Any exercises not completed in the Workbook pages 102 – 107.

Copy out the *Grammar study* box on page 21.

Final activity:

- Say *Goodbye* to the class.

Unit 3 Around school

LESSON 1 The language school

Language

Skills: Differentiate between the pronunciation of similar sounds in English; Transfer from verbal to visual information; Fill in a form with basic personal information

Functions: Address others, make introductions and exchange basic personal information

Reading and writing: Form filling; Information about self

Vocabulary: front gates, international, director, office, Come in, card

Bring to the lesson:

- the CD (tracks 22 – 24)
- the Student's Book (pages 22 and 23)
- the Workbook (pages 108 and 109)

Unit 3 Around school

LESSON 1 The language school

1 Look, read and say.

This is our school, Dave. These are the front gates. Come on, let's go in.

Good afternoon, Ibrahim. Good afternoon, Mr. Mahmoud. It's nice to meet you. Welcome to the International Language School.

Mr. Mahmoud, this is Mr. Watson, your new teacher from England.

Yes, this is Mr. Watson, your new teacher.

Good afternoon, teacher.

Thank you, Mr. Mahmoud. It's good to be here.

a) Listen, read and complete the table.

Name	Job
Ibrahim	1 teacher
2	new teacher
Mr. Mahmoud	3
Rakan	4
5	student

b) Listen and say.

2 Read and write.

a) Read Dave Watson's card.

Name: Dave Watson
Age: 36
Occupation: English teacher
Nationality: English

b) Complete.

Complete Ibrahim's card. Use the correct words and numbers.

12/22 teacher/student English/Saudi

Name: Rakan Said
Age: 13
Occupation: student
Nationality: Saudi

c) Write.

Write your card.

Name: _____
Age: _____
Occupation: _____
Nationality: _____

3 Listen, say and write.

a) Listen.

Hello, Mr. Mahmoud. Dave Watson, the 36-year-old and the English teacher, I came from Oxford in England.

b) Say.

Introduce yourself.

Hello, my name's ... I'm ... and I'm ... I came from ... in ...

c) Write.

Write.

Later again, write the words in the correct columns.

Thank you the

To start:

- Greet the students.
- Say *Open your books at page 22.*

1 Look, read and say.

Aims: to practise reading for specific information; to practise formal introductions.

- Say *Look at Exercise 1.* Give students a short time to read the exercise. Ask *Who can you see?* In pairs, students recognise the characters.

Note: Students should definitely recognise Dave and Ibrahim.

a)

- Say *Look at a).* Give students time to read the table. Say *Listen, read and complete the table.* Point out the example to help students understand the task.

- Play the CD (track 22). Then allow students time to write the answers. If necessary, play the CD again.
- Elicit the answers from the class.

Note: In a girls' class you may wish to give the characters different identities, for example Mr. Mahmoud could be Miss Fuad/Miss Norah; Mr. Watson could be Miss Smith, etc.

ANSWERS:

Name	Job
Ibrahim	1 teacher
2 Dave Watson	new teacher
Mr. Mahmoud	3 Director
Rakan	4 student
5 Yasser	student

- Play the following extract from the CD:
Ibrahim: Good afternoon, Mr. Mahmoud. This is Dave Watson, our new teacher from England.
Mr. Mahmoud: Good afternoon, Ibrahim. Good afternoon, Mr. Watson. It's nice to meet you. Welcome to the International Language School.
Dave: Thank you, Mr. Mahmoud. It's good to be here.
- In groups of three, students act out this situation. They may look at the text in their books (picture 3) to help them.

Note: In a girls' class you may wish to give the students different identities, for example Mr. Mahmoud could be Miss Fuad/Miss Norah; Mr. Dave Watson could be Miss Anne Smith. The third student (Ibrahim) can keep her own name.

- b)
- Play the CD (track 22) with students following in their Student's Books.
- Pause the CD at appropriate times for students to listen, read and repeat.

AUDIOSCRIPT TRACK 22

- Ibrahim:** This is our school, Dave. These are the front gates. Come on, let's go in.
- Ibrahim:** And this is the Director's office. Come on, come and meet him.
Mr. Mahmoud: Come in!
- Ibrahim:** Good afternoon, Mr. Mahmoud. This is Dave Watson, our new teacher from England.
Mr. Mahmoud: Good afternoon, Ibrahim. Good afternoon, Mr. Watson. It's nice to meet you. Welcome to the International Language School.
Dave: Thank you, Mr. Mahmoud. It's good to be here.
- Ibrahim:** Ah, look. This is Rakan, and this is Yasser. They're students in your evening class on Sunday. Rakan, Yasser, this is Mr. Watson, your new teacher.
Rakan and Yasser: Good afternoon, teacher.

2 Read and write.

Aim: to read and complete identity cards.

- Say *Look at Exercise 2*. Give students a short time to read the exercise.

a)

- Say *Read about Dave Watson*.
- Students read Dave's card.
- Ask *How old is he? (36) Is he Saudi? (No, he's English.)*

b)

- Say *Read and complete Reema's card*.
- Students complete the card.

ANSWERS: Name *Reema Saad* Age *12* Occupation *student*
Nationality *Saudi*

c)

- Say *Complete your card*.
- Students complete with their own details.
- In pairs, they check each other's work.

3 Listen, say and write.

Aim: to provide information about self.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.

a)

- Say *Listen*.
- Ask *Where does Dave come from?*
- Play the CD (track 23). Students answer *Oxford*.
- Say *Listen and repeat*.
- Play the CD again. Pause to allow students time to repeat.

b)

- Introduce yourself to a student in a similar fashion.
Hello. My name's ... I'm ... years old and I'm an English teacher. I come from ... in ...
- In pairs, students should introduce themselves in a similar fashion.

c)

- Students should write their introduction. They may use the text in a) as a model.

Extra activity:

- Students may invent different names, ages and so on and introduce themselves in their 'new' character.

AUDIOSCRIPT TRACK 23

Dave: Hello. My name's Dave Watson. I'm 36 years old and I'm an English teacher. I come from Oxford in England.

Pronunciation corner

Aim: to differentiate the sounds /θ/ and /ð/.

- Demonstrate the difference between the unvoiced /θ/ and the voiced /ð/.
- Have students copy you.

Pronunciation note: If students have a problem making the unvoiced /θ/, ask them to say /ð/. Then say 'shhh' to encourage them to whisper it. As a general rule, if you instruct students to whisper a voiced consonant it will then become unvoiced.

a)

- Say *Listen and repeat*.
- Play the CD (track 24). Pause to give students time to repeat.

b)

- Ask students to complete the chart b).
- Play the CD (track 24). Pause to give students time to write.
- Write the incomplete chart on the board. Students call out the words in each column.

ANSWERS:

thank you	the
thirty	their
three	this

AUDIOSCRIPT TRACK 24

Narrator: /θ/ /θ/ thank you thank you
/ð/ /ð/ the the
their their
thirty thirty
this this
three three

Homework: Workbook pages 108 and 109

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

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

2 1 Sunday **2** students **3** director **4** teacher International
5 gates **6** Oxford

3 Name Age Teacher Saudi Fred Watson 13 Student English

4a) 1 Hello **2** name's **3** 36 **4** English teacher **5** come **6** Saudi Arabia

4b) Hello. My name's Nina. I'm 13 years old and I'm a student. I come from Oxford in England.

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

Unit 3 Around school

LESSON 2 What's it like?

Language

Skills: Interact in a simple way by asking and answering questions about familiar topics; Recognise basic rules of punctuation

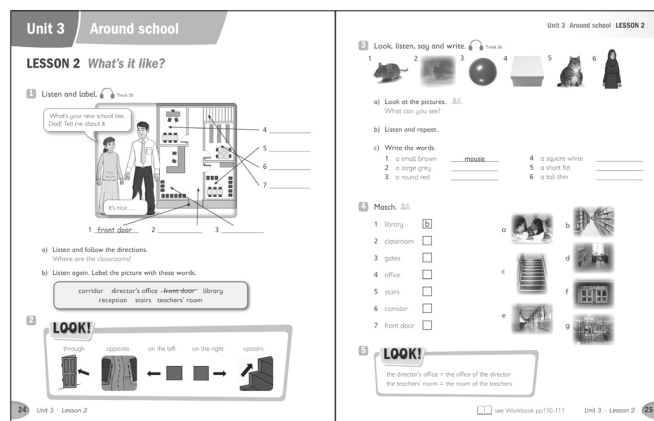
Functions: Talk about the location of objects, buildings, sights (identify and express location)

Grammar: Prepositions of place (*on, in, under, next to, between, in front of, behind*); Verb *to be* (Affirmative – Negative – Questions – Short answers); *there is/there are*

Vocabulary: *classroom, corridor, library, reception, stairs, upstairs, fat, thin, round, square, mouse*

Bring to the lesson:

- the CD (tracks 25 and 26)
- the Student's Book (pages 24 and 25)
- the Workbook (pages 110 and 111)
- poster 1
- flashcard of *mouse*



To start:

- Greet the students.
- Say *Open your books at page 24.*

1 Listen and label.

Aims: to introduce new vocabulary; prepositional and adverbial phrases.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- a) **D**
- Say *Listen and look.*
- Play the CD (track 25) line by line. Pause after each sentence that describes locations within the school.

- After each sentence, indicate the location on the poster, for example after *you go through the front door and there's a corridor*, pause the CD and indicate the path through the front door and into the corridor.

Note: You may wish to play the lines again and have the students repeat the new words.

- Say *Look at Exercise 1.*
- Play the CD again. This time the students follow Dave's directions.
- b)
- Play the CD again. Pause after each direction for students to label the diagram.
- In pairs, students check each other's labels.

ANSWERS: 1 front door 2 corridor 3 reception 4 director's office
5 teachers' room 6 library 7 stairs

Extra activity:

- Ideally you would take your class round your school, indicating the Director's (Principal's) office, the teachers' room, the library, reception, upstairs. Keep a commentary going using the adverbial and prepositional phrases (*On the left is the ... Upstairs is the ...*, etc.).

AUDIOSCRIPT TRACK 25

Nina: What's your new school like, Dad? Tell me about it.

Dave: It's nice, Nina. Well, you go through the front door and there's a corridor. Reception's on the left, then there's the Director's office.

Nina: I see. First there's reception on the left, and next to reception the Director's office.

Dave: That's right. On the right, opposite reception, there's the teachers' room ...

Nina: The teachers' room.

Dave: And next to the teachers' room, opposite the Director's office, there's a small library, with books for the students.

Nina: And where are the classrooms?

Dave: There are some stairs at the end of the corridor, on the right. The classrooms are upstairs.

2 Look!

Aim: to illustrate the meanings of the adverbial and prepositional phrases.

- Say *Look at Exercise 2*. Give students a short time to study the *Look!* box.
- You may ask them to copy the words and diagrams.

3 Look, listen, say and write.

Aim: to ask for and give descriptions using *What's it like?*

- Teach the word *mouse* by holding up the *mouse* flashcard.
 - a) Say *Look at Exercise 3*. Give students a short time to read the exercise.
 - In pairs, students say what they can see.
 - Check by saying (*Student's name*) *one. (Mouse)*
- b) Say *Listen and repeat*.
 - Play the CD (track 26). Pause to give students time to repeat.
 - Point to the ball. Say *red round*. Point to the mouse. Indicate a student. (*small brown*).
- c) Students should copy the adjectives.

AUDIOSCRIPT TRACK 26

Narrator 1: 1 What's it like?

Narrator 2: It's small and brown.

Narrator 1: 2 What's it like?

Narrator 2: It's large and grey.

Narrator 1: 3 What's it like?

Narrator 2: It's round and red.

Narrator 1: 4 What's it like?

Narrator 2: It's square and white.

Narrator 1: 5 What's it like?

Narrator 2: It's short and fat.

Penny: 6 What's she like?

Ranya: She's tall and thin.

4 Match. D

Aim: to revise school vocabulary.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- In pairs, students should match the words and photographs.

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

5 Look! D

Aim: to distinguish between the singular and plural possessive 's s'.

- Allow students, in pairs, to look at and talk about (in Arabic if necessary) the *Look!* box.
- You may clarify this by drawing a boy or girl in a simple bedroom with one bed on the board. Say and write *It's the boy's/girl's bedroom*.
- Now add another boy/girl and another bed to the room. Say *It's the boys'/girls' bedroom*. Move the apostrophe from 's to s'.

Homework: Workbook pages 110 and 111

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

D 1 1 director's office 2 stairs 3 library 4 teachers' room
5 front door 6 corridor 7 reception 8 classrooms

2 1 There's a picture on the left. 2 The window is next to the door. 3 There's a bag on the right. 4 The teacher is next to the board. 5 The corridor is through the door. 6 The stairs are at the end of the corridor. 7 This classroom isn't upstairs.

3 1 It's large and white. 2 It's small and black. 3 She's tall and thin. 4 It's short and fat. 5 It's round and yellow. 6 It's square and black.

4 1 The cats' fish. 2 The girl's book. 3 The boys' ball. 4 The girls' mother. 5 The boy's father.

5 <u>House</u>	<u>School</u>
bathroom	classroom
stairs	stairs
kitchen	corridor
bedroom	library
living room	reception
front door	front door

Unit 3 Around school

LESSON 3 Vision 2030

Language

Skills: Transfer from verbal to visual information; Write simple isolated phrases and sentences

Functions: Describing actions

Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)

Vocabulary: project (n), sickbay, outside, take, do, talk, watch (v), milk, interesting

Vision 2030 vocabulary: plan, important, as part of, club, hobby, sport, leisure, activity

Bring to the lesson:

- the CD (track 27)
- the Student's Book (pages 26 and 27)
- the Workbook (pages 112 and 113)

To start:

- Greet the students.
- Say *Open your books at page 26.*

1 Read and complete

Aim: to learn information about Vision 2030.

- Say *Look at Exercise 1.*
- Before reading the text, tell students to look at the Vision 2030 logo. Ask *What is Vision 2030?* Elicit what the students know.
- Read the text with the class. Help with the new vocabulary.
- In pairs students read the text again and complete the incomplete sentences. Check answers with the class.

ANSWERS: 1 *Saudi Arabia and its people.* 2 *more clubs* 3 *More Saudi people can do*

2 Look, listen, number and write.

Aim: to produce questions with falling intonation, using present affirmative.

- Say *Look at Exercise 2.*
- a)
 - Ask *Who can you see? What can you see?*
 - In pairs, students talk about the characters and settings.
 - Ask for feedback, for example *We can see Fatimah. We can see a library.*
- b)
 - Say *Listen and number.*
 - Play the CD (track 27, part 1). Pause for students to number the pictures.
 - Play the CD again. Students check each other's numbering.
 - Say *Complete 4. Write the word.* Play the last few lines again. Students write *sickbay*.
- c)
 - Say *Listen and add the missing word.*
 - Play the CD (track 27, part 2). Students listen to the conversation and fill in the missing word.

Extra activity:

- In pairs, ask students to describe in more detail the four pictures. Do not expect totally correct English at this stage. Examples: 1 *Fatimah's taking a photograph outside the school.* 2 *This is Fatimah's English teacher.* 3 *Fatimah's friend's talking to the nurse in the sickbay.* 4 *Fatimah's reading a book in the library.*

AUDIOSCRIPT TRACK 27

1

Nina: What are you doing, Fatimah?

Fatimah: I'm doing a project for my club.

Nina: Oh yes, your new Camera Club. What's the project called?

Fatimah: My school and my friends.

Nina: That's interesting. Can I see some photos?

Fatimah: Yes, of course. Look, this is me. I'm taking a photograph outside the school.

Nina: And who's this?

Fatimah: This is Miss Fuad. She's my English teacher. She's in our classroom.

Nina: And who's this?

Fatimah: It's my friend, Fatiha. She's in the sickbay.

Nina: What's Fatiha doing?

Fatimah: She's talking to the nurse. How do you spell 'sickbay', Nina?

Nina: It's one word. s-i-c-k-b-a-y.

Fatimah: S-i-c-k-b-a-y. Thank you, Nina.

And this, this is the school library ...

2

Nina: What are you doing, Fatimah?

Fatimah: I'm doing a project for my club.

Nina: What's Fatiha doing?

Fatimah: She's talking to the nurse.

3 Read and match.

Aim: to practise reading the present progressive.

a)

- Say *Look at Exercise 3. Say Look at the pictures and read the sentences.* Give students a short time to read the exercise.
- Help students with vocabulary if necessary.

b)

- In pairs, students match the sentences and the photographs.
- Check by saying a random number (for example 4). Students reply (b).

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

Extra activity:

- Students cover up the left-hand column (the sentences).
- In pairs, students take turns to point at a picture (for example f). The partner replies (*He's doing his homework.*).

4 Write. **D**

Aim: to practise writing the present progressive.

- Say *Look at Exercise 4.* Give students a short time to read the exercise.
- Copy the example: (I/eat) _____ breakfast. Write in *I'm eating.*

- Students complete the exercise.
- They may help each other in pairs or check each other's work at the end.
- Check that they are using capitals at the beginning of the sentences and also the apostrophe (') correctly.

ANSWERS: 1 *We're studying* 2 *They're going* 3 *The cat's drinking*
4 *She's watching* 5 *He's opening* 6 *You're wearing* 7 *I'm talking*

Homework: Workbook pages 112 and 113

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

D 1 1 milk 2 nurse 3 library 4 project 5 teacher
6 sickbay 7 homework 8 classroom

D 2 1 trees 2 a project 3 a window 4 football 5 photographs
6 TV 7 a friend

3a) 1 is 2 are 3 are 4 is 5 are 6 am

3b) 1 The boy's 2 They're 3 You're 4 She's 5 We're 6 I'm

4 1 She's watching TV. f
2 We're cooking. c
3 You're wearing trainers. a
4 He's taking a photograph. d
5 It's climbing a tree outside. e
6 They're reading books. b

D 5

Unit 3 Around school

LESSON 4 SAUDI REVIEW

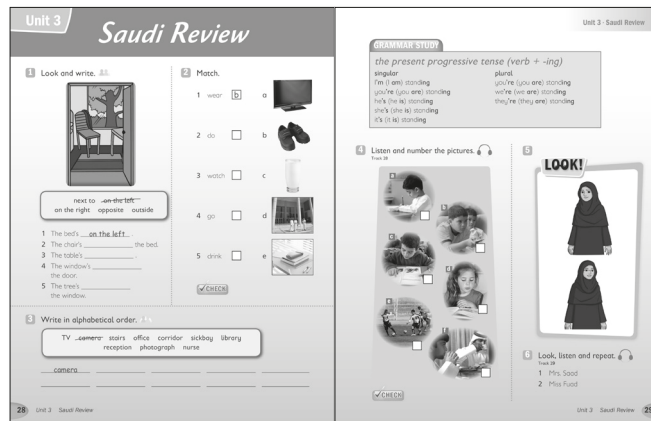
Language

Consolidation of the skills and functions from Unit 3.

Grammar study: Present progressive (Affirmative – Negative – Questions – Short answers)

Bring to the lesson:

- the CD (tracks 28 and 29)
- the Student's Book (pages 28 and 29)
- the Workbook (pages 108 – 113)
- poster 1



To start:

- Greet the students.
- Put up poster 1 where students can clearly see it.
- Ask *Where's the teachers' room. (It's opposite reception.)*
- Continue asking about the location of the rooms.
- Say *Open your books at page 28.*

1 Look and write.

Aim: to practise adverbial and prepositional phrases.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Students complete the exercise.
- They check each other's work.

ANSWERS: 1 on the left 2 next to 3 on the right 4 opposite 5 outside

2 Match. D

Aim: to practise the understanding of verbs.

- Say *Look at Exercise 2.*
- Students match the verbs and the objects.
- In pairs, they check each other's work.

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

3 Write in alphabetical order. E

Aim: to write in alphabetical order.

- Practise the order of the alphabet. Say *a*, indicate a student (*b*) and another (*c*) and so on until you reach *z*.
- Say *Look at Exercise 3.*
- In pairs, students write the words in the alphabetical order of the first letter of the word.
- Check. Say *camera*. Ask individual students to read out the next word.

ANSWERS: camera corridor library nurse office photograph reception sickbay stairs TV

Grammar study:

- Give the students a minute or two to read this section.
- Tell them that they should copy it for homework.

4 Listen and number the pictures.

Aim: to understand and practise the present progressive tense.

- Say *Look at Exercise 4.*
- Say *Look at the pictures.*

- In pairs, students interpret the pictures. Allow them their own interpretation.
- Say *Listen. Let's check.*
- Play the CD (track 28).
- Say *Listen and number.*
- Play the CD again. Students number the photographs and check each other's answers.

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

AUDIOSCRIPT TRACK 28

- Narrator:** 1 He's writing. He's writing.
 2 They're watching TV. They're watching TV.
 3 They're sitting in the library. They're sitting in the library.
 4 She's reading a book. She's reading a book.
 5 They're playing football. They're playing football.
 6 They're having breakfast. They're having breakfast.

Extra activity:

- You may play the CD again, pausing for students to repeat.

5 Look!

Aim: to indicate the difference between *Mrs.* and *Miss*.

- Say *Look at Exercise 5.*
- In pairs, students should discuss all the differences they can see between the two women.

Note: The key difference is the wedding ring. You may teach the words *ring* and *married* if you wish, but more important are the words *Miss* and *Mrs.* and particularly the pronunciation of the latter, /'misiz/.

6 Look, listen and repeat. D

Aim: to practise the difference between *Mrs.* and *Miss*.

- Say *Look at Exercise 6.*
- Say *Listen and repeat.*
- Play the CD (track 29), pausing for students to repeat.

AUDIOSCRIPT TRACK 29

Ranya: This is Mrs. Saad. Mrs. Saad.
 This is Miss Fuad. Miss Fuad.

Homework:

Any exercises not completed in the Workbook pages 108 – 113.

Copy out the *Grammar study* box on page 29.

Final activity:

- Say *Goodbye* to the students.

LESSON 1 *What's the time?*

Language

Skills: Understand the main idea and/or basic information in short monologues or dialogues; Write short simple postcards and e-mails; Understand specific information in very short simple texts on familiar topics

Functions: Telling the time; Discussing future plans

Grammar: *I'd like to + verb*


Vocabulary: *quarter, half past, quarter to*


Bring to the lesson:

- the CD (tracks 30 and 31)
- the Student's Book (pages 30 and 31)
- the Workbook (pages 114 and 115)




Unit 4 When is it?

LESSON 1 What's the time?

1 Look, listen and say. 



a) Look at the clocks and watches. What's the time?  *What's the time, please?* *It's 8 o'clock.*

b) Listen and repeat.






2 LOOK!  = two fifteen or quarter past two
 = two thirty or half past two
 = two forty-five or quarter to three

3 Write. Complete the table.

eight fifteen	quarter past eight
quarter to eleven	
seven thirty	
twelve fifteen	
five forty-five	
	half past six
	quarter past one

4 Listen and write.  a) Listen and tick (✓) the correct box.  b) Circle the correct word(s). Then listen again and check.

5 Plan and write. In small groups, plan an afternoon for you and your friends. Use the ideas in these pictures.

 go to the park  play football  go shopping  go to the zoo  go to a friend's house

Now copy and complete the e-mail in your notebooks.

Dear _____
 Let's go to _____ (place). I'd like to meet at _____ (time).
 I'd like to _____ (things to do).
 See you later!

To start:

- Greet the students.
- Say *Open your books at page 30.*

1 Look, listen and say.

Aim: to revise telling the time and practise using two different formats (*nine fifteen* and *quarter past nine*).

- Look at the classroom clock. Say *What's the time, please?* Accept students' best answers.
- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- a)
- In pairs, students say the times indicated (*eight o'clock, nine fifteen, ten thirty, eleven forty-five*).
- b)
- Say *Look and listen.*

- Play the CD (track 30). Students look at the times and hear the alternative ways of expressing them.
- Say *Listen and repeat.*
- Play the CD again, pausing to give students time to repeat.

Pronunciation note: This is the first time that students have encountered the word *quarter*. Make sure that they pronounce the sound /kw/ correctly before they encounter the written word.

AUDIOSCRIPT TRACK 30

Narrator 1: What's the time, please?

Narrator 2: It's eight o'clock.

Narrator 1: What's the time, please?

Narrator 2: It's quarter past nine.

It's quarter past nine.

Narrator 1: What's the time, please?

Narrator 2: It's half past ten.

It's half past ten.

Narrator 1: What's the time, please?

Narrator 2: It's quarter to twelve.

It's quarter to twelve.

2 Look! **D**

Aim: to reinforce the two ways of expressing the quarter hours.

- Say *Look at Exercise 2.* Give students a short time to read the *Look!* box.
- Allow students, in pairs, to study the different ways of telling the time.

Extra activity:

- Draw clock faces on the board showing different times (for example 1.15, 3.45, 5.30).
- Ask individual students to express both versions of the times.

3 Write.

Aim: to practise writing the different ways of telling the time.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- Students should complete the exercise.
- In pairs, they check each other's work.

ANSWERS:

<u>eight fifteen</u>	<u>quarter past eight</u>
<u>ten forty-five</u>	<u>quarter to eleven</u>
<u>seven thirty</u>	<u>half past seven</u>
<u>twelve fifteen</u>	<u>quarter past twelve</u>
<u>five forty-five</u>	<u>quarter to six</u>
<u>six thirty</u>	<u>half past six</u>
<u>one fifteen</u>	<u>quarter past one</u>

4 Listen and write.

Aims: to listen for specific information; to choose correct words in a text.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- Ask *Who can you see in the picture? (Omar, Dave, Rakan, Yasser, Fred). Where are they? (outside a school).*
- a)
 - Say *Read a).*
 - Say *Listen and tick question a).*
 - Play the CD (track 31).
 - Students tick the correct box.

ANSWER: 1.15 ✓

- b)
 - Students read the text and circle the correct word(s). They may do this individually or in pairs.
 - When students have finished, play the CD again for students to check.

ANSWERS: 1 *They're* 2 *I* 3 *please* 4 *finishes* 5 *past*

AUDIOSCRIPT TRACK 31

Omar: Look! This is my school. And these are my friends, Rakan and Yasser. This is Fred, and this is ...

Dave: I know Rakan and Yasser. They're in my class at the International Language School.

R and Y: Hello, teacher. Hello, Fred.

Fred: Hello.

Omar: Now, Fred. This afternoon Rakan, Yasser and I are going to the park. Would you like to come?

Fred: Yes, please. Can I, Dad? Can I go to the park this afternoon?

Dave: Yes, of course.

Omar: Great. Well, school finishes at 1 o'clock. So we can meet here, outside the front gates, at a quarter past one.

Fred: Here, then, after school.

Omar: See you then. Bye!

5 Plan and write.

Aim: to plan and write an e-mail about an afternoon.

Note: It is not the intention of this exercise that students should be totally grammatically correct – they may not know enough grammar to be so. It is, however, the intention that they should feel confident enough to discuss their plans in English.

- Ask several students individually *What are you doing this afternoon after school?* Most will probably be going home. Ask *What would you like to do?* Don't allow students to answer, but arrange them in groups of three or four.
- Say *Look at Exercise 5*. Give students a short time to read the exercise and the incomplete e-mail.
- Say *OK. Now, plan your afternoon.*
- Allow students time to make their plans.
- Ask two or three groups to report back to the class.
- Students copy the incomplete e-mail into their notebooks and complete it.

Homework: Workbook pages 114 and 115

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1 Across

1 half past eleven

2 a quarter to ten

3 two o'clock

Down

1 a quarter past four

2 nine thirty

3 twelve forty five

4 seven fifteen

2 1 F 2 T 3 F 4 T 5 F

3 1 They can meet at two fifteen outside the park gates.

2 They can meet at three thirty at Anne's house.

4 1 meet c

2 time b

3 like d

4 start a

Unit 4

When is it?

LESSON 2 Can you help us?

Language

Skills: Understand questions about familiar topics; Indicate time (next Monday, last week, in June, etc.)

Functions: Asking for permission and making requests

Grammar: Modal verbs: *can/can't*; Question words (*Who, What, Where, Why, Whose, How, When*)

Vocabulary: Months January–December, date, month, year, Ordinals, E-mail vocabulary

Bring to the lesson:

- the CD (tracks 32 – 35)
- the Student's Book (pages 32 and 33)
- the Workbook (pages 116 and 117)

Important note: The authors recognise that the Islamic and Western dating systems are very different. This is fundamentally because of the difference in the numbers of days in a year (the Islamic year consists of 354/5 days, the Western year of 365/6 days). It is important that students realise this but the difficulties that arise when 'translating' Islamic and Western months will be dealt with in their English course at a later stage.

Unit 4 When is it?

LESSON 2 Can you help us?

1 Listen, find, read and say. (Track 32 and 33)

a) Listen and answer:
How many months are there in English?

b) Listen and find sentences with *can*. Then read.

2 Read and complete.
Complete the dates.

Month	1st	10th	20th	30th
January	1st	10th	20th	30th
February	1st	10th	20th	29th
March	1st	10th	20th	31st
April	1st	10th	20th	30th
May	1st	10th	20th	31st
June	1st	10th	20th	30th
July	1st	10th	20th	31st
August	1st	10th	20th	31st
September	1st	10th	20th	30th
October	1st	10th	20th	31st
November	1st	10th	20th	30th
December	1st	10th	20th	31st

To start:

- Greet the students.
- Say *Open your books at page 32.*

1 Listen, find, read and say.

Aim: to revise the months of the year

- Say *Look at Exercise 1.* Give students time to read the exercise.
- Ask *Who can you see? (Fred, Omar, Rakan and Yasser). Where are they? (in the park).*

- Ask *How many months are there in English?*
 - Say *Listen and answer.*
 - Play the CD (track 32). Ask again *How many months are there? (12)*
- Say *Listen and find sentences with can.*
 - Play the CD (track 33). Students should ask you to pause each time they hear sentences with *can*.
 - Say *Listen and repeat again.* Play the CD, then students read the conversation in pairs or groups of three.
- Write *January* on the board.
 - Choose a student. Say *January, F ...* to him/her. He/she answers *February*.
 - Choose another student and say *M ...* (March).
 - In pairs, the students should say the twelve months of the year in order.

Extra activity:

- Choose a student. Say *January, F ...* to him/her. He/She answers *February*. Choose another student and say *M ...* (March).
- In pairs or groups of three, the students should say the first six months of the year in order.

AUDIOSCRIPT TRACK 32

Omar: Fred, can you help us with a problem in English?

Fred: Yes, of course. What's the problem?

Yasser: Well, it's dates in the English year. You know, the English year. What are the names of the months?

Fred: The names of the months ... We have twelve months.

Omar: I know. It's a lot!

AUDIOSCRIPT TRACK 33

Fred: The first four months are January, February, March and April. Can you say them?

Omar et al: January, February, March and April.

Fred: Good. Then May, June, July and August. Can you say these four, please, Yasser?

Yasser: May, June, July and ... er ...

Omar: Can I help? August.

Fred: Good. Then September, October, November and December.

Omar et al: September, October, November and ...

Omar: Can you help, Fred?

Fred: ... and December. Good. Well done.

2 Read and complete.

Aim: to introduce ordinal numbers in their written form.

- On the board, write today's day and date in the Western calendar (do not include the year), for example *Monday 4th November*.

- Say *Today's Monday the fourth of November*. Say it again for students to repeat.
- Say *Look at Exercise 2*. Give students a short time to read the exercise.

Notes: It is recommended, though not essential, that students help each other in pairs in this exercise. You may decide that this exercise takes up too much classroom time. In which case, students could complete the exercise up to, for example *seventeenth* and do the remainder for homework.

- Ask students to complete the table.
- Check and, where necessary, help students with this exercise. Indicate to them that, for help, they should look back at previous numbers, for example from *fifth* they should be able to deduce *twenty-fifth* (not *twenty-fiveth*). From *twentieth* they should be able to deduce *thirtieth* and so on.

ANSWERS: *seventh tenth eleventh fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twenty-second twenty-third twenty-fourth twenty-fifth twenty-sixth twenty-seventh twenty-eighth twenty-ninth thirtieth thirty-first*

3 Look! D

Aim: to introduce basic e-mail language.

- Say *Look at Exercise 3*. Give students time to read the *Look!* box.
- Ask them to volunteer how they would pronounce the e-mail address. Help them if necessary.
- *Fred Watson at letterbox dot com*

Note: A slight complication here! Students have learnt to spell the first letters of names with capital letters. You may need to point out that we don't usually have any capitals in e-mail addresses.

Extra activity:

- Put up other imaginary e-mail addresses on the board, for example *ibrahimsaad@hotmail.com* and ask students to pronounce them.

4 Listen and write.

Aims: to listen for information; to copy an e-mail address.

- Say *Look at Exercise 4*. Give students time to read the exercise.
- Ask *Who can you see? (Fatimah and Nina)*

a)

- Say *Read the questions, in a).*
- Say *Listen and answer.*
- Play the CD (track 34) until Nina says *Can I e-mail you?*
- Play the CD again. Pause before the answers to the questions. Students should volunteer *She's packing her bags. She's going home/to school. She wants to e-mail Fatimah.*

b)

- Say *Listen.*
- Play the remainder of the CD.
- Say *Listen and repeat.*
- Play these lines again. Pause for students to repeat.

Nina: n-i-n-a-w at l-e-t-t-e-r-b-o-x dot com.

Fatimah: n-i-n-a-w at l-e-t-t-e-r-b-o-x dot com.

- Ask students to write Nina's e-mail address.

AUDIOSCRIPT TRACK 34

Nina: What are you doing, Fatimah?

Fatimah: I'm packing my bags. I'm going home tomorrow. Home to Jeddah.

Nina: I'm sorry.

Fatimah: So am I ... but it's the 2nd of January today, and school starts in 3 days, on the 5th.

Nina: Have you got e-mail at home? Can I e-mail you?

Fatimah: Yes, of course you can. I'd like that. And what's your e-mail address? I can e-mail you too. I've got a pen, what is it?

Nina: It's Nina W at letterbox.com. I'll spell it for you. It's all in small letters. Listen.

Fatimah: OK.

Nina: n-i-n-a-w at l-e-t-t-e-r-b-o-x dot com.

Fatimah: n-i-n-a-w at l-e-t-t-e-r-b-o-x dot com. Is that correct?

Nina: Yes.

Pronunciation corner

Aims: to practise the sound /θ/; to say ordinal numbers.

- Say *Look at Pronunciation corner*. Give students a short time to read the exercise.
- Say *Listen and repeat.*
- Play the CD (track 35), pausing for students to repeat.
- Ask students to read the numbers aloud from their books.

AUDIOSCRIPT TRACK 35

Narrator: three third thirteen thirteenth thirty thirtieth thirty-one thirty-first

Homework: Workbook pages 116 and 117

Final activity:

- Students are very unlikely to have a Western e-mail address. However, it can be fun to invent one and dictate it to their partner to write down. Check that they use @ and com.
- Say *Goodbye* to the students.

ANSWERS:

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

D 2 1 January 2 February 3 March 4 April 5 May 6 June

3 1 It's the seventh. 2 It's the fifth. 3 It's the third. 4 It's the sixth. 5 It's the eighth. 6 It's the second. 7 It's the fourth.

4 1 e-mail 2 like 3 e-mail address 4 .com 5 Can spell please 6 it's 7 letters 8 Yes

4 1 Can you help me, please? 2 Can you say it, please? 3 Can you write it, please? 4 Can you spell it, please? 5 Can you help us, please?

LESSON 3 *In winter it's cold*

Language

Skills: Understand simple instructions and directions; Give simple instructions and directions; Understand sequence

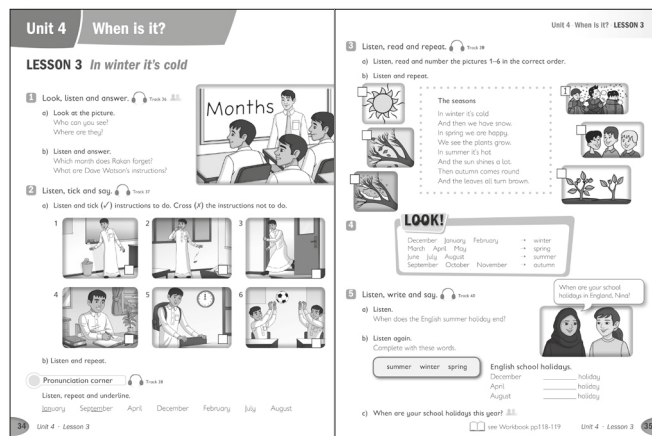
Functions: Understanding and using classroom language

Grammar: Imperatives (affirmative/negative)

Vocabulary: Instructions; rules; *shine, leaves* (n)

Bring to the lesson:

- the CD (tracks 36 – 40)
- the Student's Book (pages 34 and 35)
- the Workbook (pages 118 and 119)
- flashcards letters A, F, J, M, D, O, N, S



To start:

- Greet the students.
- Revise the months *January – June*. Hold up flashcard A. Say *April*.
- Hold up flashcards M (students say *March, May*), etc.
- Say *Open your books at page 34*.

1 Look, listen and answer.

Aim: to revise the months of the year.

- Say *Look at Exercise 1*. Give students time to read the exercise.
- a) **D**
- Ask *Who can you see? (Dave, Rakan and Yasser). Where are they? (in an English class).*
- b)
- Say *Listen. Which month does Rakan not know? What are Dave Watson's instructions?*
- Play the CD (track 36).

ANSWERS: *August; Help Rakan, please.*

AUDIOSCRIPT TRACK 36

Dave: Now, who knows the names of the months in English?

Yasser and Rakan: We do, teacher.

Dave: Say them, please, Rakan.

Rakan: January, February, March, April, May, June, July, ... er ...

Dave: Help Rakan, please.

Omar: August.

Rakan: Ah, August, yes! Then September, October, November, December.

Dave: Good. Well done.

2 Listen, tick and say.

Aim: to introduce classroom instructions.

- a)
- Give students a few moments to look at the pictures.
- Ask *What can you see in the pictures?* Elicit brief descriptions.
- Explain the task then play track 37.
- Students tick the instructions to do and cross the things not to do.
- If necessary, repeat the CD track, pausing after each instruction.

ANSWERS: 1 ✓ 2 X 3 X 4 ✓ 5 ✓ 6 X

- b)
- Play track 37 for students to listen and repeat.

AUDIOSCRIPT TRACK 37

Dave: Now, are you all listening?

Class: Yes, teacher.

Dave: OK, good. Here are some class rules. Please put rubbish in the bin. Please don't drop rubbish on the floor.

Class: Yes, teacher.

Dave: Don't run in the classroom. It's not safe. Next, always do your homework, please.

Class: Yes, Mr. Watson.

Dave: And please put your chair under the desk at the end of class. Oh and please don't play with a ball in class.

Pronunciation corner

Aim: to identify word stress.

Pronunciation note: Much English pronunciation will be new and unfamiliar to your students. Be aware of this and show patience at all times. Pronunciation is so important that it's best to explain salient points in Arabic.

- Write *January* on the board.

- Say *January*. Heavily stress the first syllable. As you say the word, underline *Jan*.
- Say *September*. Heavily stress the second syllable. As you say the word, underline *tem*.
- Say *Look at Pronunciation corner*. Give students a short time to read the exercise.
- Say *Listen and repeat*.
- Play the CD (track 38). Pause to give time for students to repeat. Listen to check that they are stressing the correct syllables.
- Say *Underline*.
- Play the CD again. Students underline the stressed syllables.

ANSWERS: January September April December February July August

AUDIOSCRIPT TRACK 38

Narrator: January January / September September / April April / December December / February February / July July / August August

3 Listen, read and repeat. E

Aim: to revise the seasons in a poem.

Note: There are several new items of vocabulary in the poem. The pictures will help but it is more important that students understand the gist of the poem than every single word.

- a)
- Say *Look at Exercise 3*. Give students time to read the exercise.
 - Say *Listen, read and number the pictures 1–6 in the correct order*.
 - Play the CD (track 39). Students follow the poem in their books.
 - Students number the pictures in the correct order of the poem.
 - Check answers with the class.

ANSWERS: 5, 1
6, 3
2, 4

- b)
- Play the CD (track 39) again. Pause after each line for students to repeat.

AUDIOSCRIPT TRACK 39

Narrator: The seasons
In winter it's cold / And then we have snow. / In spring
we are happy. / We see the plants grow. / In summer
it's hot / And the sun shines a lot. / Then autumn
comes round / And the leaves all turn brown.

Extra activity:

- Write the first line on the board and say it (*In winter it's cold*).
- In pairs and with their books closed, the students should help each other remember the poem.

4 Look!

Aim: to understand the relation between the months and the seasons.

- Say *Look at Exercise 3*. Give students time to read the *Look!* box.

Extra activity:

- Students may copy the *Look!* box in class or for homework.

5 Listen, write and say.

Aims: to listen for detail; to inform students about school holidays in England.

- Say *Look at Exercise 4*. Give students time to read the exercise.
- a)
- Say *Listen*. Ask *When does the English summer holiday end?*
- Play the CD (track 40). Ask the question again. (*at the beginning of September*)

Extra activity:

- You may play the CD again, pausing for students to repeat.
- b)
- Say *Listen and complete b*.
- Play the CD again. Pause to give students time to complete the exercise.

ANSWERS: December winter April spring August summer

- c)
- Note:** When saying dates, students may use Islamic months, but encourage them to use English ordinals, for example *Our summer holiday begins on the fifth of Safar*.
- In pairs, students talk about the dates of their school holidays.

AUDIOSCRIPT TRACK 40

Reema: When are your school holidays in England, Nina?

Nina: We have three every year. We have two weeks at the end of December. That's our winter holiday. Then we have a spring holiday – that's two weeks in April. And then we have a long summer holiday from the end of July to the beginning of September.

Homework: Workbook pages 118 and 119

Final activity:

- Using all the letter flashcards (A, F, J, M, D, O, N, S), practise all the months as in the *To start* activity on page 38.
- Say *Goodbye* to the students.

ANSWERS:

- E 1** 1 Don't run in the classroom. 2 Come to class on time. 3 Don't talk a lot in class. 4 Do your homework every night. 5 Don't play with a ball in class. 6 Throw the rubbish in the bin, please. 7 Put your chair under your table. 8 Don't use your phone in class.
- D 2a** 1 summer 2 spring 3 winter 4 autumn
2b) winter summer autumn spring
- D 3** 1 August 2 February 3 September 4 October 5 December
4 1 e 2 d 3 f 4 b 5 c 6 g 7 a
5 1 hot cold 2 sun snow 3 I we 4 hear see 5 winter summer 6 moon sun 7 green brown

Unit 4

When is it?

LESSON 4 SAUDI REVIEW

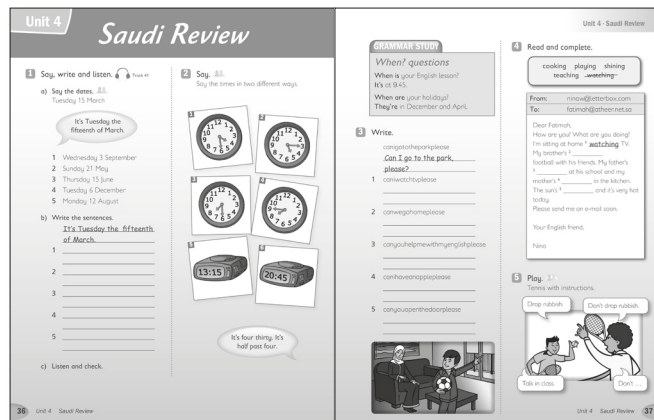
Language

Consolidation of the skills and functions from Unit 4.

Grammar: Modal verbs: *can/can't*; Imperatives (affirmative/negative)

Bring to the lesson:

- the CD (track 41)
- the Student's Book (pages 36 and 37)
- the Workbook (pages 114 – 119)



To start:

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

1 Say, write and listen.

Aims: to recognise and say written dates; to write the dates in full; to practise ordinals.

- Write today's Western date on the board (for example *Sunday 2 December*).
- Say, for example *It's Sunday the second of December*.
- Say *Look at Exercise 1.* Give students a short time to read the exercise.

a)

- In pairs, students say the dates.
- Monitor the activity for correctness. Make sure that students are using the definite article (*the*) before the ordinal numbers.
- Ask individual students to say one of the dates to you.

b) **D**

- Students should write the dates in full.
- They should check each other's work for spelling.

c)

- Say *Listen and check.*
- Play the CD (track 41) for students to check.

ANSWERS: as in audioscript below

AUDIOSCRIPT TRACK 41

Narrator: 1 It's Wednesday the 3rd of September.
2 It's Sunday the 21st of May.
3 It's Thursday the 15th of June.
4 It's Tuesday the 6th of December.
5 It's Monday the 12th of August.

2 Say.

Aim: to practise saying the time using the two different formats learnt in Lesson 1.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
- In pairs, students should take it in turns to say the two different formats of each time.
- Monitor the activity.

ANSWERS: 1 *It's four thirty/half past four.* 2 *It's five fifteen/quarter past five.* 3 *It's seven thirty/half past seven.* 4 *It's seven forty-five/quarter to eight.* 5 *It's one fifteen/quarter past one.* 6 *It's eight forty-five/quarter to nine.*

Grammar study:

- Give the students a minute or two to read this section.
- Tell them that they should copy it for homework.

3 Write.

Aims: to practise *can* in requests; to practise correct capitalisation and punctuation.

Note: In pairs, students may help each other in this exercise or check each other's work at the end.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- Say *Complete the exercise*.
- Monitor the activity. Check particularly for capitalisation and question marks (?).

ANSWERS:

- 1 *Can I watch TV, please?*
- 2 *Can we go home, please?*
- 3 *Can you help me with my English, please?*
- 4 *Can I have an apple, please?*
- 5 *Can you open the door, please?*

4 Read and complete.

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

Note: In pairs, students may help each other in this exercise or check each other's work at the end.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- In pairs, students should spell aloud the e-mail addresses at the top of the e-mail. *Nina W at letterbox dot com Fatimah at atheer dot net dot sa*
- Students should complete the exercise.
- In pairs, they should check each other's work.

ANSWERS: 1 *watching* 2 *playing* 3 *teaching* 4 *cooking* 5 *shining*

5 Play. D

Aim: to revise classroom instructions

- Say *Look at Exercise 5*. Give students a short time to read the exercise.
- Say *Look at me*.
- Stand on one side of the classroom and mime that you are holding a tennis racket in one hand and a ball in the other. Pretend to serve the ball across the classroom. As you serve, say *Drop rubbish*. Move quickly to the other side of the classroom. Pretend to return the serve, saying *Don't drop rubbish*. Stay where you are and repeat the activity, saying *Talk in class*. Move to your original position and return the serve, saying *Don't talk in class*.
- In pairs, students continue the game, with the 'server' calling an action and the 'returner' calling the instruction.

Notes:

1 It is unlikely that there will be room in the class for students to act out full serves and returns. Indicate that a small movement of the hand will suffice.

2 This 'tennis' game can be played to practise any words that the students may learn which form obvious pairs, for example opposites *good/bad*, *long/short*, comparatives *big/bigger*, *good/better* or irregular past tenses *write/wrote*, *stand/stood*.

Homework:

Any exercises not completed in the Workbook pages 114 – 119.

Copy out the *Grammar study* box on page 37.

Final activity:

- Say *Goodbye* to the students.

LESSON 1 *We'd love to*

Language

Skills: Use basic language to satisfy needs of a concrete type; Interact in simple ways by asking and answering questions about familiar topics

Functions: Making, accepting and refusing offers

Grammar: *I'd like to* + noun

Vocabulary: *love* (= *like very much*), *midday*, *night*; Revise food

Bring to the lesson:

- the CD (tracks 42 and 43)
- the Student's Book (pages 38 and 39)
- the Workbook (pages 120 and 121)
- flashcards of *chicken, eggs, juice, chips, apple, orange, rice, pizza, bread, kebab, salad, ice cream*

The image shows two pages from a textbook. The left page is the Student's Book (page 38) and the right page is the Workbook (page 120). Both pages are titled 'Unit 5 Food and meals LESSON 1 We'd love to'. The Student's Book page includes a listening exercise (1) and a writing exercise (2). The Workbook page includes a writing exercise (1) and a listening exercise (2). The Workbook page also includes a table for food and drinks.

food	meals	time	drinks
apple	breakfast	chicken	rice
chicken	lunch	breakfast	juice
rice	midday	half past two	
juice	evening		

To start:

- Greet the students.
- Using the flashcards, revise the food items.
- Say *Open your books at page 38*.

1 Listen and say.

Aim: to introduce invitations and acceptance.

- Say *Look at Exercise 1*. Give students a short time to read the exercise.
- Ask *Who can you see in the picture?* (Omar, Dave, Penny, Fred, Nina)
- a) Ask *Where are the Watson family going on Saturday?* (to lunch with Omar's family) *What time?* (12 o'clock)

- Say *Listen and answer*.
- Play the CD (track 42).
- b) Say *Listen and repeat*.
- Play the CD again. Pause after each sentence for students to repeat. Check that students copy Dave's enthusiastic stress and intonation *Yes, we'd love to*.
- Say *Listen and repeat again*. Play the CD again.

AUDIOSCRIPT TRACK 42

Omar: My mum and dad say ... would you all like to come to lunch with us on Thursday?

Dave: That's very nice. Yes, we'd love to. Thank you very much. What time would you like us to come?

Omar: 12 o'clock? Midday? Is that OK?

Dave: Midday ... yes, that's fine.

2 Look!

Aim: to introduce *midday/midnight* and explain the difference.

- Say *Look at Exercise 2*. Give students a short time to read the *Look!* box.

3 Say and write.

Aim: to practise inviting and accepting.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- Say to a student *Would you like to come to my house?* Point to the answer in the book. Student replies *Yes, I'd love to*.
- a) In groups of three or four, students practise inviting and accepting.

- Monitor activity. Check that students are (1 and 3) inviting one other student and (2 and 4) more than one other student. Check the correct answers *Yes, I'd/We'd love to*.

b) **D**

Note: In a girl's class, you may wish to substitute sister for brother.

- Students complete the written exercise.
- In pairs, they check each other's work.

ANSWERS: *Would you like to come to my house? Yes, I'd love to. Would you and your brother (sister) like to come to my house? Yes, we'd love to.*

4 Look!

Aim: to indicate the difference between *love* and *like*.

- Say *Look at Exercise 4*. Give students a short time to read the *Look!* box.

5 Write. **D**

Aim: to revise times, food, drinks and meals.

- Say *Look at Exercise 5*. Give students a short time to read the exercise.
- In pairs, students complete the table.

ANSWERS:

food	meals	time	drinks
apple	breakfast	half past two	juice
chicken	dinner	midday	tea
rice	lunch	midnight	water

6 Listen and play. **E**

Aim: to practise present tense affirmative and spelling.

Note: *I spy* is a common game played by young people in Britain. It does not matter, at this stage, that students don't fully understand the rather complicated rhyme *I spy with my little eye something beginning with ...* But it makes the game more fun. Alternatively (but not so much fun!) students just say the letter of the alphabet.

- Say *Look at Exercise 6*. Give students a short time to read the exercise.
- Say *Listen*. Play the CD (track 43).
- Say *Listen and repeat*. Play the CD again. Pause after each line for students to repeat.
- Demonstrate the game with an object you can see in the

classroom (for example *bag*). Write *bag* in large letters on a piece of paper (don't let students see the word). Say *I spy* (point at your eye) *something beginning with b*. Students suggest *book* (No), *board* (No), *bag* (Yes!)

- Point to the food-related items in the book. In pairs, students play the game with these items.
The items are: *chicken, eggs, glass of juice, plate of chips, bowl of fruit, apples, oranges, bowl of rice, pizza, bread*.

AUDIOSCRIPT TRACK 43

Reema: I spy with my little eye something beginning with b.

Layan: Bowl?

Reema: No.

Layan: Bread?

Reema: Yes! Your turn.

Homework: Workbook pages 120 and 121

Final activity:

- Say *Goodbye* to the class.

ANSWERS:

D 1 1 lunch b 2 breakfast e 3 dinner d 4 meals f 5 midday a 6 midnight c

2 1 Would you like 2 I'd love to. Thank you. 3 time 4 midday 5 fine

3 1 Would you like to come to the park?
2 Would you like to come to my school?
3 Would you like to come to lunch?
4 Would you like to come to my house?

4 1 Yes, we'd love to. Thank you.
2 Yes, I'd love to. Thank you.
3 Yes, we'd love to. Thank you.
4 Yes, I'd love to. Thank you.

D 5 SALAD RICE WATER EGG JUICE KEBAB APPLE MILK
TEA CHEESE ORANGE

6 1 tea 2 rice 3 bread 4 chicken 5 chips 6 salad 7 orange
8 eggs 9 juice 10 apple

Unit 5 Food and meals

LESSON 2 *It smells good*

Language

Skills: Produce simple sentences describing people, places and things; Linking ideas with *and*, *but*, *then*

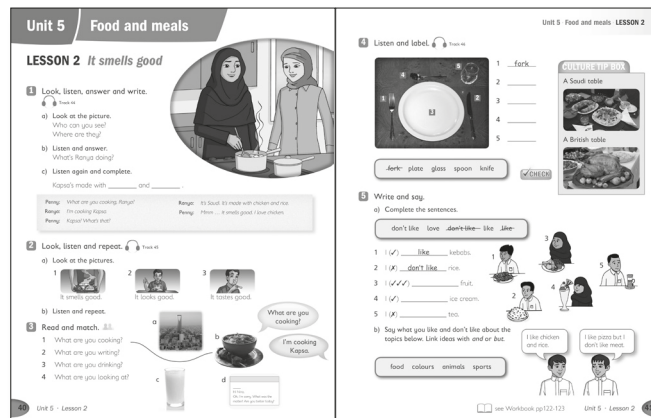
Functions: Expressing opinion, like and dislike; Identifying and referring to people and objects

Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)

Vocabulary: *smell, look, taste good, fork, knife, spoon*

Bring to the lesson:

- the CD (tracks 44 – 46)
- the Student's Book (pages 40 and 41)
- the Workbook (pages 122 and 123)
- an orange



To start:

- Greet the students.
- Say *Open your books at page 40.*

1 Look, listen, answer and write.

Aims: to set the scene for Ranya's meal; to introduce *It's made with ... , It smells ...*

- Say *Look at Exercise 1.* Give students a short time to read the exercise.

a) **D**

- Ask *Who can you see? (Ranya and Penny) Where are they? (in the kitchen)*

b)

- Ask *What's Ranya doing?* Say *Listen and answer.*
- Play the CD (track 44).

- If necessary, play the CD again.
- Students answer *She's cooking Kapsa.*

c)

- Say *Listen again and complete the sentence.*
- Play the CD again.
- Students write *chicken rice*.
- Ask individual students what Kapsa is made with. Write *chicken* and *rice* on the board.

AUDIOSCRIPT TRACK 44

Penny: What are you cooking, Ranya?

Ranya: I'm cooking Kapsa.

Penny: Kapsa? What's that?

Ranya: It's Saudi. It's made with chicken and rice.

Penny: Mmm ... It smells good. I love chicken.

2 Look, listen and repeat.

Aims: to practise *It smells/looks/tastes ...*; enthusiastic pronunciation.

- You may wish to introduce this language in the classroom before students look at the exercise.
- Hold up an orange. Look at it. Smile and say *Mmm ... It looks good.*
- Cut the orange. Hold it to your nose. Say *Mmm ... It smells good.*
- Pretend to eat the orange. Say *Mmm ... It tastes good.*

a)

- Say *Look at Exercise 2.* Give students a short time to read the exercise.

b)

- Say *Listen and repeat.*
- Play the CD (track 45). Pause to give students time to repeat.
- Check that students are copying the stress and intonation as closely as possible. The *Mmm ...* is particularly important in expressing polite enthusiasm.

AUDIOSCRIPT TRACK 45

Narrator: Mmm ... It smells good. Mmm ... It smells good.

Mmm ... It looks good. Mmm ... It looks good.

Mmm ... It tastes good. Mmm ... It tastes good.

3 Read and match.

Aim: to revise the meanings of verbs.

- Say *Look at Exercise 3.* Give students a short time to read the exercise.
- In pairs, students match the questions and the pictures.

ANSWERS: 1 b 2 d 3 c 4 a

Extra activity:

- In pairs, students take turns to ask and answer the questions.
What are you cooking? I'm cooking Kapsa.
What are you writing? I'm writing an e-mail. etc.

4 Listen and label.

Aims: to introduce items of cutlery; to practise prepositions of place.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- Say *Look, listen and repeat*.
- Play the CD (track 46). Pause after each sentence for students to repeat. They should look at the photograph as they do so.
- Say *Listen and write*.
- Play the CD again, pausing while students label the photograph.

ANSWERS: 1 fork 2 knife 3 plate 4 spoon 5 glass

AUDIOSCRIPT TRACK 46

Narrator: The fork's on the left.

The plate's next to the fork.

The knife's on the right.

The spoon's above the plate.

The glass is next to the spoon.

Culture tip box:

Note: Occasionally, but with increasing frequency as this course develops, it is important that students become aware of cultural differences. This simple difference – the layout of tables in the two cultures – is a simple pointer in this direction.

- Indicate the box. Give students time to study it.
- What differences do they notice? They may be given rare permission to discuss this in Arabic.

5 Write and say.

Aim: to practise writing degrees of liking and linking opinions with *and* or *but*.

- a)
- Indicate *like/love/don't like* using facial expressions. Hold an imaginary object in the air. Smile and say *I like it*. Hold it up again, look enthusiastic and say *I love it*. Repeat, this time shaking your head and say *I don't like it*.
- Say *Look at Exercise 5*. Give students a short time to read the exercise.
- Ask them to complete the exercise.
- In pairs, they check each other's answers.

ANSWERS: 1 like 2 don't like 3 love 4 like 5 don't like

b)

- Say *Look at b)*. Read the exercise and the example speech bubbles for the class.
- Using the topics (food, colours, animals, sports) elicit example sentences with *I like (a) and (b). I like (a) but I don't like (c)*.
- In pairs, the students say what food, colours, animals and sports they like or don't like, linking their sentences with *and* or *but*, as appropriate.
- At the end of the activity ask some pairs to say their sentences to the class.

Homework: Workbook pages 122 and 123

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1 1 It smells good. 2 It tastes good. 3 It looks good. 4 It smells good. 5 It tastes good.

2 1 What are you watching? 2 What are you eating? 3 What are you reading? 4 What are you doing? 5 What are you writing? 6 What are you drawing?

D 3 1 I love Kapsa. 2 It's made with chicken and rice.
3 Oranges smell good. 4 What are you cooking?
5 I don't like cheese. 6 The spoon's above the plate.

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

Unit 5 Food and meals

LESSON 3 What's this in English?

Language

Skills: Recognise various intonation patterns

Functions: Discussing a range of familiar topics; Expressing opinion, like and dislike

Grammar: Demonstratives: *this, that, these, those*; Present progressive (Affirmative – Negative – Questions – Short answers)

Vocabulary: *delicious, recipe, hold*

Bring to the lesson:

- the CD (tracks 47–49)
- the Student's Book (pages 42 and 43)
- the Workbook (pages 124 and 125)

Unit 5 Food and meals LESSON 3

1 Look, listen, say and write.

a) Look at the picture. Who can you see? What are they eating?

b) Listen. Does Nina like Kapsa?

c) Complete. Use these words.

recipe
delicious
cook
juice

Penny: Mmm ... this looks delicious.
Nina: And it tastes delicious.
Reema: Yes, it's called Kapsa.
Penny: Is it called Kapsa? And the chicken and rice dish. What's this called?
Nina: It's called Kapsa. Mmm, look, let me get the ...
Penny: Yes, it's called Kapsa. Mmm, look, let me get the ...

d) Listen again and check.

2 LOOK!

Unit 5 - Lesson 3

1 Listen, ask and answer.

a) Listen and repeat.

b) Say sentences.

This is a ... in English.
These are ... in English.
That's a ... in English.
Those are ... in English.

c) Ask, answer and write.

a) Look at the picture in exercise 1 on page 42. Ask and answer. ...

they/have/meal/ lunch
Are they having breakfast?
No, they aren't. They're having lunch.

Reema/water/coffee/ headboard
Is Reema wearing a cap?
No, she isn't. She's wearing a headscarf.

b) Write.

1 they/have/meal/ Kapsa
Are they eating Kapsa?
No, they aren't. They're eating Kapsa.

2 they/drink/milk/ juice

3 Penny/hold/book/ recipe

4 Penny/wear/T-shirt/ blouse

Pronunciation corner

a) Listen and tick (✓) the correct place.

It's very nice.
It looks great.
It tastes delicious.

b) Listen and repeat.

Unit 5 - Lesson 3

- c)
- Say *Listen and complete*.
- Play the CD again. Pause to give students time to complete the exercise.

ANSWERS: 1 bread 2 delicious 3 recipe 4 cook

Extra activity:

- You may wish to play the CD again for students to repeat.

AUDIOSCRIPT TRACK 47

Penny: Mmm ... this looks delicious.

Nina: And it tastes delicious.

Penny: I love this bread. What's it called in Arabic, Reema?

Reema: It's called fatirah, Penny.

Nina: Fatirah ... it's delicious. And chicken and rice dish. What's this called?

Penny: It's called Kapsa, Nina. Look, I've got the recipe from Ranya. I can cook it at home.

To start:

- Greet the students.
- Say *Open your books at page 42*.

1 Look, listen, say and write.

Aims: to introduce *What's it called?*; to listen and complete a conversation.

- Say *Look at Exercise 1*. Give students a short time to read the exercise.

a) D

- Ask *Who can you see in the picture?* (Ranya, Penny, Nina, Reema)
- Ask *What are they eating?* (Students should identify Kapsa, but they should also look for other food items on the table.)

b)

- Ask *Does Nina like Kapsa? Listen and answer*.
- Play the CD (track 47). Students answer *Yes, she does*.

2 Look!

Aims: to consolidate *this, that, these, those*.

- Hold up a book or other object and say *What's this in English?* (a book)
- Hold up two pencils or other objects and say *What are these in English?* (pencils)
- Point to a classroom object some distance from you (for example, a window) and say *What's that in English?* (a window)
- Point to two classroom objects some distance from you (for example, desks) and say *What are those in English?* (desks)
- Say *Look at Exercise 2*. Give students a short time to study the *Look!* box.

3 Listen, ask and answer.

Aims: to ask for words in English; to revise vocabulary.

- a)
- Say *Listen and repeat*.
 - Play the CD (track 48). Pause to give students time to repeat.
- b)
- In pairs, students take turns to make sentences about the objects in the photographs.
 - Monitor the activity. Check that students are using the correct demonstrative adjectives.

ANSWERS: *These are cameras in English. This is a scarf in English. Those are shoes in English. That's a car in English. Those are spoons in English. That's a pizza in English.*

AUDIOSCRIPT TRACK 48

Boy 1: This is a plate in English.

1: These are spoons in English.

Boy 1: That's an orange in English.

2: Those are bananas in English.

Extra activity:

- In pairs, students can continue this activity either by indicating objects in the classroom, or by drawing pictures, or by finding objects/people earlier in the book.

4 Ask, answer and write.

Aim: to practise the negative of *to be* when disagreeing.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- a)
- Say *Look at the picture in exercise 1a on page 42*. Indicate the picture.
 - Ask *Are they having breakfast?* Accept students' answer as long as it indicates that they aren't having breakfast.
 - If necessary model the sentences *No, they aren't. They're having lunch*.
 - In pairs, students should take turns to read aloud the questions and answers in a).
- b) **D**
- Students should complete the written exercise.
 - They may help each other in pairs or check each other's work.
 - Monitor the activity for spelling and punctuation.

ANSWERS:

1 *Are they eating kebabs? No, they aren't. They're eating Kapsa.* **2** *Are they drinking milk? No, they aren't. They're drinking juice.* **3** *Is Penny holding a book? No, she isn't. She's holding a recipe.* **4** *Is Penny wearing a T-shirt? No, she isn't. She's wearing a blouse.*

Pronunciation corner **D**




Aim: to contrast various intonation patterns.

- Say *Look at Pronunciation corner*. Give students a short time to read the sentences and the table.
- Explain that they will hear some different ways of saying sentences.
- Draw the smiley, neutral and sad faces on the board. Say the same sentence, e.g. *It's Wednesday* in three ways (neutral, enthusiastic and bored intonations) and point to the appropriate face on the board as you say each sentence.
- Once the students understand the idea, play the CD (track 49) and students tick the correct column of the table.
- Say *Listen and repeat*.
- Play the CD (track 49). The class repeats each sentence with the correct intonation.

AUDIOSCRIPT TRACK 49

Narrator: 1 It's very nice.
2 It looks great.
3 It tastes delicious.
4 It's very nice.
5 It looks great.
6 It tastes delicious.

ANSWERS:

			
1		✓	
2			✓
3		✓	
4	✓		
5			✓
6	✓		

Homework: Workbook pages 124 and 125

Final activity:

- Enthusiastically say *That's great! Goodbye!*

ANSWERS:

1 What's this in English? It's called a fork.
2 What's that in English? It's called a knife.
3 What's this in English? It's called a chicken.
4 What are those in English? They are called spoons.
5 What are those in English? They are called lemons.

2 1 looks 2 love 3 recipe 4 please 5 called 6 delicious
7 enjoying 8 holding

D 3 1 eating 2 climbing 3 tasting 4 saying 5 taking
6 drinking 7 having 8 coming 9 flying 10 living

4 1 She's cooking. 2 No, they aren't. 3 Two bowls, a knife and a recipe. 4 No, she isn't. 5 A clock. 6 It's midday.

D 5 1 Is he writing e-mails? 2 Is she taking photographs?
3 Am I drinking tea? 4 Are you coming to school?
5 Are we having lunch? 6 Are they tasting cheese?

Unit 5 Food and meals

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 5.

Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)

Bring to the lesson:

- the CD (tracks 50 and 51)
- the Student's Book (pages 44 and 45)
- the Workbook (pages 120 – 125)

To start:

- Greet the students.
- Say *Open your books at page 44.*

1 Match. **D**

Aim: to revise food-related vocabulary.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Ask students to match the words and the objects.
- In pairs, they check each other's work.

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

2 Write and listen.

Aim: to practise invitations and arrangements.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.

- a) Students write the dialogue in the correct order.
- They may help each other in pairs.
- Monitor the activity. Check that they are copying the spelling, capitalisation and punctuation correctly.

- b) Say *Listen and check.*
- Play the CD (track 50). Pause to give students time to check.

ANSWER: as in audioscript below

AUDIOSCRIPT TRACK 50

Nina: Hello, this is Nina.
Reema: Hi, Nina. This is Reema. Would you like to come shopping with me on Saturday?
Nina: Yes, I'd love to. What time would you like to meet?
Reema: 4 o'clock? Is that OK?
Nina: 4 o'clock. Yes, that's fine. See you on Saturday, then.

Pronunciation corner

Aim: to identify stress on words.

Pronunciation note: Students will be familiar with this type of exercise from their work with the pronunciation of months in Unit 4. However, you may think it wise to remind them of word stress by repeating words (for example *table*, *breakfast*, *computer*, *afternoon*), stressing the correct syllables and having students repeat.

- Say *Look at Pronunciation corner.* Give students a short time to read the exercise.

- a) Say *Listen and repeat.*
- Play the CD (track 51). Pause to give students time to repeat.

b)

- Students may help each other in pairs.
- Say *Listen and complete*.
- Play the CD again. Pause to allow students time to write the words in the correct columns.

ANSWERS:

winter	invite
<i>midnight</i>	<i>midday</i>
<i>drinking</i>	<i>enjoy</i>
<i>camera</i>	<i>kebab</i>

AUDIOSCRIPT TRACK 51

Narrator: winter winter
invite invite
midday midday
midnight midnight
drinking drinking
camera camera
enjoy enjoy
kebab kebab

Grammar study:

- Give the students a minute or two to read this section.
- They should then complete the exercise in class. They may help each other in pairs.
- They should copy the *Grammar study* box for homework.

ANSWERS: 1 *I'm* 2 *We* 3 *is* 4 *isn't* 5 *Are* 6 *aren't***Culture tip box:**

Helps students become aware of cultural differences. Indicate the box. Give students time to study it. What differences do they notice about Saudi and British food?

3 Write and say. D

Aim: to choose, dictate and spell words from the unit.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- Give students time to look back through the unit, choose and write five new words.
- Monitor to make sure that students can't see what their partners are writing.
- When they are finished, students should dictate their words to their partners. Check that they are saying the complete word (for example *spoon*) and not spelling it (for example *S-P-O-O-N*).

Homework:

Any exercises not completed in the Workbook pages 120 – 125.

Copy out the *Grammar study* box on page 45.

Final activity:

- Say *Goodbye* to the students.

Progress Check 1

Introduction

This Progress Check has been designed to assess progress over the first five units of *Lift Off 1* and to practise the skills developed. There are five sections: grammar, vocabulary, listening and reading tasks and a writing section. These five sections are done with the whole class. The tasks have been designed to reproduce the type of activities that are found in the *Lift Off 1 Student's Book* and *Workbook*.

The check can be undertaken in one session but if lesson lengths do not permit this, the various parts of the check can be taken at different times with the scores being added up to give a final score once all parts have been completed.

You will find the answers to the various tasks in the Progress Check here. Some of the answers are clearly right or wrong but you may wish to exercise some discretion when marking the tests. For example, you might want to overlook a minor misspelling or copying error in a grammar or vocabulary exercise. Similarly, in the listening task the main objective is to test understanding so you may wish to overlook minor misspellings or even small grammatical errors there.

The number of marks for each section of the Progress Check is given below. The recommended amount of time needed for the check will depend on your students but suggested times are:

- **1 Grammar Section:** 20 marks
 - Grammar 1: 10 minutes
 - Grammar 2: 5 minutes
 - Grammar 3: 5 minutes
- **2 Vocabulary Section:** 10 marks
 - Vocabulary: 10 minutes
- **3 Listening Section:** 10 marks
 - Listening 1: 5 minutes
 - Listening 2: 5 minutes
- **4 Reading Section:** 10 marks
 - Reading 1: 10 minutes
 - Reading 2: 10 minutes
- **5 Writing Section:** 10 marks
 - Writing: 15–20 minutes

Total **60 marks**

Section 1: Grammar

The Grammar Section focuses on the structures that occur in *Lift Off 1* Units 1-5. Tell students they have three tasks in this section of the test. Draw their attention to length of time and the number of marks available. Advise students how much time to spend on each exercise. If necessary use the examples to show how students should record their answers for the different sections.

ANSWERS TO GRAMMAR 1 (10 MARKS):

1B 2A 3C 4B 5A 6B 7A 8C 9C 10B

ANSWERS TO GRAMMAR 2 (5 MARKS): 1 Where is Rashid from? 2 What colour is her dress? 3 Where are you going now? 4 Would you like a drink of juice? 5 What's the name of your brother?

ANSWERS TO GRAMMAR 3 (5 MARKS):

1 that 2 doing 3 can't 4 isn't 5 Don't

Section 2: Vocabulary

The Vocabulary Section focuses on the words and phrases that occur in *Lift Off 1* Units 1-5. Advise students how much time to spend on the exercise.

ANSWERS TO VOCABULARY (10 MARKS):

1 D 2 J 3 G 4 K 5 B 6 E 7 A 8 F 9 C 10 I

Section 3: Listening

The Listening Section focuses on listening skills that are developed in *Lift Off 1* Units 1-5. You know your students and can decide whether the recording should be played once or twice. It is probably good practice to allow the students to listen twice, as the first time they will be busy writing their answers and may miss some details. It is also advisable to give the students time to look through the questions so that they know what they are listening for. The audio script for each of the listening tasks is given after the answer key for that listening task.

Before each listening task, remind students to listen carefully to the audio. Play the instructions for the task, then pause the audio for a final check that students understand what they need to do and how they should record their answers (for example, completing the missing words in a sentence).

ANSWERS TO LISTENING 1 (5 MARKS):

1 13 (example) 2 milk 3 month(s) 4 cousin 5 ten/10
6 apple

AUDIOSCRIPT TRACK 52

Narrator: Listening one. Listen and complete. Write one word in each sentence.

Number one

Boy 1: How old are you Mike? Are you thirteen years old?

Boy 2: Yes, I am.

Narrator: Number two

Female 1: Would you like some cold water, Leena?

Female 2: No, thank you. But I'd like some milk, please.

Narrator: Number three

Boy 1: What's the month after April? Is it June, Omar?

Boy 2: No, Rakan, the month after April is May.

Narrator: Number four

Female 1: Look at these photos. This is my cousin, Zahra and this is my sister, Eman.

Female 2: They look very nice.

Narrator: Number five

- Boy 1:** OK, Omar. You're wearing the yellow football shirt with the number ten on it.
- Boy 2:** Yes, and Rakan is wearing the blue shirt with number five on it.
- Narrator:** Number six
- Female 1:** So there's an ice cream for Zahra, an apple for Leena and an orange for Eman.
- Female 2:** Yes, that's right.
- Narrator:** Now listen again.

ANSWERS TO LISTENING 2 (5 MARKS):

A 4 B 3 C 1 (example) D 6 E 2 F 5

AUDIOSCRIPT TRACK 53

- Narrator:** Listen and write the number of each picture in the box. There is one example.
- Number one
- Female 1:** This looks delicious and tastes delicious. What is it called?
- Female 2:** It's called kapsa.
- Narrator:** Number two
- Boy 1:** What time is your English lesson?
- Boy 2:** It's at a quarter to nine.
- Narrator:** Number three
- Female 1:** Who is that in the picture?
- Female 2:** That's Miss Ibrahim. She's our English teacher.
- Narrator:** Number four
- Boy 1:** What time can you play football?
- Boy 2:** At a quarter to ten, after I do my homework.
- Narrator:** Number five
- Female 1:** What's your favourite food?
- Female 2:** I like pizza but my favourite is fish and chips.
- Narrator:** Number six
- Boy 1:** Where's Faisal?
- Boy 2:** He's in the library. He's doing a project about our school.
- Narrator:** Now listen again.

Section 4: Reading

The Reading Section focuses on the reading skills that are developed in *Lift Off 1* Units 1-5. If necessary use the examples to show how students should record their answers for each task.

ANSWERS TO READING 1 (5 MARKS):

Ahmed (example) (4) Nasser (6) Saif (5) Waleed (3) Iman (2)
Leena (7) Maryam (1)

ANSWERS TO READING 2 (5 MARKS):

1T (example) 2F 3F 4T 5T 6F

Section 5: Writing

The Writing Section focuses on writing skills and activities that are developed and practised in *Lift Off 1* Units 1-5. The exercise is similar to ones that students have written during their study of *Lift Off 1*. It covers material that should be familiar. Remind students that they should:

- write the correct number of words
- write about the correct content

Assessment for Writing (10 marks)

The following marking grid can be used to help you assess students' responses.

GRAMMAR	VOCABULARY	SPELLING AND PUNCTUATION	TASK FULLFIMENT	MARKS
Very accurate use of a wide range of grammar needed to respond to the task.	Very accurate use of a wide range of vocabulary needed to respond to the task.	Extremely accurate in terms of spelling and punctuation. No significant errors.	Ideas are well developed with detail, examples or explanations.	5
Quite accurate use of a range of grammar needed to respond to the task. Some errors evident.	Quite accurate use of a range of vocabulary needed to respond to the task. Some errors evident.	Reasonably accurate in terms of spelling and punctuation. Few errors.	Ideas are quite well developed and most of the task requirements are met.	4
Some accurate grammar usage together with other inaccurate but communicative usage.	Some accurate vocabulary usage together with other communicative usage.	Some accurate spelling and punctuation. Several errors may be apparent.	A reasonable attempt at addressing the topic with two or three ideas developed at appropriate length.	3
Mostly inaccurate grammar usage with a little accurate usage.	Mostly inaccurate vocabulary usage with a little accurate usage.	Mostly inaccurate with a little accurate spelling and punctuation.	An attempt at addressing the topic but maybe not at the correct length or with inappropriate register.	2
At least one recognizable piece of grammar noted.	At least one recognizable piece of vocabulary noted.	At least one recognizable piece of spelling or punctuation noted.	At least one point addressed cognizably even if badly written.	1
Nothing written.	Nothing written.	Nothing written.	Nothing written.	0

LESSON 1 *What's the matter?*

Language

Skills: Understand simple instructions and directions; Give simple instructions and directions; Understand sequence

Functions: Describing feelings

Grammar: Imperatives (affirmative/negative)

Vocabulary: *What's the matter?*, *tired*, *hungry*, *thirsty*, *frightened*, *bored*, *north*, *south*, *east*, *west*, *centre*, *country*, *sea*, *important*

Bring to the lesson:

- the CD (tracks 54 and 55)
- the Student's Book (pages 50 and 51)
- the Workbook (pages 126 and 127)
- a map of Saudi Arabia

Unit 6 Hot and cold LESSON 1

LESSON 1 What's the matter?

1 Look, listen and say.

a) Look at the pictures. Are all the people happy?

b) Listen and repeat.

1. I'm tired. 2. I'm hungry. 3. I'm thirsty. 4. I'm frightened. 5. I'm happy. 6. I'm bored.

c) Ask and answer. What's the matter? I'm hungry.

2 Read and number instructions.

a) Read a book. b) Don't watch the film. c) Eat something. d) Go to bed. e) Don't shout. f) Have a drink.

3 Look, listen and write.

a) Look at the map. Which cities can you see?

b) Listen. What would Fred like to do?

c) Listen again and complete.

d) Look at the map again. Where's Al-Riyadh?

4 Look and write.

a) Look at the map of England. b) Answer the questions.

Where's London? It's in the centre of England.

1. Where's Southampton? 2. Where's Liverpool? 3. Where's Norwich? 4. Where's Birmingham?

To start:

- Greet the students.
- Say *Open your books at page 50.*

1 Look, listen and say.

Aims: to teach vocabulary of feelings; to ask and answer about feelings.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- a)
- Say *Look at the pictures.* Ask *Are all the people happy?* (No)
- b)
- Say *Look at the pictures and listen.*
- Play the CD (track 54). Students listen and follow the pictures.
- Say *Listen and repeat.*
- Play the CD again. Pause to give students time to repeat.

- Check that students are copying as closely as possible the sympathetic intonation in *What's the matter?*
- c)
- Approach a student at the front of the class (so that all the others can see). Ask *What's the matter?* and point to the first picture. Mime *tired*. Student says *I'm tired*.
- In pairs, students take turns to ask and answer about the pictures.

Pronunciation note: Listen and check the pronunciation of the word *thirsty*. Correct pronunciation of /θ/ and the silent /r/ (/θɜːsti/).

AUDIOSCRIPT TRACK 54

- Narrator 1:** What's the matter? What's the matter?
- Narrator 2:** I'm tired. I'm tired.
- Narrator 3:** What's the matter?
- Narrator 4:** I'm hungry. I'm hungry.
- Narrator 1:** What's the matter?
- Narrator 2:** I'm thirsty. I'm thirsty.
- Narrator 3:** What's the matter?
- Narrator 2:** I'm frightened. I'm frightened.
- Narrator 2:** What's the matter?
- Narrator 4:** Nothing. I'm happy. I'm happy.
- Narrator 1:** What's the matter? What's the matter?
- Narrator 2:** I'm bored. I'm bored.

2 Read and number instructions. D

Aim: to check the understanding of the instructions and new vocabulary.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
- Students should match the instructions in the exercise to the pictures above.
- In pairs, they check each other's work.

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

3 Look, listen and write.

Aims: to introduce points of the compass; to complete a text.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- a)
 - Ask *Which cities can you see on the map? (Riyadh, Jeddah, Makkah, Dammam, Tabuk, Abha, Al-Madinah)*

Notes:

1 This may be the first time that students have seen some of the Saudi cities written in English.

2 You may translate *holiest* into Arabic. It is not necessary for students to know superlatives at this stage.

- b)
 - Ask *What would Fred like to do?*
 - Say *Listen and answer.*
 - Play the CD (track 55). Students answer *He'd like to go to Jeddah.*
- c)
 - Say *Listen and complete.*
 - Play the CD again. Pause to allow students time to complete the dialogue. For correct spelling, they should look at the picture of the compass.
 - In pairs, they check each other's work.
- d)
 - Ask *Where's Al-Madinah?* Students point to Al-Madinah on the map.

ANSWERS: 1 *centre* 2 *west* 3 *east* 4 *north-west* 5 *south-west*

AUDIOSCRIPT TRACK 55

Fred: Can you tell me about Saudi Arabia, Omar? What are the important cities?

Omar: Let's look at a map. Here. Look. We're here, in Riyadh, in the centre of the country. And this is Jeddah. Jeddah's nice – it's by the sea. And this is Makkah, the holiest place for all Muslims. Jeddah and Makkah are in the west. And here's Dammam, in the east.

Fred: I see.

Omar: And then there's Tabuk, up here in the north-west, and Abha down here in the south-west.

Fred: Thanks, Omar. I'd like to go to Jeddah one day.

Extra activity:

- Put up the map of Saudi Arabia where all the students can clearly see it.
- Invite individual students to indicate towns or cities and ask *Where's...?* Other students answer *It's in the...*

4 Look and write.

Aim: to practise writing points of the compass using English cities.

Note: It is not necessary for students to pronounce these cities. Football fans might, however, recognise one or two of them!

- a)
 - Say *Look at Exercise 4*. Give students a short time to read the exercise.
 - Write *Birmingham* on the board. Ask *Where's Birmingham?* (*It's in the centre of England.*)
- b)
 - Say *Complete the exercise*. Students may help each other in pairs or, at the end, check each other's work.

ANSWERS: 1 *It's in the south (of England).*
 2 *It's in the south-west (of England).*
 3 *It's in the north-west (of England).*
 4 *It's in the east (of England).*
 5 *It's in the centre (of England).*

Homework: Workbook pages 126 and 127

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1 1 c She's tired. 2 d He's happy. 3 a She's thirsty.
 4 f They're bored. 5 b It's hungry. 6 e He's frightened.

D 2 1 a 2 b 4 c 1 d 3 2 a 3 b 4 c 2 d 1

3 1 I'm tired. Take a break. 2 I'm thirsty. Have a cup of tea.
 3 I'm frightened. Stop watching TV. 4 I'm bored. Go and play.

4 1 North 2 North-East 3 East 4 South-East 5 South
 6 South-West 7 West 8 North-West

E 5 1 Leicester 2 Hull 3 Plymouth 4 Blackpool 5 Dover
 6 Portsmouth 7 Ipswich

6 1 in the centre 2 in the south-west 3 in the west 4 by the sea
 5 in the north-west 6 in the east

LESSON 2 *Weekdays and weekends*

Language

Skills: Understand specific information in very short simple texts on familiar topics; Write a paragraph to pass on basic personal information and information about other people

Functions: Discussing a range of familiar topics

Grammar: Present simple (Affirmative - Negative - Questions - Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

Vocabulary: *weather, weekend, different, help, picnic; frequency adverbs*

Bring to the lesson:

- the CD (tracks 56 to 58)
- the Student's Book (pages 52 and 53)
- the Workbook (pages 128 and 129)
- flashcards of weather

To start:

- Greet the students. Say *Open your books at page 48.*

1 Read, write, listen and say.

Aim: to practise the present simple tense with everyday activities.

- Say *I get up at (time)*. Ask an individual student *When do you get up? When do you have breakfast? When do you do your homework?*
- Say *Look at Exercise 1*. Give students time to read the exercise.
- a) Say *Complete the exercise about Omar*. Students may help each other in pairs. Do not confirm or correct students' answers at this point.

b)

- Say *Listen and check*.
- Play the CD (track 56). Pause to allow students time to check their answers.

AUDIOSCRIPT TRACK 56

Omar: Hello. My name's Omar and this is my day. I get up at half past five in the morning and I have breakfast at six o'clock. I go to school at six thirty and I take the bus home at one o'clock in the afternoon. I eat lunch at half past one and at five thirty I meet my friends in the park. I do my homework at seven thirty in the evening and I watch TV at nine o'clock. I go to bed at ten o'clock at night.

ANSWERS: 1 *Get* 2 *Have* 3 *Go* 4 *Take* 5 *Eat* 6 *Meet* 7 *Do* 8 *Watch* 9 *Go*

c)

- Ask a student *What does Omar do at half past five in the morning?* (He gets up.)
- In pairs, students take it in turns to ask and answer about Omar using the times suggested in the exercise.

Extra activity:

- Students make a list, with times, of their regular daily activities. They should use Omar's list as a model.
- They pass their list to their partner, who asks *What do you do at ...?*

2 Look!

Aim: to introduce students to the various spellings of the present simple (-s, -es, and the irregular *has*).

- Say *Look at Exercise 2*. Give students time to read the *Look!* box.
- They should copy the *Look!* box in class or for homework.

Pronunciation corner

Aim: to identify and practise the sounds /s/ /z/ /ɪz/ in the 3rd person singular of the present simple.

- Say *Look at Pronunciation corner*. Give students a short time to read the text.
- Say /s/ and ask the students to repeat. Do the same with /z/ and /ɪz/.

a)

- Say *Listen and repeat*.
- Play the CD (track 57). Pause for students to repeat.

Note: Check that students are pronouncing the words *goes* and *does* correctly. Although the words have similar spelling, they do not rhyme! (/gəʊz/ and /dʌz/)

b)

- Say *Listen and complete the table*.

- Play the CD again. Pause to give students time to complete the table.
- In pairs, students check each other's work.

ANSWERS:

s: meets, takes, eats **z:** goes, does, rains **iz:** watches, teaches, matches

AUDIOSCRIPT TRACK 57

Narrator: /s/ /s/ meets meets meets
 /z/ /z/ goes goes
 /ɪz/ /ɪz/ watches watches
 does does eats eats
 takes takes matches matches
 teaches teaches rains rains

3 Listen, tick (✓), read and write.

Aims: to practise the days of the week; to introduce adverbs of frequency to talk about activities and habits.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- Ask *When is the weekend in Saudi Arabia?* Students answer *Thursday and Friday*.

Note: If students don't understand the word *weekend*, write *Thursday, Friday = weekend* on the board and say *weekend*.

- a)
 - Ask *When is the weekend in England*. Listen and answer.
 - Play the CD (track 58). Pause when you hear Nina saying *Thursday and Friday*. Students answer *Saturday and Sunday*.
- b)
 - Say *Look at b)*. Look at the sentences. Listen and tick.
 - Play the remainder of the CD.
 - Students tick the true or false boxes.
 - Play the CD again for students to check their answers.
 - Play the last half of the CD again, pausing for students to repeat.

ANSWERS: 1 F (She helps her mother on Sunday.) 2 T
 3 F (She phones Lisa. Lisa doesn't phone her.)

- c)
 - Write the adverbs of frequency on the board with the numbers next to them.
 always 10 usually 3 often 5 sometimes 3 never 0

Note: Always 10 and never 0 reflect frequency expressed by these words. The other numbers are approximate.

- On the board, write *school Friday* and say *I never go to school on Friday*. *mosque Friday* and say *I always go to the mosque on Friday*.
- Ask students to read the audio text in b). Point to the adverbs of frequency on the board and the numbers.
- Say *Number the sentences*.
- Students read the sentences and number them.

ANSWERS: 1 3 2 8 3 0 4 10 5 5

AUDIOSCRIPT TRACK 58

Reema: Tell me about your life in England, Nina.

Nina: What do you want to know?

Reema: Well ... what do you do at weekends?

Nina: We have our weekend on Saturday and Sunday. It's different in Saudi Arabia. Your weekend is on Thursday and Friday. On Saturday I sometimes go shopping with my friends. Then on Sunday I often help my mum in the kitchen.

Reema: And what do you do in the evenings?

Nina: I usually do my homework. And I always phone my friend Lisa. She never phones me!

4 Speak and write. D

Aim: to practise adverbs of frequency.

- Say *Look at Exercise 4*.
- Ask a student *What do you do in the evenings?* If the student replies *I (adverb of frequency) do my homework*, say *Well done*. If the student omits the adverb, point to your list on the board and ask him/her to repeat.

a)

- In pairs, students ask each other about their evening and weekend activities. They may use the ideas in the exercise to help them.

Pronunciation note: Monitor this activity and help, if necessary, with the pronunciation of often (/ɒfn/) and usually ('ju:ʒuəli/).

b)

- Students should make notes about their partner's activities.

c)

- Students should make new pairs and talk about their old partner's evening and weekend activities.

Homework: Workbook pages 128 and 129**Final activity:**

- Say *Goodbye* to the students.

ANSWERS:

1a What does Ann do on Saturday?

1b 1 She has/eats breakfast at 8:00. 2 She goes to her friend's house at 9:30. 3 She has/eats lunch at 12:15. 4 She goes home at 15:45. 5 She watches TV at 16:15. 6 She has/eats dinner at 19:00. 7 She goes to bed at 21:30.

2 1 She always drinks tea in the morning. 2 They usually play football in the afternoon. 3 He often rides his bike on Saturday. 4 She sometimes reads her book in the evening. 5 She never eats fish for lunch.

LESSON 3 *The weather*

Language

Skills: Understand the main idea and/or basic information in short monologues or dialogues

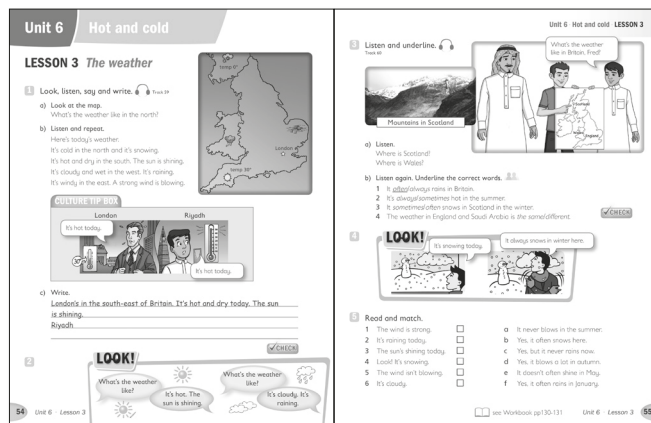
Functions: Distinguishing between habitual actions, routines and current events (activities)

Grammar: Present progressive (Affirmative - Negative - Questions - Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

Vocabulary: *wet, dry, Scotland, Wales, mountain, weather, sunny, rain (v), windy, cloudy, snow (n)*

Bring to the lesson:

- the CD (tracks 59 – 60)
- the Student's Book (pages 54 and 55)
- the Workbook (pages 130 and 131)



To start:

- Greet the students.
- Say *Open your books at page 54.*

1 Look, listen, say and write.

Aim: to practise weather vocabulary.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- a)
- Say *Look at the map. Find the north. What's the weather like?* (Students will know the word *cold* but may say *snowing* in Arabic.)

b)

- Say *Look at the map and listen.* Play the CD (track 59). Play each line twice to allow students to locate the weather symbols on the map.
- Say *Listen and repeat.* Pause after each line for students to repeat.

AUDIOSCRIPT TRACK 59

Narrator 1: Here's today's weather.

It's cold in the north and it's snowing.

It's hot and dry in the south. The sun is shining.

It's cloudy and wet in the west. It's raining.

It's windy in the east. A strong wind is blowing.

Culture tip box:

Students should be aware that 'hot' is a culturally relative term. English and Saudi people find the weather 'hot' at different temperatures!

c)

- Students read the sentences about London.
- They should write one sentence about Riyadh and another about their own town or city, for example *Riyadh's in the centre of Saudi Arabia. It's hot and cloudy today.*
- In pairs, students check each other's sentences.

2 Look!

Aim: to revise *What's ... like?*

- Say *Look at Exercise 2.* Give students a short time to read the *Look!* box.
- The left-hand and right-hand sides of the class take turns to ask the question and provide the answers.
- In pairs, students ask and answer about the weather in their town or city today.

3 Listen and underline.

Aim: to revise adverbs of frequency and weather.

- Say *Look at Exercise 3.* Give students time to read the exercise.

a)

- Ask *Where are Scotland and Wales?*
- Say *Listen and answer.*
- Play the CD (track 60).
- Students answer *Scotland's in the north. Wales is in the west.*

b)

- Say *Listen again and underline.*
- Students underline the correct words.
- In pairs, they check each other's work.

ANSWERS: 1 *often* 2 *sometimes* 3 *often* 4 *different*

AUDIOSCRIPT TRACK 60

Omar: What's the weather like in Britain, Fred? My dad says it always rains.

Ibrahim: I don't say it always rains, Omar. I say it often rains.

Fred: Well, it rains a lot, yes. It's often wet. But then sometimes in June, July and August we have dry, hot, sunny summers with no rain ... but not always.

Omar: And what about winter?

Fred: Winters can be very cold ... cold and windy.

Omar: Does it snow?

Fred: Yes, it sometimes snows in my favourite city, Oxford. In the mountains in Scotland and Wales it snows a lot.

Omar: Where are Scotland and Wales, Fred?

Fred: In the north ... here, I'll show you on the map. Look, there's Scotland in the north, and there's Wales in the west.

Homework: Workbook pages 130 and 131

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

D 1a) 1 Britain 2 England 3 Scotland 4 Wales

D 1b) 1 Scotland 2 Wales

2 1 It's cloudy. 2 It's raining. 3 It's sunny. 4 It's windy.
5 It's cold. 6 It's hot. 7 It's snowing.

3 1 It isn't snowing in the north. 2 It isn't windy in the east.
3 It isn't sunny in the centre. 4 It isn't raining in the north-east.

4 1 often shines 2 usually shines 3 never snows 4 In autumn, it often rains. 5 In winter, it sometimes snows.

4 Look! **D**

Aim: to illustrate the difference between *It's cold* and *I'm cold*.

- Say *Look at Exercise 4*. Give students a short time to read the *Look!* box.
- Students should understand that the present progressive indicates a temporary action happening now and the present simple shows a more permanent and general state.

5 Read and match.

Aim: to match specific meanings (present progressive) with general meanings (present simple).

- Say *Look at Exercise 5*. Give students a short time to read the sentences.
- Students indicate the sentences which go together.
- Students check their work in pairs.

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

Unit 6

Hot and cold

LESSON 4 SAUDI REVIEW

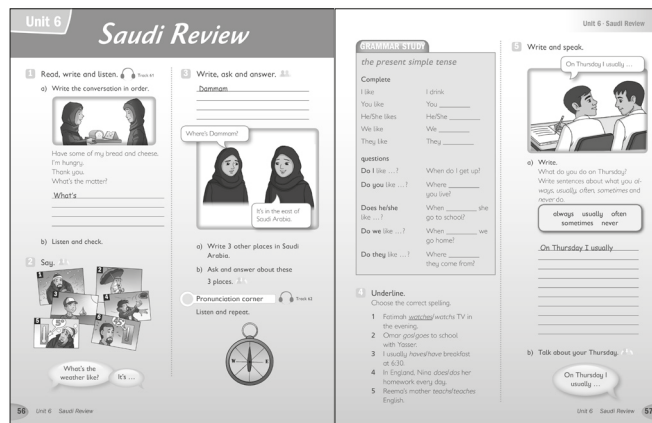
Language

Consolidation of the skills and functions from Unit 6.

Grammar: Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

Bring to the lesson:

- the CD (tracks 61 and 62)
- the Student's Book (pages 56 and 57)
- the Workbook (pages 126 – 131)



To start:

- Greet the students.
- Say *Open your books at page 56.*

1 Read, write and listen.

Aim: to order a four-line dialogue.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- a)
 - Ask students to write the dialogue in the correct order.
 - Students may help each other in pairs.
- b)
 - Say *Listen and check.*
 - Play the CD (track 61).

ANSWERS: as in audioscript opposite

AUDIOSCRIPT TRACK 61

Narrator 1: What's the matter?

Narrator 2: I'm hungry.

Narrator 1: Have some of my bread and cheese.

Narrator 2: Thank you.

2 Say.

Aim: to practise describing the weather.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
- In pairs, students take turns to ask and answer about the pictures.

ANSWERS: 1 *It's snowing.* 2 *It's raining.* 3 *It's sunny.* 4 *It's windy.* 5 *It's cold.* 6 *It's hot.*

3 Write, ask and answer. D

Aim: to describe geographical location.

- Say *Look at Exercise 3.* Give students a short time to read the exercise.
- Students complete the sentence about Dammam. *Dammam's in the east of Saudi Arabia.*
- a)
 - Ask students *Where are the Asir Mountains?* (*They're in the south-west of Saudi Arabia.*)
 - Students write down three other places in Saudi Arabia. These could include towns, cities, regions or mountains.
- b)
 - In pairs, they take it in turns to ask and answer about these three places.
 - Monitor the activity.

Pronunciation corner

Aim: to introduce, recognise and practise the weak and strong forms of *the*.

Note: The rule governing the weak and strong forms of *the* mirrors the rules concerning the use of *a/an* before consonant and vowel sounds. It may help the students' understanding to look again at the relevant section in *Unit 1 Review*.

- Write *the* on the board.
- Say /ðə/ and /ði:/ clearly for students to repeat.
- Say *Listen and repeat*.
- Play the CD (track 62).

AUDIOSCRIPT TRACK 62

Narrator: the the (/ðə/)
 the the (/ði:/)
 the (/ðə/) west the west
 the (/ði:/) east the east
 the (/ðə/) morning the morning
 the (/ði:/) afternoon the afternoon
 the (/ðə/) pizza the pizza
 the (/ði:/) ice cream the ice cream

Grammar study:

- Give the students a minute or two to read this section.
- They should then complete the exercise in class. They may help each other in pairs.
- They should copy the *Grammar study* box for homework.

ANSWERS: *You drink. He/She drinks. We drink. They drink.
 Where do you live? When does she go to school? When do we go home? Where do they come from?*

4 Underline. D

Aim: to choose the correct spelling of the 3rd person singular present simple.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- Students underline the correctly spelt words.
- In pairs, they correct each other's work.

ANSWERS: 1 watches 2 goes 3 have 4 does 5 teaches

5 Write and speak.

Aim: to practise writing and saying adverbs of frequency.

- Write *always usually often sometimes never* on the board.
- Write *10* next to *always*. Invite students to the board to give numbers to the other adverbs. (8, 5, 3, 0)
- Say *Look at Exercise 5*. Give students a short time to read the exercise.

a)

- Students write a few sentences about their activities on Thursdays.
- Monitor the activity. Check that they are using adverbs of frequency.

b)

- In pairs, they tell each other about their Thursday activities.

Homework:

Any exercises not completed in the Workbook pages 126 – 131.

Copy out the *Grammar study* box on page 57.

Final activity:

- Say *Goodbye* to the students.

LESSON 1 *Your house at 6*

Language

Skills: Understand specific information in very short simple texts on familiar topics; Deal with certain aspects of writing (punctuation, spelling, syntax)

Functions: Discussing future plans

Grammar: Future *going to*; Present progressive with future meaning; Prepositions of time: *at, on, in, before, after*

Vocabulary: *shopping mall, open, closed, from, to (time)*

Bring to the lesson:

- the CD (tracks 63–65)
- the Student's Book (pages 58 and 59)
- the Workbook (pages 132 and 133)

- In pairs, students check each other's work.
- Play the CD again for a final check.

ANSWERS: 1 *doing* 2 *Would* 3 *shopping* 4 *Let's*
5 *shopping mall*

To start:

- Greet the students.
- Say *Open your books at page 58.*

1 Listen, tick and complete.

Aims: to revise *Let's*; to listen for items of vocabulary.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Ask *Who can you see in the picture? (Dave, Fred and Omar) What's Fred doing? (He's talking to Omar on the phone.)*

a)

- Say *Listen and tick the correct box.*
- Play the CD (track 63). Students tick: *in the evening* ✓.

b)

- Say *Listen again.* Play the CD again.
- After they have heard the CD, students complete the conversation with words from the box.

AUDIOSCRIPT TRACK 63

Fred: Hello. Fred here.

Omar: Hi, Fred. This is Omar. What are you doing this evening?

Fred: I don't know ... What are we doing, Dad?

Dave: Er ... I don't know.

Omar: Well, my father and I are going to a shopping mall. Would you like to come with us?

Fred: Oh, yes please. Can we, Dad? Can we go shopping with Omar?

Dave: Yes, let's go with them.

Omar: Great! Let's meet at my house at 6 o'clock. And we can eat something at the shopping mall.

Fred: Great! Your house at 6. OK.

Omar: See you then.

2 Look! **D**

Aim: to introduce students to verbs which double the final consonant in the present progressive.

- Say *Look at Exercise 2.* Give students time to read the *Look!* box.
- They should copy the *Look!* box in their notebooks.

3 Write. **D**

Aim: to punctuate sentences with *Let's* ...

- Say *Look at Exercise 3.* Give students time to read the exercise.
- They should copy the sentences using correct punctuation.
- In pairs, they check each other's work.
- Ask individual students to the board to write the sentences using correct punctuation.

ANSWERS: 1 *Let's go to the park.* 2 *Let's watch TV.* 3 *Let's have an ice cream.*

4 Read, listen and say.

Aims: to read a text for specific information; to talk about opening and closing times.

- Say *Look at Exercise 4*. Give students time to read the exercise.
- a)
- Say *Read about the shopping mall in a) and answer the question.*

ANSWER: *Four o'clock (in the afternoon).*

- b)
- Say *Listen and repeat.*
- Play the CD (track 64). Pause to give students time to repeat.
- c)
- In pairs, students take it in turns to ask and answer about the opening and closing times of the mall.
- Monitor the activity to make sure that students are getting the opening and closing times right.

ANSWERS: 1 *On Sunday they're open from 9 o'clock to 12 o'clock in the morning. They're closed from 12 o'clock to 4 o'clock in the afternoon. They're open from 4 o'clock to 10 o'clock in the evening.*
 2 *On Monday they're open from 9 o'clock to 12 o'clock in the morning. They're closed from 12 o'clock to 4 o'clock in the afternoon. They're open from 4 o'clock to 10 o'clock in the evening.*
 3 *On Wednesday they're open from ... (as per Monday above)*
 4 *On Friday they're open from 4.00 in the afternoon to 10 o'clock in the evening.*

AUDIOSCRIPT TRACK 64

Narrator: On Saturday they're open from 9 o'clock to 12 o'clock in the morning. They're closed from 12 o'clock to 4 o'clock in the afternoon. They're open from 4 o'clock to 10 o'clock in the evening.

5 Look!

Aim: to illustrate the difference between the use of *at*, *on* and *in* and expressions of time.

- Say *Look at Exercise 5*. Give students a short time to read the *Look!* box.
- Students should understand the difference between *at* (clock time and other expressions), *on* (days of the week) and *in* (months and other time expressions).
- Students should copy the *Look!* box in class or for homework.

Pronunciation corner

Aim: to identify and practise word stress.

- Say *Look at Pronunciation corner*. Give students a short time to read the exercise.
- Say *Monday*. Write the word on the board and underline the stressed syllable.
- Say *Listen and repeat*.
- Listen and check that students are pronouncing evening correctly, i.e. as a two syllable word /'i:vnɪŋ/.
- Play the CD (track 65). Pause to give students time to repeat.
- Say *Underline the stress* (point to your underlined *Monday* on the board).
- Students underline the stressed syllables. They may help each other in pairs.
- Play the CD again for them to check.
- OR**
- You may feel confident enough to allow students, in pairs, to underline the stressed syllables *before* you play the CD.

ANSWERS: *Monday today Thursday evening afternoon morning open*

AUDIOSCRIPT TRACK 65

Narrator: Monday Monday
 today today
Thursday Thursday
 evening evening
 afternoon afternoon
 morning morning
 open open

Homework: Workbook pages 132 and 133

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1 1 Let's drink fruit juice. 2 Let's eat oranges. 3 Let's play football. 4 Let's ride bikes. 5 Let's watch TV.

D 2 1 Would you like to come to my house? 2 Would you like to come to lunch? 3 Can we go to the zoo? 4 Can you meet me in the park?

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

4 1 It's open from nine o'clock to six o'clock. 2 sports 3 It's open from eight thirty to four thirty. 4 clothes 5 It's open from nine o'clock to four o'clock.

5 1 Sunday 2 morning 3 magazine 4 shopping 5 July 6 evening 7 Thursday 8 today 9 open 10 Saturday

Unit 7

Going to the mall

LESSON 2 *It's so expensive*

Language

Skills: Understand questions about familiar topics; Recognise various intonation patterns

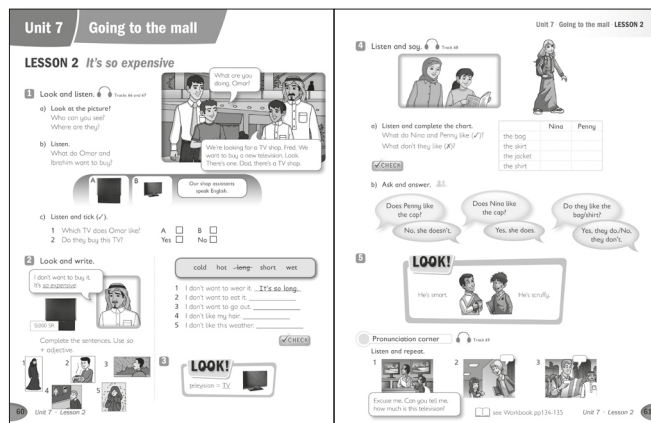
Functions: Expressing opinion, like and dislike; Asking for and giving reasons

Grammar: Intensifiers: *so, very*; Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

Vocabulary: *assistant, sign, television, smart, scruffy, Excuse me.*

Bring to the lesson:

- the CD (tracks 66–69)
- the Student's Book (pages 60 and 61)
- the Workbook (pages 134 and 135)



To start:

- Greet the students.
- Say *Open your books at page 60.*

1 Look and listen.

Aim: to listen for specific information.

- Say *Look at Exercise 1.* Give students time to read the exercise.
- a) Say *Look at the picture. Who can you see? (Dave, Fred, Omar, Ibrahim). Where are they? (at/in the shopping mall)*
- b) Say *Listen. What do Omar and Ibrahim want to buy?*
- Play the CD (track 66). Students answer *a television (TV)*.

Note: Students who have studied *Get Ready* will know *TV*, but not *television*.

- c) Say *Look at the televisions* (point to them in your book) *and the sign in the shop* (point to the sign).
- Say *Read the questions. Listen and tick.*
- Play the CD (track 67). Students tick the boxes.
- Play the CD again for students to check.

ANSWERS: 1 A ✓ 2 No ✓

Extra activity:

- You may wish to have students repeat the second part of the audio, particularly since it introduces *too* + adjective.
- If you do this they can, in groups of four (Ibrahim, Omar, Fred and the shop assistant) recreate this scene in the TV shop. If you are teaching a girls' class, change the roles to Ranya, Reema, Nina and a female assistant on the ladies' floor of the mall.

AUDIOSCRIPT TRACK 66

Fred: What are you doing, Omar?

Omar: We're looking for a TV shop, Fred. We want to buy a new television. Look. There's one. Dad, there's a TV shop.

AUDIOSCRIPT TRACK 67

Ibrahim: I like this one. What about you, Omar?

Omar: No ... I don't like it. It's too small. I like this one.

Ibrahim: How much is it?

Omar: I don't know. Can you ask the assistant please, Fred?

Ibrahim: Fred doesn't speak Arabic, Omar.

Omar: It's OK. They speak English here. Look at the sign.

Fred: OK ... Excuse me.

Male Assistant: Yes, sir.

Fred: Can you tell me, how much is this television, please?

Assistant: It's 9,000 riyals.

Ibrahim: 9,000 riyals? Omar, that's so expensive. Let's look at some other ones.

2 Look and write.

Aim: to practise writing *so* + adjective.

- Say *Look at Exercise 2.* Give students time to read the exercise.
- Students should complete the sentences. They may help each other in pairs or check each other's work at the end.

ANSWERS: 1 *It's so long.* 2 *It's so hot.* 3 *It's so wet.*
4 *It's so short.* 5 *It's so cold.*

3 Look! D

Aim: to introduce the students to the concept of abbreviations.

- Write *U.A.E.* on the board and next to it *United Arab Emirates*.
- Say *Look at Exercise 3*. Give students a short time to read the *Look!* box.

4 Listen and say.

Aim: to practise expressing likes and dislikes about items of shopping.

- Say *Look at Exercise 4*. Give students time to read the exercise.
 - A class of girls could certainly describe the girl in the picture using appropriate colours and clothing items.
- a)
- Say *Read the chart* (point to it in your book).
 - Say *Listen and complete*.
 - Play the CD (track 68) twice for students to ✓ or ✗ the chart.
 - In pairs, they check each other's work.

ANSWERS:

	Nina	Penny
the cap	✓	✗
the bag	✓	✓
the skirt	✗	✓
the jacket	✓	✗
the shirt	✗	✗

- b)
- Ask students to read the speech bubbles.
 - Ask a student *Does Penny like the cap?* (*No, she doesn't.*)
 - Ask another student *Does Nina like the cap?* (*Yes, she does.*)

Pronunciation point: Check that students are pronouncing *does* and *doesn't* correctly (/dʌz/, /dʌznt/).

- In pairs, students take turns to ask about Penny and Nina's likes and dislikes. They should refer to their completed charts for the correct information.

AUDIOSCRIPT TRACK 68

Penny: What are you doing, Nina?

Nina: I'm looking at a clothes magazine, Mum. I love this cap.

Penny: I don't. I don't like caps on girls. But I like her bag.

Nina: So do I. But I don't like her skirt. I don't like grey.

Penny: I think it's nice. It's very smart. She looks good in it. But I don't like the jacket. That's scruffy.

Nina: Oh, I do.

Penny: And I don't like the pink shirt.

Nina: No, I don't like pink.

5 Look! D

Aim: to explain *smart* and *scruffy*.

- Say *Look at Exercise 5*. Give students time to read the *Look!* box.
- If necessary, explain in Arabic that *scruffy* means *untidy* more than *dirty*.

Pronunciation corner

Aim: to ask for information politely.

- Say *Look at Pronunciation corner*. Give students a short time to read the exercise.
- Say *Listen and repeat*.
- Play the CD (track 69). Pause to give students time to repeat.
- Encourage students to copy the patterns of the voices on the CD as closely as possible.

AUDIOSCRIPT TRACK 69

Boy's voice: Excuse me. Excuse me. Can you tell me, how much is this television?

Narrator 2: Excuse me. Can you tell me, what's the time, please?

Narrator 1: Excuse me. Can you tell me, where's the park, please?

Homework: Workbook pages 134 and 135

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

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

2 1 Do they like the headscarves? Yes, they do. 2 Does he like the apple? No, he doesn't. 3 Does she like the shoes? No, she doesn't. 4 Do you like the mobile phone? Yes, I do. 5 Do they like the tea? No, they don't.

3 1 ✓ 2 3 4 5 ✓ 6 7 ✓ 8 ✓

4 1 No, I don't. It's so long. 2 No, she doesn't. It's so big. 3 No, I can't. It's so expensive. 4 No, I don't. It's so small. 5 No, he doesn't. He's so tired. 6 No, they don't. It's so hot.

5 1 What e 2 How much d 3 Where b 4 Do f 5 How g
6 When c 7 What a

E 6 smart is the opposite of scruffy

Unit 7

Going to the mall

LESSON 3 *A menu in English*

Language

Skills: Use basic language to satisfy needs of a concrete type; Understand the main idea and/or basic information in short monologues or dialogues; Deal with certain aspects of writing (punctuation, spelling, syntax)

Functions: Discussing a range of familiar topics

Grammar: *I'd like* + noun; Regular/irregular plural nouns

Vocabulary: *waiter, waitress, olive, mushroom, (green) pepper, onion, garlic, menu, potato*

Bring to the lesson:

- the CD (tracks 70 and 71)
- the Student's Book (pages 62 and 63)
- the Workbook (pages 136 and 137)
- flashcards of *garlic, mushrooms, tomatoes, olives, green peppers, onions, cheese*

Unit 7 Going to the mall
LESSON 3 A menu in English
1 Look, read, listen and write.

Pizza House Menu

Pizzas
Choose your toppings from this list:
onions, mushrooms, tomatoes, cheese, black olives, green peppers, garlic bread.

Drinks
Tea, Coffee, Water, Juice (orange, apple).

Unit 7 Going to the mall **LESSON 3**
d) Listen again and tick (✓).
What do Nina, Penny and Reema choose?

	Nina	Penny	Reema
onions			
mushrooms			
tomatoes			
cheese			
black olives			
green peppers			
garlic bread			

e) Read and say.
Read the menu again. ...
What would you like?
f) Write.
I'd like pizza with ...

LOOK!
1 mushroom 2 mushrooms hot 1 tomato 2 tomatoes
1 onion 2 onions 1 potato 2 potatoes

Pronunciation corner
a) Listen and repeat.
b) Write the words.

To start:

- Greet the students.
- Say *Open your books at page 62.*

1 Look, read, listen and write.

Aims: to read a menu; to introduce new food vocabulary; to revise *What would you like ... ? I'd like ... , please.*

- Say *Look at Exercise 1.* Give students a short time to read the exercise and the menu in the picture and on the right-hand side of the page.
Lead in:
Hold up the flashcards of the new foods one by one, in random order. Tell the students to guess what the word for each new food is, using the menu list on page 62 to help them. Some of the students may know some of them, and if they don't, ask them to call out the words in Arabic, and then write the English on the board.

Alternatively, if you assess that the students are unlikely to know any of the new foods, hold up each flashcard in turn and ask *Who likes peppers on their pizza? Does anyone like olives?*, etc. Get students to raise their hands and repeat the words, until all of the new vocabulary is clear.

- a)
 - Ask *Who can you see in the picture?* (Penny, Ranya, Reema, Nina) *Where are they?* (in a restaurant, Pizza House or similar)
- Explain *waiter* and *waitress* to the students.
- b)
 - Say *Read the menu and answer the question. (No, they don't [have tomato juice].)*
- c)
 - Say *Listen. Who wants garlic bread?*
 - Play the CD (track 70). Students answer *Nina and Reema.*

AUDIOSCRIPT TRACK 70

Ranya: Good. Here comes the waitress.

Waitress: Good evening.

Nina: Do you speak English?

Waitress: Yes, of course. And here, I've got a menu in English for you.

Nina: Thank you. Mmmm ...

Ranya: Now, Nina, Penny, what would you like?

Nina: I'd like pizza with ... mushrooms, cheese, tomatoes and olives, please.

Penny: I'd like the same, but no black olives. I'd like onions, please.

Ranya: And Reema, what would you like?

Reema: Can I have ... onions, mushrooms, er ... tomatoes, cheese, olives ... and ... er ... green peppers, please?

Ranya: All of them?

Reema: Yes, I love them all.

Nina: And can I have some garlic bread, please?

Ranya: And you, Penny ... Reema?

Penny: No, thank you. I don't like garlic.

Reema: Yes, please!

d)

- Give students time to read d) carefully.
- Play the CD again. Pause to give students time to tick the chart.
- In pairs, students check each other's work.

ANSWERS:

	Nina	Penny	Reema
onions		✓	✓
mushrooms	✓	✓	✓
tomatoes	✓	✓	✓
cheese	✓	✓	✓
black olives	✓		✓
green peppers			✓
garlic bread	✓		✓

Extra activity:

- You may wish to play the CD again for students to repeat, practising polite requests and the new vocabulary.
- e)
- In pairs, students should ask and answer about the pizza toppings of their choice and anything else they would like to eat or drink.
- f)
- Students write a sentence about the pizza of their choice.
- In pairs, they check each other's work.

2 Look!

Aim: to introduce students to words that have the plural -es.

- Say *Look at Exercise 2*. Give students a short time to read the *Look!* box.
- They should copy the *Look!* box in their notebooks.

Pronunciation corner

Aims: to indicate the different pronunciation of tomato, potato; to pronounce other new food items.

- Say *Look at Pronunciation corner*.
- a)
- Say *Listen and repeat*.
- Play the CD (track 71). Pause to give time for students to repeat.
- b)
- Students write the words. They may check the spelling by looking at the menu in Exercise 1.

Extra activity:

- Say a number (for example 5). Indicate a student who says *mushroom*.
- You may continue this as a whole class or, for more practice, have students continue in pairs or small groups.

AUDIOSCRIPT TRACK 71

Narrator: tomato tomato

potato potato

onion onion

garlic garlic

mushroom mushroom

olive olive

pepper pepper

Homework: Workbook pages 136 and 137

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1

1 a What would you like?

b I'd like soup and pizza, please.

2 a What would you like?

b Can I have chicken and salad, please?

3 a Would you like a drink?

b Yes, please. I'd like fruit juice.

D 2 1 ✗ It's garlic. 2 ✓ 3 ✗ It's a potato. 4 ✓

3 1 trees 2 potatoes 3 children 4 horses 5 tomatoes 6 olives
7 bikes

D 4 1 olive 2 waiter 3 menu

E 5

Unit 7

Going to the mall

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 7.

Grammar: Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

Bring to the lesson:

- the CD (tracks 72 and 73)
- the Student's Book (pages 64 and 65)
- the Workbook (pages 132–137)
- poster 2

Note: For this exercise it is better for students to use the 24 hour clock.

- In pairs, students check each other's work.

Unit 7 Saudi Review

1 Listen and write

a) Listen to the opening times of a Saudi shopping mall. When does the mall close on Friday?

b) Listen again. Complete the opening and closing times.

Match

a tomatoes
b mushrooms
c onions
d olives
e potatoes
f garlic
g green peppers

the present simple tense

Exercises

Complete:

Do you study English?	Yes, I do.	No, I don't.
Do I study English?	Yes, you do.	No, you *.
Does Omar study English?	Yes, he does.	No, he *.
Do we study English?	Yes, we *.	No, we *.
Do they study English?	Yes, they *.	No, they *.

Write and listen

a) Write this conversation between a man and a shop assistant in the correct order.

1. I'm sorry, they're so expensive. How much are these?
Excuse me, but how much are these trainers?
Thank you, sir.
That's OK. I can buy these.
They're 400 riyals, sir.
They're 240 riyals.

Excuse me, but...

b) Listen and check.

ANSWERS:

Al-Majlis Shopping Mall
Riyadh
Opening Hours
Saturday – Wednesday
10:00 – 21:00
Thursday
09:00 – 22:00
Friday
10:00 – 23:00

AUDIOSCRIPT TRACK 72

Narrator: Welcome to the Al-Majlis Shopping Mall. These are our opening hours. From Saturday to Wednesday we are open from 10 in the morning to 9 in the evening. On Thursday we open at 9 in the morning and close at 10 at night. On Friday we open at 10 in the morning and close at 11 at night. Thank you for calling.

To start:

- Greet the students.
- Say *Open your books at page 64.*

1 Listen and write.

Aim: to practise listening to and writing opening and closing times.

- Ask *When do Saudis have their weekend?*
- Say *Look at Exercise 1.* Give students a short time to read the exercise.

a)

- Say *Listen. When does the Mall close on Wednesday?*
- Play the CD (track 72). Students answer *at 9 at night.*

b)

- Say *Listen and complete the times* (point to the exercise in your book).
- Play the CD again. Pause to allow students to complete the times.

2 Match.

Aim: to revise new food vocabulary.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
- They should match the photographs and the words. They may help each other in pairs.

ANSWERS: 1 olives 2 garlic 3 green peppers 4 mushrooms
 5 potatoes 6 onions 7 tomatoes

Grammar study:

- Give the students a minute or two to read this section.
- They should then complete the exercise in class. They may help each other in pairs.
- They should copy the *Grammar study* box for homework.

ANSWERS: 1 *don't* 2 *doesn't* 3 *do* 4 *don't* 5 *do* 6 *don't*

Culture tip box:

Indicate the box. Give students time to study it. What differences do they notice about Saudi and British shopping hours? What days are the weekend days in Saudi Arabia and in Britain?

3 Write and listen. D

Aim: to practise ordering a dialogue in a shop.

- Say *Look at Exercise 3*. Give students a short time to read the exercise.
- a)
 - In pairs, students should help each other to write the dialogue in the correct order.
 - Monitor the activity. Check for correct spelling and punctuation.
- b)
 - Play the CD (track 73).
 - Students check that they have the correct order.

ANSWER:

Excuse me, but how much are these trainers?
They're 400 riyals, sir.
I'm sorry, they're so expensive. How much are these?
They're 240 riyals.
That's OK. I can buy these.
Thank you, sir.

AUDIOSCRIPT TRACK 73

Man: Excuse me, but how much are these trainers?

Male Assistant: They're 400 riyals, sir.

Man: I'm sorry, they're so expensive. How much are these?

Assistant: They're 240 riyals.

Man: That's OK. I can buy these.

Assistant: Thank you, sir.

Homework:

Any exercises not completed in the Workbook pages 132 – 137.

Copy out the *Grammar study* box on page 65.

Final activity:

- Put poster 2 up where students can clearly see it.
- Divide the class into small groups (four or five students per group).
- Explain that, when you say *Go* the groups should write a list of as many food items in the poster that they can. They will have five minutes.
- Say *Go*. After five minutes say *Stop*.
- Ask groups how many words they have written. Groups get one point for every correctly spelt word. The 'winners' are the group with the most points.
- Say *Goodbye* to the students.

Unit 8 I'm sorry I'm late

LESSON 1 My watch is wrong

Language

Skills: Use formulaic language in basic communication functions (e.g. greet, thank); Write simple isolated phrases and sentences

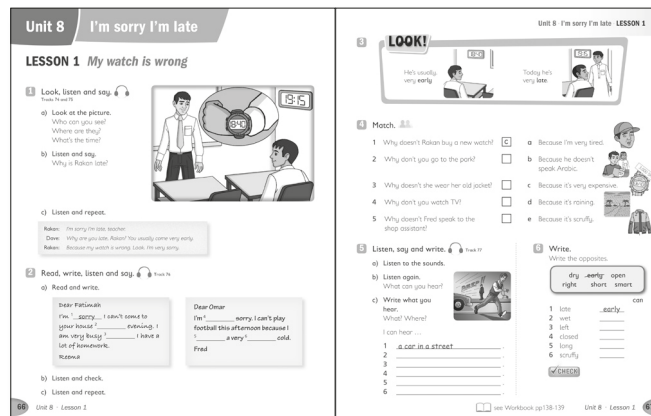
Functions: Asking for and giving reasons

Grammar: Intensifiers: *so, very*

Vocabulary: *early, late, watch (n), wrong;*
Revise opposites

Bring to the lesson:

- the CD (tracks 74–77)
- the Student's Book (pages 66 and 67)
- the Workbook (pages 138 and 139)



To start:

- Greet the students.
- Say *Open your books at page 66.*

1 Look, listen and say.

Aim: to introduce apologies *Why ... ? Because ...*

- Say *Look at Exercise 1.* Give students time to read the exercise.
- a) **D**
- Say *Look at the picture.* Ask *Who can you see? (Dave and Yasser) Where are they? (in the classroom) What's the time?* (Students will be confused here since the watch and the clock show different times. But the empty desk next to Yasser may provide them with a clue as to the situation.)

- b)
- Say *Listen. Why is Rakan late?*
- Play the CD (track 74).
- You may need to play the last three lines of the CD again for students to answer *His watch is wrong.*
- c)
- Say *Listen and repeat.*
- Play the CD (track 75). Pause after each sentence for students to repeat.

AUDIOSCRIPT TRACK 74

Dave: Good evening, class. Where's Rakan tonight?

Yasser: I don't know, teacher.

Dave: Hmm. Now, today we ... (knock, knock) Come in. Ah, Rakan.

Rakan: I'm sorry I'm late, teacher.

Dave: Why are you late, Rakan? You usually come very early.

Rakan: Because my watch is wrong. Look. I'm very sorry.

Dave: OK, sit down, please. Now, today we ...

AUDIOSCRIPT TRACK 75

Rakan: I'm sorry I'm late, teacher.

Dave: Why are you late, Rakan? You usually come very early.

Rakan: Because my watch is wrong. Look. I'm very sorry.

2 Read, write, listen and say.

Aims: to complete apologies; to practise apologising.

- Say *Look at Exercise 2.* Give students time to read the exercise. They may look up the translation of *apology* in a dictionary.
- a)
- They should read the letters and complete the exercise. They may help each other in pairs.

ANSWERS: 1 *sorry* 2 *this* 3 *because* 4 *very* 5 *have* 6 *bad*

- b)
- Say *Check.*
- Play the CD (track 76). Pause for students to check.

- c)
- Say *Listen and repeat.*
- Play the CD again. Pause after each sentence for students to repeat.
- Ask individual students to repeat the apologies. Check that they are following the intonation pattern as closely as possible.

AUDIOSCRIPT TRACK 76**Reema:** Dear Fatimah

I'm sorry I can't come to your house this evening,
I am very busy because I have a lot of homework.
Reema

Fred: Dear Omar

I'm very sorry. I can't play football this afternoon
because I have a very bad cold.
Fred

3 Look!**Aim:** to reinforce the difference between *early* and *late*.

- Say *Look at Exercise 3*. Give students a short time to read the *Look!* box.
- They should copy the sentences in their notebooks.

4 Match.**Aim:** to match *Why ... ?* questions with suitable *Because ...* answers.

- Say *Look at Exercise 4*. Give students time to read the exercise.
- In pairs, students should complete the exercise.

ANSWERS: 1 c 2 d 3 e 4 a 5 b**5 Listen, say and write. D****Aims:** to revise *can* (ability); to exercise the students' imagination.**Note:** There are no 'correct' answers to this exercise. Students should use their imagination, particularly with regard to the *where*.

- Say *Look at Exercise 5*. Give students time to read the exercise.
- a)
 - Say *Listen. What can you hear?*
 - Play the CD (track 77).
- b)
 - Place the students in pairs.
 - Say *What can you hear? Where?*
 - Play the CD again. Pause after each sound for students to discuss.
 - They may ask you for words that they do not know. Answer them and write the words on the board so that they can copy the spelling.
- c)
 - Say *Write*.
 - Play the CD again. Students may help each other in pairs.

POSSIBLE ANSWERS:

- 1 A car in a street.
- 2 A late student knocking on the classroom door.
- 3 A phone in a house.
- 4 A chicken on a farm. (It is not necessary for them to know the word *cockrel* at this stage.)
- 5 A bird in a tree.
- 6 A lion in a zoo.

AUDIOSCRIPT TRACK 77

1 [a car sounding horn] 2 [someone knocking on door] 3 [a phone ringing and being picked up (i.e. not a mobile)] 4 [a cock crowing] 5 [a bird singing] 6 [a lion roaring]

6 Write.**Aim:** to revise opposites.

- Say *Look at Exercise 6*. Give students time to read the exercise.
- Students complete the exercise in pairs.

ANSWERS: 1 early 2 dry 3 right 4 open 5 short 6 smart**Homework: Workbook pages 138 and 139****Final activity:**

- Say *Goodbye* to the students.

ANSWERS:

- 1 c I'm sorry, I'm not. 2 d I'm sorry, I can't. 3 a I'm sorry, I don't. 4 e I'm sorry, I'm not. 5 b I'm sorry, he doesn't.
 - 2 1 I'm sorry, he can't. 2 I'm sorry, it isn't. 3 I'm sorry, he isn't. 4 I'm sorry, I'm not. 5 I'm sorry, they aren't. 6 I'm sorry, they don't. 7 I'm sorry, he doesn't.
 - 3 1 Because she's English. 2 Because they want to buy a TV. 3 Why are you always late? 4 Because it's too expensive. 5 Why don't you want an ice cream? 6 Because I'm too tired. 7 Why doesn't he wear his coat?
 - 4 1 No, he isn't. 2 Because his watch is wrong. 3 I'm sorry, I'm late, teacher. 4 No, he isn't./No, he's usually early.
- D** 5 1 What can you see? I can see a watch.
2 What can you smell? I can smell an onion.
3 What can you hear? I can hear a horse.
4 What can you taste? I can taste cheese.
5 What can you see? I can see mountains.
- D** 6 1 d wet dry 2 e open closed 3 f long short 4 c fat thin
5 a big small 6 b left right

Unit 8 I'm sorry I'm late

LESSON 2 A DVD about Oxford

Language

Skills: Transfer from verbal to visual information; Write short simple words and/or phrases to complete a paragraph

Functions: Talking about the location of objects, buildings, sights (identify and express location); Asking and answering about number and quantity

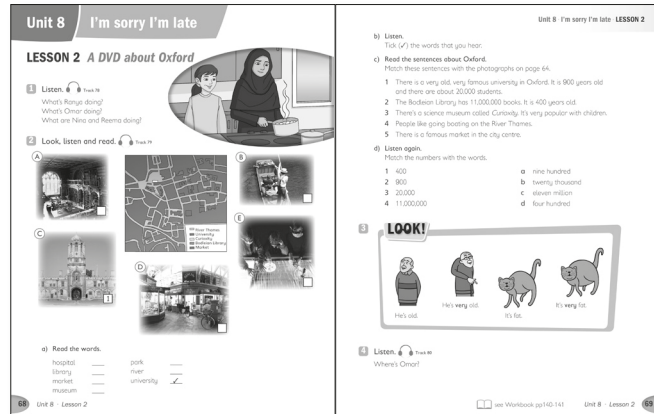
Grammar: Intensifiers: *so, very*

Vocabulary: *famous, university, museum, popular, river, boating, market, old; Large numbers*

Important note: You may wish to take the next two lessons fairly slowly. For the first time in this course, students are introduced to more serious cultural and academic topics. The ability to master this material indicates a very significant step in their development in English.

Bring to the lesson:

- the CD (tracks 78–80)
- the Student's Book (pages 68 and 69)
- the Workbook (pages 140 and 141)



To start:

- Greet the students.
- Say *Open your books at page 68.*

1 Listen.

Aims: to set the scene for the next two lessons; to listen for specific information.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Say *Read the questions.*
- Say *Listen and answer.*
- Play the CD (track 78).

- Ask individual students *What's Ranya doing? (She's cooking.) What's Omar doing? (He's playing football.) What are Nina and Reema doing? (They're watching a DVD.)*

AUDIOSCRIPT TRACK 78

Nina: What are you doing, Ranya?

Ranya: I'm cooking Omar's supper. He's playing football with his friends. He's always hungry when he comes in.

Nina: Can I help you?

Ranya: No thank you, Nina. It's very nice of you, but I'm nearly finished. What are you and Reema doing?

Nina: We're watching my DVD. It's about Oxford.

Ranya: Oxford?

Nina: Yes, it's the city I come from in England.

Ranya: There. Finished. Can I come and watch your DVD?

Nina: Of course.

2 Look, listen and read.

Aims: to listen to and understand a passage about a city; to introduce *very*; to introduce larger numbers (100+).

- Say *Look at Exercise 2.* Give students time to read the exercise.
- In pairs, they may discuss what they can see in the pictures on this page.
 - a)
- Ask students to read the words in a). They do not need to read them aloud.
 - b)
- Say *Tick the words you hear.*
- Play the CD (track 79). Students tick the words they hear.
- You will probably need to play the CD again. This time you should pause after each word that students need to tick.

ANSWERS: *all the words should be ticked except hospital and park*

- c)
- Students should read the sentences.
 - They should write the numbers of the sentences in the appropriate boxes next to the photographs.
 - They may help each other in pairs.

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

- d) **D**
- Students should match the numbers. Again, they may do this in pairs.

Notes:

- The words *thousand* and *million* will be new to students. However, they should deduce the meaning from the 20 and 11 that precedes them.
- Point out to students that the plural of *one hundred/thousand/million* is *two hundred/thousand/million*, not *hundreds*, etc.

ANSWERS: 1 d 2 a 3 b 4 c

AUDIOSCRIPT TRACK 79

Narrator: There is a very old, very famous university in Oxford. It is 900 years old and there are twenty thousand students. The Bodleian Library has eleven million books. It's 400 years old. There's a science museum called *Curiosity*. It's very popular with children. People like going boating on the River Thames. There is a famous market in the city centre.

3 Look!

Aim: to reinforce the meaning of *very*.

- Say *Look at Exercise 3*. Give students a short time to read the *Look!* box.

Extra activity:

- Mime *cold* and say *I'm cold*. Increase your coldness and say *I'm ...* (Students say *very cold*.) Do the same with *tired*, *hot*.

4 Listen. **D**

Aim: to prepare students for the next lesson.

Note: Omar goes missing in the next lesson. This exercise is purely to whet the students' appetites.

- Say *Where's Omar? Listen*.
- Play the CD (track 80).
- The students don't know where he is (though he was playing football). *Where is he now? A mystery!*

AUDIOSCRIPT TRACK 80

Ranya: Thank you, Nina. That was very interesting. I'd like to visit Oxford. Oh! Look at the time. Where's Omar? He's late.

Homework: Workbook pages 140 and 141

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1 1 museum 2 hospital 3 library 4 market 5 river 6 university

2 1 south 2 50,000 3 centre 4 shops 5 books 6 museum
7 rivers 8 parks 9 Saturday 10 clothes

D 3 1 20,000 2 1,000 3 3,000,000 4 12,000 5 20,000
6 60,000,000

4

300	three hundred
5,000	five thousand
2,000	two thousand
500	five hundred
6,000,000	six million
30,000	thirty thousand
20,000,000	twenty million

5 1 a) She's cold. b) She's very cold.
2 a) It's very old. b) It's old.
3 a) It's thin. b) It's very thin.

6 1 No, he's very cold. 2 No, it's very dry. 3 No, it's very small.
4 No, she's very scruffy.

D 7 1 teachers students 2 900 3 pens books
4 sea river/River Thames 5 garden market
6 history science

Unit 8

I'm sorry I'm late

LESSON 3 I was asleep on the bus

Language

Skills: Understand the main idea and/or basic information in short monologues or dialogues; Interact in a simple way by asking and answering questions about familiar topics

Functions: Discussing a range of familiar topics

Grammar: Past simple *to be*, *there was*, *there were* (regular and irregular verbs); Time expressions

Vocabulary: *money, asleep, modern, ancient, capital (city), pyramids, important, Pharaoh, king, Egypt, Africa, Egyptian*

Bring to the lesson:

- the CD (tracks 81–83)
- the Student's Book (pages 70 and 71)
- the Workbook (pages 142 and 143)
- a map of Africa

- Say *Listen and repeat*.
- Play Fred's sentences (No ... He was in the park, playing football with Rakan and Yasser. I was with them. Then we were at the bus stop.) Pause for students to repeat.

Unit 8 I'm sorry I'm late

LESSON 3 I was asleep on the bus

1 Listen and say. (Track 81)

a) Listen. Who were Fred, Omar, Rakan and Yasser?

b) Say. Why was Omar late? Tell the story about Omar.

c) Listen and read.

Egypt is in the north-east of Africa. The capital of modern Egypt is Cairo. The pyramids were near Memphis. Memphis was one of the four big cities. Egypt was a very dry country and the water of the Nile was very important. Many Ancient Egyptians were farmers. The kings of the Ancient Egyptians were called the Pharaohs. Tutankhamun was a famous Pharaoh. His father's name was Akhenaten. Tutankhamun was very young when he was Pharaoh. He was 9 years old and he was Pharaoh for about 8 or 9 years. He was the 'Young Pharaoh'.

d) Choose and underline the correct word.

Cairo is the capital of modern Egypt.

- Memphis was/were the capital of Ancient Egypt.
- The Pyramids was/were in Ancient Egypt.
- The Pharaohs was/were the kings of Ancient Egypt.
- Tutankhamun was/were a Pharaoh.

Unit 8 I'm sorry I'm late LESSON 3

c) Listen. Why does Omar want money?

d) Listen again and tick (✓).

- Omar's very ☐ angry ☐ hungry
- Isabel's very ☐ angry ☐ hungry

e) Listen, read, choose and underline. (Track 82)

Omar was late. He was late. I know.

And David very angry. What are you making? And?

f) Listen and read.

Egypt is in the north-east of Africa. The capital of modern Egypt is Cairo. The pyramids were near Memphis. Memphis was one of the four big cities. Egypt was a very dry country and the water of the Nile was very important. Many Ancient Egyptians were farmers. The kings of the Ancient Egyptians were called the Pharaohs. Tutankhamun was a famous Pharaoh. His father's name was Akhenaten. Tutankhamun was very young when he was Pharaoh. He was 9 years old and he was Pharaoh for about 8 or 9 years. He was the 'Young Pharaoh'.

g) Choose and underline the correct word.

Cairo is the capital of modern Egypt.

- Memphis was/were the capital of Ancient Egypt.
- The Pyramids was/were in Ancient Egypt.
- The Pharaohs was/were the kings of Ancient Egypt.
- Tutankhamun was/were a Pharaoh.

AUDIOSCRIPT TRACK 81

Ibrahim: Thank you for coming, Dave, and you, Fred.

Dave: No problem.

Ibrahim: It's Omar. He isn't home. Where is he? Do you know, Fred?

Fred: No ... He was in the park, playing football with Rakan and Yasser. I was with them. Then we were at the bus stop ...

- Play and repeat again.
- b)
- Say. *Why was Omar late?*
- Tell the story about Omar.
- In pairs, students should closely study the picture story.
- They should tell the story in the present.

Note: They may ask you for words and phrases that they do not know. Do not insist on total correctness. It is more important that students have the confidence to tell the story.

- Monitor the activity. Check for a pair who are doing the exercise well and, at the end, ask them to tell the story to the class. Other students may correct them or add suggestions.

Sample story: *Omar's saying goodbye to Fred, Rakan and Yasser. He's getting on the bus. He's very tired. He goes to sleep. He wakes up. Where is he? He goes to the bus driver. He gets off at a bus stop.*

- c)
- Ask *Why does Omar want money?* Listen.
- Play the CD (track 82).

To start:

- Greet the students.
- Say *Open your books at page 70*.

1 Listen and say.

Aims: to introduce *was* and *were*; to tell a story.

- Say *Look at Exercise 1*. Give students time to read the exercise.
- a)
- Say *Read question a). Listen and answer*.
- Play the CD (track 81).
- Students answer *Playing football in the park. At the bus stop*.

Note: Do not expect them to answer with *were* at this stage.

- d)
- Ask students to read d).
 - Say *Listen and tick*.
 - Play the last two lines of the CD again.
 - Students tick.
 - Say *Listen and repeat*.
 - Play the two lines again. Pause for students to repeat.
 - Check that they distinguish correctly between *hungry* (/ˈhʌŋɡri/) and *angry* (/æŋɡri/).
 - Play the CD again and get the students to tick.

AUDIOSCRIPT TRACK 82

Ibrahim: Omar!

Omar: Oh ... er ... hello, Dave, hello, Fred. Sorry, Dad. I'm sorry I'm late.

Ibrahim: Why are you late, Omar?

Omar: I was on the bus. I was asleep.

Ibrahim: Asleep ... on the bus?

Omar: Yes ... and Dad, can I have some money?

Ibrahim: Money? Why?

Omar: Well, the taxi's waiting outside.

Ibrahim: Taxi?

Omar: Yes ... and Dad ...

Ibrahim: Yes?

Omar: Can I have my supper? I'm very hungry.

Ibrahim: And I'm very angry!

ANSWERS: 1 *hungry* ✓ 2 *angry* ✓

2 Listen, read, choose and underline.

Aim: to read a historical text including the past tense of *to be*.

- Put up the map of Africa so that students can clearly see it.
- Point to the map and say *Africa*. Point to Egypt and say *Egypt*. Point to Cairo and say *Cairo*.
- Say *Look at Exercise 2*. Give students a short time to look at the exercise. They should not read the text at this point.
- Ask students to look at the picture. Say *What is Nina reading?* (a book about Egypt)

a)

- Say *Read about Ancient Egypt*. Play the CD (track 83) while students follow in their books.

b)

- Say *Read again and underline*.
- Students read the text and underline the correct forms of the verb *to be*.

ANSWERS: 1 *was* 2 *were* 3 *were* 4 *was*

Extra activity:

- It should not be necessary for students to repeat or read aloud the whole text. However, you may wish to play the CD again to pause after new words for repetition (*Africa, Egypt, Ancient, Pyramids, Nile, Egyptians, Pharaohs, young*).

AUDIOSCRIPT TRACK 83

Narrator: Egypt is in the north-east of Africa. The capital of modern Egypt is Cairo. The capital of Ancient Egypt was a city called Memphis. The Pyramids were near Memphis. Memphis was next to the River Nile. Egypt was a very dry country and the water of the Nile was very important. Many Ancient Egyptians were farmers. The kings of the Ancient Egyptians were called the Pharaohs. Tutankhamun was a famous Pharaoh. His father's name was Akhenaten. Tutankhamun was very young – he was Pharaoh when he was 9 years old, and he was Pharaoh for about 8 or 9 years. He was the 'boy Pharaoh'.

Homework: Workbook pages 142 and 143**Final activity:**

- Say *Goodbye* to the students.

ANSWERS:

- 1 1 She was at the market at two o'clock. 2 They were in the park at four thirty. 3 He was in bed at three thirty. 4 We were at home at six thirty. 5 They were at school at eleven o'clock. 6 I was in the library at three forty-five.

D 2a) 1 c 2 a 3 b

D 2b) 1 He's asleep. 2 He's hungry. 3 He's angry.

3 1 was 2 were 3 was 4 were 5 was 6 was 7 'm 8 's 9 're

D 4 1 north-east 2 modern 3 capital 4 Pyramids 5 River 6 dry 7 important 8 kings 9 young 10 boy

5 1 hungry 2 ancient 3 pharaohs 4 capital 5 River 6 money

Unit 8

I'm sorry I'm late

LESSON 4 SAUDI REVIEW

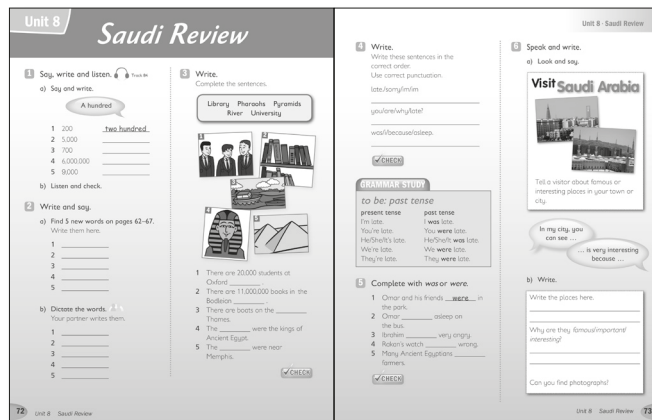
Language

Consolidation of the skills and functions from Unit 8.

Grammar: Past simple *to be*, *there was*, *there were* (regular and irregular verbs); Time expressions

Bring to the lesson:

- the CD (track 84)
- the Student's Book (pages 72 and 73)
- the Workbook (pages 138 – 143)



To start:

- Greet the students.
- Say *Open your books at page 72.*

1 Say, write and listen.

Aim: to say and write larger numbers (100+).

- Say *Look at Exercise 1.* Give students time to read the exercise.
 - Students write the numbers. They should say them at the same time. They may help each other in pairs.
 - If they are unsure of the spelling they should look back to Lesson 2, page 69.
- Say *Listen and check.*
 - Play the CD (track 84).
 - Students check.

ANSWERS: as in audioscript opposite

AUDIOSCRIPT TRACK 84

Narrator: 1 two hundred

2 five thousand

3 seven hundred

4 six million

5 nine thousand

2 Write and say.

Aim: to choose, dictate and spell words from the unit.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
 - E** Give students time to look back through the unit, choose and write five new words.
 - Monitor to make sure that students can't see what their partners are writing.
- E** When they are finished, students should dictate their words to their partners. Check that they are saying the complete word (for example *river*) and not spelling it (for example *R-I-V-E-R*).

3 Write.

Aim: to complete sentences with recently acquired vocabulary.

- Say *Look at Exercise 3.* Give students a short time to read the exercise.
- They complete the exercise individually.
- They check each other's work.

ANSWERS: 1 University 2 Library 3 River 4 Pharaohs
5 Pyramids

4 Write. **D**

Aim: to order and punctuate sentences – apology and reason.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- Students should complete this activity individually.
- They should check each other's work.

Important note: Monitor this and other written activities carefully. No doubt students will still, quite naturally, be making mistakes in their script – letter formation, punctuation and capitalisation. Some students, however, take longer to master these tricky skills in English. It is better to identify students with script difficulties sooner rather than later so that remedial action may be taken – for example, recourse to specialist script exercises that can be found in their first year course.

ANSWERS: *I'm sorry I'm late.
Why are you late?
Because I was asleep.*

Grammar study:

- Give the students a minute or two to read this section.
- They should copy the *Grammar study* box for homework.

5 Complete with *was* or *were*.

Aim: to practise writing the correct form of *to be*.

- Say *Look at Exercise 5*. Give students a short time to read the exercise.
- Students complete the exercise. They may help each other in pairs or check each other's work at the end.

ANSWERS: 1 *were* 2 *was* 3 *was* 4 *was* 5 *were*

6 Speak and write.

Aim: to describe attractions in your locality.

Note: There are two ways of approaching this activity:

1 as a simple classroom exercise which takes place within this lesson.

OR

2 as a more serious, longer project in which students find/take photographs, make posters for exhibition in your school and so on.

- Say *Look at Exercise 6*. Give students a short time to read the exercise.
- If you choose option 1 (**Note** above), then students follow the instructions in the Student's Book.

- If you choose option 2, then make sure you have a supply of coloured paper, poster paper, coloured pens and so on so that the students feel that they are doing a professional job. Monitor the activity to make sure that English is used throughout, including in the organisational language, for example *You write about ... I can find out about ... Let's put this photograph there.*

Homework:

Any exercises not completed in the Workbook pages 138–143.

Copy out the *Grammar study* box on page 73.

Final activity:

- Say *Goodbye* to the students.

LESSON 1 *I wasn't very well*

Language

Skills: Recognise basic rules of punctuation; Recognise various intonation patterns

Functions: Describing feelings

Grammar: Past simple *to be*, *there was*, *there were* (regular and irregular verbs); Time expressions; Verb *to have* (Affirmative – Negative – Questions – Short answers)

Vocabulary: *well*, *better* (health), *toothache*, *headache*, *stomach ache*, *backache*, *Oh, dear*, *yesterday*

Bring to the lesson:

- the CD (tracks 85– 88)
- the Student's Book (pages 74 and 75)
- the Workbook (pages 144 and 145)

To start:

- Greet the students.
- Say *Open your books at page 74.*

1 Look, listen and say.

Aims: to express illnesses; to express sympathy.

- Say *Look at Exercise 1.* Give students time to read the exercise.

a)

- Ask the students to look at the picture. Ask *What can you see? Why is Yasser in bed?* Students may reply in Arabic.

b)

- Say *Look at the pictures. Listen and repeat.*
- Play the CD (track 85). Pause for students to repeat the illnesses.

AUDIOSCRIPT TRACK 85

- Yasser:** I have a headache.
A headache.
- Yasser:** I have a stomach ache.
A stomach ache.
- Yasser:** I have a toothache.
A toothache.
- Yasser:** I don't have a backache.
A backache.

c)

- Mime that you have a headache.
- Say *Listen.*
- Play the CD (track 86).
- Say *Listen and repeat.*
- Play the CD again. Pause to give students time to repeat.
- Play the CD again for a second repetition.
- In pairs, students practise the dialogue miming stomach ache, toothache and a backache.

AUDIOSCRIPT TRACK 86

Narrator 2: What's the matter?
Narrator 1: I have a headache.
Narrator 2: Oh, dear. I'm sorry.

2 Write. D

Aim: to punctuate a note with correct capital letters.

- Say *Copy the letter and correct the mistakes.*
- Write on the first line of the note on board: *dear mr WATson,*
- Help the class to correct it. If appropriate briefly discuss when capital letters are used, e.g. at the beginning of a sentence, with names and with days of the week.
- In class or for homework students copy the letter into their notebooks and correct the punctuation mistakes.

ANSWERS:

Dear Mr. Watson,
Yasser was ill on Monday and Tuesday with a bad stomach ache, toothache and headache. He is fine now.
Mrs. Nora Salim, Yasser's mother

3 Listen and choose.

Aims: to listen for specific information; to choose the correct affirmative negative form of the past tense of *to be*.

- Write *past tense* on the board. Direct the students to page 5 for a translation of *past* and *tense*.
- Say *Look at Exercise 3*. Give students time to read the exercise.
- a)
 - Say *Read the question in a). Listen and answer.*
 - Play the CD (track 87).
 - Students answer *the past tense of to be*.
- b)
 - Students read b) before you.
 - Play the CD again.
 - Students underline the correct form of the verb.

ANSWERS: 1 wasn't 2 was

Extra activity:

- At the end of the audio, Dave says *But I think Yasser knows it*. Can the students work out why he says this? (Because Yasser uses the past tense when he says *I wasn't very well. I was at home in bed.*)

AUDIOSCRIPT TRACK 87

Dave: Good evening, everyone.
Class: Good evening, teacher.
Dave: And good evening, Yasser. Where were you yesterday? You weren't in class.
Yasser: I know, teacher. I'm sorry. I wasn't very well. I was at home in bed.
Dave: Oh, I'm sorry. Are you better this evening?
Yasser: Yes, thank you, teacher.
Rakan: What are we doing today, teacher?
Dave: Today, Rakan, we're studying the past tense in English. The past tense of 'to be'. But I think Yasser knows it!

4 Look!

Aim: to talk about health using *not very well* and *better*.

- Say *Look at Exercise 4*. Give students time to read the *Look!* box.

Note: Students have not learnt comparative adjectives yet. It is not necessary at this stage for them to know that *better* is a comparative. They should know only that it means 'recovered from an illness' which they will understand from the pictures.

- Students should copy these two sentences in their notebooks.

5 Read and say. E

Aim: to introduce *yesterday* and *tomorrow*.

- Say *Look at Exercise 5*. Give students time to read the exercise.

a)

- Students read a). Write on the board: *Monday, Tuesday, Wednesday*. The middle day should not be the 'real' today. Point at the middle day. Say *Today* (students repeat). Point at the left-hand day and say *Yesterday* (students repeat) and the right-hand day *Tomorrow* (students repeat).

b)

- Now write the 'real' today on the board (for example *Sunday*). Invite a student to the board. Say *Write yesterday*. Student writes *Saturday* on the left. Invite another student. Say *Write tomorrow*. Student writes *Monday* on the right.
- Ask students to copy the three days in their notebooks. In pairs, they describe the days to each other as in a).
Saturday was yesterday. Sunday is today. Monday is tomorrow.

Pronunciation corner

Aim: to practise sympathetic intonation.

Note: The weak forms (/wəz/ and /wə/) are normally used in the affirmative. The strong forms (/wɒz/ and /wɜː/) in the negative *wasn't* and *weren't*.

- Say *Look at Pronunciation corner*. Say *Listen and repeat*.
- Play the CD (track 88), pausing to give students time to repeat.
- Ask students to repeat.
- Check that students are following as closely as possible the sympathetic intonation pattern.

AUDIOSCRIPT TRACK 88

Narrator 1: I'm not very well. I have a headache.
Narrator 2: Oh dear. I'm sorry.
Narrator 1: I have a bad toothache today.
Narrator 2: Oh dear. That's not very nice.
Narrator 1: I'm ill today. I have a stomach ache.
Narrator 2: Oh dear. I'm very sorry.

Homework: Workbook pages 144 and 145

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1 1 I've got a toothache. 2 I've got a headache. 3 I've got a stomach ache.

2 1 a 3 b 2 c 1 2 a 3 b 4 c 2 d 1

D 3 1 Today 2 Tomorrow 3 Yesterday

4 1 He wasn't at school yesterday. He wasn't very well.
 2 He's in class today. He's studying the past tense of 'to be'.
 3 She wasn't very well yesterday. She was in bed.
 4 She's better today. She's at school.

5 1 was 2 were 3 wasn't 4 was 5 weren't 6 wasn't 7 weren't

D 6 1 Was he in class yesterday? 2 Where were you yesterday?
 3 Where was he on Saturday? 4 Why were they late?
 5 When was the geography class?

LESSON 2 *Top of the class*

Language

Skills: Understand the main idea in very short simple texts on familiar topics; Recognise various intonation patterns

Functions: Discuss a range of familiar topics

Grammar: Past simple *to be*, *there was*, *there were* (regular and irregular verbs); Time expressions; Prepositions of place (*on*, *in*, *under*, *next to*, *between*, *in front of*, *behind*)

Vocabulary: *top*, *exam*, *mark*, *great*, *beautiful*, *fantastic*, *Well done!*, *remember*, *last*, *this week*

Bring to the lesson:

- the CD (tracks 89 and 90)
- the Student's Book (pages 76 and 77)
- the Workbook (pages 146 and 147)

Unit 9 Bad times, good times

LESSON 2 Top of the class

1 Read and order.

a) Read the e-mails. Put them into the correct order (1-5).

English exam

Name	Marks (out of 100)
1 Fatimah Abdul Rahman	82
2	89

2 LOOK!

Last week	This week
Sunday	Sunday
Monday	Monday
Tuesday	Tuesday
Wednesday	Wednesday
Thursday	Thursday
Friday	Friday
Saturday	Saturday
	Today

3 Tick (✓) or cross (X).

(✓) = Good (X) = Bad

- I'm hungry.
- That's great!
- The weather's beautiful.
- I'm not very well.
- I'm top of my class.
- I've got a stomach ache.
- It's fantastic!
- I'm better today.

4 Listen, say and write.

a) Listen to the poem and repeat.

b) Listen again and complete.

Do you "remember" that day in "..."?

Do you remember that day? The day of the "..."?

The food was "..."?

Do you remember that day?

5 Pronunciation corner.

Listen and repeat.

The weather's beautiful. It's fantastic! That's great!

ANSWERS: *The correct order is:*

- 1 Dear Fatimah, ...
- 2 Hi Nina, Oh, I'm sorry ...
- 3 Hi Fatimah, Yes, thanks ...
- 4 Hi Nina, It's fantastic! ...
- 5 That's great! ...

b)

- Students should read the e-mails again and answer the questions.
- If they have a problem with the second question, direct them to the English exam marks.

ANSWERS: *She's better today. She was top of her class in the exam.*

2 Look! **D**

Aim: to teach *this week* and *last week*.

- Say *Look at Exercise 2*. Give students a short time to look at the *Look!* box.
- To simplify this, you may first want to write two weeks using the Saudi ordering (i.e. *Saturday – Friday*). Write *today* next to the correct day in the right-hand week. Point to the whole week and say *This week*. Students repeat. Point to the left-hand week and say *Last week*. Students repeat.
- They then read the English version in the *Look!* box.

3 Tick (✓) or cross (X).

Aim: to identify negative and positive statements using recently introduced words and phrases.

- Say *Look at Exercise 3*. Give students a short time to look at the exercise.
- The students may do this exercise in pairs or check each other's work at the end.

To start:

- Greet the students.
- Say *Open your books at page 76*.

1 Read and order.

Aim: to sequence a series of e-mails in the correct order.

- Say *Look at Exercise 1*. Give students a short time to look at the exercise. They should not be given time to read the e-mails yet.
- Say *Look at the pictures. Who can you see? (Nina and Fatimah). What are they doing? (Writing e-mails).*

a)

- Students should read the e-mails.
- In pairs, they should put the e-mails into the correct order.

Note: Give assistance where necessary. Students should follow the clues, for example in e-mail 1, Nina says that she was ill yesterday. In e-mail 2, Fatimah asks if she's better today. In e-mail 3, Nina says that she is, and so on.

ANSWERS: 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X 7 ✓ 8 ✓

4 Listen, say and write. D**Aim:** to listen to and complete a poem.

- Say *Look at Exercise 4*. Give students a short time to look at the exercise.
- a)
 - Say *Look at the picture. What can you see?* (A family having a picnic.)
 - Say *Listen*. Play the CD (track 89). Students listen.
 - Say *Listen and repeat*. Play the CD again. Pause after each line to give students time to repeat.
 - Play the CD again. This time the students should say the poem along with the audio.
- b)
 - Students complete the poem from memory.
 - They will find the spelling of *remember* and *fantastic* on this page.

AUDIOSCRIPT TRACK 89

Narrator: Do you remember
That day in September?
Do you remember that day?
The day of the picnic,
The food was fantastic.
Do you remember that day?

Extra activity:

- Either in class or for homework, students should learn the poem.

5 Look!**Aim:** to indicate uses of the prepositions *in* and *at*.

Note: Some students may want to know why we use *in* or *at*. This is a very reasonable question but unfortunately one with no convincing answer.

- Say *Look at Exercise 5*. Give students a short time to look at the *Look!* box.
- They should copy the sentences in their notebooks.

Pronunciation corner D**Aim:** to express enthusiasm.

- Say *Look at Pronunciation corner*. Give students a short time to look at the exercise.
- Say *Listen and repeat*.
- Play the CD (track 90). Pause to give students time to repeat. Check that they are following the stress and intonation patterns as closely as possible.

AUDIOSCRIPT TRACK 90**Nina:** The weather's beautiful! The weather's beautiful!**Fatimah:** It's fantastic! It's fantastic!**Nina:** That's great! That's great!**Homework:** Workbook pages 146 and 147**Final activity:**

- Say *Goodbye* to the students.

ANSWERS:**D 1** 1 good 2 great 3 beautiful 4 fantastic**2** 1 I've got a headache. 2 It's angry. 3 They're hungry 4 I'm not very well. 5 We're tired.**3** 1 happy 2 top 3 mark 4 exam 5 good 6 well done

4 1 this week last week
2 this summer last summer
3 this month last month
4 this winter last winter

D 5 1 e was 2 a were 3 d were 4 b was 5 c was

6 1 She's at home. 2 They're in the park. 3 We're in class.
4 He's at the bus stop. 5 I'm at school. 6 He's in bed.
7 They're in class.

Unit 9

Bad times, good times

LESSON 3 All about Jeddah

Language

Skills: Understand specific information in very short simple texts on familiar topics; Produce simple sentences describing people, places and things

Functions: Distinguish between the present and past (activities and events)

Grammar: Past simple *to be*, *there was*, *there were* (regular and irregular verbs); Time expressions

Vocabulary: *port, village, change, suddenly, pilgrim, main, Red Sea, holy*

Bring to the lesson:

- the CD (tracks 91 and 92)
- the Student's Book (pages 78 and 79)
- the Workbook (pages 148 and 149)
- a map of Saudi Arabia

Unit 9 Bad times, good times

LESSON 3 All about Jeddah

1 Read, write, listen and say.

a) Read the conversation.

Why was Omar in Jeddah last year?

Omar: What are you doing, Fred?

Fred: I'm reading about Jeddah. Do you know Jeddah?

Omar: No, I don't. I was there last year with my family. We were on holiday.

b) Listen and read.

Today, Jeddah is a busy city and port in the west of Saudi Arabia on the Red Sea. About 3 million people live there. But Jeddah was not always so big or so busy. 2,500 years ago it was a small fishing village. There weren't many people or houses there. About 1,300 years ago, there was a big change. Suddenly, it was very important to use the main port for the thousands of pilgrims going on Hajj to the holy city of Makkah.

c) Read and tick (✓) or cross (✗).

- About 300,000 people live in Jeddah. ☐
- Jeddah was a village 250 years ago. ☐
- One hundred and thirty years ago Jeddah was suddenly very important. ☐

d) Read and correct the numbers or words.

- 300,000 ☐
- two million five hundred ☐
- one hundred and thirty ☐

e) Say it.

What can you remember about Jeddah? Close your book.

LOOK!

2 Fred is looking at a new picture and an old picture of his bedroom.

a) Look at the two pictures and underline the correct words about Fred's room one year ago.

There wasn't a picture of a pyramid. There wasn't a desk in the room. There were two chairs on the chair. There were two beds next to the bed. There wasn't a TV on the desk. There were two books on the bed. There wasn't a door on the door. There were two people in the room.

b) Listen and check.

c) Listen and repeat.

To start:

- Greet the students.
- Put up the map where the students can clearly see it.
- Say *Open your books at page 78.*

1 Read, write, listen and say.

Aims: to introduce *to be + ago*; to read about the history of a city; further practice with large numbers.

- Say *Look at Exercise 1.* Give students a short time to look at the exercise. They should not be given time to read the text about Jeddah yet.
- Point to the map. Point to Jeddah. Say *Where's this?* Point to the Red Sea. Say *the Red Sea* (students repeat).

a)

- Students read the conversation and answer the question. (*He was on holiday with his family.*)

b)

- Students should read the text about Jeddah. They may ask if they do not understand items of vocabulary.

Note: Whenever possible, avoid giving students translations. For example for *fishing*, draw a fish on the board and mime fishing. *Village*: name your nearest city and say *city*. Name a nearby village and say *village*.

c)

- Students should read the statements and then check against the text before inserting their ticks and crosses. They may help each other in pairs.

d)

- Students read the text again and insert the correct numbers.

ANSWERS: 1 F (3,000,000) 2 F (two thousand five hundred) 3 F (one thousand three hundred)

e)

- Say *Listen and read.*
- Play the CD (track 91). Students follow in their books.
- They close their books. In pairs, they tell each other what they can remember about Jeddah.

AUDIOSCRIPT TRACK 91

Narrator: Today, Jeddah is a busy city and port in the west of Saudi Arabia on the Red Sea. About 3 million people live there.

But Jeddah was not always so big or so busy. 2,500 years ago it was a small fishing village. There weren't many people or houses there.

About 1,300 years ago, there was a big change. Jeddah was suddenly very important. It was the main port for the thousands of pilgrims on the Hajj to the holy city of Makkah.

2 Look! D**Aim:** to explain the meaning of *ago*.

- Say *Look at Exercise 2*. Give students a short time to look at the *Look!* box.
- They should copy the *Look!* box into their notebooks.

3 Read and underline.**Aims:** to choose the correct words *was/wasn't, were/weren't*; to complete sentences about pictures.

a)

- Say *Look at Exercise 3*. Give students a short time to look at the pictures.
- In pairs, students should read the sentences. They should say if there is anything they don't understand.
- They should underline the correct forms of the verb in the exercise.

ANSWERS: 1 *was/wasn't* 2 *was/wasn't* 3 *were/weren't*
 4 *were/weren't* 5 *was/wasn't* 6 *were/weren't* 7 *was/wasn't*
 8 *were/weren't*

b) t

- Say *Listen and check*.
- Play the CD (track 92).

c)

- Say *Listen and repeat*.
- Play the CD again. Pause for students to repeat.
- Monitor individual students for correct use of strong and weak forms.

AUDIOSCRIPT TRACK 92

Narrator: 1 There was a picture of a pyramid.
 2 There was a desk in the room.
 3 There were jeans on the chair.
 4 There weren't shoes next to the bed.
 5 There wasn't a TV on the desk.
 6 There were books on the bed.
 7 There was a coat on the door.
 8 There weren't people in the room.

Homework: Workbook pages 148 and 149

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1

People	Places
student	city
king	village
policeman	university
pilgrim	port
soldier	shopping mall
pharaoh	country

2 1 c 2 d 3 a 4 e 5 b

D 3 1 3,000 2 two million 3 900 4 sixty million
 5 seven hundred 6 four thousand

4 1 3 days ago 2 5 days ago 3 2 days ago 4 6 days ago

5 1 3 hours ago 2 5 hours ago 3 2 hours ago 4 7 hours ago

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

Unit 9

Bad times, good times

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 9.

Grammar: Past simple *to be*, *there was*, *there were* (regular and irregular verbs); Time expressions

Bring to the lesson:

- the CD (track 93)
- the Student's Book (pages 80 and 81)
- the Workbook (pages 144–149)

Unit 9 Saudi Review

1 Write. Write the words in the correct columns.

Ancient Egypt	Saudi Arabia	England
Hajj	Jeddah	Memphis
pyramids	River Thames	Oxford
		pharaohs

2 Match.

1 How are you? a Because I was asleep.
2 What's the matter? b Five, thanks.
3 I've got a headache. c It's beautiful.
4 I'm top of my class. d I've got a headache.
5 Why are you late? e Oh, dear! I'm sorry.
6 What's the weather like? f Well, done.

3 Write. Where was he/she/they ...?

1 They were in class. 2 He was at school. 3 She was at home. 4 He was in bed.

GRAMMAR STUDY

to be: past tense questions and negatives

questions	negatives
I was ...?	I wasn't ... (was not)
You were ...?	You weren't ... (were not)
He/She/It was ...?	He/She/It wasn't ... (was not)
We were ...?	We weren't ... (were not)
They were ...?	They weren't ... (were not)
There was ...?	There wasn't ... (was not)
There were ...?	There weren't ... (were not)

To start:

- Greet the students.
- Say *Open your books at page 80.*

1 Write. D

Aim: to revise words associated with countries mentioned in the unit.

- Say *Look at Exercise 1.* Give students a short time to read the exercise.
- Students complete the table individually.
- In pairs, they check each other's work.

ANSWERS:

Ancient Egypt	Saudi Arabia	England
Memphis pharaohs pyramids	Hajj Jeddah mosques	Oxford River Thames London

2 Match. D

Aim: to match questions/statements and suitable responses.

- Say *Look at Exercise 2.* Give students a short time to read the exercise.
- They may do this exercise in pairs or check each other's work at the end.

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

3 Write.

Aim: to write sentences using the past tense of *to be* + *at* or *in*.

- Say *Look at Exercise 3.* Give students a short time to look at the exercise.
- They should write the sentences individually using *was/were* and words from the box.
- In pairs, they should check each other's work.

**ANSWERS: 1 They were at school.
2 He was in class.
3 She was at home.
4 He was in bed.**

Grammar study:

- Give the students a minute or two to read this section.
- They should then complete the exercise in class. They may help each other in pairs.
- Monitor the activity. Check that students are completing the box correctly.
- They should copy the *Grammar study* box for homework.

**ANSWERS: 1 Was 2 Were 3 wasn't 4 were not 5 weren't
6 there 7 wasn't 8 Were 9 There**

4 Choose and complete.

Aim: to choose the correct forms of the past tense of *to be* in short conversations.

- Say *Look at Exercise 4*. Give students a short time to look at the exercise.
- Students may help each other in pairs or check each other's work at the end.

ANSWERS:

1

*Was/Were/Wasn't/Weren't Reema in class this morning?
No, she was/were/wasn't/weren't. She was/were/wasn't/weren't at the dentist.*

2

*What was/were/wasn't/weren't the weather like in Dammam?
It was/were/wasn't/weren't beautiful – hot and sunny.*

3

*Where was/were/wasn't/weren't your children on Thursday?
They was/were/wasn't/weren't with their grandparents.*

4

*Where was/were/wasn't/weren't you yesterday evening?
I was/were/wasn't/weren't in the park with my friends.*

5

*How many students was/were/wasn't/weren't there in your class on Monday?
There was/were/wasn't/weren't 25 students in class.*

Pronunciation corner

Aim: to identify and practise word stress in words from the unit.

- Say *Look at Pronunciation corner*. Give students a short time to look at the exercise.
- a)
 - Say *Listen and repeat*.
 - Play the CD (track 93). Pause for students to repeat.
- b)
 - Say *Listen and underline*.
 - Play the CD again. Students underline the stressed syllables.
 - Play the CD again for students to check.
- OR**
- You may feel confident enough to allow students, in pairs, to underline the stressed syllables before you play the CD.

ANSWERS: headache toothache beautiful fantastic exam
pilgrim better

AUDIOSCRIPT TRACK 93

Narrator: headache headache
toothache toothache
beautiful beautiful
fantastic fantastic
exam exam
pilgrim pilgrim
better better

Homework:

Any exercises not completed in the Workbook pages 144 – 149.

Copy out the *Grammar study* box on page 81.

Final activity:

- Say *Goodbye* to the students.

LESSON 1 *Picnic time*

Language

Skills: Understand the main idea and/or basic information in short monologues or dialogues; Transfer from verbal to visual information

Functions: Discussing future plans; Talking about the location of objects, buildings, sights (identify and express location)

Grammar: Present progressive (Affirmative – Negative – Questions – Short answers); Imperatives (affirmative/negative)

Vocabulary: *catch* (transport), *train*, *valley*, *acacia*, *take* (the road), *drive*, *kilometre*

Bring to the lesson:

- the CD (tracks 94 and 95)
- the Student's Book (pages 82 and 83)
- the Workbook (pages 150 and 151)

To start:

- Greet the students.
- Say *Open your books at page 82.*

1 Look, listen and answer.

Aim: to introduce the present progressive form with its future meaning.

Note: The students already know the present progressive form. They should have no problems in grasping that we can use it when talking about the future.

- Say *Look at Exercise 1.* Give students a short time to look at the exercise.
- a) Say *Look at the picture. Who can you see? (Nina and Reema) What's Nina doing? (She's packing her bags.)* Students may need help with the verb *packing*.

- b) Students should read question b).
- Say *Listen and answer.*
- Play the CD (track 94). Students answer (*She's having a picnic with her family.*).
- c) Students read c).
- Say *Listen and tick.*
- Play the CD again. Students tick the correct boxes.
- Play the CD again if necessary.

ANSWERS: 1 T 2 T 3 F

AUDIOSCRIPT TRACK 94

Reema: What are you doing, Nina?

Nina: I'm packing my bags.

Reema: Oh, of course. You're going back to England.

Nina: Yes, my mum, Fred and I. Fred and I are going back to school.

Reema: When are you going?

Nina: We're catching the plane on Sunday.

Reema: And what about your dad?

Nina: He isn't coming with us. He's staying here.

Reema: Well, Nina, before you go ... my family's having a picnic on Thursday.

Nina: A picnic!

Reema: Yes, at Wadi Al-Touqi.

Nina: Where's that?

2 Look! D

Aim: to introduce the word *catch* + public transport.

- Say *Look at Exercise 2*. Give students a short time to read the *Look!* box.
- Students should copy the sentences in their notebooks.

3 Read and listen.

Aims: to read about a tourist spot; to follow directions.

- On the board, draw two mountains with a valley between. Point to a mountain. Ask *What's this? (It's a mountain.)* Point to the valley and say *This is a valley*. Emphasise the /v/ in *valley*. Students repeat *valley*.
- Say *Look at Exercise 3*. Give students a short time to look at the exercise. They should not be given time to read the text yet.
- Ask students *Does anyone know Wadi Al-Touqi?* Some may have heard of it, some may have been there.
 - a)
 - Have students look at the pictures and read about Wadi Al-Touqi.
 - b)
 - Say *Read again. Mark Wadi Al-Touqi on the map.*
 - Students read, follow the directions and put a ✕ on the map.
 - In pairs, students compare their crosses. If necessary, they go back over the text.
 - c)
 - Say *Listen and read.*
 - Play the CD (track 95). Students follow in their books.
 - Say *Listen again.*
 - When you hear the word kilometres, pause the CD for students to repeat.
 - Check that they stress the second syllable, *kilometre*.

AUDIOSCRIPT TRACK 95

Narrator: Wadi Al-Touqi is 88km from Riyadh. It is a beautiful valley full of acacia trees, and it is very popular for picnics.

How to get there: take the Takhassusi road out of Riyadh. After 12km turn left on the al-Somman road. Drive for 64km. Turn right on the al-Somman road. Climb into the mountains and after 11km turn right to Al-Touqi.

4 Complete.

Aim: to practise verbs from this lesson.

- Say *Look at Exercise 4*. Give students a short time to read the exercise.
- They may help each other in pairs or check each other's work at the end.
- They may check the correct verbs by consulting the text in Exercise 3.

ANSWERS: 1 Drive 2 Take 3 Catch 4 Meet 5 Turn

5 Say. E

Aim: to talk about favourite picnic spots.

- Say *Look at Exercise 5*. Give students a short time to read the exercise.
- In pairs or groups of three, students should talk about their favourite picnic spots. Encourage them to say where it is and to describe it.

Note: You may wish to give the class a model, for example:
My favourite place for a picnic is ... It's ... km (north/south) of ... It's a very beautiful (valley next to a river).

Homework: Workbook pages 150 and 151

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

D 1 1 river 2 mountains 3 trees 4 valley 5 picnic tables
 6 road 7 birds 8 clouds 9 sun

2 1 My family's having 2 We're driving 3 we're having 4 We're going 5 we're taking 6 Laura's coming 7 they're meeting

3 The picnic is under tree m

D 4 1 catching 2 meeting 3 catching 4 Turn 5 driving 6 Take
 5 1 picnic 2 train 3 valley 4 road 5 plane

LESSON 2 *Follow me*

Language

Skills: Write short simple words and/or phrases to complete a paragraph

Functions: Express opinion, like and dislike

Grammar: Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency; Verb *to be* (Affirmative – Negative – Questions – Short answers); *there is/there are*

Vocabulary: *follow, directions, (get) lost, enjoy, Rev food, happy, sad, miss (v)*

Bring to the lesson:

- the CD (track 96)
- the Student's Book (pages 84 and 85)
- the Workbook (pages 152 and 153)
- poster 3

Unit 10 Time to go

LESSON 2 *Follow me*

1 Look, say and number.

OK, Dave. Time to go. Follow me. I don't want you to get lost.

I can't get lost. I've got my directions. Look here.

a) Look at the picture. Where are they going?

b) Look at the picture story. Number the pictures (1-7) in the correct order.

c) Tell the story. What is the problem?

Unit 10 Time to go LESSON 2

2 Listen and tick (✓) or cross (✗).

a) Listen. What does Ranya like? What does Perry like? What is Ranya's?

b) Listen again. Tick (✓) the food they are eating. bread ☐ cake ☐ cheese ☐ fish ☐ juice ☐ lemon ☐ salad ☐

3 Read and write. Complete Ranya's email.

delicious friends home 'lost' picnic valley

Dear Ibrahim,

This is my first email from Saudi Arabia. I'm going to _____ on Sunday. I'm sad to leave Saudi, but I'm happy to see my _____ in Oxford again. Remembering I was in a house at _____ it was called 'Wadi Al-Touqi'. We were on a _____ It was wonderful, and the food was _____ Write to me when I'm in England. I miss you.

Your friend,

Ranya

4 LOOK!

I'm sad. I'm happy.

Unit 10 Lesson 2

Unit 10 Lesson 2

To start:

- Greet the students.
- Say *Open your books at page 84.*

1 Look, say and number.

Aim: to work out the order of a picture story and put the story into words.

- Say *Look at Exercise 1.* Give students a short time to look at the exercise.
- a)
 - In pairs, students should look at the top picture and describe as many things as they can see.
 - Ask individual students to describe activities in the picture, for example *Dave's holding a map, he's talking to Ibrahim, Ranya's putting a picnic in the car.* Do not be over-concerned if students make mistakes, particularly if unknown vocabulary is involved.

b)

- Put the poster up where students can clearly see it.
- In pairs, students should look at the picture story. They should describe to each other what is happening in each picture.
- They should put the pictures into the correct order.
- Ask the students to give you the pictures in the correct order. Mark the order on, or next to, the poster.

Note: Although there is a 'correct' version, students may come up with different versions of the story. This can have a positive effect as it could lead to genuine communication about the conflicting versions. In the end, though, you should encourage the class to accept this order:

5 1 6
7 2 4
3

c)

- In pairs, students should now put the whole story into words. Once again, do not be over-concerned if students make mistakes. It is more important for them to have the confidence to practise extended narrative than to do it absolutely correctly.
- You may now point to the pictures on the poster and have individual students describe what is happening.

Example of story:

- Dave is setting the kilometre clock to 0km.
- They're following Ibrahim's car.
- Ibrahim drives through traffic lights but they go red. Dave stops.
- Omar sees that Dave isn't following. 'It's OK,' says Ibrahim. 'Dave's got a map.'
- Fred's following the map. He says 'Turn left.'
- Dave drives past a road on the left. Fred's looking right.
- Fred looks at the km clock. It says 96.5km. But Wadi Al-Touqi is 88km from Riyadh. They're lost!

- Have students look at the picture at the top of the next page. Everything's OK in the end!

2 Listen and tick (✓).

Aims: to revise food items; to revise words expressing enthusiasm; to listen for specific information.

- Say *Look at Exercise 2*. Give students a short time to look at the exercise.
- a)
 - Say *Read the questions. Listen and answer.*
 - Play the CD (track 96).

Note: *Yummy* is not strictly a standard English word. But it is often used, particularly by young people, to express strong approval of food.

ANSWERS: *Nina likes kebabs. Penny likes hallum. Hallum's cheese made with goat's milk.*

- b)
 - Play the CD again.
 - Students tick the food they hear.

ANSWERS: *bread cheese juice kebab salad*

AUDIOSCRIPT TRACK 96

Ranya: Are you enjoying the picnic, Nina?

Nina: Mmmm! This food is delicious. Can I have another kebab, please. They're yummy!

Ranya: Of course, Nina. Help yourself.

Penny: And eat your salad, Nina. It's good for you. This is wonderful. And the cheese ...

Ranya: Yes, it is nice, isn't it? It's made with goat's milk. We call it hallum. Here, have some more bread. And let me give you some more juice.

Penny: Thank you.

3 Read and write.

Aim: to complete an e-mail.

- Say *Look at Exercise 3*. Give students a short time to look at the exercise, but not enough time to read the e-mail.
- Say *Read the e-mail. Who is it to? (Fatimah) Who is it from? (Nina)*
- Students complete the e-mail. They may help each other in pairs or check each other's work at the end.

ANSWERS: 1 *last* 2 *home* 3 *friends* 4 *valley* 5 *picnic* 6 *delicious*

4 Look! D

Aim: to teach *happy* and *sad*.

- Say *Look at Exercise 4*. Give students a short time to look at the *Look!* box.
- They should copy the sentences in their notebooks.

Homework: Workbook pages 152 and 153

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

D 1 1 OK 2 Time 3 Follow 4 get lost 5 map

D 2 1 lost 2 sorry 3 matter 4 are

3 1 Dave's looking at a map. 2 Dave and his family are leaving.
3 Dave's following Ibrahim. 4 Dave's turning left. 5 Dave's lost.

4 1 There are four oranges on the left.
2 There's chicken in the centre.
3 The cheese is next to the bread.
4 There are three kebabs on the table.
5 There are two glasses of water on the table.
6 There are seven tomatoes on the left.
7 There are five apples on a plate.

5 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ✗ 8 ✓ 9 ✓ 10 ✓

6 1 leaving 2 sad 3 happy 4 flying 5 was 6 picnic 7 family
8 beautiful 9 food

Unit 10 Time to go

LESSON 3 *Nina's present*

Language

Skills: Understand questions about familiar topics; Use formulaic language in basic communication functions (e.g. greet, thank)

Functions: Express opinion, like and dislike

Grammar: Present simple (Affirmative – Negative – Questions – Short answers); Time expressions (*in the morning, afternoon, evening, at night*); Adverbs of frequency

Vocabulary: *present (n), come, go*

Bring to the lesson:

- the CD (track 97)
- the Student's Book (pages 86 and 87)
- the Workbook (pages 154 and 155)
- a small, wrapped, present

To start:

- Greet the students.
- Say *Open your books at page 86.*

1 Listen, answer and say.

Aims: negative *un-*; to introduce *thanking*; general revision.

- Draw a happy face on the board. Students say *happy*. Write *happy*. Draw a sad face. Students say *sad*. Or write *happy* next to the face. Then add the prefix *un-* (*unhappy*) and say *unhappy*.

Note: This is the first time students have met the negative prefix *un-*. This will lay the foundation for work they will do next term on negative adjectives.

- Say *Look at Exercise 1.* Give students a short time to look at the exercise.
- Say *Look at the picture. What is Reema holding?* Students don't know but they may guess.

- a)
 - Ask *Is Nina happy?* Listen and answer.
 - Play the CD (track 97, part 1) Answer *No, she's unhappy.*
 - Say *Read the questions.*
 - Play the CD again.
 - Say *Listen and answer.*

ANSWERS: *Yes to both questions*

- b)
 - Place your wrapped present on the desk.
 - Ask *What is it?* The students don't know, but may guess.
 - Say *It's a present.* Students repeat *present. It's a present from my (member of family).*
 - Open the present. Say *Look! It's a (scarf, book or whatever is in the wrapping).*
 - Ask *What is Reema's present?* Listen and tick.
 - Play the CD (track 97, part 2). Students tick.

ANSWER: *a headscarf ✓ (you can't wear a photograph or a book)*

Extra activity:

- You may play the CD again, pausing for students to repeat.

AUDIOSCRIPT TRACK 97

1

Reema: Are you unhappy, Nina?

Nina: Yes. I don't like saying goodbye to people.

Reema: But you're coming back soon. On your next holiday.

Nina: I know. But that's not for three months.

Reema: And Mum says that we can go to Oxford one day. Dad sometimes goes to England, and we can go with him.

Nina: Yes, I'd like that. You'd love Oxford.

2

Reema: And, here ... I've got a present for you.

Nina: A present? For me?

Reema: Yes. Go on. Open it.

Nina: Oh, Reema. It's beautiful! Thank you.

Reema: I'm happy you like it.

Nina: Yes, I love it. Can I wear it now? I want to wear it on the plane.

Reema: Of course.

2 Look! **D**

Aim: to clarify the difference between *come* and *go*.

- Say *Look at Exercise 2*. Give students a short time to look at the *Look!* box.
- Give students further examples – these will depend on where your school is.
- If you are in Al-Madinah, write *Al-Madinah → Jeddah* on the board. Students say *go*.
- Then write *Al-Madinah ← Jeddah*. Students say *come*.
- Then write *Jeddah → Riyadh*. Students say *go*.
- Students should copy the *Look!* box in their notebooks.

3 Read and complete.

Aim: to introduce *Thank you for + ing*.

- Say *Look at Exercise 3*. Give students a short time to look at the exercise.
- Students should read the speech bubbles aloud before they complete the final two.

ANSWERS: *being e-mailing*

4 Say and write. **D**

Aims: to label pictures; to remind students of situations in the book.

- Say *Look at Exercise 4*. Give students a short time to look at the exercise.
- Students should do this exercise in pairs.
- There are no right or wrong labels (unless they get the characters wrong). Encourage students to use more than just the basic names or items of vocabulary.

Examples:

Left-hand column:

My (Fred's) friends Yasser and Rakan.

A beautiful picnic at Wadi Al-Touqi.

In the Kingdom Shopping Mall.

Yasser ill in bed.

Right-hand column:

My (Nina's) friends Reema and Fatimah.

Fatimah's study.

The International Language School. Our Dad teaches here.

Omar outside his school.

Kapsa at Ranya's house. Delicious!

Extra activity:

- In pairs, students may each choose their favourite image from the book and give it a label.

Homework: Workbook pages 154 and 155

Final activity:

- Say *Goodbye* to the students.

ANSWERS:

1 1 T 2 T 3 F (Ibrahim sometimes goes to England.) **4** F (Reema gives Nina a present.) **5** F (Fred, Nina and their mother are catching a plane to England.) **6** T **7** T

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

D 3 1 The present is beautiful.

2 Reema's father sometimes goes to England./Reema's father goes to England sometimes.

3 Nina loves the present.

4 Nina's coming back to Saudi Arabia.

5 Omar and Reema can go to Oxford.

6 The picnic was delicious.

4a)

1 Thank you for helping with my homework.

2 Thank you for cooking lunch.

3 Thank you for taking the photos.

4 Thank you for teaching me English.

5 Thank you for coming to Saudi Arabia.

6 Thank you for playing football with me.

D 4b) Students' answers will vary.

5 1 come 2 come 3 here 4 go 5 go 6 go 7 there

E 6 ENGLISH

LESSON 4 SAUDI REVIEW

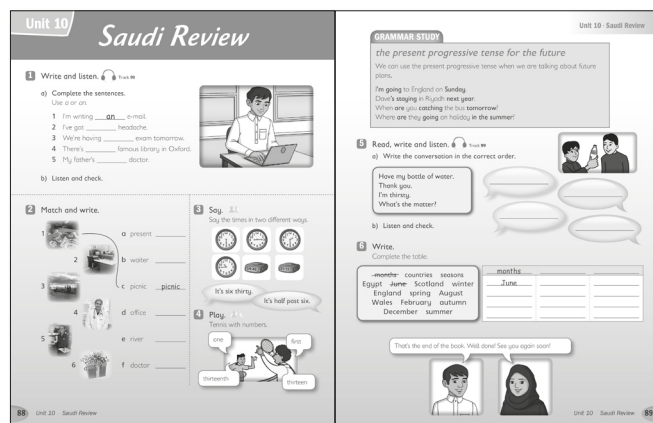
Language

Consolidation of the skills and functions from Unit 10.

Grammar: Present progressive (Affirmative – Negative – Questions – Short answers)

Bring to the lesson:

- the CD (tracks 98 and 99)
- the Student's Book (pages 88 and 89)
- the Workbook (pages 150–155)



To start:

- Greet the students.
- Say *Open your books at page 88.*

1 Write and listen.

Aims: to revise the correct use of *a/an*; to revise vocabulary.

- Say *Look at Exercise 1.* Give students a short time to look at the exercise.
- a)
- Students may help each other in pairs.
- b)
- Say *Listen and check.*
- Play the CD (track 98) for students to check.

ANSWERS: 1 *an* 2 *a* 3 *an* 4 *a* 5 *a*

AUDIOSCRIPT TRACK 98

Narrator: 1 I'm writing an e-mail.

2 I have a headache.

3 We're having an exam tomorrow.

4 There's a famous library in Oxford.

5 My father's a doctor.

2 Match and write. D

Aim: to revise vocabulary.

- Say *Look at Exercise 2.* Give students a short time to look at the exercise.
- Students may do this exercise in pairs or check each other's work at the end.

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

3 Say.

Aim: to practise telling the time in two different ways.

- Say *Look at Exercise 3.* Give students a short time to look at the exercise.
- In pairs, students take it in turns to say the times in two different ways.

ANSWERS: *It's six thirty. It's half past six.*
It's nine fifteen. It's quarter past nine.
It's two thirty. It's half past two.
It's ten forty-five. It's quarter to eleven.
It's two forty-five. It's quarter to three.
It's nine fifteen. It's quarter past nine.

Extra activities:

- In pairs, students may draw their own clock faces and continue the activity.
- Student A can say *It's nine fifteen*. Student B writes *It's quarter past nine*.
- They take it in turns to continue (not more than five minutes).

4 Play. E**Aim:** to revise ordinals.

- Say *Look at Exercise 4*. Give students a short time to look at the exercise.
- This is another opportunity for them to play the game in Unit 4 Review. If you need to refresh the rules, go to page 41 of the Teacher's Book.

Grammar study:

- Give the students a minute or two to read this section.
- They should copy the *Grammar study* box for homework.

5 Read, write and listen.**Aim:** to write a dialogue beginning with *What's the matter?* in the correct order.

- Say *Look at Exercise 5*. Give students a short time to look at the exercise.
 - a) They may do this individually or help each other in pairs.
 - Monitor the activity. Check the students' spelling, punctuation and capitalisation.
- b) Say *Listen and check*.
- Play the CD (track 99) for students to check.

ANSWERS: *What's the matter?**I'm thirsty.**Have my bottle of water.**Thank you.***AUDIOSCRIPT TRACK 99****Narrator 1:** What's the matter?**Narrator 2:** I'm thirsty.**Narrator 1:** Have my bottle of water.**Narrator 2:** Thank you.**6 Write. D****Aim:** to complete a table with the columns months, countries and seasons.

- Say *Look at Exercise 6*. Give students a short time to look at the exercise.
- They may help each other in pairs.

Note: In this activity, for the first time, students must provide the headings for two of the columns.**ANSWERS:**

<i>months</i>	<i>countries</i>	<i>seasons</i>
<i>June</i>	<i>Egypt</i>	<i>winter</i>
<i>August</i>	<i>Scotland</i>	<i>spring</i>
<i>February</i>	<i>England</i>	<i>autumn</i>
<i>December</i>	<i>Wales</i>	<i>summer</i>

Homework:**Any exercises not completed in the Workbook pages 150 – 155.**Copy out the *Grammar study* box on page 89.**Final activity:**

- If this is the final lesson of the term, wish the students a good holiday.
- Indicate the picture of Fred and Nina. Say *Goodbye, Fred, goodbye, Nina*. Say *Goodbye* to the students.

Progress Check 2

Introduction

This Progress Check has been designed to assess progress over the last five units of *Lift Off! 1* and to practise the skills developed. There are five sections: grammar, vocabulary, listening and reading tasks and a writing section. These five sections are done with the whole class. The tasks have been designed to reproduce the type of activities that are found in the *Lift Off! 1 Student's Book* and *Workbook*.

The check can be undertaken in one session but if lesson lengths do not permit this, the various parts of the check can be taken at different times with the scores being added up to give a final score once all parts have been completed.

You will find the answers to the various tasks in the Progress Check here. Some of the answers are clearly right or wrong but you may wish to exercise some discretion when marking the tests. For example, you might want to overlook a minor misspelling or copying error in a grammar or vocabulary exercise. Similarly, in the listening task the main objective is to test understanding so you may wish to overlook minor misspellings or even small grammatical errors there.

The number of marks for each section of the Progress Check is given below. The recommended amount of time needed for the check will depend on your students but suggested times are:

- **1 Grammar Section:** 20 marks
 - Grammar 1: 10 minutes
 - Grammar 2: 5 minutes
 - Grammar 3: 5 minutes
- **2 Vocabulary Section:** 10 marks
 - Vocabulary: 10 minutes
- **3 Listening Section:** 10 marks
 - Listening 1: 5 minutes
 - Listening 2: 5 minutes
- **4 Reading Section:** 10 marks
 - Reading 1: 10 minutes
 - Reading 2: 10 minutes
- **5 Writing Section:** 10 marks
 - Writing: 15–20 minutes

Total **60 marks**

Section 1: Grammar

The Grammar Section focuses on the structures that occur in *Lift Off! 1*. Tell students they have three tasks in this section of the test. Draw their attention to length of time and the number of marks available. Advise students how much time to spend on each exercise. If necessary use the examples to show how students should record their answers for the different sections.

ANSWERS TO GRAMMAR 1 (10 MARKS):

1 C 2 B 3 B 4 C 5 B 6 A 7 A 8 C 9 B 10 A

ANSWERS TO GRAMMAR 2 (5 MARKS): 1 Where does Rakan live in Riyadh? 2 What would Penny like to eat? 3 Why doesn't Fred buy a camera? 4 Why was Ibrahim angry with Omar? 5 What is the matter with Nina?

ANSWERS TO GRAMMAR 3 (5 MARKS):

1 were 2 was 3 on 4 has 5 done

Section 2: Vocabulary

The Vocabulary Section focuses on the words and phrases that occur in *Lift Off! 1*. Advise students how much time to spend on the exercise.

ANSWERS TO VOCABULARY (10 MARKS):

1 C 2 J 3 F 4 A 5 G 6 D 7 K 8 E 9 I 10 B

Section 3: Listening

The Listening Section focuses on listening skills that are developed in *Lift Off! 1*. You know your students and can decide whether the recording should be played once or twice. It is probably good practice to allow the students to listen twice, as the first time they will be busy writing their answers and may miss some details. It is also advisable to give the students time to look through the questions so that they know what they are listening for. The audio script for each of the listening tasks is given after the answer key for that listening task.

Before each listening task, remind students to listen carefully to the audio. Play the instructions for the task then pause the audio for a final check that students understand what they need to do and how they should record their answers (for example, completing the missing words in a sentence).

ANSWERS TO LISTENING 1 (5 MARKS):

1 13 (example) 2 centre 3 big 4 cloudy 5 headache
6 aunt

AUDIOSCRIPT TRACK 100

Narrator: Listening one. Listen and complete. Write one word in each sentence.

Number one

Boy 1 How old are you Mike? Are you thirteen years old?

Boy 2: Yes, I am.

Narrator: Number two

Female 1: So where in England is Oxford?

Female 2: It's in the centre. It isn't near the sea.

Narrator: Number three

Boy 1: Why don't you want to buy the cap, Omar?

Boy 2: The colour is nice but it is so big. I can't wear it.

Narrator: Number four

Male 1: What's the weather like in Jeddah?

Male 2: Yesterday it was hot and sunny but today it's hot and cloudy.

Narrator: Number five

- Boy 1:** Why isn't Yasser in class today? Has he got a toothache?
- Boy 2:** No, he's got a bad headache.
- Narrator:** Number six
- Female 1:** What does Leena do on Saturdays?
- Female 2:** She usually goes to see her aunt but sometimes she goes to her friend's house.
- Narrator:** Now listen again.

ANSWERS TO LISTENING 2 (5 MARKS):

A 5 B 6 C 1 (example) D 2 E 3 F 4

AUDIOSCRIPT TRACK 101

- Narrator:** Listen and write the number of each picture in the box.
- Number one
- Female 1:** This looks delicious and tastes delicious. What is it called?
- Female 2:** It's called kapsa.
- Narrator:** Number two
- Boy 1:** Jeddah wasn't always a big city.
- Boy 2:** No?
- Boy 1:** No. 2500 years ago, it was a small fishing village.
- Narrator:** Number three
- Female 1:** Would you like another kebab?
- Female 2:** Yes please. They taste delicious.
- Narrator:** Number four.
- Boy 1:** Where in Saudi Arabia is Abha?
- Boy 2:** Abha? It's south of Jeddah and the holy city of Makkah.
- Narrator:** Number five
- Female 1:** What are you watching?
- Female 2:** A DVD about Oxford. It looks a great place. There's a university and you can go boating.
- Narrator:** Number six
- Boy 1:** It's very early. What's Omar doing?
- Boy 2:** He's eating his breakfast.
- Narrator:** Now listen again.

Section 4: Reading

The Reading Section focuses on the reading skills that are developed in *Lift Off 1*. If necessary use the examples to show how students should record their answers for each task.

ANSWERS TO READING 1 (5 MARKS):

1F (example) 2F 3T 4F 5T 6F

ANSWERS TO READING 2 (5 MARKS):

Ali (example) (3) Faiza (2) Faisal (1) Salim (6) Salwa (4) Zahra (5)

Section 5: Writing

The Writing Section focuses on writing skills and activities that are developed and practised in *Lift Off 1*. The exercise is similar to ones that students have written during their study of *Lift Off 1*. It covers material that should be familiar. Remind students that they should:

- write the correct number of words
- write about the correct content

Assessment for Writing (10 marks)

The following marking grid can be used to help you assess students' responses.

GRAMMAR	VOCABULARY	SPELLING AND PUNCTUATION	TASK FULLFIMENT	MARKS
Very accurate use of a wide range of grammar needed to respond to the task.	Very accurate use of a wide range of vocabulary needed to respond to the task.	Extremely accurate in terms of spelling and punctuation. No significant errors.	Ideas are well developed with detail, examples or explanations.	5
Quite accurate use of a range of grammar needed to respond to the task. Some errors evident.	Quite accurate use of a range of vocabulary needed to respond to the task. Some errors evident.	Reasonably accurate in terms of spelling and punctuation. Few errors.	Ideas are quite well developed and most of the task requirements are met.	4
Some accurate grammar usage together with other inaccurate but communicative usage.	Some accurate vocabulary usage together with other communicative usage.	Some accurate spelling and punctuation. Several errors may be apparent.	A reasonable attempt at addressing the topic with two or three ideas developed at appropriate length.	3
Mostly inaccurate grammar usage with a little accurate usage.	Mostly inaccurate vocabulary usage with a little accurate usage.	Mostly inaccurate with a little accurate spelling and punctuation.	An attempt at addressing the topic but maybe not at the correct length or with inappropriate register.	2
At least one recognizable piece of grammar noted.	At least one recognizable piece of vocabulary noted.	At least one recognizable piece of spelling or punctuation noted.	At least one point addressed cognizably even if badly written.	1
Nothing written.	Nothing written.	Nothing written.	Nothing written.	0

Flashcards and Posters

Flashcards

Letters: a–z/A–Z

Numbers: 1–20

Occupations:

dentist
doctor
nurse
policeman
soldier

Objects and animals:

camcorder
computer
digital camera
DVD player
mouse
Omar's bike

Food and drink:

(green) peppers
apple(s)
bread
cheese
chicken
chips
eggs
garlic
ice cream
juice
kebab
mushrooms
olives
onions
orange(s)
pizza
tomatoes
rice
salad

Weather:

raining
snowing
sunny
cloudy
windy
cold
hot

Posters

- 1 The new school
- 2 The food table
- 3 Follow me
- 4 The two families
- 5 Welcome to our housew

Track lists

Track 1, Unit 1, Lesson 1, Exercise 1b
Track 2, Unit 1, Lesson 1, Exercise 2a
Track 3, Unit 1, Lesson 2, Exercise 1b
Track 4, Unit 1, Lesson 2, Exercise 4a
Track 5, Unit 1, Lesson 3, Exercise 1b
Track 6, Unit 1, Lesson 3, Exercise 2a and b
Track 7, Unit 1, Lesson 3, Exercise 3a and b
Track 8, Unit 1, Lesson 3, Exercise 4b
Track 9, Unit 1, Lesson 4 review, Exercise 1a and b
Track 10, Unit 1, Lesson 4 review, Exercise 3b
Track 11, Unit 1, Lesson 4 review, Exercise 4a
Track 12, Unit 2, Lesson 1, Exercise 1b
Track 13, Unit 2, Lesson 1, Exercise 2a
Track 14, Unit 2, Lesson 1, Exercise 3b
Track 15, Unit 2, Lesson 1, Exercise 4b
Track 16, Unit 2, Lesson 1, Pronunciation corner
Track 17, Unit 2, Lesson 2, Exercise 1b and c
Track 18, Unit 2, Lesson 3, Exercise 1a
Track 19, Unit 2, Lesson 3, Exercise 2b
Track 20, Unit 2, Lesson 3, Pronunciation corner
Track 21, Unit 2, Lesson 4 review, Exercise 4a
Track 22, Unit 3, Lesson 1, Exercise 1b
Track 23, Unit 3, Lesson 1, Exercise 3a
Track 24, Unit 3, Lesson 1, Pronunciation corner
Track 25, Unit 3, Lesson 2, Exercise 1a and b
Track 26, Unit 3, Lesson 2, Exercise 3b
Track 27, Unit 3, Lesson 3, Exercise 2b and c
Track 28, Unit 3, Lesson 4 review, Exercise 4
Track 29, Unit 3, Lesson 4 review, Exercise 6
Track 30, Unit 4, Lesson 1, Exercise 1b
Track 31, Unit 4, Lesson 1, Exercise 4a and c
Track 32, Unit 4, Lesson 2, Exercise 1a
Track 33, Unit 4, Lesson 2, Exercise 1b
Track 34, Unit 4, Lesson 2, Exercise 4a and b
Track 35, Unit 4, Lesson 2, Pronunciation corner
Track 36, Unit 4, Lesson 3, Exercise 1b
Track 37, Unit 4, Lesson 3, Exercise 1c
Track 38, Unit 4, Lesson 3, Pronunciation corner
Track 39, Unit 4, Lesson 3, Exercise 2a
Track 40, Unit 4, Lesson 3, Exercise 4a and b
Track 41, Unit 4, Lesson 4 review, Exercise 1c
Track 42, Unit 5, Lesson 1, Exercise 1a and b
Track 43, Unit 5, Lesson 1, Exercise 6a
Track 44, Unit 5, Lesson 2, Exercise 1b and c
Track 45, Unit 5, Lesson 2, Exercise 2b
Track 46, Unit 5, Lesson 2, Exercise 4
Track 47, Unit 5, Lesson 3, Exercise 1b
Track 48, Unit 5, Lesson 3, Exercise 3a
Track 49, Unit 5, Lesson 3, Pronunciation corner
Track 50, Unit 5, Lesson 4 review, Exercise 2b
Track 51, Unit 5, Lesson 4 review, Pronunciation corner
Track 52, Progress Check 1, Listening 1
Track 53, Progress Check 1, Listening 2
Track 54, Unit 6, Lesson 1, Exercise 1b
Track 55, Unit 6, Lesson 1, Exercise 3b and c
Track 56, Unit 6, Lesson 2, Exercise 1b
Track 57, Unit 6, Lesson 1, Pronunciation corner

Track 58, Unit 6, Lesson 2, Exercise 3a and b
Track 59, Unit 6, Lesson 3, Exercise 1a and b
Track 60, Unit 6, Lesson 3, Exercise 4b
Track 61, Unit 6, Lesson 4 review, Exercise 1b
Track 62, Unit 6, Lesson 4 review, Pronunciation corner
Track 63, Unit 7, Lesson 1, Exercise 1a and b
Track 64, Unit 7, Lesson 1, Exercise 4b
Track 65, Unit 7, Lesson 1, Pronunciation corner
Track 66, Unit 7, Lesson 2, Exercise 1b
Track 67, Unit 7, Lesson 2, Exercise 1c
Track 68, Unit 7, Lesson 2, Exercise 4a
Track 69, Unit 7, Lesson 2, Pronunciation corner
Track 70, Unit 7, Lesson 3, Exercise 1c and d
Track 71, Unit 7, Lesson 3, Pronunciation corner
Track 72, Unit 7, Lesson 4 review, Exercise 1a and b
Track 73, Unit 7, Lesson 4 review, Exercise 3b
Track 74, Unit 8, Lesson 1, Exercise 1b
Track 75, Unit 8, Lesson 1, Exercise 1c
Track 76, Unit 8, Lesson 1, Exercise 2b and c
Track 77, Unit 8, Lesson 1, Exercise 5
Track 78, Unit 8, Lesson 2, Exercise 1
Track 79, Unit 8, Lesson 2, Exercise 2b and d
Track 80, Unit 8, Lesson 2, Exercise 4
Track 81, Unit 8, Lesson 3, Exercise 1a
Track 82, Unit 8, Lesson 3, Exercise 1c and d
Track 83, Unit 8, Lesson 3, Exercise 2a
Track 84, Unit 8, Lesson 4 review, Exercise 2a
Track 85, Unit 9, Lesson 1, Exercise 1b
Track 86, Unit 9, Lesson 1, Exercise 1c
Track 87, Unit 9, Lesson 1, Exercise 3a and b
Track 88, Unit 9, Lesson 1, Pronunciation corner
Track 89, Unit 9, Lesson 2, Exercise 4a and b
Track 90, Unit 9, Lesson 2, Pronunciation corner
Track 91, Unit 9, Lesson 3, Exercise 1b
Track 92, Unit 9, Lesson 3, Exercise 3b and c
Track 93, Unit 9, Lesson 4 review, Pronunciation corner
Track 94, Unit 10, Lesson 1, Exercise 1b and c
Track 95, Unit 10, Lesson 1, Exercise 3c
Track 96, Unit 10, Lesson 2, Exercise 2a and b
Track 97, Unit 10, Lesson 3, Exercise 1a and b
Track 98, Unit 10, Lesson 4, review of book, Exercise 1b
Track 99, Unit 10, Lesson 4, review of book, Exercise 5b
Track 100, Progress Check 2, Listening 1
Track 101, Progress Check 2, Listening 2

Notes

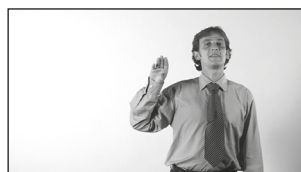
Teacher's signs

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



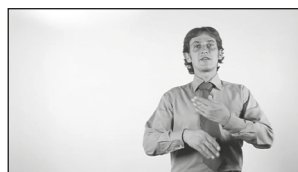
Open book



Count



Match



Repeat/Again



All together



Don't speak



Think



You do it



Tick

Listening skills for First Intermediate Grade 7	Included in Lift Off 1
Differentiate between the pronunciation of similar sounds in English	X
Indicate time (next Monday, last week, in June, etc.)	X
Link ideas with <i>and, but, then</i>	X
Recognise various intonation patterns	X
Understand questions about familiar topics	X
Understand simple instructions and directions	X
Understand the main idea and/or basic information in short monologues or dialogues	X
Speaking skills for First Intermediate Grade 7:	
Give simple instructions and directions	X
Interact in a simple way by asking and answering questions about familiar topics	X
Produce simple sentences describing people, places and things	X
Use basic language to satisfy needs of a concrete type	X
Use formulaic language in basic communication functions (e.g. greet, thank)	X
Reading skills for First Intermediate Grade 7	
Recognise basic rules of punctuation	X
Transfer from verbal to visual information	X
Transfer information from a text to a table	X
Understand sequence	X
Understand specific information in very short simple texts on familiar topics	X
Understand the main idea in very short simple texts on familiar topics	X
Writing skills for First Intermediate Grade 7:	
Deal with certain aspects of writing (punctuation, spelling, syntax)	X
Fill in a form with basic personal information	X
Link ideas with <i>and, but, then</i>	X
Write a paragraph to pass on basic personal information and information about other people	X
Write short simple postcards and e-mails	X
Write short simple words and/or phrases to complete a paragraph	X
Write simple isolated phrases and sentences	X
Grammar coverage for First Intermediate Grade 7:	
Articles (<i>a/an/the</i>)	X
Comparative and superlative forms	
Conjunctions (<i>and, but, or, then</i>)	X
Countable and uncountable nouns: <i>some/any/a(n); How much/How many</i>	X
Demonstratives: <i>this/that/these/those</i>	X
Future <i>going to</i> ; present progressive with future meaning	X
<i>I'd like</i> + noun	X
Imperatives (affirmative / negative)	X

Listening skills for First Intermediate Grade 7	Included in Lift Off 1
Intensifiers: <i>so, very</i>	X
<i>like/love/enjoy/hate + ing</i>	X
modal verb: <i>must/mustn't</i>	
Modals verb: <i>can/can't</i>	X
Past Simple <i>to be, there was, there were</i> , (regular and irregular); Time expressions	X
Possessive adjectives (<i>my, your, his, her, its, our, their</i>)	X
Possessive case ('s): <i>It's Hassan's.</i>	X
Prepositions of place (<i>on, in, under, next to, between, in front of, behind</i>)	X
Prepositions of time: <i>at, on, in, before, after</i>	X
Present Progressive (Affirmative – Negative – Questions – Short answers)	X
Present Simple (Affirmative – Negative – Questions – Short answers); Time expressions (<i>in the morning, afternoon, evening, at night</i>); adverbs of frequency	X
Question words (<i>Who, What, Where, Why, Whose, How, When</i>)	X
Regular – Irregular plural nouns	X
verb <i>to be</i> (Affirmative – Negative – Questions – Short answers); <i>there is/there are</i>	X
verb <i>to have</i> (Affirmative – Negative – Questions – Short answers)	X
subject and object pronouns: <i>I, you, he, me, you, him</i> etc.	X
Functions for First Intermediate Grade 7	
address others, make introductions and exchange basic personal information]	X
ask and answer about number and quantity	
ask for and give reasons	X
ask for permission and make requests	X
describe feelings	X
discuss a range of familiar topics	X
discuss future plans	X
distinguish between habitual actions, routines and current events [activities]	X
distinguish between the present and past [activities and events]	X
express ability	X
express obligation/prohibition	
express opinion, like and dislike	X
express possession	X
identify and refer to people and objects	X
make comparisons	
make, accept and refuse offers	X
talk about the location of objects, building, sights [identify and express location]	X
tell the time	X
understand and use classroom language	X
understand signs and notes	

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