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Kingdom of Saudi Arabia

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KINGDOM OF SAUDI ARABIA

وزارة التعليم
Ministry of Education

Teacher's Book
كتاب المعلم

Lift Off! 5

English Language

Intermediate Stage

Third Intermediate Grade

First Semester

اللغة الإنجليزية

المرحلة المتوسطة

الصف الثالث المتوسط

لفصل الدراسي الأول

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Introduction

Welcome to *Lift Off! 5*, a course written specially for students learning English in the first term of Intermediate Grade 3 in Saudi Intermediate Schools. *Lift Off! 5* and 6 follow *Lift Off! 1* and 2, and 3 and 4, the new Macmillan English course for the First and Second Intermediate Grades.

The components of *Lift Off!*

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

The Student's Book

The Student's Book of *Lift Off! 5* begins with a list of contents. This is designed to assist teachers to understand the overall plan of the course, and it is followed by a list of essential rubrics/instructions and grammatical terms that the students will need to understand. The rubrics and instructions are translated into Arabic.

There are ten units in the *Lift Off! 5* Student's Book. Each unit contains four lessons. The fourth lesson in each unit is a Review. It provides a review of the language in the unit and recycles the grammar, functions and vocabulary of the previous three lessons. No new structures or words are introduced in the Review.



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 6–10 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 that contains the new vocabulary introduced in *Lift Off! 5*. *Lift Off! 5* includes new topics, functions, grammar and skills practice which build on the language of previous materials. *Lift Off! 5* presumes that students have covered the material in *Lift Off! 1–4* and that they need to revise and recycle this material.

The Workbook

A lesson in the Workbook is designed to follow the corresponding lesson in the Student's Book and should never be taught first. Workbook lessons consolidate and practise the material covered in Student's Book lessons. As with the Student's Book, the Workbook contains ten units. The only difference is that there are three lessons in each Workbook unit practising the material in lessons 1–3 of each Student's Book unit. It is important to note that the Workbook is mainly intended for homework and is not meant for extensive use in class. A time will have to be found to review the Workbook exercises. This will depend on individual circumstances, but it could perhaps be included at the start of each lesson along side or instead of the given starting activity.

Special features of the Student's Book

- Many lessons contain a *Language Help* box. These boxes explain aspects of language that students may find new, difficult or confusing.
- Many lessons contain a pair work icon  suggesting that the exercise is best done by students in pairs.
- Listening exercises are indicated by  to show that a CD player and the CD are required. The track number beside the listening exercise lets you know which section of the CD you require for that exercise.
- Every Review lesson contains a *Grammar Study* box. *Lift Off!* provides a gentle introduction to basic English grammar. Students are encouraged to study this box in class and copy it for homework.

The CD

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

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

The Teacher's Book

The Teacher's Book contains:

- a plan of the Student's Book
- a compilation of games and activities that teachers may wish to use to enhance their lessons
- suggested visual classroom gestures 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 a copy of the audioscript for appropriate lessons
- provides answers to exercises in the Student's Book and Workbook sections

There are suggested activities to start and finish the lessons and extra activities are also suggested in various places in the lesson notes. The authors would encourage teachers to adapt these suggested activities to their own teaching styles and to use them or leave them out as time and inclination allow. Resources for *Lift Off! 5* 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! 5 is designed to be covered completely in the first term of Intermediate Grade 3 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:

$$\frac{\text{Number of weeks} \times 4 \text{ (the number of class lessons per week)}}{10 \text{ (the number of units in Lift Off! 5)}}$$

The result of the calculation will tell you how many class lessons you can devote to each unit of *Lift Off! 5* 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 taught in the book. The activities will also add to the students' enjoyment of learning English. This will foster a positive approach to their studies.

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

(Note: Specific activities have been suggested for each lesson, but teachers should use whichever activities they feel will work best for their class on any given day. Equally, word lists are given for many of the activities, but again the class teacher may prefer to substitute their own choice of items to test or practise. The vocabulary listed in this introduction is given for illustrative purposes, and topic specific word lists will be found in the units themselves.)

Voting cards

- Students should each keep a 'voting card' in their notebooks. Ask them to fold a sheet of paper into eight sections. On one side, they write a number in each section – as large and as clear as the paper allows. When asked to vote for the best answer, each student folds the paper to show the correct number and at a signal, all hold their voting cards up at the same time.
- The teacher can then ask for reasons why students think as they do. It encourages participation and highlights misunderstandings. The other side can then be used for other responses such as *True*, *False*, *Yes* and *No*. As this leaves spaces, teachers might want to add *Not sure* and *Undecided*.
- The final slots could then be used for *Confident* and *Not confident*, which could be used to encourage the students to self-assess at the end of a lesson or unit.

ABC games

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

My parrot

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

At the souk

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

Yesterday

- To practise past tense verbs.
- Just start with *Yesterday*, and add a verb.
A: *Yesterday I answered a question.*
B: *Yesterday I answered a question and I built a house.*
C: *Yesterday I answered a question and I built a house and I caught a fish.*
- **(Note:** To practise the present tense, start with *Every day* instead.)

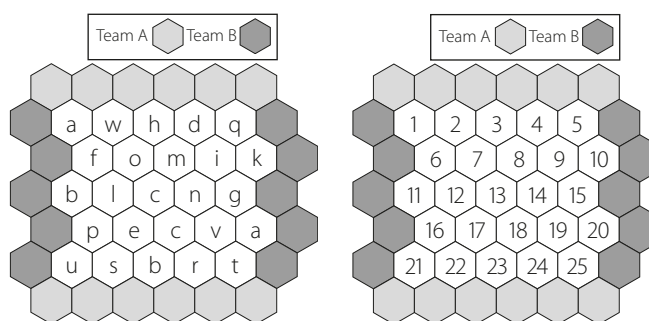
Chain game

- Like *At the souk* but without having to start with the next letter of the alphabet.
- Student A starts: *I've been to the souk. I went ...* then adds a preposition and a noun, e.g. *... across the street.*
- Student B repeats: *I've been to the souk. I went across the street ...* and adds another preposition and noun: *... and then around the mosque.*

Wordbuster

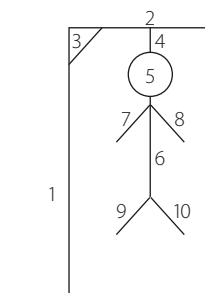
- This is based on the popular Blockbusters game. Two teams play on a 5x5 board. The object is for teams to win tiles and be the first to make a path across the board. To win a tile, teams have to answer a question correctly.
- Teachers can have a list of questions ready or make them up as they go along.
- The tiles can be labelled with either letters or numbers.
- Lettered version: Teams pick a letter from the board and the answer to their question has to begin with that letter. If the answer is correct, the tile is coloured with the team colour.

- Questions can be phrased in various ways: *What verb begins with the letter* (whichever letter the team picked); *What word beginning with* (the letter the team picked) *means X in Arabic?*; *What adjective beginning with* (the letter the team picked) *means to be a little bit angry?*
- When making a new letter board for a lesson, be sure that the students have had words beginning with the letters on the board.
- Numbered version: This version is the same, except that teams pick a number. If the teacher has a list, the team is asked the question with that number. The questions have the same forms as above.
- **(Note:** Traditionally the board is made up of hexagonal tiles but, as these are difficult to draw, where teachers are making their own boards, they may prefer to use squares.)



Hangman

- To practise vocabulary and spelling.
- Play as a class or in pairs. Pick a word but don't say what it is.
- Draw a dash for every letter in the word.
- The class (or your partner) tries to guess the word by guessing letters.
- If they say a correct letter, write it in everywhere it occurs in the word, on the correct line(s). If the letter is not in the word, start the hangman by drawing the upright post.
- For every letter guessed which is not in the word, add another line (or circle), as shown below. (It is a good idea to write the incorrect guesses underneath the picture, to avoid arguments.)
- Correct guesses aren't counted but on the tenth wrong guess, the drawing will be complete and the game is lost.



Vocabulary tic-tac-toe

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

htgeih	elpes	hgiwe
ayveh	tegiwh	serailco
urpretemate	lethha	cresxiee

Answers:

height	sleep	weigh
heavy	weight	calories
temperature	health	exercise

Grammar tic-tac-toe

- Write a grid on the board as in the previous game, but write words in the squares with grammar you wish to practise such as phrasal verbs.

Questions:

tell ____	turn ____	deal ____
look ____	made ____	pick ____
leave ____	get rid ____	throw ____

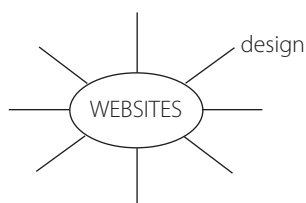
Answers:

tell off	turn off	deal with
look for	made of	pick up
leave on	get rid of	throw away

- Divide the class into two teams.
- In turn, ask a member of each team to fill in a possible word.
- When a team completes a row across, down or diagonally they score a point

Word association

- On the board, write some topics from *Lift Off! 5* in circles, e.g.: *websites; mobile phones; healthy eating, holidays*.
- Divide the class into groups. Each group should choose a different topic.
- They should write words connected with the topic around the circles.



Word association 2

- As a variation of this, give students the words. Copy some words randomly around the board, and ask students to group them by topic

Guessing games

What am I doing?

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

Who am I?

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

Ten questions

- This can be adapted to practise a variety of question types and structures.
- Pick a category (*Animals, Objects, Places*, etc.) and tell the class what it is. One student decides on one item from that category (e.g. *an elephant*), and the class must ask questions to guess what it is.
- The class can only ask ten questions and the answer can only be *Yes* or *No*. Encourage questions which practise the target structures for the unit.
- If one of the class gives the wrong answer, the game is lost. Therefore, tell students to find out as much as they can before they make a guess.
- If a student guesses correctly, they choose the next item.

- Examples of questions:
For objects:
Is it made of wood?
Is it expensive?
For animals:
Is it bigger than a horse?
Does it have a longer neck than a camel?
Is it the fastest animal in the world?
For places:
Is it in Saudi Arabia?
Is it a holy place for Muslims?
Is it the holiest place for Muslims?

Ready and waiting

- Ask students to think of 10 or 15 words. As students say them, ask other students to use the words in sentences. (Choice of words can be limited to the last lesson or unit as you prefer.)
- List the words on the board.
- Ask a volunteer student to go out of the room. When the student has left, ask another student to erase a word on the board. When he/she has done this, the class calls *Ready and waiting!* and the student outside returns into the class.
- The student who was outside has to say which word is missing from the board. Repeat this procedure three or four times. It is a good way to get students to study new vocabulary without knowing this is what they are doing.
- Students continue playing in small groups.

Words in words

- Arrange students in groups of three or four. One of them should be the writer.
- On the board, write a long word that students have recently studied, e.g. *adventurous*.
- Explain that students should find as many other words as possible inside the word *adventurous* using the only letters in the word (they can't use people's names).
- Give the groups five minutes or less to write as many English words as they can find in the given word.
- Say *Go* to start them off and *Stop* after the time has elapsed. The winning group is the one with most words (spelt correctly). To check: in turn, groups read out their words while the other groups cross off the words mentioned from their lists. The winner is the group with most words left.

Adjectives and nouns

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

Presentation

- Divide the class into groups of about five. Allot a unit or allow groups to choose. Each group must try to re-tell the main story of their unit, e.g. the rescue of the couple who fell into the ravine. Give teams a few minutes to prepare.
- Teams take turns at presenting their story to the class. Each member of the team should take a turn at speaking.
- Everyone votes for the best team. (Students may not vote for themselves!)

Tennis

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

Prepositions

- Student A says a preposition (*at, in, on*), Student B repeats it with any suitable day, date, month, year, time, or time phrase, e.g.
Student A: *at*
Student B: *at three o'clock; in*
Student C (or Student A if playing in pairs): *in the morning, on*
- The idea is go as fast as possible without stopping, but without making a mistake and without repeating any of the time expressions.
- Start off as a class until they get the idea, then students continue playing in small groups.
- (**Note:** Try not to have groups of three as the same students always get the same prepositions.)

If ...

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

Word chain

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

Pairs

- Prepare a list (about 10 or 12) of (for example) problems, and a matching number of appropriate offers of help:
I'm trying to study. Shall I switch the television off?
The remote (This) isn't working. Shall I change the batteries?
- Write each problem and each offer of help on a separate card, mix them up and stick them face down on the board with Blu-Tack or similar.
- Play in two teams. Each team takes it in turn to pick two cards and read them out to the class. If they have a matching problem and offer of help, they keep the pair and pick again. If they don't, they put the cards back at random, and the second team has a turn.
- When all the cards have been matched, the team with the most pairs wins.
- Suggestions for other ways to play: *Make pair cards with: an English word and the matching Arabic; an English word and the meaning in English; an English word and a picture; a question and a suitable answer.*

Back to the start

- Make a table on the board like this:

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

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

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

- **(Note:** Choose girls' names for girls' classes.)
- Send one student out of the room.
- Together the class decides on one word from each line to be the answer. (You may like to make a note of what is chosen to prevent arguments!)
- Call the student back in. They have to ask questions to work out who they are. *Is my name Khalid?*
- Whenever the answer is *Yes*, students can go on to the next question. But whenever the answer is *No* they have to go right back to the beginning and start again, and remember all the previous right answers before they can try a different option for the question they got wrong.
- Students get a penalty point for every time they have to start again. If time permits, several students can have a turn and the winner is the one with fewest points. For example:
Is my name Khalid? No, go back to the start! (1 point)
Is my name Ahmed? Yes. Am I quite young? No, go back to the start! (1 point)
Is my name Ahmed? Yes. Am I very old? No, go back to the start! (1 point)
Is my name Ahmed? Yes. Am I not very old? Yes! Am I quite tall? Yes. Do I have straight hair? Yes. Am I polite? No, go back to the start! (1 point)
Is my name Ahmed? Yes. Am I not very old? Yes! Am I quite tall? Yes. Do I have straight hair? Yes. Am I helpful? Yes. Am I quiet? Yes. Finished!

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



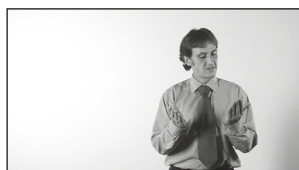
Copy/Write



Find



Look



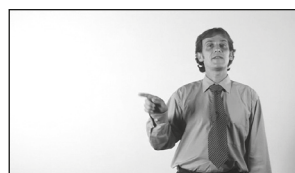
Read



Open book



Count



Match



Repeat/Again



All together



Don't speak



Think



You do it



Tick

PROJECT 1 *Vision 2030: A presentation on your local area in 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). These projects 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.

A Language review:

- Write the following words and phrases on the board (these words are from Student's Book page 42):

- a) *population*
- b) *university*
- c) *traffic safety*
- d) *life expectancy*
- e) *the digital economy*

- Divide students into small groups.
- Ask students to find the words and phrases on page 42.
- Ask them to write a sentence using each word or give an example for the word, e.g. *The population of Saudi Arabia is about 30 million people.*

B Brainstorm

- Divide students into small groups.
- Ask them to discuss each word or phrase A-E from the language review in terms of their city/town/local area in 2030, e.g. *There will probably be more universities near here.*
- Encourage them to think about:
 - different possibilities using *may*, *probably*, etc.
 - conditional situations using *if*.
 - reasons (using *because*) and results (using *so*).
- Encourage them to take notes as they discuss.
- Monitor and support as necessary.

C Plan

- Explain to students that each group is going to give a presentation to the rest of the class about what they have discussed.
- Ask each group to choose which student or students in each group will talk about population, universities, 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.

PROJECT 2 *Vision 2030: A prediction letter on your future in 2030*

A Brainstorm

- Write these words and phrases on the board:
family / friends / where you live / daily routine / weekend routine / sport / hobbies and interests / clothes / education and work / favourite books / hopes and dreams
- Ask a number of individual students to choose one category and describe to the rest of the class their current life in terms of that category. Continue until all the categories have been covered and enough students have spoken.

B Plan

- Explain to students that they're going to write a 'prediction letter' to themselves. Encourage them to speculate what that might be (a letter that they open in the future making predictions about their future life).
- Ask students individually to note down for each category what might be similar and different about their life in 2030 compared to now.
- Encourage them to:
 - speculate using *may, might, probably*, etc.
 - think about conditional situations using *if*.
 - think of reasons (using *because*) and results (using *so*).
- When they have finished making notes, put them into pairs and ask them to share their ideas with their partner.

C Project – first draft

- Ask the students to write the first draft of their letter.
- Remind them that they will read this letter again in 2030.
- Remind them to put the date at the top (including the year), and to address the letter to themselves in the future, e.g. *Dear Rakan, Hi Omar, Hi Yasser in 2030!*
- Remind them to include as many predictions as possible, and to speculate using *may, might, probably*, etc.
- Encourage them to think about conditional situations using *if*.
- Encourage them to think of reasons (using *because*) and results (using *so*).
- Remind them to finish their letter in an appropriate way.

D Feedback

- Put students into pairs and ask them to swap their letters.
- Encourage students to give feedback on what they read, identifying both positive features (good use of grammar and vocabulary, etc.) and areas which need more work.

E Project – final draft

- Ask students to produce the final draft of their letters taking into account the feedback.
- When they have finished their final draft, encourage them to seal it in an envelope and write *DO NOT OPEN UNTIL 2030* on the front.
- Remind them to put their letters in a safe place at home, and not to open them until 2030.

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UNIT 1 A WEBSITE AND A NEWSLETTER		
LESSON 1 Introducing Marhaba		
Establish social contact: greetings and farewells, introductions, giving thanks; Understand straightforward factual information about common everyday topics	Distinguish between habitual actions and current activities	Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs; Questions (question tags, subject-object questions, negative questions, indirect questions)
LESSON 2 Introducing Saudi Stars		
Understand sequence; Differentiate between the pronunciation of similar sounds in English; Narrate a story	Discuss past habits and situations	Questions (question tags, subject-object questions, negative questions, indirect questions); Prepositions of time, place and movement
LESSON 3 Getting ready		
Describe people and places in detail; Give and follow detailed instructions and directions; Write an account of an event	Distinguish between habitual actions and current activities	Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs
REVIEW		
Grammar: Prepositions of time, place and movement; Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs		
UNIT 2 IN THE NEWS		
LESSON 1 An accident a long way from home		
Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment; Differentiate between the pronunciation of similar sounds in English	Narrate and sequence past actions and events; Carry out a telephone conversation	Past simple vs. past progressive
LESSON 2 Favourites and pet hates		
Understand the main idea and/or basic information in monologues or dialogues; Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	Describe feelings; Express opinion/agree and disagree; Describe feelings	-ing form; Full and bare infinitive
LESSON 3 Life has changed		
Transfer from verbal to visual information; Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations	Talk about experiences linking past and present time	Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i>
REVIEW		
Grammar: Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i>		
UNIT 3 AT HOME AND ABROAD		
LESSON 1 What's wrong?		
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations	Carry out a telephone conversation	Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i> ; Reflexive pronouns
LESSON 2 A life abroad		
Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly; Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly	Make comparisons; Refer to number and quantity	Comparative and superlative forms of adjectives/adverbs and other forms of comparison (<i>as + ... + as</i>)
LESSON 3 An adventurous life		
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.	Ask for and give information; Discuss future plans and talk about the future	Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i> ; Reflexive pronouns
REVIEW		
Grammar: Countable and uncountable nouns: <i>some/any/no</i> , <i>much/many/a lot of/lots of</i> , <i>a few/a little</i> , <i>How much/How many</i>		

UNIT 4 HELLOES, HELPERS AND HEROES		
LESSON 1 Different ways of communicating		
Recognise various intonation patterns; Ask for repetition and clarification to fill in gaps in understanding; Establish social contact: greetings and farewells, introductions, giving thanks	Express surprise	-ing form
LESSON 2 Have you bought the flowers yet?		
Understand straightforward factual information about common everyday topics; Write notes and short messages conveying simple information	Narrate and sequence past actions and events	Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i>
LESSON 3 Different heroes		
Transfer information from a text to a table; Write short descriptions of people, places and events	Discuss past habits and situations; Talk about experiences linking past and present time	-ing form; Time clauses (present, future, past)
REVIEW		
Grammar: -ing forms		
UNIT 5 OLD AND NEW		
LESSON 1 Family heirlooms		
Understand text cohesion; Guess the meaning of unknown words	Talk about experiences linking past and present time; Discuss a range of familiar topics	Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i>
LESSON 2 Which holiday would you prefer?		
Logically link ideas by using a variety of connectors; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.	Make comparisons	Comparative and superlative forms of adjectives/adverbs and other forms of comparison (<i>as + ... + as</i>)
LESSON 3 Tomorrow's world		
Understand text cohesion; Logically link ideas by using a variety of connectors	Express possibility; Discuss future plans and talk about the future	Future <i>will</i> ; Modal verbs; Conditional sentence types 1 and 2
REVIEW		
Grammar: Future <i>will</i> ; Modal verbs; Conditional sentence types 1 and 2		
PROGRESS CHECK 1 Review of Units 1–5		
UNIT 6 REQUESTS, OPINIONS AND DIRECTIONS		
LESSON 1 Could you get me some rice?		
Understand text cohesion; Differentiate between the pronunciation of similar sounds in English	Discuss a range of familiar topics; Refer to number and quantity	<i>some/any/no/every</i> and their compounds; Conjunctions
LESSON 2 I'd rather live in ...		
Transfer information from a text to a table; Politely express agreement and disagreement; Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	Express purpose	Full and bare infinitives
LESSON 3 Where's the nearest bank?		
Give and follow detailed instructions and directions; Follow detailed directions; Initiate, maintain and close a conversation on familiar or everyday topics	Give and follow instructions	Prepositions of time, place and movement; -ing forms
REVIEW		
Grammar: Full and bare infinitives; -ing forms		
UNIT 7 OLD HABITS AND NEW EXPERIENCES		
LESSON 1 Sami's favourite sport		
Transfer from verbal to visual information; Find and understand relevant information in everyday material such as letters and brochures	Express obligation, lack of obligation and prohibition; Discuss future plans and talk about the future	Modal verbs
LESSON 2 Grandma used to like the area.		
Understand the main idea and/or basic information in monologues or dialogues; Write short descriptions of people, places and events	Discuss past habits and situations; Discuss a range of familiar topics	Past simple; <i>used to</i> ; Time expressions

LESSON 3 Young achievers		
Initiate, maintain and close a conversation on familiar or everyday topics; Manage less routine situations (in a post office, bank, etc.); Ask and answer questions and check and confirm information	Talk about experiences linking past and present time; Narrate and sequence past actions and events	Past simple; <i>used to</i> ; Time expressions; Prepositions of time, place and movement
REVIEW		
Grammar: Past simple; <i>used to</i> ; Time expressions; Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i>		
UNIT 8 REST, RESEARCH AND RELIGION		
LESSON 1 The weather was so nice that I went to the park.		
Understand sequence; Guess the meaning of unknown words	Express result; Express ability	Clauses of result (<i>so</i> + adjective/adverb + (<i>that</i>)/ <i>such</i> + (<i>a/an</i>) (+ adjective) + noun (+ <i>that</i>); Modal verbs
LESSON 2 Did you sleep well?		
Understand text cohesion; Find things in common	Make comparisons	Comparative and superlative forms of adjectives/adverbs and other forms of comparison (<i>as</i> + ... + <i>as</i>)
LESSON 3 Muslims in Britain		
Find and understand relevant information in everyday material such as letters and brochures; Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	Define people, places and things	Relative pronouns (<i>who</i> , <i>which</i> , <i>that</i>); Relative adverb (<i>where</i>)
REVIEW		
Grammar: Clauses of result (<i>so</i> + adjective/adverb + (<i>that</i>)/ <i>such</i> + (<i>a/an</i>) (+ adjective) + noun (+ <i>that</i>)		
UNIT 9 QUIZZES AND QUESTIONS		
LESSON 1 Not too difficult to answer		
Briefly give reasons and explanations for opinions, plans and actions	Express possibility; Express ability	Conditional sentence types 1 and 2; Modal verbs
LESSON 2 E-mails and letters		
Understand the description of events, feelings and wishes in personal letters/e-mails; Write a postcard/e-mail	Ask for and give advice; Discuss a range of familiar topics	Modal verbs
LESSON 3 What is it?		
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.	Define people, places and things	Relative pronouns (<i>who</i> , <i>which</i> , <i>that</i>); Relative adverb (<i>where</i>)
REVIEW		
Grammar: Relative pronouns (<i>who</i> , <i>which</i> , <i>that</i>); Relative adverb (<i>where</i>); Modal verbs		
UNIT 10 HEALTHY, HELPFUL AND HARD WORK		
LESSON 1 Healthy food		
Guess the meaning of unknown words; Politely express agreement and disagreement	Refer to number and quantity	<i>All/Both/Neither/None/Either</i> ; <i>some/any/no/every</i> and their compounds; The article <i>the</i>
LESSON 2 A doctor's story		
Understand text cohesion; Narrate a story	Narrate and sequence past actions and events; Discuss past habits and situations	<i>-ing</i> forms; Full and bare infinitives; Past simple vs. past progressive
LESSON 3 For and against		
Briefly give reasons and explanations for opinions, plans and actions; Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)	Express opinion/agree and disagree; Discuss advantages and disadvantages	Present perfect simple; Time expressions: <i>How long?</i> , <i>for/since</i> ; <i>have been/have gone</i>
REVIEW		
Grammar: <i>-ing</i> forms; Full and bare infinitives; <i>All/Both/Neither/None/Either</i> ; The article <i>the</i>		
PROGRESS CHECK 2 Review of Units 6–10		

LESSON 1 *Introducing Marhaba*

Language

Skills: Establish social contact: greetings and farewells, introductions, giving thanks; Understand straightforward factual information about common everyday topics

Functions: Distinguish between habitual actions and current activities

Grammar: Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs; Questions (question tags, subject-object questions, negative questions, indirect questions)

Vocabulary: *design, edit, enjoyable, fact, intermediate, profile, topic, website*

Bring to the lesson:

- the CD (track 1)
- the Student's Book (pages 6 and 7)
- the Workbook (pages 96 and 97)

To start:

- Play *Hangman* with words from *Lift Off!* 3 and 4. Ask students to give the meaning of words as they are guessed. Start off on the board then play in pairs.

A Reading

Aims: to read for specific information; to introduce vocabulary; to introduce the topic.

- Read the passage as a class. Ask students to read short sections in turns.
- Help with the new vocabulary.
- Students take turns to ask and answer the questions in pairs.
- Ask selected pairs for their answers. Check the class agrees.

ANSWERS: 1 *Sami, Yazeed and Adel (in any order)* 2 *King Faisal Intermediate School (in Jubail)* 3 *a new website (in English for young people)* 4 *news, topics, facts and information about life here and around the world* 5 *to make 'Marhaba' interesting and enjoyable* 6 *to publish on the website/because the website starts next week*

Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

B Speaking

Aim: to practise using tag questions.

- Ask a pair of students to read the sample sentences from the speech bubble.
- Elicit a further example from the class.
- Students work in pairs to complete the task.
- Ask pairs of students to say their sentences to the class.

SAMPLE ANSWERS: 1 *Marhaba is in Arabic, isn't it? No, it isn't. It's in English.* 2 *We're hoping to have poems and stories aren't we? No, we're not. We're hoping to have news, topics, facts and information about life here and around the world.* 3 *Yazeed is writing the topics, isn't he? No, he isn't. He's editing the topics.* 4 *Adel's editing the website, isn't he? No, he isn't. He's designing the website.* 5 *We want to make the website boring, don't we? No we don't. We want to make it interesting and enjoyable.* 6 *The website starts next month, doesn't it? No, it doesn't. It starts next week.*

C Listening

Aim: to listen for specific information.

- Look at the profile for Rob Green. Elicit the meaning of *profile* (personal information).
- Elicit the kind of information needed for each of the blanks. (Say *What is Question 2 going to be? It's going to be the name of a country, town or city, etc.*)
- Play track 1. Students listen and complete the blanks.
- Students check their answers in pairs. Replay track 1 if necessary.
- Elicit answers from individual students. Check the class agrees.

ANSWERS: 2 *Leeds* 3 *12/twelve* 4 *policeman* 5 *700/seven hundred* 6 *maths* 7 *skating* 8 *other countries*

AUDIOSCRIPT TRACK 1

Hello to everyone at *Marhaba*. My name is Rob. Rob Green. I'm interested in helping with *Marhaba*. I'm 15 years old and I was born in Leeds. It's a city in the north of England. I live here too. There are five people in my family. I have a brother, Harry. He's 12 years old and a sister, Kate. She's nine. My dad is a policeman and my mum is a nurse.

I go to Park Road Boys' School. It has 700 students. My best subjects at school are English, maths and geography. In my free time I like playing football and going skating. I enjoy using computers and the Internet and I look forward to reading *Marhaba* because I like learning about young people in other countries.

D Reading

Aims: to read for specific information; to practise asking and answering questions.

- Students take turns to ask and answer the questions in pairs.
- Monitor and help with vocabulary if necessary.
- Pairs check their answers with another pair.
- Ask some pairs to share their answers with the class.

ANSWERS: 1 *Green* 2 *Leeds* 3 *9/nine* 4 *He's a policeman.*
5 *English, geography and maths* 6 *football; skating; using computers and the Internet; learning about young people in other countries.*

E Speaking D

Aim: to practise expressing personal information.

- Look at the information in Exercise D. Elicit the questions needed to get that information. (Say, for example, *The answer is Rob Green. What is the question?*)
- Elicit several more examples. Check students understand the task (to find out information about their partner by asking questions).
- Ask students to use these and similar questions to interview their partner.
- Students complete the task, using Exercises D and E to help.
- Monitor and support but do not interrupt. Note problems for later.
- Ask individual students to present a short profile of their partner to the class.
- Review any difficulties if necessary.

F Vocabulary D

Aim: to practise word building: jobs ending *-or* and *-er*.

- Read the information as a class.
- Elicit two or three jobs ending *-or* and *-er*, and write them on the board.
- Elicit two or three jobs with other endings and add them in a new column.
- When students understand the task, divide them into small groups. Ask them to think of as many jobs as they can. Set a time limit. They can use books or dictionaries.
- The winner is the group with the most (correctly spelled) jobs on their list.

ANSWER: *Student's own answers*

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

- Ask students to find the words they wrote in their notebooks earlier in the lesson.
- In pairs, they take turns to say the meaning (in English). Their partner has to say the correct word.

WORKBOOK ANSWERS:

- A** 2 *Who's going to design it?*
3 *What are you going to do, Yazeed?*
4 *What are they going to do?*
5 *aren't you going to do anything?*
- B** 2 *She enjoys cooking, so she is going to send some Saudi recipes.*
3 *I like writing about sport, so I am going to send regular sports reports.*
4 *He quite likes editing and he's going to check everyone's work.*
5 *Because they enjoy listening to the radio, they are going to write reports on/about world news.*
6 *We really like doing puzzles, so we are going to think of lots of games and quizzes.*
7 *You quite enjoy doing research, so you are going to write articles on/about interesting topics.*
8 *He doesn't mind teaching people to use computers, so he is going to help with the website.*

D C Across

2 *trainer* 3 *manager* 7 *interviewer* 8 *driver* 9 *goalkeeper*
11 *director* 12 *editor* 13 *designer*

Down

1 *writer* 4 *gardeners* 5 *investigator* 6 *forecaster*
10 *workers*

D *Students' own answers*

E *Students' own answers*

LESSON 2 *Introducing Saudi Stars*

Language

Skills: Understand sequence; Differentiate between the pronunciation of similar sounds in English; Narrate a story

Functions: Discuss past habits and situations

Grammar: Questions (question tags, subject-object questions, negative questions, indirect questions); Prepositions of time, place and movement

Vocabulary: *arrange, academy, contact, decide, discuss, immediately, print (v), sound (v), suggest*

Bring to the lesson:

- the CD (tracks 2 and 3)
- the Student's Book (pages 8 and 9)
- the Workbook (pages 98 and 99)

To start:

- Introduce the new topic: a newsletter.
- Explain that *Saudi Stars* is run by and is for students.
- Elicit ideas about what might be in it. Help with any vocabulary.

A Reading

Aims: to read for understanding of events; to introduce the topic.

- Ask students to complete the text with the words from the box.
- Check answers. Ask a confident student to explain briefly what the girls are doing. (*They are starting a newsletter to help them with their English.*)

ANSWERS: 2 students 3 month 4 newsletter 5 learn 6 write 7 hope 8 too

B Writing and speaking **D**

Aim: to practise describing events, wishes and feelings.

- In pairs, students write three questions about the text.
- They work with another pair to ask and answer all the questions.
- Monitor and support. Pairs can change groups if time permits.

C Reading

Aim: to practise reading and understanding sequence.

- In pairs, students number the sentences in the correct order.

D Listening

Aim: to practise listening and understanding sequence.

- Play track 2, checking answers with the class.

ANSWERS: A 4 B 7 C 5 D 1 E 8 F 2 G 3 H 6

AUDIOSCRIPT TRACK 2

Leena and Dalal started at intermediate school at the same time. They wanted to use and practise English for a project. Leena suggested writing a newsletter in English. They discussed this idea with their teacher, Mrs. Rinad Abu Zinada. Mrs. Rinad arranged to print the newsletter for the girls. Dalal contacted her friend Julie and asked her to help. Julie agreed because the newsletter sounded very interesting. They decided to call the newsletter *Saudi Stars*.

E Grammar

Aim: to revise the regular simple past tense.

- Write *She lives in Saudi now. She lived in Egypt last year.* on the board.
- Remind students about simple present and simple past tenses.
- Students complete Exercise E individually. Check answers.
- Check students understand the meaning of irregular (not ending in -ed).
- Ask a confident student to demonstrate the three different -ed sounds in Question 3. (played: /d/, washed: /t/, waited: /ɪd/)

ANSWERS: 1 past 2 regular 3 different

F Grammar **E**

Aim: to practise the formation and spelling of regular and irregular past tense verbs.

- Students write ten regular and ten irregular past tense verbs in their notebooks.
- Students stand and take turns to read out (and spell) their words. Students sit down when all the words on their list have been mentioned. When only one person is left standing, award a point for having words no-one else had.

SUGGESTED ANSWERS:

Regular: arrived, asked, knocked, looked, reached, returned, thanked, touched, watched, waited

Irregular: bought, came, did, fell, gave, went, left, made, saw, won

G Pronunciation

Aim: to practise the pronunciation of regular past tense verb endings (/d/, /t/, /ɪd/).

- Remind students of the three different pronunciations of -ed in the past tense: /d/ as in *played*; /t/ as in *washed*; /ɪd/ as in *waited*.
- In pairs, students underline the ten past tense verbs in Exercise C (*discussed, agreed, sounded, arranged, started, decided, wanted, suggested, contacted, asked*).
- Students copy and complete the table in their notebooks.

ANSWERS: /d/ *arranged, agreed*; /t/ *asked, discussed*; /ɪd/ *sounded, started, decided, wanted, suggested, contacted*

H Reading

Aim: to practise reading and understanding sequence.

- Read the passage as a class.
- Say *Time phrases tell you when something happened or how long it lasted. Find and underline seven time phrases in this passage.*
- Students complete the task and check with their partners.

ANSWERS: *for four years; Three years ago; last year; for two months; nine months ago; Last month; now.*

I Speaking

Aim: to practise using tag questions.

- Do the first question as a class. Students ask and answer the questions in pairs. Check answers.

ANSWERS: 1 *Julie's dad worked in China for four years, didn't he? No, he didn't. He worked in Malaysia for four years.* 2 *The school closed four years ago, didn't it? No, it didn't. It closed three years ago.* 3 *Julie's dad started a new job two years ago, didn't he? No, he didn't. He started a new job last year.* 4 *Julie and her mum stayed in Paris for two months, didn't they? No, they didn't. They stayed in London for two months.* 5 *Julie and her mum arrived in Riyadh three months ago, didn't they? No, they didn't. They arrived in Riyadh nine months ago.*

J Listening and speaking D

Aim: to listen for specific information.

- Tell the students that there are five mistakes in Julie's story.
- Play track 3. Students correct the information in their books.
- In pairs, students take turns to give the mistake and the correction.

ANSWERS: 2 *Julie's dad didn't start his new job in Riyadh last year. He started it two years ago.* 3 *Julie and her mum didn't stay in London for two months. They stayed there for six months.* 4 *Julie and her mum didn't arrive in Riyadh nine months ago. They arrived there a year and a half ago.* 5 *Dalal's mum didn't phone last month. She phoned about six months ago.*

AUDIOSCRIPT TRACK 3

- Leena:** Did you live abroad before you arrived in Riyadh, Julie?
Julie: Yes, I did. My dad worked in an international school in Malaysia and we lived there.
Leena: How long did he work in Malaysia?
Julie: For three years.
Leena: Three years, I see. And after that?
Julie: Then we returned to London.
Leena: Why did you return to London?
Julie: Because the school where my dad worked closed three years ago.
Leena: When did your dad start a new job in Riyadh?
Julie: That was two years ago.
Leena: Did you and your mum move to Riyadh at the same time as your dad?
Julie: No, we didn't. We stayed in London for six months.
Leena: Why?
Julie: So I could finish the school year.
Leena: I see. And when did you arrive in Riyadh?
Julie: A year and a half ago. My dad and Dalal's father work in the same school. About six months ago Dalal's mum phoned and invited me to meet Dalal.
Leena: And are you good friends now?
Julie: Yes, we are.

Homework: Workbook pages 98 and 99

Final activity:

- Write these words on the board: *for, ago, last, in, at, on, after, later*.
- Play *Tennis* with time phrases. Student A says a time word, Student B uses it in a time phrase and gives a new word, e.g.:
 A: *on* B: *On Monday; last ... and so on.*
- The aim is to go as fast as possible without mistakes or repetition.

WORKBOOK ANSWERS:

- A** 1 *Because they want to practise their English.* 2 *Her teacher.*
 3 *Yes (she does), because she thinks it sounds fun.* 4 *They printed the first (copy of their magazine) 'Saudi Stars'.* 5 *They are going to meet to discuss next month's magazine/the next magazine.*
 6 *To send interesting articles about school life in England.*
B /d/ *designed, enjoyed, weighed* /t/ *checked, replaced, mixed*
 /ɪd/ *printed, edited, fasted*
D C 1 *discussed* 2 *suggested* 3 *Academy* 4 *printed* 5 *decided*
 6 *contacted* 7 *arranged* 8 *sounded* 9 *immediately*
D *Sample answer (All sensible variations are acceptable.)*
Last Thursday, my mum called her friend Helen. They discussed their weekend in Paris. They arranged to meet at the airport. In the afternoon, Mum packed her suitcase and booked a taxi. The next morning, she arrived at the airport but Helen wasn't there. At eleven o'clock, Mum decided to phone Helen. Helen laughed. She explained the flight wasn't on Friday – it was on Saturday!

Unit 1

A website and a newsletter

LESSON 3 *Getting ready*

Language

Skills: Describe people and places in detail; Give and follow detailed instructions and directions; Write an account of an event

Functions: Distinguish between habitual actions and current activities

Grammar: Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs

Vocabulary: *prepare, proofread, punctuate, relax, smile (v), sound (n), sunshade, trouble (n), wave (v)*

Bring to the lesson:

- the CD (tracks 4 and 5)
- the Student's Book (pages 10 and 11)
- the Workbook (pages 100 and 101)

To start:

- Set a time limit. How many small words can students find in the word *immediately*?
- The winner is the pair with the most words when the time is up.

ANSWERS: *am, at, date, day, diet, eat, edit, eye, idea, it, late, let, lid, made, mat, may, meal, meet, metal, my, tea, tidy, time (Others also possible.)*

A Reading

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

- Read the passage as a class. Confident students take turns reading aloud.
- Help with vocabulary. Encourage students to try to work out the meanings.
- Students read the sentences and say if they are *True* or *False*.
- Use voting cards to check the answers with the whole class.

ANSWERS: 1 *F* 2 *T* 3 *T* 4 *F* 5 *T* 6 *F* 7 *F* 8 *T*

B Speaking **D**

Aim: to practise giving oral descriptions of people, places and events.

- Correct the false sentences.
 - Look at the false sentences in Exercise A. (Numbers 1, 4, 6 and 7)
 - Read the speech bubble. It corrects the false information in sentence 1.
 - In pairs, students change the other false sentences so they are also correct.
 - Ask confident pairs to share their answers with the class.

SUGGESTED ANSWERS: 1 *Sami, Yazeed and Adel are working in a room at Sami's father's house.* 4 *Sami is taking the picture.* 6 *Yazeed is checking spelling in an article.* 7 *Adel is designing a new page for the website. (Other variations are also possible.)*

- Study the pictures, then close your books. What are the boys doing?
 - In pairs, students look at the four photographs, and re-read the text.
 - Students practise saying what each boy is doing. They can use their books for reference but should have them closed while they are talking. Monitor and support. Encourage the use of as much detail as possible.
 - Pairs share their work with another pair.
 - Ask confident pairs to share their work with the class.

SUGGESTED ANSWERS: (Many other answers are equally possible.) 1 *Sami, Yazeed and Adel are looking at (the 'Marhaba' website on) a computer.* 2 *Adel and Yazeed are working at computers. Adel isn't looking at the camera. Yazeed is looking at the camera but he isn't smiling.* 3 *Yazeed is editing/proofreading an article. Yazeed is checking that the information in an article is correct.* 4 *Adel is designing a page for the website. Adel is choosing a photograph for an article.*

C Listening

Aims: to practise using imperative verbs; to listen for pronunciation.

- Look at the article sub-heading. Check students understand *have trouble with*.
- Say *Listen, read and repeat Dr. Mona's advice*.
- Play track 4. Students listen and repeat, following in their books.
- Play track 4 again. Students listen and repeat, with books closed.

AUDIOSCRIPT TRACK 4

Female 1: Are you worrying about something? Are you having trouble sleeping? Dr. Mona Howaish tells us how to get a good night's sleep.

Female 2: Go to bed at the same time each day.
Don't change the time on different days.
Don't eat or drink before you sleep.
Don't watch TV or read before you sleep.
Get ready for bed.
Lie down on your bed in the dark.
Relax. Don't think about sleep.
Close your eyes.
Imagine a beautiful place.
Think about this place and only this place. You will probably fall asleep quite quickly.

D Speaking D

Aim: to practise using imperative verbs.

- In pairs, students practise giving advice on sleeping. They can use their books for reference but should aim to have them closed while they are speaking.
- Set a time limit and then ask several pairs to present their work to the class.
- Ask for feedback on content, grammar, pronunciation and presentation. (See Introduction for details.)

E Grammar

Aims: to recycle the present progressive for present actions; to practise writing descriptions of places and experiences in detail.

- Say *Look at the picture. Where is it? What can you see?* (However, don't help with vocabulary at this point.) (Answers: *a beach; a man sitting under a sunshade; a sailing boat; a young child waving; two birds flying*)
- Students complete the text with the words from the box.

F Listening

Aim: to listen for specific information.

- Say *Now listen to the man talking about what he is doing. Check your answers.*
- Play track 5. Students listen and check their work. Repeat, pausing if necessary.
- Students check their answers with a partner.
- Check answers with the whole class. Ask students to spell the verbs.
- Review any difficulties or unknown vocabulary.

ANSWERS: 2 *'m sitting* 3 *'m watching* 4 *listening*
5 *'s blowing* 6 *is shining* 7 *is sailing* 8 *is waving* 9 *are flying*

AUDIOSCRIPT TRACK 5

I'm imagining myself on the beach. I'm sitting under a sunshade. I'm watching the waves and listening to the wind. It's blowing across the sea. The sun is shining. A boat is sailing slowly across the water. A young child is waving to me. I can see two birds in the sky. They are flying behind the boat.

G Speaking E

Aim: to describe places and experiences in detail.

- Ask students to imagine their own beautiful places.
- Students share their ideas in groups and prepare a presentation.
- Set a time limit. Monitor and support. Encourage detail and help with vocabulary.
- Groups take turns to present their 'dream place' to the class.
- Ask for feedback. (Be positive.)

ANSWERS: *Students' own answers*

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

- Play *Hangman* with words students will need for the Workbook: *vowel, consonant, syllable, stress, double*.
- Check they know the meanings.

WORKBOOK ANSWERS:

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

B *Don't forget; Don't worry; keep; check; Stay; Be (careful); Don't put; be (polite); Don't panic; Look; Work; Click*

C 1 *ends* 2 *-e* 3 *one* 4 *two* 5 *vowel* 6 *consonant* 7 *syllable*
8 *stressed*

D 1 *designing* 2 *preparing* 3 *choosing* 4 *swimming*
5 *editing* 6 *proofreading* 7 *preferring* 8 *enjoying*

D E 1 *w* 2 *y* 3 *x*

E F 1 *f* 2 *i* 3 *g* 4 *h* 5 *c* 6 *b* 7 *e* 8 *a* 9 *d*

G *Students' own answers*

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 1.

Grammar: Prepositions of time, place and movement;
Present simple vs. present progressive; Present progressive
with future meaning; Time expressions; Stative verbs

Study tip: Example sentences to illustrate new vocabulary

Bring to the lesson:

- the CD (track 6)
- the Student's Book (pages 12 and 13)

To start:

- Write these jumbled words from Unit 1 on the board.
ropofared nigsed cedied
paperer bayejolen rangare
(proofread, design, decide, prepare, enjoyable, arrange)
- Challenge students to unscramble them quickly and give the meanings.

Study Tip D

- Read the Study Tip as a class.
- Elicit why students should write new words in their notebooks and write an example sentence (*to have a record of new words and their meaning, to help to remember new words and how they are used*).

A Vocabulary

Aim: to practise word building.

- Ask a confident student to read the words aloud. Check the pronunciation of the final /ə/ sound (/uh/). Do not help with vocabulary just yet.
- Students try to match the pictures with the words, then check with a partner.
- Use voting cards to check answers and help with any difficulties.

ANSWERS: A teacher B doctor C carpenter D diver E editor
F tailor

Extra activity:

- Students can copy the words and their meanings into their notebooks.

B Listening D

Aim: to listen for specific information.

- Ask students to read the sentences and decide if they are true or not.
- Say *You are going to hear Dalal and Julie talking. Listen. Were you right?*
- Play track 5. Pause or repeat as necessary. Students tick *True* or *False*.
- Students check the answers with a partner.

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

AUDIOSCRIPT TRACK 6

Dalal: Hello, Julie. Can you help me?

Julie: Yes, of course. What do you want me to do?

Dalal: Leena and I are going to write a newsletter.

Julie: Wow! Are you going to write it in Arabic?

Dalal: No, we're going to write in English. That's why we'd like you to help.

Julie: What are you going to put in your newsletter?

Dalal: We're going to put in articles about England and news about students in our school.

Julie: Are you going to put in any tips for learning English?

Dalal: That's a good idea. Can you help us with that?

Julie: Yes, of course. How often are you going to print your newsletter?

Dalal: We hope to print it once a month.

Julie: Who's going to read it?

Dalal: The students in our class. If they like it, we will ask our teacher, Mrs. Rinad, to print copies for the whole school.

Julie: That's a great idea. I can't wait to read it.

Extra activity:

- Students write the corrected sentences in their notebooks.

C Speaking

Aim: to use the present progressive to discuss future plans.

- Read the speech bubbles with the class.
- In pairs, the students take turns to ask and answer the questions.
- Set a time limit. Students change partners and continue until the time is finished.

ANSWERS: *Students' own answers*

Extra activity:

- Ask a few students to report to the class about their classmates.
- Either ask *What is everyone going to do this evening?* (encourage the use of *Most/Some/One or two*, etc.) or ask *What is X going to do at these times?* (Encourage the use of *First, Then, Later*, etc.)
- Students could write a short paragraph in their notebooks.

Grammar Study

Aim: to compare the form and use of the present progressive and the present simple.

- Read the Grammar Study box as a class.
- Ask students to give more examples of sentences in the present progressive and the present simple.
- Help with any problems.
- Students copy the Grammar Study box into their notebooks.

D Writing

Aim: to use the present progressive to discuss future plans.

- Read the first question and the sample answer with the class.
- Students complete the task and check their answers with a partner.
- Monitor for punctuation and spelling.
- Check the answers with the class.

ANSWERS: **2** *Dalal usually talks to her English friend in the afternoon.* **3** *Leena is choosing photos for the newsletter.* **4** *We always check the spelling in the articles.* **5** *Adel is not/isn't looking at the camera.* **6** *I am dreaming of a beautiful place.* **7** *The girls often sit in the shade in the evening.*

E Reading **D**

Aim: to practise new vocabulary.

- Read the text and the words in the box with the class. (Don't give meanings yet.)
- In pairs, students complete the task and check their answers with another pair.
- Check the answers with the class and help with any difficulties.

ANSWERS: **2** *website* **3** *design* **4** *topics* **5** *profiles* **6** *article*
7 *checking* **8** *choosing*

Extra activity:

- Students write new words in their notebooks with example sentences.

Homework:

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

Final activity:

- Play *What am I doing?* (See the Introduction). Start with the whole class, and then continue in small groups, so everyone gets a turn.

LESSON 1 *An accident a long way from home*

Language

Skills: Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment; Differentiate between the pronunciation of similar sounds in English

Functions: Narrate and sequence past actions and events; Carry out a telephone conversation

Grammar: Past simple vs. past progressive

Vocabulary: *across, along, below, bridge, collapse, jungle, ravine, set out, spend, through*

Bring to the lesson:

- the CD (tracks 7 and 8)
- the Student's Book (pages 14 and 15)
- the Workbook (pages 102 and 103)

To start:

- Ask if anyone has been in an accident or other situation, and needed help.
- Ask for details but steer away from anything traumatic.
- Ask for other situations where someone might need help.
- Help with vocabulary but don't correct grammar.

A Reading and speaking

Aims: to introduce the topic; to practise asking and answering questions.

- Say *Today we are going to read about an accident. What do you think happened?*
- In pairs, students look at the pictures and discuss the questions.
- Ask for suggestions, but don't give the answers yet.

ANSWER: *Students' suggestions*

B Reading

Aims: to read for information; to introduce vocabulary.

- Ask the students to read the text and check their answers.
- Help with the new vocabulary, where necessary.

ANSWERS: **1** *Brazil* **2** *It collapsed/fell down.* **3** *They called Lesley's sister in England.* **4** *They were rescued by helicopter.*

C Reading and speaking

Aim: to practise the past simple, negative and positive, with irregular verbs.

- Read sentence 1. Say *This sentence is wrong.*
- Demonstrate finding the correct information in Exercise B.
- Read the speech bubbles as a class. Review past simple negatives if necessary.
- Students work in pairs, and then check with another pair.
- Ask pairs of students to share their answers with the class.

ANSWERS: **2** *Bruce and Lesley didn't buy a large house. They bought a large car.* **3** *Bruce and Lesley didn't drive around South Africa. They drove around South America.* **4** *Their car didn't fall into the sea. It fell into a ravine.* **5** *Lesley didn't ring the police in Brazil. She rang her sister in England.* **6** *The helicopter pilot didn't take Bruce and Lesley to London. He took them to Manaus.*

D Listening

Aim: to predict missing vocabulary.

- Say *You are going to hear about Lesley and Bruce. Some of the words are missing. Listen, you will hear the first sound of each missing word. Write the missing words.*
- Play track 7, number one. Stop the CD. Say *Bruce and Lesley were driving around South Am...? America.* Yes. Write *America*. Make sure everyone understands the task, and then continue, pausing after each word for the students to write.
- Don't give the answers yet.

AUDIOSCRIPT TRACK 7

Woman: Bruce and Lesley Scott were driving around South (One /əm/). They visited many different (Two /kʌ/). They went to Brazil. One day they were driving to Manaus. They were going along a small road in the (Three /dʒʌ/). They were driving over a small (Four /br/) when it suddenly (Five /kə/). The car fell into the ravine below. Bruce and Lesley were not badly (Six /ɪn/). Lesley rang her sister in England and her sister rang the British (Seven /pə/) and the British police rang the police in Brazil. They sent a (Eight /he/) to look for Bruce and Lesley.

E Listening

Aim: to listen for specific information.

- Say *Listen again. Check your answers.*
- Play track 8, without pausing.
- Students listen and check their answers in pairs.
- Check answers and review any difficulties, replaying the track if necessary.

ANSWERS: 2 countries 3 jungle 4 bridge 5 collapsed
6 injured 7 police 8 helicopter

AUDIOSCRIPT TRACK 8

Bruce and Lesley Scott were driving around South America. They visited many different countries. They went to Brazil. One day they were driving to Manaus. They were going along a small road in the jungle. They were driving over a small bridge when it suddenly collapsed. The car fell into the ravine below. Bruce and Lesley were not badly injured. Lesley rang her sister in England and her sister rang the British police and the British police rang the police in Brazil. They sent a helicopter to look for Bruce and Lesley.

F Vocabulary

Aim: to revise prepositions of movement.

- Read the words and look at the pictures.
- Students match the words to the pictures, working alone.
- Use voting cards to check answers with the class.

ANSWERS: 2 along 3 around 4 below 5 into 6 out of
7 over 8 through

G Speaking E

Aims: to practise narrating an event and carrying out a phone conversation; to revisit the past progressive.

- Elicit some questions about the story and write them on the board. For example: *Why were they in South America? Why did they phone Lesley's sister? What did she do? Who found them?*, etc.
- Remind students about the past progressive with *When*. For example, *What were they doing when the accident happened?*
- In groups of four, students prepare a recount of the story.
- Monitor and support, noting any difficulties. Encourage complex structures.
- Groups narrate their stories, with all members participating.
- Prepare tasks two and three at the same time.
- Remind students about the phone calls, who made them and why.
- Remind students to include greetings, introductions, farewells and thanks in their role-play phone calls.

- In groups, students prepare their phone calls.
- At the end of the three tasks, ask for peer feedback. Give praise for those attempting more advanced language. Go over common difficulties that students experienced during the task.

ANSWER: Students' own answers, following the text

Homework: Workbook pages 102 and 103

Final activity:

- Play *Preposition Tennis*. Student A says a preposition from Exercise G. Student B puts it in a phrase or short sentence, then says a new word for Student A.
- Verbs can only be used once.

WORKBOOK ANSWERS:

A 1 through 2 along 3 below 4 over 5 around 6 across

D B 2 were 3 was 4 were 5 was

C 2 came 3 see 4 go 5 followed 6 found 7 spend 8 took
9 discovered

D 2 They sailed there in Jim's boat. 3 A jungle 4 On a wooden bridge. 5 After they crossed a low hill. 6 In an old chest.

E Students draw the route from the beach to the palm tree.

F 1 took, spent 2 came 3 swam across 4 saw 5 were worried, over, found 6 followed through 7 discovered below the trees
8 walked around, went along

LESSON 2 *Favourites and pet hates*

Language

Skills: Understand the main idea and/or basic information in monologues or dialogues; Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests

Functions: Describe feelings; Express opinion/agree and disagree; Describe feelings

Grammar: *-ing* form; Full and bare infinitive

Vocabulary: *address, chess, feeling, frightened, hate* (n and v), *podcast, reply* (n), *smoking*

Bring to the lesson:

- the CD (tracks 9 and 10)
- the Student's Book (pages 16 and 17)
- the Workbook (pages 104 and 105)

To start:

- Ask students to find out (and note down) three things about their partner: something they like; something they don't like and something they don't mind.
- Students find a new partner and tell them about their first partner.
- Ask students to tell the class something they have learned about a classmate.

A Listening

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

- Write *Strong Favourite*; *Pet Hate* and *No Strong Feelings* on the board.
- Explain that *Strong Favourites* are things you really like; *Pet Hates* are things that really annoy you, and if you have *No Strong Feelings* you don't really mind.
- Say *Today we are going to hear people talking about their likes and dislikes. Listen and decide if they have favourites or pet hates.*
- Play track 9. Students listen and tick the correct box.
- Use voting cards to check answers (*Strong Favourites* = 1, *Pet Hates* = 2 and *No Strong Feelings* = 3).

ANSWERS: 1 *no strong feelings* 2 *pet hates* 3 *strong favourites*
4 *no strong feelings*

AUDIOSCRIPT TRACK 9

1 Salma

Woman 1: Salma, do you have any pet hates?

Woman 2: No, I haven't. I'm a calm person. I don't like getting angry.

Woman 1: Are you fond of doing particular things, then? Do you enjoy shopping, for example?

Woman 2: I don't mind watching TV and I quite like gardening. But I don't have very strong feelings about things.

2 Alex

Man 1: What do you think of zoos, Alex?

Man 2: I quite like going to zoos.

Man 1: Some people think that we should close zoos because animals aren't happy there.

Man 2: No, I don't agree with that. But I don't like seeing one animal in zoos.

Man 1: Which one?

Man 2: Snakes. I hate looking at them or being near them.

3 Amina

Woman 1: What are your pet hates, Amina?

Woman 2: I dislike some things like smoking but I don't really have any pet hates, no.

Woman 1: And do you have any strong favourites? Do you really enjoy doing particular hobbies or activities?

Woman 2: Yes, I do. I love going for long walks in the country with my friends. It's healthy and I don't have to pay.

4 Rashed

Man 1: Hello Rashed. Some people have strong feelings about mobile phones. They hate people using mobile phones in shops or in the street. What do you think?

Man 2: I don't agree with them. I don't mind people using mobiles in shop or banks or places like that. I quite like listening to other people's conversations and I often phone my friends when I am shopping.

Man 1: So this is not one of your pet hates?

Man 2: No, at all.

B Listening and speaking

Aim: to listen for specific information.

- Read the questions as a class. Students think about the answers.
- Say *Listen again. Answer the questions. Play track 9 again.*
- In pairs, students ask and answer the questions.
- Ask individual students to share their answers with the class. Check all agree.

ANSWERS: 2 *Amina* 3 *Rashed* 4 *Salma*

C Listening and speaking

Aim: to listen for pronunciation.

- Say *Now listen and repeat*. Play track 10.
- Students listen and repeat. Focus on pronunciation.
- Repeat if necessary.

AUDIOSCRIPT TRACK 10

Female 1: Do you have any pet hates?

Female 2: No, I haven't. I'm a calm person. I don't like getting angry.

Female 1: Are you fond of particular things? Do you enjoy shopping, for example?

Female 2: I don't mind watching TV and I quite like gardening. But I don't have very strong feelings about things.

D Language help

Aim: to practise using verb + *-ing* to express feelings and opinions.

- Read the information as a class.
- Elicit examples of each of the verbs + verb + *-ing* (for example, *I really love hill walking; I can't stand shopping*, etc.)
- Ask students to copy the information into their notebooks.

E Speaking

Aim: to practise expressing opinions and feelings.

- In pairs, students use the expressions in Exercise D to ask and answer questions about their own feelings and opinions.
- Ask a few students to report to the class about their opinions.

ANSWER: *Students' own answers*

F Reading

Aim: to read for gist.

- Read the text as a class. Help with any vocabulary.
- In pairs, students decide on the topic of each paragraph.
- Use voting cards to check answers with the class.

ANSWERS: 2 D 3 B 4 A

G Speaking

Aim: to ask and answer questions about feelings and opinions.

- In pairs, students prepare questions to ask Waleed. They should include questions about his likes and dislikes. Use the language from Exercises A and B.

- Students find new partners and take turns as interviewer and Waleed. Repeat with further partners if time allows.
- Choose one or two pairs to present their interview to the class.

ANSWER: *Students' own answers, following the text*

H Language help

Aim: to focus on the meaning of *like/would like*.

- Read the information as a class.
- Elicit some example sentences to highlight the difference. (*Do you like coffee? Yes, I do. Would you like some now? No, thanks.*)
- Write one or two on the board.
- Students copy the information and sentences into their notebooks.

I Grammar

Aims: to practise the use of *like/would like*.

- Students complete the sentences and then check with a partner.
- Check the answers with the class.

ANSWERS: 2 *d like to* 3 *like* 4 *would (you) like* 5 *like* 6 *d like to*

Homework: Workbook pages 104 and 105

Final activity:

- Play *Back to the start* (see Introduction) with *Name, Really likes, Pet hate, No strong feelings about*, as categories.

WORKBOOK ANSWERS:

D A 2 e 3 d 4 a 5 b

B 2 *driveing* 3 *listenning* 4 *begining* 5 *geting* 6 *hearring*

D C 2 *driving* 3 *listening* 4 *beginning* 5 *getting* 6 *hearing*

D ACROSS 1 (and 3 down) *pet hate* 3 (and 5 down) *parking space* 5 *podcast* 6 *chess* 7 *smoking*

DOWN 2 *address*

E *Sample answers*

1 *Strong Favourites/Your favourites/What you like*

2 *Pet hates*

3 *No strong feelings/Things you don't mind*

F 2 T 3 F 4 F 5 T 6 T

E G *Students' own answers*

LESSON 3 *Life has changed*

Language

Skills: Transfer from verbal to visual information; Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations

Functions: Talk about experiences linking past and present time

Grammar: Present perfect simple; Time expressions: *How long?*, *for/since*, *have been/have gone*

Vocabulary: *connect (v), construct, develop, discovery, healthcare, increase (v), industry, marry (v), nomadic, unwelcome*

Bring to the lesson:

- the Student's Book (pages 18 and 19)
- the Workbook (pages 106 and 107)

To start:

- Play *Who am I?* (see Introduction). Students write their name, plus something they really like, a pet hate and something they have no strong feelings about on a piece of paper.
- Collect the papers and read out the information but without the name.
- Students try to guess who it is.

A Reading

Aims: to read for gist; to introduce the topic; to introduce vocabulary.

- Say *Today we are going to read about how Saudi Arabia has changed.*
- Read the passage as a class, with students taking turns to read aloud.
- Help with new vocabulary, encouraging sensible guesses.
- In pairs, students match the pictures and the paragraphs.
- Use voting cards to check answers with the whole class.

ANSWERS: A 5 B 4 C 1 D 2 E 3

B Reading

Aims: to read for specific information; to introduce the present perfect.

- Write *Saudi Arabia has changed* on the board. Underline *has changed*.
- Ask the students to find and underline eight other verbs with *has* or *have*.

ANSWERS: *has increased, has developed, has (now) constructed, have opened, have lived, have married, have married, haven't changed*

Extra activity:

- Students work in pairs to prepare some comprehension questions based on the reading passage.
- Pairs work with another pair to ask and answer their questions.
- Monitor and support. Note difficulties for later.
- Ask some pairs to share good questions with the class.
- Review any difficulties (other than the present perfect).

C Language help

Aim: to introduce the use and formation of regular present perfect verbs.

- Read the information and look at the diagram as a class.
- Look at the verbs in the reading text. Elicit that the **simple past** is used with exact points in time (*in the 1930s*), but that the **present perfect** is used when things happen over a long period (*since 1938*). (This will be covered more fully later.)
- Students copy the information into their notebooks.

D Grammar D

Aim: to practise the formation of the third person with regular present perfect verbs.

- Remind students of the third person forms of *have* (*has/hasn't, have/haven't*).
- Students complete the table.
- Elicit sentences in the present perfect. Prompt with verbs if necessary.
- Students practise changing from singular to plural and from positive to negative.
- Students copy the table and sentences into their notebooks.

ANSWERS: 1 *has changed* 2 *have changed* 3 *hasn't closed*
4 *haven't closed*

E Speaking

Aim: to practise the formation of the present perfect.

- Ask students, in pairs, to read the prompts and make the sentences.
- Choose six pairs to say their sentences for the class to check.

ANSWERS:

- 1 *Sami, Yazeed and Adel have started a new website.*
- 2 *Dalal, Leena, and Julie have started a new newsletter.*
- 3 *Adel has designed a new page for 'Marhaba'.*
- 4 *Leena and Dalal haven't/have not finished this week's newsletter.*
- 5 *Sami and Adel have visited Riyadh many times.*
- 6 *Yazeed hasn't/has not visited London but he has visited Cairo.*

F Speaking

Aim: to use the present perfect to describe changes.

- Read the speech bubbles.
- In pairs, students make sentences in the present perfect, using the text to help.
- Ask confident students to share their work with the class.

ANSWER: *Students' own suggestions*

Extra activity:

- Confident students could make single sentences containing both pieces of information, for example, *Before the discovery of oil in 1938, the population of Saudi Arabia was only two and a half million but since then, it has increased and it is now about 30 million.*

G Grammar D

Aim: to practise the spelling of regular past participles.

- Ask the students to look at the examples in pairs, and work out the spelling rules.
 - Elicit that:
 - most verbs add *-ed*
 - verbs ending in *-y* change the *y* to an *i*
 - verbs ending in a vowel + consonant double the consonant
 - verbs ending *-e* only add *-d* (not *-ed*).
- (Avoid burdening students with too much detail at first. There will be more on this later.)

Homework: Workbook pages 106 and 107

Final activity:

- Students make a list of about ten regular verbs and ask their partner to spell the past participles. Award points for each correct one.
- Be on hand to monitor spellings and settle disputes.

WORKBOOK ANSWERS:

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

- B** 1 *The population was two and a half million.*
2 *Most people live in modern cities.*
3 *Most people travelled by horse or camel.*
4 *Schools and hospitals have opened in all parts of the country.*
5 *Islam is the religion.*

- C** A 2 *construct, constructed* 3 *increase, increased* 4 *smile, smiled*
B 5 *hurry, hurried* 6 *enjoy, enjoyed*
C 7 *edit, edited* 8 *develop, developed*
D 9 *label, labelled* 10 *destroy, destroyed* 11 *fix, fixed*

- D** 2 *Leena and Dalal have planned next month's magazine.*
3 *Dalal has interviewed Hiba about the nomadic lifestyle.*
4 *Julie hasn't edited Ameenah's report.*
5 *Dalal and Julie have labelled the pictures for Ameenah's report.*
6 *Leena hasn't stopped worrying!*

Unit 2 In the news

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 2.

Skills: Express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)

Functions: Describe feelings; Express opinion/agree and disagree; Describe feelings

Grammar study: Present perfect simple; Time expressions: *How long?*, *for/since*, *have been/have gone*

Study tip: Example sentences to illustrate past tense of new verbs

Bring to the lesson:

- the CD (track 11)
- the Student's Book (pages 20 and 21)

To start:

- Play a *Chain* game. Start with the whole class then continue in groups.
- Write *across, around, behind, below, into, out of, over, through, under*.
- Student A starts: *I've been to the souk. I went ...* then adds a preposition and a noun, for example, *... across the street*.
- Student B repeats: *I've been to the souk. I went across the street ...* and then adds another preposition and noun: *... and around the mosque*.
- Student C repeats *I've been to the souk. I went across the street and around the mosque ...* and then adds his or her own contribution, and so on.

Study Tip D

- Read the Study Tip as a class.
- Elicit examples of verbs with regular and irregular past tense verbs and example sentences of the verbs in the past tense.
- Write two verbs on the board, one regular and one irregular.
- Students write them in their notebooks, adding past tense forms and example sentences.

A Reading D

Aim: to practise prepositions of movement.

- Look at the pictures. Check everyone understands the direction of the movements. (Ask students to demonstrate with a hand gesture, if necessary.)
- Students complete the task and check their answers with a partner.
- Select eight students to read an answer each to the class. Check all agree.

ANSWERS: 2 *around* 3 *below* 4 *over* 5 *across* 6 *through* 7 *into* 8 *out of*

B Speaking

Aim: to practise the past simple of irregular verbs.

- Remind students that not all verbs are regular.
- Elicit some irregular past simple verbs.
- Look at the example prompt and answer.
- Choose confident students to read an answer each to the class. Check all agree.
- Ask students to spell the past simple verbs.

C Writing E

- Students write the full sentences in their notebooks and check with a partner.

ANSWERS:

- 2 *Hani drove his new car to the supermarket.*
- 3 *He took his brother shopping.*
- 4 *Hani sold his old car last month.*
- 5 *The boys brought a surprise for their mother.*
- 6 *They saw friends in the street.*
- 7 *Hani found a space in the car park.*
- 8 *It began to rain this morning.*
- 9 *My brother fell in a puddle.*

Grammar Study

Aim: to reinforce the use and formation of the present perfect tense.

- Read the Grammar Study box as a class.
- Prompt more examples with new verbs. Help with any problems.
- Students copy the information into their notebooks.

D Listening

Aim: to practise using the present perfect tense.

- Read the sentences as a class.
- Elicit possible answers.
- Play track 11. Students listen without writing.
- Ask if their guesses were correct.
- Say *Listen again. This time write in the missing words.*
- Play track 11 again, pausing as necessary, to allow students to write.
- Students check their answers with a partner.
- Check the answers with the class. Check the spelling of the verbs.

ANSWERS: 2 *has written* 3 *has (never) visited* 4 *has travelled*
5 *has lived* 6 *have spent* 7 *hasn't visited* 8 *has been, has seen*

AUDIOSCRIPT TRACK 11

Adel: Have you received any e-mails recently, Yazeed?

Yazeed: Yes I have. Waleed has written to us about his school and what he does in his spare time.

Adel: He lives in Kuwait, doesn't he?

Yazeed: Yes, but he has been to Riyadh several times already.

Adel: He is very lucky. I have never visited Kuwait. Have you been there, Yazeed?

Yazeed: No, I haven't, but I have travelled to Britain twice to visit my brother. He lives in London.

Adel: How long has he lived there?

Yazeed: About six years. He qualified as a doctor last year and has found a job at a hospital in London. Have you travelled with your family, Adel?

Adel: No, my parents have spent several holidays in Turkey but I have not visited any other countries. I would love to visit Paris. My uncle has been there several times and has seen the Eiffel Tower.

Yazeed: I would love to do that too. It sounds really exciting.

E Speaking and writing **D**

Aim: to practise expressing opinions and feelings.

- Look at the pictures and make sure everyone knows what the activities are.
- Help with any vocabulary.
- Read the speech bubbles. Elicit other ways of expressing an opinion.
- Ask students to discuss their opinions of the activities with a partner. Set a time limit. Monitor and support.
- Ask pairs to present their discussions to the class.
- Ask for feedback and review any common or serious difficulties.
- Students write how they feel about the activities in their notebooks. Monitor and support.

ANSWER: *Students' own answers*

Homework:

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

Final activity:

- Play *Ready and waiting* with words from Units 1 and 2.

LESSON 1 *What's wrong?*

Language

Skills: Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations

Functions: Carry out a telephone conversation

Grammar: Present perfect simple; Time expressions: *How long?*, *for/since*, *have been/have gone*; Reflexive pronouns

Vocabulary: *break down* (v), *dirty*, *fall over*, *give* (someone) *a lift*, *steal* (stolen)

Bring to the lesson:

- the CD (tracks 12 and 13)
- the Student's Book (pages 22 and 23)
- the Workbook (pages 108 and 109)

To start:

- Play *Word chain* (see Introduction). Start off on the board and then continue in groups. Set a time limit.

A Reading

Aims: to read for gist; to introduce the topic; to introduce vocabulary.

- Read the speech bubbles to set the scene.
- Choose two students to read Rick and Father, while the others follow in their books.
- Ask *Why does it take Rick so long to tell his father about the accident?* (*He doesn't want to tell him./He's afraid his father will be angry.* Other sensible answers are also possible.)
- Ask students to decide on the best title.

ANSWER: *I've had an accident.*

B Reading

Aims: to read for specific information; to practise the present perfect tense and the past simple of *drive*.

- Ask students to underline all the verbs with *has* or *have*. (*Has* (our team) *won?*; *I have*; *I haven't hurt*; *Have you fallen over?*; *You have*; *Has someone stolen it?*; *I've had*; *I haven't cut*; *I haven't broken*; *what's happened?*; *Has it broken down?* *It's stopped*)

- Explain these verbs are irregular (except *stopped*). Elicit what verbs they are (*win, get, hurt, fall, have, cut, break, happen*).
- Students use these verbs (plus *drove*) to complete the sentences and then check with a partner.
- Check the answers and the spellings of the verbs with the class.

ANSWERS: 2 *hasn't* 3 *hasn't fallen* 4 *Has someone*
5 *has had* 6 *hasn't bruised, broken* 7 *has stopped* 8 *drove the car*

C Listening and speaking

Aim: to recognise various intonation patterns.

- Say *Listen to the conversation. How are the characters feeling?*
- Play track 12 straight through. Ask for answers. (*Father is feeling surprised and worried. Rick is sorry but doesn't want to explain.*)
- Say *Listen again and repeat. Try to sound like the characters.*
- Play track 12 again. Students listen and repeat.
- Monitor and ask students with good intonation to demonstrate to the class.

AUDIOSCRIPT TRACK 12

Father: What's happened to the car?

Rick: I left it near the stadium.

Father: Why? Has it broken down?

Rick: Not really. But it's stopped working.

Father: It's stopped working?

Rick: Yes, it has. I drove into a tree.

D Language help

Aim: to consolidate the formation of the present perfect.

- Read the information with the class.
- Elicit sentences in the first and third person present perfect, positive and negative.
- The students copy the information into their notebooks.

E Grammar D

Aim: to practise the formation of the present perfect.

- Students complete the table and then check with a partner.
- Ask pairs to share their answers with the class. Check spelling.

ANSWERS: 1 *has bruised* 2 *(He)'s hurt* 3 *Has (he) cut* 4 *has not finished* 5 *hasn't closed* 6 *Has (school) started?*

F Listening

Aim: to listen for gist and for specific information.

- Students discuss the pictures in pairs. Set a time limit.
- Ask *What has happened?* Pairs share their ideas with the class. Help with vocabulary (for example, teach *dirty*) but don't worry about grammatical mistakes.
- Say *Listen and number the pictures*.
- Play track 13. Students complete the task.
- Use voting cards to check answers.
- Say *Listen again*. Explain what has happened. Repeat track 13.
- Pairs prepare a full explanation of one picture. Choose six pairs to present to the class.

ANSWERS: A 2 B 3 C 4 D 1

AUDIOSCRIPT TRACK 13

1

Girl: Mum, I'm very sorry.

Woman: What are you talking about, Tala? What's wrong?

Girl: I've fallen over and I've made myself and my clothes very dirty.

Woman: How? What happened? What were you doing?

Girl: I was running in the park and the grass was wet. I fell over.

2

Boy: Mum, I'm afraid I have some bad news.

Woman: Bad news?

Boy: Yes. I've had an accident on my bike.

Woman: What happened?

Boy: I was riding along the road. There was a big hole and I rode into it.

Woman: Are you sure you are OK?

Boy: Yes thanks, Mum. I haven't cut myself. But I need a new bike.

3

Girl: Dad, I've hurt myself. I've cut my finger.

Boy: How did it happen?

Girl: I was cutting some pizza for my friends. I wasn't watching the knife and I cut my hand.

Man: Do you need a doctor?

Girl: No, I'm OK thanks. My friends helped me. Don't worry. I'm OK.

4

Boy: Hi, Dad. It's Hassan here.

Man: Hi, Hassan. How are you?

Boy: I'm OK, thanks. But I'm afraid I have some bad news.

Man: Some bad news? What's wrong? Have you hurt yourself?

Boy: No, Dad, but I've broken a window in the house. I'm sorry. I was playing football in the garden and I kicked the ball in the wrong direction.

G Speaking

Aim: to practise phone conversations; to practise reflexive pronouns and irregular past participles.

- Ask pairs to role-play the parts of the speakers making a phone call in each picture.
- Students prepare and practise the conversations.
- Choose pairs (different from those chosen for Exercise F) to present to the class.

SAMPLE ANSWERS:

A: *I'm sorry. I have some bad news.*

B: *What's wrong?*

A: *I've cut my hand/broken a window, etc.*

B: *How did the accident happen?*

A: *I was cutting a pizza for my friends/ playing football.*

H Speaking E

Aim: to practise giving reasons and explanations.

- Ask pairs to take the parts of the speakers in Exercise A.
- Students prepare and practise the conversation (without books).
- Choose pairs (different from those chosen for Exercises F and G) to present to the class.

Homework: Workbook pages 108 and 109

Final activity:

- Students choose six verbs and write the past participles but with jumbled letters.
- Students swap lists and write out the words on their partner's list correctly.
- The winner is the first to have a complete, correctly spelled list.

WORKBOOK ANSWERS:

A 2 *Has (the air conditioner) broken down* 3 *give (us) a lift*
4 *has fallen over* 5 *dirty*

B 2 *choose chosen*; 3 *do done*; 4 *eat eaten*; 5 *leave left*; 6 *lose lost*;
7 *make made*; 8 *read read*; 9 *send sent*; 10 *show shown*;
11 *spend spent*; 12 *swim swum*; 13 *take taken*; 14 *tell told*;
15 *win won*; 16 *write written*

D C 2 e 3 a 4 c 5 d 6 b

D 2 *have written* 3 *haven't edited* 4 *has taken* 5 *has sent*
6 *hasn't told* 7 *Has* 8 *shown* 9 *Have* 10 *chosen*

E 3 *My desert rose*

F 2 *Stone*. 3 *In the desert (where salt water has dried.)*
4 *Five years ago*. 5 *(He has) given them to the museum.*
6 *No, they aren't.*

LESSON 2 *A life abroad*

Language

Skills: Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly; Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly

Functions: Make comparisons; Refer to number and quantity

Grammar: Comparative and superlative forms of adjectives/ adverbs and other forms of comparison (*as + ... + as*)

Vocabulary: *Argentina, as well as, barrel, diplomat, Ecuador, however, mine (v), overseas, peas, Venezuela*

Bring to the lesson:

- the CD (track 14)
- the Student's Book (pages 24 and 25)
- the Workbook (pages 110 and 111)

To start:

- Prepare a list on the board of six to ten problems: things that have or haven't happened when they should (not) have.
- In small groups, students write a list of excuses. Set a time limit.
- Give points for the best or funniest excuses.

A Reading **D**

Aim: to introduce more irregular present perfect verbs.

- Say *Today we are going to read another article from Saudi Stars.*
- Students underline all the present perfect verbs in the text.
- Write irregular participles on the board.
- Ask students to give the present tense form of the irregular verbs and add these to the board (*write, see, meet, be, make*).
- Students add these to the list in their notebooks and learn them for homework.

ANSWERS: *has travelled; have lived; have lived; have seen; (have) met; have been; have learned; has been; have made*

B Speaking

Aims: to read for specific information; to introduce the topic; to introduce vocabulary.

- In pairs, students answer the questions and then check with another pair. Check the answers with the class.

ANSWERS: **1** *because her father is a diplomat* **2** *two* **3** *because she is older than they are* **4** *she has seen many beautiful places and met a lot of nice people* **5** *eight* **6** *four*

C Speaking

Aim: to practise transferring information from visual to verbal form.

- Look at the table about Mona and read the two speech bubbles.
- Ask questions to prompt similar sentences about the information.
- Set a time limit. Ask for six sentences, one about each section of each table.

SAMPLE ANSWERS:

Table 1: (X) has spent (x) years abroad, has been to (x) schools, has learned (x) languages.

D Reading

Aims: to introduce *(not) as many/much*; to recycle *fewer/less, fewest/least, more* with nouns

- Put this table on the board:

With countable nouns	With uncountable nouns
(not) as many cups	(not) as much cheese
fewer cups	less cheese
fewest cups	least cheese
more cups, more cheese	
most cups, most cheese	

- Say *With countable nouns we use (not) as **many**, **fewer** and **fewest**. With uncountable nouns, we use (not) as **much**, **less** and **least**. We use **more** and **most** with both.*
- Say *Mona has spent seven years abroad. Fatima has spent four years abroad. So I can say:*
 - Mona has spent **more** time abroad than Fatima.*
 - Fatima has spent **less** time abroad than Mona.*
 - Fatima **has not spent as much** time abroad as Mona.*

- Repeat with other examples until the students are comfortable with the task.
- Students complete the sentences. Monitor and support.
- Check answers with the class. Students copy the table into their notebooks.

ANSWERS: 2 *Leila* 3 *Mona* 4 *Mona* 5 *Fatima, Leila, Mona*

E Listening

Aim: to practise understanding (not) as many/much, fewer, more, more, less, least.

- Look at the picture. Check it is clear that there are different amounts of the foods.
- Help with vocabulary. Teach *peas*.
- Say *Listen and write the names in the correct boxes*.
- Play track 14. Pause after each sentence to give thinking and writing time. Repeat two or three times, if necessary.
- Use voting cards to check the answers with the class.

ANSWERS: 1 *Fatima* 2 *Mona* 3 *Leila* 4 *Mona* 5 *Fatima* 6 *Leila*

AUDIOSCRIPT TRACK 14

This is a picture of a meal for Leila, Mona and Fatima. They are all having orange juice and they are eating the same meal. Fatima has more juice than Leila and Mona doesn't have as much juice as Fatima. Fatima has the most juice and Mona doesn't have as much juice as Leila or Fatima.

Leila doesn't have as much chicken as Mona but she has more peas than her. Fatima doesn't have as many chips as Mona or as Leila but she has more peas than Leila. Mona has the most chicken; however she doesn't have as many peas as Fatima. Leila has the most chips and Fatima has the fewest chips.

F Speaking

Aim: to practise using (not) as many/much, fewer, more, most, less, least.

- Elicit some sample sentences about the picture, using the target language.
- In pairs, students make similar sentences about the picture, using the sentences in Exercise D to help them. Monitor and support with countable/uncountable nouns.
- Choose six pairs to share one of their sentences with the class.

ANSWERS: Students' own answers, following the picture

G Vocabulary D

Aim: to practise grouping words by meaning and subdividing by grammar.

- Divide the class into groups, with one student as the writer.
- Groups write the three headings *Food*, *Travel* and *School* on a piece of paper.

- They try to find five uncountable and five countable nouns for each category.
- Set a time limit. The group with the most correct words wins.

ANSWER: Students' own answers

Homework: Workbook pages 110 and 111

Final activity:

- In pairs, play *Grammar tic-tac-toe* with irregular verbs (ask for the past participle). (See Introduction.)

leave	write	take
swim	read	be
tell	choose	spend

ANSWERS:

left	written	taken
swum	read	been
told	chosen	spent

WORKBOOK ANSWERS:

D A 1 *Ecuador* 2 *Venezuela* 3 *Argentina* 4 *America* 5 *Saudi*
6 *England* 7 *Arabia* 8 *South*

B *overseas*

C 2 *silver* 3 *oil* 4 *barrels of oil* 5 *years* 6 *time* 7 *peas* 8 *food*

D 2 *e* 3 *a* 4 *f* 5 *b* 6 *d*

E 2 *1,200* 3 *2,564* 4 *18,027*

F (Teacher's note: point out that either **Brazil has won** or **Brazil have won** is acceptable depending on whether you think of the team as a single unit or as its members.)

FIFA® World Cup winners	
Brazil	5
Italy	4
Germany	4
Argentina	2
Uruguay	2
England	1
France	1
Spain	1

G 2 *T* 3 *T* 4 *F* 5 *T* 6 *F* 7 *F*

H Students' own answers. Suggested answer:

Sami Al-Jaber has scored the most goals. He has scored three.

Fuad Amin has scored fewer goals than Sami. He has only

scored two. However, he has scored more goals than Fahad

Al-Ghesheyan, Saeed Al-Owairan, Yasser Al-Qahtani or Yousuf

Al-Thunayan. They have only scored one goal each.

LESSON 3 *An adventurous life*

Language

Skills: Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.

Functions: Ask for and give information; Discuss future plans and talk about the future

Grammar: Present perfect simple, Time expressions: *How long?*, *for/since*, *have been/have gone*; Reflexive pronouns

Vocabulary: *adventurous, become, chief, insect, meeting, official (adj.), remote, scout (n), survival, viewer*

Bring to the lesson:

- the CD (track 15)
- the Student's Book (pages 26 and 27)
- the Workbook (pages 112 and 113)

To start:

- Play *Hangman* with some of the old vocabulary in today's lesson, for example, *balloon, catch, climb, dangerous, desert, fly, mountain, popular, programme, sea*.

A Reading

Aims: to introduce more irregular past participles; to introduce new vocabulary.

- Read the introduction and text A and look at the pictures as a class.
- Check that students understand the situation. Teach (*chief*) *scout* and establish that *Bear Grylls* is a man's name.
- Say *Look at the big picture. What can you see?* Help with vocabulary.
- Look at the past participles in the box.
- Students read the text and complete the blanks. Do not check answers yet.

B Listening **D**

Aims: to understand descriptions of events; to listen for specific information.

- Say *Now listen and check your answers*. Play track 15, pausing if necessary.
- Students listen and check their answers in pairs. Repeat track 15 if necessary.

- Choose six students to read out a completed paragraph. Check the class agrees.
- Ask for the present tense form of each of the verbs in the box. (*become, catch, do, eat, fly, go, make, write*)
- Help with the new vocabulary.

ANSWERS: 2 *become* 3 *done* 4 *gone* 5 *caught* 6 *eaten*
7 *flown* 8 *made*

AUDIOSCRIPT TRACK 15

Abbas and Adam have written about the scout chief in Britain, Bear Grylls.
Bear Grylls' sister gave him the name 'Bear' when he was a baby. It has become his official name.
Bear has done many difficult and dangerous things and has gone to some of the world's most remote places.
He has caught and has eaten animals, insects and fish for food in deserts and at sea.
He has flown a balloon 7,600 metres up into the sky. He has climbed the world's tallest mountain.
He has made survival programmes and has become popular with TV viewers around the world.

Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

C Speaking

Aim: to describe experiences and events.

- Read the speech bubble. Say *What else has Bear Grylls done?*
- In pairs, students make sentences, using the text and picture to help.
- Monitor and support the correct use of the present perfect.
- Ask six students to present a sentence to the class, without reading.

ANSWERS: *Students' own answers, following the text*

D Speaking

Aim: to introduce the use of the present perfect with *ever* and *never*.

- Remind the class what a questionnaire is. Read the questions.
- Explain that *Have you ever?* and *I have never ...* mean *In your/my whole life*.

- Say Interview your partner. Write his/her name and tick his/her answers.
- Students take turns to ask and answer the questions.

ANSWERS: Students' own answers

E Writing E

Aim: to describe possible future events.

- Read the task to the class.
- In their notebooks students write five sentences about adventurous things they would like to do in the future.
- Go around and monitor sentences.

ANSWER: Students' own answers

F Speaking

Aim: to ask and answer questions about possible future events.

- Highlight the example question and response to the class.
- Pairs ask and answer about five things they would like to do in the future.
- Ask a few pairs to repeat their conversations for the class.

ANSWER: Students' own answers, following the prompts

Homework: Workbook pages 112 and 113

Final activity:

- Ask students to find the words they wrote in their notebooks earlier in the lesson.
- In pairs, they take turns to say the meaning (in English). Their partner has to say the correct word. For example,
A: This word means 'to be far away from everywhere.'
B: Is it 'remote'?
A: Yes, well done!

WORKBOOK ANSWERS:

D A ACROSS 1 official 4 remote 6 become 8 chief 9 viewers
10 Scouts

DOWN 2 insect 3 adventurous 5 meeting 7 survival

B 1 chosen 2 done 3 eaten 4 left 5 lost 6 made 7 read
8 sent 9 shown 10 spent 11 swum 12 taken 13 told
14 won 15 written

C 2 Has he ever done anything dangerous?
3 Has he ever eaten an insect for food?
4 Has he ever gone somewhere very remote?
5 Has he ever caught animals in the desert?
6 Has he ever flown in a balloon?
7 Has he ever climbed a mountain?
8 Has he ever made a television programme on survival?

D Students' own answers

E went ~~been~~ ate ~~eaten~~ slept ~~sleep~~ cookt ~~cooked~~
swam ~~swum~~ saw ~~seen~~ catched ~~caught~~ did ~~done~~

F Students' own answers

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 3.

Skills: Transfer from verbal to visual information

Functions: Refer to number and quantity

Grammar study: Countable and uncountable nouns:

*some/any/no – much/many/a lot of/lots of – a few/a little –
How much/How many*

Study tip: Proofreading for punctuation

Bring to the lesson:

- the CD (track 16)
- the Student's Book (pages 28 and 29)

To start:

- Play *Words in words*. Write *adventurous* on the board.
- Challenge pairs to find as many small words using the letters of *adventurous* as they can. Set a time limit. The winner is the pair with the most correct words.

ANSWERS: (there are many more but the students may not know them): are, around, at, ate, art, aunt(s), date(s), dear, do, does, done, don't, doesn't, drove, ear, east, eat, end(s), near, neat, nervous, nest, net, no, nose, not, note(s), nurse, nut(s), on, one, or, our(s), out, oven, ran, read, reason, rest, road, round, run(s), sad, sat, sand, sea, seat, send, sent, so, son, sound, stand, star, stone, sun, tea, ten, tour, to, true, turn(s)(ed), under, us, use, used, vote(s), vet(s), voter(s)

Study Tip **D**

- Read the Study Tip as a class.
- Write some sentences and questions on the board, omitting full stops or question marks.
- Students copy the sentences in their notebooks adding the correct punctuation.

A Reading **D**

Aims: to practise the present perfect; to revise vocabulary.

- Ask *What has happened in A? Match the pictures and the sentences.*
- Students complete the task.
- Use voting cards to check the answers with the class.

ANSWERS: 1 E 2 C 3 B 4 D 5 A

B Reading

Aim: to understand specific information in a factual text.

- Say *What can you see in the picture? Where is it? (A balloon over a game park.)*
- Establish that students understand what a game park is. Teach *on safari*.
- Read the text as a class. Help with any vocabulary, if necessary.
- Students read the sentences in pairs and correct the mistakes.
- Pick a student to say each corrected sentence, without reading from the text.

SUGGESTED ANSWERS: (other ways of correcting the sentences are also acceptable):

1 Emma has spent her holiday in **Kenya**. **2** The Masai Mara Park is in **Kenya**. **3** Emma went up in a balloon **one day**. **4** She has **seen a lot of animals in the park**. **5** She has **taken photos of the animals**. **6** Emma and her family **have flown back to London**.

Extra activity:

- Students write the corrected sentences in their notebooks.

Grammar Study

Aim: to consolidate comparing and contrasting with countable and uncountable nouns.

- Read the Grammar Study as a class. Elicit examples of (un)countable nouns.
- Elicit more sentences with *as much/many, fewer and less*. Review any problems.
- Students copy the information and sample sentences into their notebooks.

C Grammar

Aim: to consolidate the use of *much/many* and *fewer/less* with nouns.

- Elicit that *much* and *less* are used with uncountable nouns and *many* and *fewer* with uncountable ones.
- Students complete the task and check with a partner. Use voting cards to check with the class.

ANSWERS: 1 *much* 2 *less* 3 *many* 4 *fewer* 5 *much* 6 *fewer*

Extra activity:

- Write these words on the board:
book, paper, computer, water, tree, sand, gold, traffic, car, money, rain, people, city, oil, bicycle, language, elephant, plastic, banana, forest, wood, accident.
- Elicit that *book* is countable but *paper* is uncountable.
- Students write the headings *countable* and *uncountable* in their notebooks. They write the words on the board under the correct heading and then check with a partner.
- Choose one pair to read their answers to the class. Check everyone agrees.

D Listening **D**

Aims: to understand *many, much, fewer, less*; to listen for specific information.

- Read Exercise D as a class. Ask students to think what the answers might be.
- Say *Listen and check if you were correct. Do not write anything yet.*
- Play track 16 without pausing. Students listen and follow the questions.
- Allow students time to write any answers they are sure about.
- Play track 16 again, while they listen for any missing information.
- Check the answers with the class. If necessary, play selected sentences again to help with any difficulties.

ANSWERS: 1 *much* 2 *many* 3 *fewer* 4 *most* 5 *fewest* 6 *less*
7 *more* 8 *least*

AUDIOSCRIPT TRACK 16

Julie: I haven't seen you for a long time, Emma. Where have you been?

Emma: I've just got back from Kenya. We stayed in a game park.

Julie: You're very lucky. Did you have a good time?

Emma: Yes, it was wonderful but I didn't spend as much time in the park as I wanted. We were only there for four days.

Julie: So, did you see lots of animals.

Emma: Yes, I did. We went on safari every day. The first day we saw a lot of elephants going down to the lake but there weren't many hippos there. On the second day I saw fewer elephants but there were a lot more hippos in the water. We went out really early on the third day and that's when we saw the most animals, lions, leopards, giraffes and many others. We saw the fewest animals on the last day. We spent less time on safari as we had to pack.

Julie: Which animals did you like the most?

Emma: That's hard to say. Probably I like elephants the most and after that, giraffes. I know which animal I like the least – snakes. Luckily I didn't see any.

Homework:

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

Final activity:

- Play *Ten questions* with animals (See Introduction).

LESSON 1 *Different ways of communicating*

Language

Skills: Recognise various intonation patterns; Ask for repetition and clarification to fill in gaps in understanding; Establish social contact: greetings and farewells, introductions, giving thanks

Functions: Express surprise

Grammar: -ing form

Vocabulary: *communicate, emotion, expression, formal, madam, pronounce, situation, stranger, tone, voice*

Bring to the lesson:

- the CD (tracks 17, 18 and 19)
- the Student's Book (pages 30 and 31)
- the Workbook (pages 114 and 115)

To start:

- Say *Today, we will look at how we talk to different people. With strangers, we need to be very polite. With friends, we can be less formal.*
- Demonstrate formal and informal ways of introducing two students to each other.

A Reading

Aim: to recognise and use body language to support understanding.

- Introduce the topic. *We can often guess someone's thoughts by looking at them.* Read the speech bubbles and look at the pictures.
- Students match the pictures with the sentences.
- Students give answers, copying the characters' expressions

ANSWERS: B 5 C 2 D 3 E 1

B Listening

Aim: to practise establishing social contact and initiating conversations.

- Write *Travel, Health, Meeting/Leaving, (Not) Understanding* on the board. Elicit what someone might say in any of these situations.
- Say *Listen and decide what the people are talking about.*
- Play track 17. Students write the numbers in the boxes.

ANSWERS: *Travel: 5, 7 Health: 1, 4 Meeting/Leaving: 3, 6 Understanding: 2, 8*

AUDIOSCRIPT TRACK 17

- Woman:** How are you feeling today, Noura? Any better?
Girl: A little better than yesterday, thank you Doctor.
- Man 1:** When we get to Riyadh, we'll go to the office.
Man 2: Sorry, what did you say?
Man 1: When we get to Riyadh, we'll go to the office.
Man 2: Thanks.
- Woman 1:** Excuse me, are you Mrs. Green, Anne Green's mother? My name is Jane Sharp. I'm Rita's mother. Anne and Rita are friends at school.
Woman 2: Oh, yes. Pleased to meet you, Mrs. Sharp.
Woman 1: Nice to meet you too.
- Man 1:** Are you OK today?
Man 2: Not really. I still have a headache and a cold. I'll stay in bed today and get up tomorrow if I'm better.
- Woman 1:** When are you seeing your aunt?
Woman 2: Tomorrow. We're leaving here this afternoon at three and we'll be Paris at about seven.
Woman 1: Enjoy your trip. Ring me when you get back next week.
Woman 2: OK.
- Man 1:** Ali, could I introduce Manour? He's a friend from university.
Man 2: Very nice to meet you, Manour.
Man 3: How do you do, Ali? Salem has told me a lot about you.
- Woman:** Do you have your sandwiches and fruit?
Boy: Yes, Mum. And I have some water in case I'm thirsty.
Woman: So, you're ready. Great. Enjoy your trip and have a safe journey.
Boy: I will. Thanks, Mum.
- Woman 1:** Excuse me, I wonder if this seat free?
Woman 2: I don't understand. Sorry.
Woman 1: Is anyone sitting here? Can I use this chair?
Woman 2: Yes, of course.

C Listening and speaking

Aim: to recognise and copy intonation patterns.

- Write *happy, bored, surprised, sad, excited* on the board.
- Ask students to put on a happy face, etc. Explain that listeners also understand your feelings when they hear your tone of voice.
- Say *Listen to the different tones of voice. How do the speakers feel?*
- Play track 18 Part 1. Students follow in their books.
- Establish that they could hear the difference. Say *Now you try.*
- Play track 18 Part 2. Students listen and repeat. Monitor.

AUDIOSCRIPT TRACK 18**Part 1**

- 1 Ring me when you get back.
- 2 Ring me when you get back.
- 3 Ring me when you get back.
- 4 Ring me when you get back.

Part 2

- 1 Ring me when you get back.
- 2 Ring me when you get back.
- 3 Ring me when you get back.
- 4 Ring me when you get back.

D Listening and speaking D

Aim: to recognise and copy intonation patterns.

- In groups read sentences A–D, the speech bubbles and 1–4 from Exercise C. Say *Take turns saying the sentences in these different ways.*
- Pick some of the best students to demonstrate.

E Reading

Aim: to practise guessing the meaning of unknown words.

- Remind students that it is often possible to work out the meanings of new words. Read the meanings 1–8.
- In pairs, students read the text and find the words with these meanings. Set a time limit. Monitor and point out clues if necessary.
- Ask for suggestions. Check if everyone agrees.

ANSWERS: 2 *grammar* 3 *communicate* 4 *mistake*
5 *pronunciation* 6 *stranger* 7 *Sir* 8 *Madam*

F Language help D

Aim: to develop word-building skills.

- Remind students to read around new words for clues to meaning.
- Read 1–3. Ask volunteers to write the answers to 4 on the board.
- Students copy the examples into their notebooks.

G Grammar

Aim: to join sentences with *by* + verb + *-ing*

- Write *listen > listening > by listening* on the board. Say *We can use by + verb + -ing to join pairs of sentences.*
- Read number 1. Put the sentences on the board and demonstrate how they join.
- Elicit more answers until it is clear students understand the task.
- Students write the joined sentences in their notebooks.
- Pick students to read their answers to the class.

ANSWERS:

- 2 *We can learn information by studying people's grammar.*
- 3 *We can speak politely to a stranger by using sir or madam.*
- 4 *We can know how people feel by looking at their faces*
- 5 *We can make new nouns from verbs by adding -ation.*

H Listening

Aim: to practise closing conversations.

- Look at the phrases. Read 1–5.
- Say *Listen and choose A or B to complete each conversation.*
- Play track 19. Pause after each item to allow students to answer.
- Students compare their answers in pairs.
- Play track 19 – students to say the missing words.

ANSWERS: 1 A 2 A 3 B 4 A 5 B

AUDIOSCRIPT TRACK 19

- 1 **Woman:** Now you had a cold yesterday, Reem. Are you feeling better today?
Girl: Yes, Doctor. [electronic tone to indicate missing phrase 1(a)]
- 2 **Man 1:** What time are we meeting?
Man 2: At seven thirty at the stadium.
Man 1: Great, see you there later.
Man 2: OK [electronic tone to indicate missing phrase 2(a)]
- 3 **Woman 1:** Nadia. I'd like you to meet a friend of mine. This is Deema.
Woman 2: How do you do, Nadia?
Woman 3: Pleased to [electronic tone to indicate missing phrase 3(b)]
- 4 **Man 1:** I really like the [text missing] It was really kind of you to give it me. Thank you very much.
Man 2: It's OK. It's not [electronic tone to indicate missing phrase 4(a)]
- 5 **Woman 1:** When does the plane arrive in Jeddah?
Woman 2: At six in the evening.
Woman 1: And how are you getting to the airport?
Woman 2: My brother is taking me.
Woman 1: OK. Enjoy the trip and have a [electronic tone to indicate missing phrase 5(b)]

Homework: Workbook pages 114 and 115**Final activity:**

- In pairs, students play *Hangman* with the words they wrote in their notebooks earlier.

WORKBOOK ANSWERS:

- A 2 *communicate* 3 *tone of voice* 4 *stranger* 5 *pronounce*
6 *informal* 7 *expression* 8 *emotion* 9 *madam*
- B A 6 B 4 C 2 D 1 E 3 F 5
- C 2 F 3 J 4 C 5 D 6 E 7 A 8 H 9 B 10 G
- D 2 *conservation* 3 *exploration* 4 *imagination* 5 *preparation*
6 *transportation*
- E E 2 *congratulate* 3 *educate* 4 *inform* 5 *invite* 6 *populate*
- F 2 *You can practise your English by watching English films on TV.*
3 *You can save energy by turning off the lights.*
4 *You can help people understand by speaking slowly.*
5 *You can cook rice by boiling it for about ten minutes.*
6 *You can get healthy by doing more exercise.*

LESSON 2 *Have you bought the flowers yet?*

Language

Skills: Understand straightforward factual information about common everyday topics; Write notes and short messages conveying simple information

Functions: Narrate and sequence past actions and events

Grammar: Present perfect simple; Time expressions: *How long?*, *for/since*, *have been/have gone*

Vocabulary: *ankle, collect, get on (a bus), icy, put away, switch on/off, washing up*

Bring to the lesson:

- the CD (track 20)
- the Student's Book (pages 32 and 33)
- the Workbook (pages 116 and 117)

To start:

- Play *Word chain* (see Introduction) but only with irregular past participles.

A Listening

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

- Say *Read the speech bubbles and the sentences. Look at the pictures. What do you think has happened?* Help with vocabulary.
- Say *Listen and say if the sentences are true or false.*
- Play all four dialogues of track 20 but pause after each picture. Point out that C and D happen later.
- Students vote on the answers. Review any difficulties.

ANSWERS: A: 1F 2F 3T B: 1T 2F 3T C: 1T 2F 3F
D: 1F 2T 3F

AUDIOSCRIPT TRACK 20

Part 1 Picture A

Boy: Hello.

Woman: Paul, it's Mum. Have you got on the bus yet?

Boy: No, I've just arrived at the bus stop. The bus hasn't come yet.

Woman: You've forgotten your dictionary at home. Do you need it?

Boy: Yes, I do Mum.

Woman: OK, stay at the bus stop. I'll bring it to you.

Boy: Thanks. Be careful Mum. The ground is very icy. It rained last night and the water has frozen.

Part 2 Picture B

Boy: Hello, Mum. Where are you? I've just missed the bus.

Woman: Sorry, Paul. You were right. The roads are icy. I've just fallen over.

Boy: Mum! Are you OK?

Woman: Not really. I've hurt my ankle.

Boy: Oh, Mum. Shall I call an ambulance?

Woman: No, it's OK, thanks. I've already called one.

Boy: Where are you? I'll come and ...

Part 3 Picture C

Woman: Leave a message.

Boy: Hello, Mum. You haven't switched on your mobile yet. Never mind. I'll leave a message. Steve and I are very happy you've only been in hospital a short time. We've already done the things on your list. We've tidied our bedrooms and put away our clothes. Steve has done the washing up and I've just cleaned the kitchen. I haven't ordered a taxi to take you home from the hospital but I will. See you this afternoon. Paul.

Part 3 Picture D

Steve: Hello.

Paul: Steve, it's Paul. How are things? Have you bought the fruit for tonight?

Steve: Yes, I have, and I've just bought Mum's flowers.

Paul: Great. Well, And I've just finished making tonight's meal so I think we are ready.

Steve: Fantastic.

Paul: Wait a minute, Steve! I've just remembered something.

Steve: What?

Paul: I haven't phoned for Mum's taxi yet. I'll do it now.

Steve: Don't worry. It's OK. I've already phoned and the taxi is going to collect her at four.

B Listening and speaking

Aim: to practise describing experiences and communicating information in everyday situations.

- Say *Listen again, then answer in full sentences.*
- Play track 20 again. Students listen for the answers.
- In pairs, students take turns to ask and answer the questions.
- Choose students to say what has happened in each picture, without using the questions to help them.

ANSWERS: 1 Paul's mum has (just) phoned Paul. 2 Because Paul has forgotten his dictionary. 3 Because the water from the rain has frozen. 4 She's hurt her ankle. 5 They have done the things on their mother's list. 6 He hasn't ordered a taxi. 7 Fruit and flowers 8 He hasn't phoned for a taxi.

C Language help

Aim: to introduce the use of the present perfect with *already*, *just* and *yet*.

- Read the information as a class.
- Students copy the information and three examples (one for each of *already*, *just* and *yet*) into their notebooks.

D Grammar

Aim: to consolidate the use of the present perfect with *already*.

- Read question 1. Elicit the answer to question 2.
- Ask students, in pairs, to read the prompts and make the sentences.
- Monitor for correct past participles.
- Choose pairs to share their sentences with the class.

ANSWERS: 2 Steve has already bought flowers. 3 I have already been to Jeddah. 4 Paul has already got on the bus to school. 5 Julie has already written the/her article. 6 Adnan and Sami have already tidied the/their office.

E Grammar E

Aim: to consolidate the use of the present perfect with *just* and *yet*.

- Read question 1 and the speech bubble. Remind students that sentences with *yet* must be negative. Elicit the answer to question 2.
- Ask students, in pairs, to make the sentences.
- Choose six pairs to say their questions and sentences.

ANSWERS: 2 Has Steve put away his books yet? No, Steve hasn't put away his books yet. 3 Have you done your homework yet? No, I haven't done my homework yet. 4 Have Yazeed and Adel just left the room? Yes, Yazeed and Adel have just left the room. 5 Have Dalal and Lena studied Italian yet? No, Dalal and Lena haven't studied Italian yet. 6 Has Paul's mum switched on her mobile yet? No, Paul's mum hasn't switched on her mobile yet.

(Note: The question *Has Steve put away his books yet?* could also be answered *Yes, he has put them away already* or *Yes, he's just put them away.*)

F Reading and speaking D

Aim: to understand the writing of notes and short messages.

- Ask students to read the e-mail and ask and answer the questions in pairs.

- Ask individuals to present their answers as a short explanation. (For example, *Julie has e-mailed Dalal to say she will call her later.*)

ANSWERS: 1 Dalal 2 Julie 3 Julie is tired and hungry now, but will phone later.

G Writing

Aim: to practise writing short messages and e-mails.

- Look at Julie's e-mail again. Point out that the second sentence has two pieces of information joined with *and*. Ask students to do the same in their e-mails.
- Elicit other ways to open and close a message.
- Students use the information to write e-mails suitable to send to a friend.
- Monitor and support.
- Choose three students to read an e-mail to the class. Revise any common errors.
- (Note: In short, informal messages and e-mails, the rules of presentation and punctuation are more relaxed than in formal communications. However, remind students always to think about who they are writing to.)

Homework: Workbook pages 116 and 117

Final activity:

- Play *What am I doing?* (see Introduction) with present perfect (i.e. *What have I done?*).

WORKBOOK ANSWERS:

D A ACROSS 3 washing up 5 (and 2 Down) get on 7 collect 8 ankle

DOWN 1 switch 2 (See 5 across) 4 putting 6 icy

B 2 yet 3 yet, yet 4 just 5 already 6 yet

C 2 He hasn't made his bed yet. 3 We haven't finished the shopping yet. 4 They've just come in. 5 You've already watched this film. 6 I've just washed the car.

D 1 He has just written a book (called 'Things to do before you're old').

2 Riyadh, Oman and Egypt.

3 He has climbed to the top of the Al Faisaliyah Center. He has explored Jebel Akdar in Oman. He's seen the pyramids. He's had a ride on a camel. (Any two.)

4 He hasn't been diving in the Red Sea.

5 Eat an insect.

E SAMPLE ANSWER:

Dear Mum,
I've put away my books and I've done the washing up. I've switched off the lights and I've locked the door. However, I haven't got on the bus yet, because I've lost my money!
Love John.

LESSON 3 *Different heroes*

Language

Skills: Transfer information from a text to a table; Write short descriptions of people, places and events

Functions: Discuss past habits and situations; Talk about experiences linking past and present time

Grammar: *-ing* forms; Time clauses (present, future, past)

Vocabulary: *boxing, champion, fight(er) (fought), handicapped, hero, medal, satellite, sportsman*

Bring to the lesson:

- the Student's Book (pages 34 and 35)
- the Workbook (pages 118 and 119)

To start:

- Have a class discussion about famous people. Ask students to think of some. Why are they famous? What have they done? Are they good people? Are all famous people 'heroes'? Help if necessary, but don't interrupt to correct errors.

A Reading **D**

Aims: to revise the irregular past simple; to practise skimming; to introduce vocabulary.

- Say *Read quickly. Don't read every word. What is this text about?*
- Students read the text quickly and silently, noting the verbs.
- Say *Close your books. What is it about? (Muhammad Ali) Who is he? (A famous boxer) What else have you learned about him?*
- Students open their book and identify the simple past tenses of the verbs.

ANSWERS: 1 *won* (line 6) 2 *became* (line 9) 3 *fought* (line 16)
4 *lost* (line 17) 5 *chose* (line 22)

B Reading **D**

Aims: to revise the irregular present perfect; to practise scanning.

- Challenge the students. How quickly can they find these present perfect verbs?
- They raise a hand when they have found all three.
- Check the answers when everyone has finished.

ANSWERS: 1 *spent* (line 24) 2 *given* (line 26) 3 *said* (line 27)

C Reading

Aims: to read for detail; to practise transferring information from a text to a table.

- Say *Read the table. What words do we need to look for? (born, 1954, medal, etc.)*
- Students scan for keywords and then read carefully to find the information.
- Check answers: choose students to ask a question about each piece of information for the class to answer. (For example, *What happened in 1942? Muhammad Ali was born. When did he win an Olympic® medal? In 1960.*)

ANSWERS: 2 *Ali started boxing* 3 *1960* 4 *1964* 5 *From 1967*
6 *Ali couldn't box* 7 *1974* 8 *'Sports Illustrated' chose Ali as sportsman of the century*

D Reading and grammar

Aim: to use time clauses with *when, after, before*, + verb + *-ing*.

- Ask students to find *when* or *after* + verb + *-ing* in the text. (*After becoming, winning, stopping; When boxing*). Check they understand the time sequence.
- Read the speech bubbles. Elicit that, in the question, both verbs are simple past, but that the answer needs *when* or *after* + verb + *-ing*, followed by the present perfect.
- In pairs, students complete the task. Monitor for correct use of the structures.

ANSWERS:

- 2 *What did Ali do after he won a gold medal?*
Ali started boxing for money after winning a gold medal.
- 3 *When did Ali become champion after he started boxing again?*
Ali became champion four years after starting boxing again.
- 4 *Who did Ali fight when he became champion again?*
Ali fought George Forman when he became champion again.
- 5 *How many times did Ali fight before he stopped boxing?*
Ali fought 61 times before he stopped boxing.

E Vocabulary **D**

Aims: to develop the use of word families; to make action and agent nouns from verbs.

- Remind students that we can use the words we know to make new words. For example, from *write*, we can make *writing* and *writer*.
- Students follow the example to complete the table, being careful about spelling.
- Check the answers with the class. Ask students to spell their answers.

ANSWERS: 2 run 3 diver 4 swimming 5 skate 6 skater
7 riding 8 rider

F Reading

Aims: to practise skimming for gist; to understand descriptions of past activities.

- Ask students to cover the questions. Say *This is a reading competition about Prince Sultan. Answer, as quickly as possible, with the letter of the paragraph.*
- Say *Which paragraph has information about Prince Sultan's hobbies?*
- Students use their voting cards to answer. Continue with the other questions.

ANSWERS: 1 B 2 E 3 C 4 A 5 D

G Speaking E

Aim: to practise describing experiences, events and past activities.

- In pairs, students write a list of questions (and answers) about Prince Sultan and Muhammad Ali, using Exercises C and F to help them.
- Students take turns to role-play the two interviews.
- Monitor and support when necessary but don't interrupt.
- Revise any common errors or difficulties.

ANSWER: Students' own answers (following the texts)

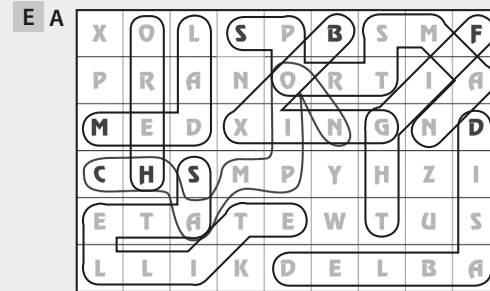
Homework: Workbook pages 118 and 119

Final activity:

- Dictionary practice. Challenge students to change the word *Hero* to *Ball* by changing one letter at a time.
- Set a time limit.
- Demonstrate changing the *o* in *Hero* to a *d* to make *Herd*.

ANSWER: HERO>HERD>HARD>CARD>CORD>COLD>BOLD>BALD>BALL

WORKBOOK ANSWERS:



B 1 champion 2 medal 3 disabled sportsman

E C 2 after 3 since 4 Before

D 3 I've already done my homework. I did it before calling Noor.

4 I haven't taken my book to the library yet. I'll do it before catching/getting on the bus.

5 I've already made my sandwiches. I did it after eating/having breakfast.

6 I haven't written the letter yet. I'll do it after finishing my homework.

7 I haven't cleaned my teeth yet. I'll do it after eating/finishing this apple.

8 I've already collected Hamza. I did it before driving/coming home.

E Students' own answers

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 4.

Skills: Recognise various intonation patterns

Functions: Ask for confirmation/agree and disagree

Grammar study: *-ing* forms

Study tip: Learn the part of speech of new words

Bring to the lesson:

- the CD (track 21)
- the Student's Book (pages 36 and 37)

To start:

- Play *In the manner of* ... (Usually for adverbs but also works well with feelings.)
- Write adjectives onto cards: *happy, tired, excited, bored, angry, upset, worried, sad, ill, afraid*.
- Student A takes a card. (Check the word is understood.) The class asks A to carry out some simple actions (walk across the room; sit and write; pass someone a book; look around). Student A carries out the actions in the manner of the word on the card.
- The class has to guess how Student A is feeling.

Study Tip D

- Read the Study Tip as a class. Check that students understand *part of speech*.
- Elicit the words *noun, verb* and *adjective* and examples of each kind of word.
- Students copy the tip into their notebooks.

A Listening

Aims: to listen for gist; to infer emotions from tone of voice.

- Ask students to discuss the pictures briefly with a partner.
- Say *Listen and match the pictures*.
- Play track 21. Use voting cards to check the answers.
- Look at the table as a class.
- Say *Listen again. Say how each character is feeling*.
- Play track 21 again. Pick four students to share their answers.

ANSWERS:

A3 B1 C4 D2

1 happy 2 angry 3 no emotion 4 bored

AUDIOSCRIPT TRACK 21

1

Boy 1: Hi, Khalid. Where are you? I called at your house but you weren't there.

Boy 2: I'm at the airport, waiting for my brother, Faisal. He's coming back from England today. I haven't seen him for three months.

2

Mum: Rashed, come here at once. How many times have I told you not to play football near the window?

Boy: Sorry Mum. I won't do it again.

Mum: Don't go away! I need you to help me clear up the mess.

3

Leena: How many articles do we have for *Saudi Stars*?

Dalal: We have quite a lot. Three students in our class have written about their holidays. Julie has written an article about life in England.

Leena: Do you think we need any more?

Dalal: Tala promised to write a quiz. I'll ask her if she's finished.

4

Girl 1: Hi, Tala! Are you OK today?

Girl 2: Not really. My sisters have gone shopping and the computer isn't working. I don't have anything to do. Can you come round to my house?

Girl 1: No, I can't. My aunt and my cousins are coming to lunch.

Girl 2: Oh well, I guess I'll just have to do my homework.

Extra activity:

- Read out a suitable part of each script in a neutral tone.
- Ask students to repeat demonstrating different emotions.

B Reading D

Aim: to revise the vocabulary of the unit.

- Read the answers to demonstrate good pronunciation. Students repeat.
- Students work independently to match the meanings with words.
- Use voting cards to check the answers.

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

Extra activity:

- Students copy the words and their meanings into their notebooks.

C Writing

Aim: to develop the use of word families to understand and build up vocabulary.

- Remind students they can use words they know to help them with new words.
- Read the example pair. Elicit other examples of adding *-ation*. (*invite – invitation*)
- Elicit that they have to drop final *-e* (and only add *-ion* to verbs ending *-ate*).
- Students complete the table.
- Choose students to write the words on the board. Students check their work.

ANSWERS: *populate, situation; congratulation; examine; reservation*

Grammar Study

Aim: to reinforce the use of *by + verb + -ing* and *after + verb + -ing* to join sentences.

- Read the Grammar Study box as a class.
- Elicit more example sentences. Help with any difficulties.
- Students copy the information into their notebooks.

D Reading

Aim: to consolidate the use of *before + verb + -ing* and *after + verb + -ing* to join sentences.

- Ask students to take short turns reading the text aloud.
- Say *Join sentences. Use before + verb + -ing and after + verb + -ing.*
- Demonstrate the answer to question one. Check they understand the task.
- Students complete the sentences. Monitor correct use of the target structure.
- Ask students to share their answers with the class.

ANSWERS: *2 playing 3 reaching 4 leaving 5 stopping*

Extra activity:

- Students turn the information into a table as for Muhammad Ali (see page 34).

E Speaking D

Aim: to consolidate the use of the present perfect with *already* and *yet*.

- Read the list of jobs. Elicit that the ticks are jobs Tala has already done.
- Ask pairs to read the speech bubbles.
- Remind students that negative sentences must use *yet*.
- Students take turns to ask and answer questions. Monitor and support.
- Ask pairs to present their dialogues to the class.
- Review any difficulties.

ANSWERS:

- | | |
|--|--|
| 3 <i>Has she cleaned the kitchen yet?</i> | <i>No, she hasn't cleaned it yet.</i> |
| 4 <i>Has she washed the dishes already?</i> | <i>No, she hasn't washed them yet.</i> |
| 5 <i>Has she watered the plants yet?</i> | <i>Yes, she has.</i> |
| 6 <i>Has she done her homework yet?</i> | <i>No, she hasn't done it yet.</i> |

Homework:

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

Final activity:

- Play *Team Mastermind* – specialist subject Mohamed Aboutrika.
- Divide the class into teams. In each team, one pair should prepare at least ten questions about Mohamed Aboutrika. The others should study the information about him and try to remember as many facts about his life as they can. Set a time limit.
- Teams play in pairs. Teams take turns to ask the opposing team their questions. Team members take it in turns to answer questions. (All team members take part.) Only the player whose turn it is can answer their question. Players have ten seconds to answer a question. A team has two minutes to answer as many questions as possible. The winner is the team with the most points. (If time permits, further rounds could be played to establish the class champions, highest scoring losers, etc.)

LESSON 1 *Family heirlooms*

Language

Skills: Understand text cohesion; Guess the meaning of unknown words

Functions: Talk about experiences linking past and present time; Discuss a range of familiar topics

Grammar: Present perfect simple; Time expressions: *How long?*, *for/since*, *have been/have gone*

Vocabulary: *collect* (v), *collection*, *furniture*, *generation*, *great grandparent*, *heirloom*, *own* (v), *recently*, *repair* (v), *stamp* (n)

Bring to the lesson:

- the CD (tracks 22 and 23)
- the Student's Book (pages 38 and 39)
- the Workbook (pages 120 and 121)

To start:

- Ask students about any special things they or their family have had for a long time. If possible, bring in something of your own to show.

A Reading

Aims: to understand sequence and text cohesion; to introduce vocabulary.

- Say *What can you see in the pictures?* Read the speech bubble.
- Read the sentences. Say *Where do these go in the text?*
- Students read the text silently and fill in the blanks.
- Ask students to read short sections aloud, with the added sentences.
- Check the class agrees. Don't help with new vocabulary yet.

ANSWERS: 2 B 3 G 4 C 5 F 6 A 7 E

B Reading

Aim: to express duration and length of actions.

- Remind students that sentences with *How long ... ?* need the present perfect.
- In pairs, students take turns to ask and answer questions.
- Monitor for correct use of the present perfect.
- Ask pairs to share their dialogues with the class. Revise any difficulties.

ANSWERS: 1 (*The family/It is from*) the Taif area. 2 (*The family/It has been there*) for centuries. 3 *The house was empty and in bad condition.* 4 *It has painted and repaired the house/It has made it into a small museum.* 5 *For 70 years.* 6 *Hala's great grandmother.* 7 *Hala's mother.* 8 *The stamps are part of her family history.*

C Reading and vocabulary D

Aim: to practise guessing the meanings of words from context.

- Say *Find heirloom, repair and generation in Exercise A. Read round about them.*
- Ask students to look at the meanings and choose the most sensible for the words.
- Ask students for their answers. Can they explain what helped them? For example, *However, now ... (line 6) tells us repaired must be the opposite of ... not in good condition.*

ANSWERS: 1 A 2 A 3 A

D Listening and speaking

Aim: to practise correct stress in English.

- Write *English* on the board. Say *Which syllable is stressed?*
- Demonstrate *'Eng-lish* by clapping. Add the stress mark.
- Students try marking the stress (lightly, in pencil) on the new words themselves.
- Say *Now listen and check.* Play track 22. Pause after each item to allow students to repeat silently and write.
- Check answers. Clap and emphasise the stressed syllable: *gen-er-'a-tion*.
- Play track 22 again while the students repeat aloud.
- Students read the words in pairs.

ANSWERS: 2 *co'lection* 3 *'furniture* 4 *re'pair* 5 *gener'ation*

AUDIOSCRIPT TRACK 22

- | | |
|--------------|--------------|
| 1 heirloom | 4 repair |
| 2 collection | 5 generation |
| 3 furniture | |

Extra activity:

- Ask students to write all today's new words into their notebooks.

E Language help D

Aim: to focus on words used with *for* and a length of time.

- Read the information as a class. Students underline the correct words.
- Use voting cards to check the answers. Ask for more examples.
- Students copy the information and some examples into their notebooks.

ANSWERS: C, E, F

F Listening

Aims: to understand descriptions; to consolidate the present perfect with *for*.

- Say *What can you see in the pictures?* Help with vocabulary.
- Say *Listen and match the pictures to the conversations.*
- Play track 23. Students listen and answer. Repeat if necessary.
- Use voting cards to check the answers.

ANSWERS: A 2 B 4 C 1 D 5 E 3

AUDIOSCRIPT TRACK 23

1

Of course, I haven't put them on for a long time – maybe three or four years. I enjoyed playing with them and I could go very fast. One time I fell over when I was going fast and I hurt my leg. That's when I stopped using them.

2

I have had this for more than ten years. It was my favourite toy. I played with it a lot. When I was small, I didn't like the dark, and it was always with me when I was in bed.

3

I've had it about three to five years. My uncle gave it to me. I've driven it all that time and it has never broken down. I really like it.

4

I haven't worn them for years. I don't know why I keep them but I do. When I was young, I loved the colour and in bad weather they were great. My feet never got wet.

5

It's a funny family heirloom but they are really good plants. My grandfather grew them, my father grew them and I have grown them for five years. They are delicious in salads.

G Speaking D

Aims: to practise descriptions; to consolidate the present perfect with *for*.

- Read the speech bubbles. Ask students to think of their favourite object.
- In pairs, students ask and answer questions about their object.
- Monitor and support. Note common errors or problems for later.
- Ask two or three pairs to present their dialogue to the class. Ask for feedback. Revise any areas of difficulty.

ANSWER: *Students' own answers*

Homework: Workbook pages 120 and 121**Final activity:**

- Play *Vocabulary tic-tac-toe* with jumbled words. Ask students to make their own grids from the words they have collected in their notebooks so far.
- Students play with a partner's grid and then swap.

WORKBOOK ANSWERS:

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

B 1 b 2 c 3 b 4 a

C 1 *How long has she been on holiday? She's been on holiday for three weeks.*

2 *How long has Dalal waited? She has waited for 30 minutes.*

3 *How long has Sami fasted today? He has fasted for 14 hours.*

4 *How long has Julie lived here? She has lived here for six months.*

5 *How long have Adel and Yazeed studied English? They have studied English for two years.*

6 *How long has Leena been ill? She has been ill for four days.*

D *Students' own answers*

E E heir>hair>pair>paid>said>sad>dad

LESSON 2 Which holiday would you prefer?

Language

Skills: Logically link ideas by using a variety of connectors;

Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.

Functions: Make comparisons

Grammar: Comparative and superlative forms of adjectives/ adverbs and other forms of comparison (*as + ... + as*); Qualities; Using *would prefer* and *prefer*

Vocabulary: *calligraphy, culture, educational, energetic, hostel, kimono, model, prefer, theatre, youth*

Bring to the lesson:

- the CD (track 24)
- the Student's Book (pages 40 and 41)
- the Workbook (pages 122 and 123)

To start:

- Ask students to talk in small groups about holidays they've had. Where did they go? What did they do? Did they enjoy it? Why (not)? Set a time limit. Help with vocabulary.

A Reading and speaking

Aims: to read short descriptions of events; to introduce new vocabulary.

- Ask two students to read the speech bubbles.
- Say *What can you see in the pictures?*
- Read the questions. Say *Work with a partner. Read the text carefully and answer each question in one sentence.*
- Ask pairs to share their answers with the class. Help with any vocabulary.

ANSWERS:

- 1 *Jamal went to Germany and Nadia went to Japan.*
- 2 *Jamal went with his brother and Nadia went with her mother.*
- 3 *Jamal went mountain climbing and Nadia studied Japanese culture.*
- 4 *Jamal thought it was very enjoyable and Nadia thought it was really interesting.*

B Reading and speaking D

Aim: to practise expressing opinions.

- In pairs, ask students to talk about the two holidays.
- Ask students to decide which sentence they agree with and why. They should use the text to help them with ideas.
- Ask students to vote on the sentences. For each sentence, pick some students to explain their preference.

ANSWER: *Students' own answers*

C Listening

Aim: to practise comparing and contrasting experiences.

- Look at the tables. Say *Which holiday was more comfortable?*
- Say *Listen to Jamal and Nadia. Were you right?*
- Play track 24 without stopping. Students listen.
- Play track 24 again. Pause as necessary to allow students to write.
- Students vote on the answers. Check vocabulary.

ANSWERS: *Jamal's holiday: educational – same, energetic – more, expensive – less*
Nadia's holiday: comfortable – more, educational – same, energetic – less, expensive – more

AUDIOSCRIPT TRACK 24

1

Male 1: What was your holiday like, Jamal?

Male 2: It was great. My brother and I went mountain climbing in Germany.

Male 1: Where did you stay?

Male 2: In youth hostels. They were comfortable. But my sister Nadia stayed in a hotel. I think the hostel was less comfortable than Nadia's hotel.

Male 1: Was your holiday educational?

Male 2: Yes, very. I learned a lot about climbing and met people from other countries. Nadia thinks her holiday was also educational. We both learned a lot.

Male 1: But your holiday was more energetic than Nadia's, wasn't it?

Male 2: Yes, it was. We went mountain climbing every day.

Male 1: Did you think your holiday was expensive?

Male 2: Well, it wasn't cheap. However, it wasn't as expensive as Nadia's. My holiday was less expensive than hers.

Male 1: OK, thanks for talking to me.

2

Female 1: Please tell me about your holiday, Nadia.**Female 2:** Of course. I went to Japan with my mother. We studied Japanese culture.**Female 1:** Were you comfortable in Japan?**Female 2:** Yes, Japan is a modern country and we stayed in a nice hotel. I think I was more comfortable than Jamal. He was in a youth hostel.**Female 1:** And did you take a lot of exercise?**Female 2:** Not really. We studied in the hotel most of the time so I was less energetic than Jamal. He went climbing every day.**Female 1:** But did you think your holiday was educational? Did you learn a lot?**Female 2:** Yes, I did and so did Jamal. I think my holiday was as educational as his.**Female 1:** And was Jamal's holiday as expensive as your holiday?**Female 2:** No, it wasn't. Japan is an expensive place. My holiday was more expensive than Jamal's.**D Speaking D****Aim:** to practise comparing and contrasting with *as ... as* and *not as ... as*.

- Pick two students (same height) and demonstrate *X is as tall as Y*.
- Read the speech bubble with the class, drawing attention to *not as ... as*.
- Students work in pairs to make sentences.
- Choose three pairs to share their answers.

ANSWERS:**2** *Nadia's holiday was as educational as Jamal's holiday.***3** *Nadia's holiday wasn't/was not as energetic as Jamal's holiday.***4** *Jamal's holiday wasn't/was not as expensive as Nadia's holiday.***Extra activity:**

- Ask students to write the full sentences into their notebooks.

E Language help**Aim:** to introduce the difference in meaning between *I prefer* and *I would prefer*.

- Read the information as a class. Elicit or give more examples.
- Check students are clear about the difference in meaning.
- Students copy the information and some examples into their notebooks.

F Grammar**Aim:** to consolidate the difference in meaning between *I prefer* and *I would prefer*.

- Ask students to use Exercise E to complete the sentences.
- Students work alone, then check answers with a partner.
- Ask students to vote on the answers. Review any mistakes.

ANSWERS: 2 *prefer* 3 *prefer* 4 *'d prefer* 5 *'d prefer* 6 *prefer***G Speaking****Aim:** to consolidate comparing and contrasting with *not as ... as*.

- Look at the table.
- To remind students which adjectives should be used with each property ask questions like: *How fast is car A? How long is car B?*
- Elicit some example comparisons. (For example, *Car C isn't as fast as car B*.)
- Students work in pairs to make similar sentences. Monitor for correct grammar.

H Writing**Aim:** to consolidate the use of *as ... as* and *not as ... as*.

- Read the speech bubble. Say *Now write about yourself*.
- Say *Compare yourself to people you know*.
- In pairs, students write five true sentences.
- Ask one or two students to present their work to the class.

ANSWER: *Students' own answers***Homework: Workbook pages 122 and 123****Final activity:**

- Divide the class into small teams. Set a short time limit (one minute). Team A make statements about the cars in Exercise G. Team B says if they are true or false. One point for each correct answer, but one off if wrong. The faster they answer, the more questions they can answer in the time, but the more mistakes they are likely to make.

WORKBOOK ANSWERS:**D** A *A kimono* B *theatre* C *calligraphy* D *model***D** B 2 *d* 3 *a* 4 *c* 5 *b***C** 2 *The hotel isn't as cheap as the hostel.*3 *The hostel is as clean as the hotel.*4 *The hostel furniture isn't as modern as the hotel furniture.*5 *The hotel isn't as near energetic activities as the hostel.*6 *The hostel isn't as near educational activities as the hotel.*7 *The hotel staff aren't as friendly as the hostel staff.***D** 1 *I always prefer* 2 *Do you prefer* 3 *I usually prefer* 4 *'d prefer*5 *'d prefer***E** 1 *theatre, shops* 2 8 3 *Garden (All)* 4 *(Yes) Free* 5 *No* 6 *Yes/*7 *No* 8 *Yes (not satellite)***F** *Students' own answers, following model*

LESSON 3 *Tomorrow's world*

Language

Skills: Understand text cohesion; Logically link ideas by using a variety of connectors

Functions: Express possibility; Discuss future plans and talk about the future

Grammar: Future *will*; Modal verbs; Conditional sentence types 1 and 2

Vocabulary: *average, billion, cost (n, v), death, double (v), expectancy, on the other hand, prediction*

Bring to the lesson:

- the CD (track 25)
- the Student's Book (pages 42 and 43)
- the Workbook (pages 124 and 125)

To start:

- Play *Adjectives and nouns* with *COMPARE* as the word (see Introduction).

A Reading

Aims: to skim read for the main idea; to introduce the topic; to introduce vocabulary.

- Cover the text. Read the questions as a class. Challenge students to a race. Remind them not to read every word but to look for the main idea. Uncover.
- Students quickly match the sentences and then check with a partner. They indicate when finished. Check the answers and announce the winners.

ANSWERS: 2 D 3 E 4 F 5 B 6 A

B Reading

Aim: to understand text cohesion.

- Elicit that these words are pronouns and refer to something already mentioned.
- Ask students to read carefully to find the nouns or phrases they refer to.
- Support. Encourage students to look at the last noun. With this, students will have to read the sentence and find a matching

statement. For example, for *this probably won't happen*, students need to find something that *probably will* happen.

- Check answers with the class. Talk through any problems.

ANSWERS: 2 *women studying at university* 3 *increase in number of deaths* 4 *average life expectancy in Saudi Arabia* 5 *world's population* 6 *speed of computer chips doubling*

C Listening and speaking D

Aim: to practise expressing conditions and degrees of certainty in the future.

- Say *Look at paragraph D. Listen and repeat.*
- Play track 25. Students repeat, following in their books.
- Play track 25 again. Students repeat with books closed.

AUDIOSCRIPT TRACK 25

In 1960 the average life expectancy of people in Saudi Arabia was 45 years of age. It is now 75 years. The Council of Ministers think life expectancy will continue to increase if people don't smoke and are careful about their weight and diet. In 2030, they predict it will be 80 years.

Extra activity:

- In pairs, students practise paragraph D. Challenge pairs to repeat without books.

D Reading and speaking

Aims: to read for specific information; to find conditions and explanations.

- Read the sentence beginnings. Draw attention to *because, if* and *so*.
- In pairs, students read carefully to find conditions or reasons to complete the sentences. Monitor for correct grammar.
- Ask pairs to share their answers. Check the class agrees. Help with vocabulary.

ANSWERS:

- 2 it has increased in the last few years.
- 3 the number of deaths from car accidents might increase.
- 4 they don't smoke and are careful about their weight and diet.
- 5 the number of people continues to grow.
- 6 will have a good quality of life.
- 7 continue to become faster.

E Vocabulary D**Aim:** to develop the use of word families to build vocabulary.

- Students look for the initial letter(s) of the verbs to find the matching nouns.
- Ask if students can think of other words in the same families. ((un)predictable).

ANSWERS: 1 prediction 2 death 3 expectancy 4 weight 5 cost
 (Note: Other forms are also possible, for example, expectation but they aren't in the text.)

Extra activity:

- Students copy all the new words into their notebooks.

F Language help**Aim:** to reinforce the difference between strong and weak predictions.

- Read the information as a class. Elicit or give more examples. Ask the class to judge if they are strong or weak.
- Students copy the information into their notebooks.

G Grammar D**Aim:** to practise choosing between strong and weak predictions.

- Say *Look at the pictures. What do you think will happen?*
- Students underline the answers.
- Check answers with the class. Ask students to give a reason for their choice.

ANSWERS: 1 will 2 might 3 may 4 won't
 (Note: Accept other answers if a good reason is given.)

H Speaking**Aim:** to describe and express degrees of certainty in future plans and arrangements.

- Read the two speech bubbles. Discuss the idea of predictions for the others.
- Students in pairs complete each sentence using their own ideas. Monitor and support.
- At the end of the task pick a number of students to present their predictions to the class.
- Discuss the ideas.

ANSWER: Students' own answers

Homework: Workbook pages 124 and 125**Final activity:**

- Challenge students to find five pairs of synonyms in the text.

OR

- Write these words on the board: *increase; find; cost; However; population*
- Ask students to find the matching word or phrase in the text.

ANSWERS: *increase/grow/rise; find/discover; cost/price; However/On the other hand; population/the number of people in (the world)*

WORKBOOK ANSWERS:

A 2 average 3 cost 4 predict 5 billion 6 expectancy
 7 on the other hand

B 1 will 2 might 3 will 4 won't 5 may 6 might

C 1 preference 2 acceptance 3 appearance 4 construction
 5 introduced 6 competition

D 1 appearance 2 construction 3 introduces 4 compete

D E 1 d 2 a Certainly b Possibly c Certainly d Possibly
 e Certainly not f Certainly 3 1 the future 2 homework
 3 Kajoum School 4 going to a different school/choosing
 the school to go to 5 the plastic card 6 the students

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 5.

Functions: Express possibility; Discuss future plans and talk about the future

Grammar study: Future *will*; Modal verbs; Conditional sentence types 1 and 2

Study tip: Using capital letters correctly

Bring to the lesson:

- the CD (tracks 26 and 27)
- the Student's Book (pages 44 and 45)

To start:

- Play *Hangman* with some words from today's reading text. For example, *business, coat, department, monuments, returned, store, tour, views, warm, weekend*.

Study Tip **D**

- Read the Study Tip as a class.
- Elicit and discuss when and why capital letters are used.
- Write some sentences on the board, omitting capital letters.
- Students copy the sentences in their notebooks, adding capital letters where necessary.

A Reading

Aims: to read for specific information; to understand comparisons.

- Say *Look at the pictures. What are we going to read about today? (London)*
- Choose students to read short sections of the text aloud in turn.
- Read sentence 1. Elicit that it means *London is colder than Riyadh. True.*
- Students complete the exercise and then check with a partner.
- Use the voting cards to check the answers with the class.
- Review any difficulties. (**Note:** Remind students to answer from the text and not to give their opinion.)

ANSWERS: 1 T 2 T 3 T 4 F 5 F

B Grammar

Aim: to practise making comparisons.

- Look at the picture. Say *How much is the blue coat? (SR 340)* and *How much is the brown coat? (SR 450)*. Read the example answer.
- Students write the sentences in their notebooks. Monitor and support.
- Ask students to read their answers to the class.

ANSWERS:

- 2 *The grey trousers are not as/less expensive as the brown coat.*
 3 *A white shirt is more expensive than a T-shirt.*
 4 *The brown trousers are not as/less expensive than the grey trousers.*
 5 *The brown coat is more expensive than the brown trousers.*

Grammar Study

Aim: to consolidate making predictions.

- Read the information as a class. Elicit examples of things the students are sure will happen and some they are not sure about.
- The students copy the Grammar Study box into their notebooks.

C Listening

Aim: to practise understanding the degree of certainty in predictions.

- Read the instructions. Check students understand the task.
- Read the sentences. Help with vocabulary. (**Note:** The answers are not in order.)
- Say *Listen and read. Don't answer.* Play track 26. Students read the sentences.
- Say *This time, listen and answer.* Play track 26 again, pausing as necessary.
- Ask eight students to give their answers. Play the track again if necessary.

ANSWERS: 2 Leena, S 3 Leena, NS 4 Julie, NS 5 Leena, S
 6 Leena, S 7 Julie, NS 8 Leena, NS

AUDIOSCRIPT TRACK 26

- Julie:** Hello, Leena. How are you getting on with your newsletter?
- Leena:** Quite well, I think. We have lots of ideas. At the moment we're asking people to predict what will happen in the future.
- Julie:** That sounds interesting. What do you think will happen?
- Leena:** People are living much longer, so I think there will be a lot more people living in Saudi. In future many people might live to be 100 years or more. We will have a lot more equipment to help us in the home as well, so women will not have to work so hard.
- Julie:** Yes, and I think there will be a lot of new inventions. We will all be able to travel around the world even faster. We may even be able to travel to other planets.
- Leena:** We may not have as much oil in future as we have now. If oil prices go up, it will be very expensive to travel. We might not have enough money to travel as much as we do now.
- Julie:** We may discover more oil or scientists might find something to replace it. I'm sure about one thing. In 50 years time the world will be very different from what it is now.
- Leena:** I agree. I think life in the future will be very exciting.

D Speaking D

Aim: to consolidate making predictions.

- Read the speech bubbles with the class.
- In pairs, students discuss their future plans. Monitor and support. Note errors.
- Ask two or three pairs to share their dialogues with the class. Ask for feedback.
- Review any serious or common problems.

ANSWER: *Students' own answers*

E Pronunciation E

Aim: to practise correct stress.

- Students read the words and mark the syllable they think is stressed.
- Say *Listen and check*. Play track 27. Students correct any errors.
- Write the words on the board. Ask students to mark the stress. Check.
- Say *Now listen and repeat*. Play track 27 again. Pause while students repeat.

- Say the words as a class, clapping to emphasise the stressed syllable.
- Ask students to say the words to a partner. Monitor for correct stress.

ANSWERS: 1 *pre'diction* 2 *dis'cover* 3 *'scientist* 4 *e'quipment*
5 *in'vention* 6 *'different*

AUDIOSCRIPT TRACK 27

- | | |
|--------------|-------------|
| 1 prediction | 4 equipment |
| 2 discover | 5 invention |
| 3 scientist | 6 different |

Homework:

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

Final activity:

- Give pairs of students a *Wordbuster* grid (see Introduction) or play on the board as two teams. Players take turns to choose a letter from the grid, for example, *H*. Make up a question with an answer beginning with that letter. For example: *Which 'H' means a special object a family has had for a long time?* If the player guesses correctly (heirloom) they 'win' that tile on the board. The object is to reach the other side of the board before the opposing team.

Progress Check 1

Introduction

This Progress Check has been designed to assess progress over the first five units of *Lift Off! 5* 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! 5 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: 15 minutes
Grammar 2: 15 minutes
- **2 Vocabulary Section:** 10 marks
Vocabulary: 10 minutes
- **3 Listening Section:** 10 marks
Listening: 10 minutes
- **4 Reading Section:** 10 marks
Reading 1: 15 minutes
Reading 2: 15 minutes
- **5 Writing Section:** 10 marks
Writing: 20–30 minutes

Total **60 marks**

Section 1: Grammar

The Grammar Section focuses on the structures that occur in *Lift Off! 5* Units 1–5. Tell students they have three tasks in this section of the test. Draw their attention to the 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 B 2 A 3 A 4 C 5 B 6 B 7 C 8 B 9 C 10 A

ANSWERS TO GRAMMAR 2 (10 MARKS): 1 *am working*
2 *helped* 3 *watching* 4 *cost* 5 *practising* 6 *to do* 7 *will live*
8 *leaving* 9 *has leaned/learnt* 10 *have (just) cut*

Section 2: Vocabulary

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

ANSWERS TO VOCABULARY (10 MARKS):

1 *prefer* 2 *discovery* 3 *editor* 4 *overseas* 5 *remote* 6 *increase*
7 *pronounce* 8 *collapse* 9 *collect* 10 *jungle*

Section 3: Listening

The Listening Section focuses on listening skills that are developed in *Lift Off! 5* 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 audioscript 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 (10 MARKS):

1 *was born* (example) 2 *CASSIUS* (letters must all be correct)
3 *school* 4 *gold* 5 *money* 6 *1964* 7 *third* 8 *1988* 9 *gave* 10 *ill*
11 *2016*

AUDIOSCRIPT TRACK 28

Narrator: Listen and complete the table about Muhammed Ali.

Male 1: Please can you tell me about the life Muhammed Ali.

Male 2: Certainly. Muhammed Ali was a very famous boxing champion. Most people know that.

Male 1: Where and when was he born?

Male 2: He was born in the United States in 1942.

Male 1: And Muhammed wasn't his first name, was it?

Male 2: No, it wasn't. He changed his name to Muhammed Ali when he became a Muslim. When he was born, his name was Cassius Clay.

Male 1: You spell Clay C-L-A-Y. How do you spell Cassius?

Male 2: That's C-A-S-S-I-U-S.

Male 1: Did he have any brothers or sisters?

Male 2: Yes, a younger brother. They went to the same school. Muhammed left in 1958.

Male 1: When did Muhammed Ali start boxing?

Male 2: In 1956 when he was 12 years old.

Male 1: 1960 was an important year for Muhammed Ali.

Male 2: Yes, it was. In 1960 he won a gold medal for boxing at the Olympic Games in Rome. After he won the medal, Muhammed Ali started boxing for money.

Male 1: And Muhammed Ali was a great boxer, wasn't he?

Male 2: Yes. He became world boxing champion for the first time in 1964 and he became champion again in 1970.

Male 1: Was he world boxing champion twice?

Male 2: No, he was world boxing champion three times. The third time was in 1978.

Male 1: Muhammed Ali became a Muslim of course.

Male 2: Yes and he came to Saudi Arabia to perform the Haj at the holy city of Makkah. The first time was in 1972 and he performed the Haj again in 1988.

Male 1: What happened when Muhammed Ali stopped boxing?

Male 2: When he stopped boxing in 1981, for the rest of his life, Muhammed Ali tried to help people around the world. For example, in his lifetime, he gave meals to more than 20 million poor and hungry people.

Male 1: And Muhammed Ali's health wasn't good after he stopped boxing, was it?

Male 2: That's right. He was ill from 1984 until he died.

Male 1: And Muhammed Ali didn't die very long ago.

Male 2: That's right. He died in 2016 in June.

Narrator: Now listen again.

Section 4: Reading

The Reading Section focuses on the reading skills that are developed in *Lift Off! 5* 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):

1F (example) 2T 3F 4F 5T 6T

ANSWERS TO READING 2 (5 MARKS):

1 A short history (example) 2 Where it is 3 The Arab town 4 A castle on the hill 5 Learning more about Al-Ula 6 A home for the night

Section 5: Writing

The Writing Section focuses on writing skills and activities that are developed and practised in *Lift Off! 5* Units 1-5. The exercise is similar to ones that students have written during their study of *Lift Off! 5*. It covers material that should be familiar. Remind students that they should:

- write the correct number of words.
- write for *Saudi Stars* (i.e. the audience is other students and teachers reading *Saudi Stars*).
- answer the questions.
- finish the e-mail correctly and proofread their work.

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 *Could you get me some rice?*

Language

Skills: Understand text cohesion; Differentiate between the pronunciation of similar sounds in English

Functions: Discuss a range of familiar topics; Refer to number and quantity

Grammar: *some/any/no/every* and their compounds; Conjunctions

Vocabulary: *annoying, formal, informal, purse, request (n), surprised*

Bring to the lesson:

- the CD (tracks 29 and 30)
- the Student's Book (pages 50 and 51)
- the Workbook (pages 126 and 127)

To start:

- Revise adjectives by playing *My parrot* in small groups.

A Speaking **D**

Aims: to introduce the topic; to introduce vocabulary.

- Students read the speech bubbles and discuss the picture in pairs.
- Encourage students to explain what Lamya does. Elicit that Lamya makes Noura do things for her.
- Teach any new vocabulary the students ask for.

POSSIBLE ANSWERS: *lazy, bossy, selfish, thoughtless, unkind*

B Reading

Aims: to introduce the target structures; to practise using cohesive devices.

- Ignoring the blanks, read the text as a class.
- Read the words (A–E). Look at the blanks and ask students to match the words.
- Help with vocabulary if necessary.

ANSWERS: 2 C 3 A 4 B 5 E

C Reading

Aims: to read for specific information; to use a variety of structures to communicate.

- In pairs, students take turns to ask and answer the questions, using the text to help them.
- Monitor and support. Note serious errors for later.
- Ask pairs to present their answers to the class.
- Deal with any errors or areas of difficulty.

ANSWERS: 1 *Lamya is kind and polite, she makes Noura laugh and she never says anything bad about anyone.* 2 *Would you mind helping me with my homework?* 3 *Lamya prefers tea.* 4 *Could you switch off the air conditioner please?* 5 *Because she wanted to watch the film.* 6 *Because she always asks people to do things for her.*

D Listening and speaking

Aim: to practise polite requests.

- Say *Now you are going to practise asking politely. Listen and repeat.*
- Play track 29. Students repeat.
- Repeat two or three times, until the students are comfortable with the language.

AUDIOSCRIPT TRACK 29

Woman 1: Would you mind giving me some help with my homework?

Woman 2: Could you buy me some cake?

Woman 1: Would you mind making me some tea, please?

Woman 2: Could you get me something to eat?

Woman 1: Couldn't you sometimes do something for yourself?

Woman 2: Would you mind not shouting?

E Language help

Aim: to consolidate making polite requests.

- Read the information. Remind students we use *formal* language with strangers.
- Teach *request, accept* and *refuse* (*to ask for something, to say yes, to say no*).
- Elicit further examples (prompt with words from Exercise C. For example, *homework, cake*).
- Students copy the information into their notebooks.

F Listening

Aim: to practise understanding formal and informal and polite and impolite requests.

- Students look at the pictures and discuss what is happening.
- Say *Remember, formal doesn't mean polite – strangers can be formal but not polite. Friends don't need to be formal, but they can still be polite.*

Unit 6 • Requests, opinions and directions • LESSON 1

- Elicit that informal requests use the imperative and use a polite tone of voice.
- Say *Listen and decide if they are being formal or informal and polite or not polite.*
- Play track 30. Students listen. Play again. Students write the answers.
- Students discuss their answers in pairs. Set a time limit.
- Ask pairs for their answers. Not everyone may agree. Ask students to explain.
- Remind students that *polite* is often about tone of voice and expression.

ANSWERS: 1 Formal ✓ Polite ✓ 2 Formal ✗ Polite ✓
3 Formal ✓ Polite ✗ 4 Formal ✗ Polite ✗ 5 Formal ✓ Polite ✓
6 Formal ✗ Polite ✓

AUDIOSCRIPT TRACK 30

- 1
Male 1: These boxes are very heavy. Could you carry another one?
Male 2: Sorry, I can't. I can't carry anything else.
- 2
Female 1: Please switch off your phone. The baby's sleeping.
Female 2: Sorry, no. This is something important. But don't worry, I'll go somewhere else.
- 3
Male 1: Excuse me, would you mind moving out of my way?
Male 2: I'm sorry, I'm not moving anywhere. I was here first.
- 4
Female 1: This is cold. Bring some more coffee.
Female 2: Yes, madam, of course.
- 5
Male 1: Would you mind looking after the children for a minute?
Male 2: Of course not. I will enjoy looking after the children.
- 6
Female 1: Open the door, please. My hands are full.
Female 2: Sorry, I can't open anything. My hands are full, too.

G Speaking D

Aim: to practise making formal and informal and polite and impolite requests.

- Say *Now you say the conversations. Be polite. First be **informal**. Use the imperative (elicit examples if necessary) and say 'please'. Use a pleasant tone.*
- In pairs, students make informal requests, using the pictures to help.
- Say *This time be polite, but be **formal**. Use the language from Exercise E.*
- In pairs, students make formal requests, using the pictures to help.
- (**Note:** The conversations should be the students' own words, not just a repetition of Exercise F.)

ANSWERS: Students' own answers using the target structures

H Grammar E

Aim: to practise the use of *some/any/no/every* and their compounds.

- Look at 1 with the class and the example *any*. Explain to students that they should complete the sentences with *no, some, any, every* or their compounds, e.g. *nothing, somewhere, anyone, everything*.
- Ask students to copy and complete the passage in their notebooks.
- Monitor and support carefully. Encourage students to work out the answers for them.
- Check the answers with the class and review any difficulties.

ANSWER: 2 everywhere 3 everything 4 some 5 any
6 anything

Homework: Workbook pages 126 and 127

Final activity:

Chain requests

- Students work in small groups. Each student writes about ten nouns (or nouns and verbs if preferred), plus either F or I, on slips of paper. The papers are folded in half and put in the middle.
- Students take turns to pick a noun and use it in a polite request (formal if the paper is marked F or informal if marked I). The next student replies appropriately and picks a new noun. (Suitable nouns: *coffee, mobile, television, homework, shopping, letter, kitchen, washing-up, car, supermarket*)

WORKBOOK ANSWERS:

D	A	G	N	I	Y	O	N	N	A
U	R	N	P	A	S	D	F		
G	E	F	H	U	K	L	Z		
C	Q	O	V	B	R	N	I		
S	U	R	P	R	I	S	E		
W	E	M	T	Y	S	F	E		
V	S	A	M	Q	Y	T	D		
L	T	L	H	R	S	I	P		

D B 2 Would you mind taking off **3** could you give **4** could you cook

- C 1** Could you tell me your name?
2 Could you take a seat, please?
3 Would you mind filling in this form?
4 Could you turn off your mobile, please?
5 Would you mind waiting over there, please?

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

- E A** Would you mind opening the door?
B Hold these books, please.
Please can I have an ice cream?

F SAMPLE ANSWERS

- d** Boy: Please buy me a new football.
Mum: No, I'm sorry.
e Man 1: Would you mind if I used your mobile?
Man 2: Yes, I would mind. Sorry.
f Sara: Please help me tidy up the toys.
Sister: I'm sorry, I can't.

LESSON 2 *I'd rather live in ...*

Language

Skills: Transfer information from a text to a table; Politely express agreement and disagreement; Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence

Functions: Express purpose

Grammar: Full and bare infinitives

Vocabulary: *atmosphere, background* (adj.), *calm*, (adj.), *capital, lonely, peaceful*

Bring to the lesson:

- the CD (tracks 31 and 32)
- the Student's Book (pages 52 and 53)
- the Workbook (pages 128 and 129)

To start:

- Revise nouns by playing a variation of the *Souk* game (see Introduction). Instead of *I went ...* students say *Would you mind going to the souk? I'd like a ...*

A Reading

Aims: to read for the main idea; to introduce the topic.

- Read the speech bubble. Elicit the meaning of *background information*.
- Read the titles. Students read the passage silently and decide on the best title.
- Use the voting cards to check answers.

ANSWER: *Where people live is changing.*

B Reading

Aim: to read for specific information.

- Revise the meanings of *population* and *percentage*.
- Students read the text again, complete the table and check with a partner.
- Pick students to share their answers with the class. Help with any difficulties.

ANSWERS: 1 55% 2 60% 3 83% 4 63% 5 45% 6 40% 7 17%

C Listening

Aim: to listen for the main idea.

- Remind students of the difference between *in the country* (not the town) and *a country* (Saudi Arabia, Britain, etc.). Students discuss the pictures with a partner. (*Who can they see? Where do they live? Can they guess the country?*)
- Ask pairs to share their answers with the class (a girl on a sheep farm (Australia); a boy in a city (South America); a girl in a town (Egypt/Middle East); a boy in a small village (Saudi Arabia) Do not say if guesses are correct or not.
- Say *Listen. Were you correct? Do they like where they live? Put a tick or a cross.*
- Play track 31. Students listen and tick or cross the boxes.
- Use voting cards to check answers.

ANSWERS: 1 ✓ 2 ✗ 3 ✓ 4 ✗

AUDIOSCRIPT TRACK 31

Hi, my name's Amy. I'm from Australia. We live in the country to raise sheep on our sheep farm. I enjoy life here. It's quiet and peaceful. Some people say it's lonely. I don't agree. We have enough friends here in the village and we can go to the village shops to buy what we need. In my opinion, life in the country is better.

I'm Pablo. I live in the city of Buenos Aires, the capital of Argentina. It's very crowded here. There are too many people here so there isn't enough space and there's too much noise. There aren't too many people or too many cars outside the city. I would rather live in the country to have a better life.

My name is Enas. I live in Alexandria in Egypt. It's a large city. Some people think there is too much pollution and too much traffic and they want to move to the country. I disagree. There aren't enough things to do in the country. I prefer living here. I want to stay here to have an interesting life.

Hi. My name is Salem. I live Ushayqir in Saudi Arabia. It's a village to the north of Riyadh. Some people like life here in Ushayqir because there isn't too much traffic and it has a calm atmosphere. For me life is quiet and boring outside the city. There are too few facilities. In my opinion, life in a city is better. I would like to move there to find a good job.

D Listening D

Aims: to listen for specific information; to introduce vocabulary and the target structure.

- Choose four students to read the parts of the speakers, ignoring the blanks. Ask students to think about what the missing words might be, but not to write yet.
- Say *Now listen for the missing words*. Play track 32. Students listen.
- Say *Listen and write*. Play the track again, pausing after each item.
- Check the answers with the class.

- Can they give meanings for the new words? *atmosphere (feeling), calm (quiet), capital (most important city), lonely (feeling alone), peaceful (quiet)*
- Point out the target structure *I'd rather* and elicit the meaning (*I'd prefer*).

ANSWERS: 2 *quiet* 3 *shops* 4 *many* 5 *space* 6 *pollution*
7 *enough* 8 *boring* 9 *few*

AUDIOSCRIPT TRACK 32

See Audioscript Track 31.

E Grammar

Aim: to practise clauses of purpose.

- Show students how to express clauses of purpose with the infinitive.
- Read the first prompt and the speech bubbles with the class.
- Elicit the answer to the second prompt. Check understanding of the structures.
- In pairs, students use the prompts to make sentences. Monitor for grammar.
- Choose pairs to say their sentences to the class.

ANSWERS: 2 *There are too many people on the bus. We'll take a taxi to get home.* 3 *Enas did not have enough meat. She went to the supermarket to buy some more.* 4 *Ahmed was tired today. He'll go to bed early tonight to get enough sleep.* 5 *Ali doesn't like living in a city. He's selling his house to move to the country.* 6 *Hamad doesn't want to live in a village. He'll stay in the city to get a good job.*

F Language help

Aim: to consolidate expressing opinion and agreeing and disagreeing politely.

- Read the information as a class.
- Prompt for more examples with pairs of nouns or verbs (for example, *apple/banana, drive/fly*). (*I'd rather have an apple than a banana. In my opinion, driving is better than flying.*)
- Students copy the information and the sample sentences into their notebooks.

G Speaking D

Aim: to practise expressing opinion and giving explanations.

- Read the speech bubbles. Revise the reasons given in Exercise C.
- Students work in pairs, giving their opinion and reasons. They swap partners as often as time permits.
- Students report on their own answer and that of someone who disagrees.

ANSWERS: *I'd rather ... because ... , but X would rather ... because ... in his/her opinion ...*

H Writing D

Aim: to reinforce expressing opinion and giving explanations.

- Students write the sentences they have practised and then check with a partner.
- Monitor and support for correct use of the target structures and spelling.

ANSWER: *Students' own answers*

Homework: Workbook pages 128 and 129

Final activity:

- Play *Tennis* in pairs. Student A asks a question with *Would you like ...* (for example, *an apple, to live abroad*, etc.). Student B replies *No thanks, I'd rather ...* and must quickly give an alternative and a reason. If Student B is too slow, (s)he loses a point.

WORKBOOK ANSWERS:

A ACROSS 3 *capital* 5 *atmosphere* 6 *lonely*
DOWN 1 *background* 2 *calm* 4 *peaceful*

B 2 *I don't like chips. I'd rather have a jacket potato.*
3 *I don't like cheese. I'd rather have some chicken.*
4 *I don't like pasta. I'd rather have a salad.*

D C 2

D 1 *nearly seven grams a day*
2 *(many) snacks*
3 *cakes and biscuits*
4 *chocolate*
5 *healthy foods*
6 *exercise*

E E **SAMPLE ANSWERS:**

- 1 *In my opinion, Sally eats a little too much salt and doesn't get enough exercise. However, she eats enough fruit and vegetables and she doesn't eat too many chocolate bars.*
- 2 *I think John eats too much salt and not enough fruit and vegetables. He eats too many chocolate bars and doesn't get enough exercise.*
- 3 *In my opinion, David gets enough exercise, and he doesn't eat too many chocolate bars or too much salt. However, he doesn't eat enough fruit and vegetables.*

F *Students' own answers*

LESSON 3 *Where's the nearest bank?*

Language

Skills: Give and follow detailed instructions and directions;
Follow detailed directions; Initiate, maintain and close a conversation on familiar or everyday topics

Functions: Give and follow instructions

Grammar: Prepositions of time, place and movement;
-ing forms

Vocabulary: *clear* (adj.), *distance*, *general*, *particular*,
roundabout, *simple*, *system*, *turn* (v), *turning* (n), *visitor*

Bring to the lesson:

- the CD (track 33)
- the Student's Book (pages 54 and 55)
- the Workbook (pages 130 and 131)

To start:

- Play a variation of *What am I doing?* Student A says *Would you like to ...* and mimes an action. Student B says *No thanks, I'd rather ...* and mimes a second action. The others have to guess both actions. Start with the whole class then play in small groups.

A Reading

Aims: to read for gist; to introduce the topic; to introduce vocabulary.

- Cover the text. Read the heading, speech bubble and list of titles.
- Say *Only read the first few words of each paragraph.*
- Uncover the text. Students quickly match the paragraphs with the titles.
- Check the answers by voting. Check students understand the direction words.

ANSWERS: 1 C 2 F 3 D 4 A 5 G 6 B 7 E

B Reading

Aims: to read for specific information; to understand and use the language of directions.

- Read the questions as a class. Help with vocabulary if necessary.
- Ask seven students to read a paragraph aloud.
- Students mark sentences true or false then check with a partner.
- Check the answers with the class. Review any problems.

ANSWERS: 1 ✓ 2 ✓ 3 X 4 X 5 ✓ 6 X

C Vocabulary

Aim: to reinforce the vocabulary of directions.

- Say *Read the sentences. Match them with the pictures.*
- Students complete the task. Vote on the answers.
- Help with any difficulties.

ANSWERS: 1 C 2 F 3 D 4 A 5 G 6 B 7 E

D Vocabulary D

Aim: to use the vocabulary of directions.

- Cover Exercise C. Read the speech bubbles with the class.
- In pairs, students take turns to ask and answer about each picture. Monitor.
- Students check by looking at Exercise C. Choose pairs to say their answers to the class.

E Language help

Aim: to consolidate the language of directions.

- Read the information as a class and elicit more examples of each structure.
- Students copy the information into their notebooks.

F Listening

Aim: to practise understanding directions.

- Look at the map. Point out the start (*You are here*). Read the list of places to find.
- Identify the bridge, the railway and the roundabout.
- Say *Listen and number*. Play track 33. Students lightly trace the routes. Pause after each item to give time for writing.
- Repeat as necessary, pausing more often if needed.
- Ask students to demonstrate the routes to the class. (An electronic copy on the whiteboard or an A3 photocopy would be useful here.) Help with difficulties.

ANSWERS: 1 c 2 d 3 b 4 a

AUDIOSCRIPT TRACK 33

1

Female 1: Excuse me, where is the Star Supermarket?**Female 2:** The Star Supermarket? It's not far. Go straight along this road and cross the bridge. You'll see a roundabout about 200 metres in front of you. When you've reached the roundabout, turn right. Walk up that road. After passing a turning on your right, you'll see a building on the left. That's the Star Supermarket.**Female 1:** That's great. Thank you.

2

Male 1: Could you tell me the way to the hospital, please?**Male 2:** Of course. Go down this road and over the railway bridge. After you have crossed the bridge the road goes to the left. After about 300 metres you'll see a school on the left and you'll come to the roundabout. When you reach the roundabout, go straight. The hospital is on your left.**Male 1:** Thanks very much.

3

Male 1: Sorry. Is the swimming pool near here?**Male 2:** Yes, it is. Turn right into that road there.**Male 1:** This road near us?**Male 2:** Yes. Walk along this road and go over the bridge. When you've gone over the bridge there'll be a turning to the left. Go down this road. There'll be another turning to the left. Don't take this road. Go straight for about a hundred metres. You'll see the swimming pool on the right, before you get to the roundabout.**Male 1:** OK, so straight, over the bridge, turn left and straight and the swimming pool is on the left.**Male 2:** Yes.**Male 1:** Thanks very much.

4

Female 1: Excuse me, do you know the Park Hotel?**Female 2:** Yes, I do. OK, to get to the Park Hotel, turn right just here. Walk along this road and go over the bridge. After you have crossed the bridge you'll see a road on your left. Turn left there and go straight until you come to another road on your left. Turn left again and the Park Hotel is on the left, after about 50 metres.**Female 1:** So I turn right, cross the bridge, turn left and left again and the hotel is on the left. Thank you very much.

Homework: Workbook pages 130 and 131

Final activity:

- Ask students to find the words they wrote in their notebooks earlier in the lesson.
- In pairs, they take turns to say the meaning (in English). Their partner has to say the correct word.
For example: *A: This word means 'simple and easy to understand'.
B: Is it 'clear'?
A: Yes, well done!*

WORKBOOK ANSWERS:

D A 2 *simple* 3 *distance* 4 *system* 5 *general* 6 *turn*
7 *particular* 8 *turning* 9 *roundabouts* 10 *visitors***D B** 2 *general* 3 *clear* 4 *simple* 5 *system* 6 *particular*
7 *roundabouts* 8 *turning* 9 *turn* 10 *distance***C** 1 *walk* 2 *crossing* 3 *reaching* 4 *will see*

D

O	B	G	R	J	E
A	X	Y	S	B	P
S	I	M	T	F	T
R	O	D	C	I	Z
K	V	E	N	E	U
Q	T	H	L	W	C

E *Students' own answers***E F** 1 *R* 2 *O* 3 *E* 4 *S* 5 *N* 6 *C* 7 *I* 8 *D* 9 *I* 10 *T*
*Spells DIRECTIONS*6 Speaking **D****Aim:** to practise giving directions.

- Say *Now you say the conversations*.
- In pairs, students paraphrase the directions in their own words. Monitor and support for the target structures and vocabulary. Note any difficulties for later.
- Ask pairs to present their dialogues to the class. Review difficulties.

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 6.

Grammar study: Full and bare infinitives; -ing forms

Functions: Give and follow instructions

Bring to the lesson:

- the CD (track 34)
- the Student's Book (pages 56 and 57)

To start:

- Play *Ready and waiting* with the vocabulary from the unit (or *Lift Off!* 5 so far).

Study Tip D

- Read the Study Tip as a class. Elicit the meaning of *noun* and examples of nouns.
- Write a mixed list of nouns, verbs and adjectives on the board.
- Students read the list of words. They identify the nouns in the list and copy them into their notebooks.
- They should also copy the tip.

A Speaking

Aims: to practise making polite requests; to practise polite agreement.

- Look at the pictures. Establish the situation. Read the speech bubbles.
- In pairs, students take turns to make polite requests and agree to them.
- Monitor for the correct use of the target structures.
- Choose pairs to say the requests to the class.

SAMPLE ANSWERS:

- 1 *Would you mind making me a cold drink? Of course not.*
- 2 *Please could I have some hot water? Yes, of course.*
- 3 *Please could I have some more sugar for my tea? Certainly.*
- 4 *Excuse me, this cup is not clean. Please could you bring another one? Yes, of course.*
- 5 *Excuse me, this coffee is cold. Could you bring another cup, please? Certainly.*
- 6 *Could I see the menu, please? Yes, of course.*
- 7 *Would you mind bringing me a spoon? No, not at all.*
- 8 *Would you mind turning the air conditioning down? Of course not.*

B Speaking D

Aim: to practise expressing preference.

- Read the speech bubble. Check students understand the table.
- Prompt for a sample sentence with *doesn't like*. (*Khalid doesn't like watching TV. He'd rather meet his friends.*)
- Students work with a partner to make sentences about the table. Monitor.
- Choose students to say a sentence about each of the boys to the class.

ANSWER: *Students' own answers, following the model*

C Writing E

Aim: to practise expressing preference in writing.

- Students write about their own preferences and make short notes about their partner.
- Students swap partners and pass on information about all their partners as well as themselves. Continue as long as time permits.
- Students use their notes to report to the class about another student without saying the name. Can the others use their notes to guess who it is?

ANSWER: *Students' own answers*

Grammar Study

Aim: to reinforce the use of full and bare infinitives and -ing forms.

- Read the Grammar Study box as a class. Ask for examples of each structure.
- Help with any problems.
- Students copy the information and the example sentences into their notebooks.

D Grammar

Aim: to consolidate the use of *much/many, little/few* and *enough* with nouns.

- Read the words. Say *You can use any word more than once*.
- The students read the text silently and fill in the blanks. Monitor and support.
- Students check their answers with a partner.
- Check the answers with the class. Review any errors or difficulties.

ANSWERS: 2 *much* 3 *many* 4 *little* 5 *few* 6 *little* 7 *enough*
8 *enough*

E Listening

Aim: to practise understanding directions.

- Read the question and look at the map. Read the list of places to find. Teach *fountain*. Point out the car park.
- Say *Listen and follow on the map*. Play track 34. Students listen but don't write.
- Say *Listen again. Write the answers*. Play track 34 again, pausing as necessary.
- Use the voting cards to check answers with the class.

ANSWERS: School gate 8, Classrooms 2, School offices 5, Fountain 7, Trees 6, School hall 3, Computer room 4

AUDIOSCRIPT TRACK 34

Dalal: Hello, Julie. Thank you for inviting us to your concert. We're really looking forward to coming. Could you tell me how to get to the hall at your school?

Julie: Yes, of course. When you come out of the car park, go through the gate. You'll come into a big courtyard with a fountain in the middle. The classrooms are in the building on the left and the school offices are on the right. Go across the courtyard past some trees and you'll see the hall on the left. Don't turn right. That will take you to the computer room. I'll be waiting for you outside the hall.

Dalal: Thank you, I'm sure we'll find it easily.

F Writing E

Aim: to practise writing directions.

- Students write their directions before checking their answers with a partner.

SAMPLE ANSWERS: 2 *Go through the gate. The classrooms are on the left opposite the fountain.* 4 *Go through the gate. Go past the fountain on your right. The computer room is next to the trees.*

Homework:

Any exercises not completed in the Workbook pages 126–131.

Final activity:

- Play *Back to the start* (see Introduction). Put up a blank table and fill it with information similar to this decided by the class.

Name	Khalid/Sara	Ahmed/Huda	Fareed/Salma
Would rather have:	a bar of chocolate than an apple	some fruit than crisps	chips than boiled potatoes
Would rather:	read than watch TV	do homework than housework	spend time on the computer than on my mobile
Would rather live in the country because:	there are too many people in the city	there's not enough space in towns	there's too much pollution in cities
His/Her house is:	the second turning on the left after the bridge	the third street on the right before the roundabout	straight along this road just past the cinema

LESSON 1 *Sami's favourite sport*

Language

Skills: Transfer from verbal to visual information; Find and understand relevant information in everyday material such as letters and brochures

Functions: Express obligation, lack of obligation and prohibition; Discuss future plans and talk about the future

Grammar: Modal verbs

Vocabulary: *circuit, compulsory, crowd, during, lap, medical, official, practice, protective, raise*

Bring to the lesson:

- the CD (track 35)
- the Student's Book (pages 58 and 59)
- the Workbook (pages 132 and 133)

To start:

- Ask students if they have favourite sports they play or watch. Do they know of any famous sports people? Are some sports more dangerous than others? What might happen?

A Reading

Aims: to read for gist; to introduce the topic; to introduce vocabulary.

- Read the speech bubble and look at the pictures. Ask *What is Formula 1? (car racing)*
- Students discuss each picture with a partner.
- Ask six students to read one paragraph each to the class.
- Students match the pictures to the paragraphs.
- Elicit the meanings of as many new words as possible. Help with the others.

ANSWERS: A 4 B 1 C 6 D 2 E 5 F 3

B Listening and speaking **D**

Aims: to practise the language of obligation and necessity; to practise pronunciation.

- Say *Look at paragraph 3. Listen carefully and repeat.*
- Play track 35. Students listen and repeat, following in their books.
- Say *Now close your books. Listen and repeat again.*
- Play track 35 again. Students listen and repeat without reading.
- Students practise saying the paragraph with a partner, taking a sentence each. (They can look briefly at the text when necessary.)
- Ask pairs to present their paragraph to the class, without books.

AUDIOSCRIPT TRACK 35

Safety for drivers and crowds is very important. For example safety walls to protect people watching must be one metre high. Circuits have to have safety cars to help drivers during rain or after serious accidents.

C Reading and speaking

Aim: to read for meaning; to practise the vocabulary of the lesson.

- Read the speech bubbles with the class. Say *The second sentence means the same as the first one. Can you find it in the text? (Paragraph 5)*
- Say *Now find matching sentences for the others.*
- Students work with a partner to find the matching sentences in the text.
- Check the answers with the class.

ANSWERS:

- 2 Drivers didn't have to wear helmets before 1953 but they had to after that date.
- 3 Drivers must also now wear special clothes to give protection from fire and burns.
- 4 Safety walls to protect people watching must be one metre high.
- 5 Drivers and teams must follow special rules in F1.
- 6 Drivers mustn't start to race until race officials switch off the red start lights.

D Vocabulary E

Aim: to develop word-building skills using related adjectives and nouns.

- Remind students that words often go together in families
- Read the words in the box. Elicit that they are all adjectives or nouns. Ask students to find the matching nouns or adjectives in the text.
- Check answers. Ask students to say the pairs: *adjective: injured, noun: injury*.

ANSWERS: 2 *safety* 3 *crowd* 4 *medical* 5 *danger*
6 *protection*

Extra activity:

- Students write all the new words from the lesson into their notebooks for learning.

E Language help

Aim: to consolidate the language of obligation and necessity.

- Read the information as a class and ask for more examples.
- Check students understand 'compulsory'.
- Students copy the information and some examples into their notebooks.

F Speaking D

Aim: to practise using the language of necessity and obligation.

- Students work in groups to complete the task. Monitor and support for the target structures.
- For each question, pick students to tell the class about someone in their group.

ANSWER: *Students' own answers*

Homework: Workbook pages 132 and 133**Final activity:**

- Play *Pairs* (see Introduction) with school rules. Make cards with verb phrases (such as *run in the corridor, do your homework, stay until 5 o'clock*) instead of suggestions. Make the same number of cards with *have to, don't have to, must* and *mustn't*. Play as described. Players get points if they choose two cards which together make a sensible school rule.
(**Note:** make sure all the cards do make sensible pairs.)

WORKBOOK ANSWERS:

A 1 *circuit* 2 *compulsory* 3 *crowd* 4 *lap* 5 *during* 6 *medical*
7 *practice* 8 *protective* 9 *raise* 10 *official(s)*

D B 2 *walled* 3 *distant* 4 *accidental* 5 *speedy* 6 *compulsion*
7 *importance* 8 *speciality*

D C 2 *clothed* 3 *speciality* 4 *importance* 5 *accidental* 6 *walled*
7 *speedy* 8 *distant*

D 2 You *mustn't* cycle here.
3 You *mustn't* eat or drink here.
4 You *mustn't* smoke here.
5 You *mustn't* feed the birds here.
6 You *mustn't* use your mobile here.
7 You *mustn't* park here.
8 You *mustn't* dive here.

E 1 *True* 2 *False* 3 *False* 4 *False* 5 *False* 6 *True* 7 *True* 8 *True*

LESSON 2 *Grandma used to like the area.*

Language

Skills: Understand the main idea and/or basic information in monologues or dialogues; Write short descriptions of people, places and events

Functions: Discuss past habits and situations; Discuss a range of familiar topics

Grammar: Past simple; *used to*; Time expressions

Vocabulary: *brick, concrete, curtain, jealous, leather goods, material, mud, steel*

Bring to the lesson:

- the CD (track 36)
- the Student's Book (pages 60 and 61)
- the Workbook (pages 134 and 135)

To start:

- Play *Hangman* with previously introduced vocabulary for materials (*glass, gold, leather, metal, paper, plastic, silver, wood, wooden, wool*).

A Reading

Aims: to read for meaning; to introduce the topic; to introduce vocabulary.

- Read the speech bubbles and look at the pictures. Establish the context.
- Say *Ten words are wrong. Read and decide.* Choose students to read aloud.
- Students underline ten words they think don't make sense.
- Ask students to explain their answers but do not say if they are correct or not.

B Listening

Aim: to understand short descriptions of people, places and events.

- Say *Listen and check your answers.* Play track 36. Students listen and check.
- Repeat track 35 if necessary. Check answers with the class. Were they right?

ANSWERS:

First text: mother (Grandma); flat (house); new (modern); shop (house); concrete (bricks); plastic (wood); frightened (fond); worked (lived); hate (love); stones (spices)

Second text: tired (jealous); afternoon (morning); laugh (cry); calm (annoy); cake (sandwich); taxi, (school bus); took (brought) sad (happy); brothers (sisters)

AUDIOSCRIPT TRACK 36

Article 1

My grandma, Umm Hassan, and me live in a new house. When Umm Hassan was growing up she didn't use to live in a modern house like ours. She used to live in the old part of Riyadh in a traditional house. The walls were made of mud bricks, not concrete and steel. The windows used to be made of wood, not made of glass. Grandma was very fond of her old house. She used to like the area where she worked too. It was near the old market. She used to love looking at the clothes materials, the leather goods, food and spices for sale.

Article 2

When I was six I was jealous of my sisters because they went to school and I didn't. Every morning when they left home, I used to cry because I couldn't go with them. This used to annoy my mother.

One day she bought me a little school bag, made me a sandwich, put it in a box in my school bag and took me with my sisters to the school bus. Then she brought me home again and I ate the sandwich. After that I used to be very happy because I was going to school like my sisters.

C Speaking

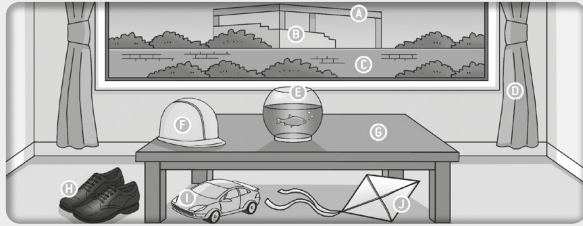
Aim: to practise giving short descriptions of people, places and events.

- Read the speech bubbles with the class. Point out that the speakers use *her* and *their*, not *my* and *our*.
- In pairs, students take turns to make sentences about Umm Hassan and Layan. Monitor and support as necessary but allow students to talk uninterrupted.
- Ask pairs to present their sentences to the class. Ask for feedback.
- Review any difficulties.

ANSWERS: *Students' own words*

D Vocabulary**Aim:** to review and extend the vocabulary of materials.

- Ask students to look at the picture. What can they see? (See Exercise E) (**Note:** Teach *curtains* here.)
- Students, in pairs, label the picture, using the text to help them.
- Check answers with the class. Deal with any problems.

ANSWERS:

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

E Speaking D**Aim:** to practise using the vocabulary of materials.

- Read the words and identify the items in the picture.
- In pairs, students take turns to ask answer, following the model.
- Ask pairs to say their dialogues to the class.

ANSWERS: 1 brick 2 paper 3 material 4 plastic 5 leather
6 metal 7 concrete 8 glass 9 wood

F Language help**Aim:** to consolidate the use of *used to* + verb to describe past habits or actions.

- Read the information as a class and ask for more examples.
- Students copy the information into their notebooks.

G Speaking**Aim:** to practise using *used to* + verb to describe past habits or actions.

- Read the first prompt and the speech bubble.
- Students work with a partner to make sentences following the model.
- Ask pairs to say their sentences to the class. Check everyone agrees.

ANSWERS: 2 Ahmed used to walk to school. Now he goes by bus. 3 Rayyan used to play football every day but now he now has injured his leg. 4 Sara didn't use to understand maths but now she is very good at maths. 5 Leen and Shahad didn't use to like computers but now they like them very much.

H Writing E**Aim:** to reinforce using *used to* + verb to describe past habits or actions.

- Read the example sentences. Students write similar sentences.
- Monitor and support. Encourage able students to use complex structures.
- Students share their work with a partner. Choose several students to tell the class about their partner's past and present.

ANSWER: Students' own answers**Homework: Workbook pages 134 and 135****Final activity:**

- Play *Ten questions* with objects. Prompt students to find out what the object is made of.

WORKBOOK ANSWERS:

A 2 leather 3 curtain 4 concrete 5 goods 6 mud 7 jealous
8 material 9 steel

B B 1 C 2 D 3

C 2 The wall is made of brick.
3 The building is made of concrete.
4 The oven is made of mud.

D 2 The population used to be 2.5 million but now it's more than 30 million.
3 People used to be nomadic but now they live in one place all year.
4 People used to travel by horse or camel but now they travel by car or plane.
5 There didn't use to be many doctors but now there are hospitals all over (the country).
6 There didn't use to be many schools but now education is free for everyone.

D E 1 False 2 True 3 False 4 True 5 True 6 False 7 False 8 True

F Students' own answers

LESSON 3 *Young achievers*

Language

Skills: Initiate, maintain and close a conversation on familiar or everyday topics; Manage less routine situations (in a post office, bank, etc.); Ask and answer questions and check and confirm information

Functions: Talk about experiences linking past and present time; Narrate and sequence past actions and events

Grammar: Past simple; *used to*; Time expressions; Prepositions of time, place and movement

Vocabulary: *achiever, beat (win) (v), camp (n), experience (n), extraordinary, minus, Pole, record (n), ski (v)*

Bring to the lesson:

- the CD (track 37)
- the Student's Book (pages 62 and 63)
- the Workbook (pages 136 and 137)

To start:

- Say *Today we will learn what some young people have achieved around the world.*
- Put this table on the board (without the answers in italics) for the students to copy.
- Say *Can you find the names of some places around the world?*

cafria	<i>Africa</i>	aslaturia	<i>Australia</i>
saia	<i>Asia</i>	doninsiae	<i>Indonesia</i>
thous remaica	<i>South America</i>	wen danleaz	<i>New Zealand</i>
teh hornt eplo	<i>The North Pole</i>	repoue	<i>Europe</i>
aceaion	<i>Oceania</i>	tancaratic	<i>Antarctica</i>

- Set a time limit. Pick students to write the answers into the table.
- Teach any new names. Say *Oceania is sometimes used for the area around Indonesia, Australia and New Zealand.*

A Reading **D**

Aims: to read for meaning; to introduce the topic; to introduce vocabulary.

- Say *What can you see in the picture? (somewhere cold)*
- Read the passage as a class. Establish the setting (*the South Pole*).
- Students complete the task individually.
- Check the answers with the class.

ANSWERS: *Present perfect: has skied, has become, has been, have gone, has travelled*
Past simple: were, said, took, had, didn't do, left, were, became

B Reading

Aims: to read for specific information; to describe experiences.

- In pairs, students take turns to ask and answer the questions about the text.
- Pairs check answers with another pair. Monitor for use of the target structure.
- Ask pairs to share their answers with the class. Review any problems.
- (**Note:** Students should give full answers and answer in complete sentences.)

ANSWERS: **2** *She was 16 (years old).* **3** *The journey took 17 days.* **4** *It was very cold – as low as minus 50 degrees.* **5** *She said, 'This journey has been an extraordinary experience.'* **6** *In 2005, her sister, Alicia, became the youngest person to walk to the North Pole.*

C Speaking

Aim: to practise describing experiences using the present perfect and simple past.

- Elicit around ten facts about Amelia and her trip.
- Say *Now cover the text. Work with a partner to talk about Amelia and her trip.*
- Students prepare a talk and present it to the class, taking turns to speak. Support.
- Ask for feedback.

ANSWER: *Students' own answers, following the text*

D Listening

Aims: to practise understanding descriptions of people and activities; to transfer information from a listening passage to a table.

- Look at the picture and the table. Can they guess who Jordan Romero is? (*a mountain climber*)
- Teach *beat(en)* (*to do better than*) and *record* (*n*) (*the best achievement so far*).

- Say *Look at the table and listen for the answers. Don't write.* Play track 36.
- Say *Write any answers you know. Then listen again and write.*
- Allow a few minutes for writing and then play track 37 again, pausing if necessary, for students to write.
- Ask for answers from the class. Check spelling and the writing of the numbers.

ANSWERS: 2 *Europe* 3 *2008* 4 *6,200m* 5 *4,900m* 6 *Asia* 7 *2011*

AUDIOSCRIPT TRACK 37

A 15-year-old boy from North America has climbed all the highest mountains in different continents. He has become the youngest person to do this. He has beaten the record of a 16-year-old climber from Britain.

Jordan always climbs with his father and he has climbed for a long time. When Jordan was ten, in 2006, he climbed Mount Kilimanjaro in Africa. Mount Kilimanjaro has a height of 5,900 metres.

In July 2007 Jordan climbed Mount Elbrus in Europe. Mount Elbrus is 5,650 metres tall.

In February 2008 he got to the top of 7,000-metre Mount Aconcagua in South America.

Six months later, in August 2008, Jordan reached the top of Mount McKinley in North America. This mountain is 6,200 metres high. In 2009 he climbed Mount Puncak Jaya, in Oceania. This mountain is the tallest mountain in the world on an island. Its height is 4,900 metres.

In May 2010, at the age of 13, he became the youngest person to climb Mount Everest in Asia, the highest mountain in the world, with a height of 8,850 metres.

Finally, in December 2011, Jordan Romero reached the top of Mount Vinson Massif, a mountain in Antarctica with a height of 4,900 metres.

E Grammar

Aim: to practise writing descriptions of people and activities.

- Read the first prompt and the speech bubble as a class.
- Remind the class to use the simple past with exact times.
- In pairs, students make the sentences, then check with another pair. Monitor.
- Pick pairs to read their sentences to the class. Students write the sentences in their notebooks.

ANSWERS:

- 2 *He has become the youngest person to do this.*
 3 *He has beaten the record of a 16 year-old boy from Britain.*
 4 *In 2006, he reached the top of Mount Kilimanjaro in Africa.*
 5 *At the age of 12, he climbed the highest mountain in South America.*
 6 *In 2010, he became the youngest person to climb Mount Everest.*

F Language help

Aim: to consolidate the formation and uses of the present perfect and simple past tenses.

- Read the information on formation as a class. Ask for more examples of present perfect and simple past verbs.
- Read the information on use. Ask for example sentences with the two tenses.
- Students copy the information and examples into their books.

G Speaking D

Aim: to practise describing experiences, events and past activities; to role-play an interview.

- Ask students if the interview is formal or informal. (It is formal.)
- Elicit how students think the reporter should begin and close the interview and how the reporter should encourage the interviewee to speak (e.g. to ask questions, to use polite intonation).
- In pairs, students write a list of questions (and answers) about Amelia Hempleman-Adams and Jordan Romero, using Exercises B and E to help them.
- Students take turns to role-play the two interviews.
- Monitor and support when necessary but don't interrupt.
- Revise any common errors or difficulties.

ANSWER: *Students' own answers (following the texts)*

Homework: Workbook pages 136 and 137

Final activity:

- Play *Ready and waiting* with vocabulary from *Lift Off!* 5 so far.

WORKBOOK ANSWERS:

D A ACROSS 4 *extraordinary* 7 *ski* 8 *beat* 9 *Pole*
DOWN 1 *experience* 2 *camp* 3 *minus* 5 *record*
 6 *achiever*

B 2 *Why haven't you done your homework yet?*
 3 *They have just beaten the record.*
 4 *They have never been to the South Pole before.*
 5 *Have you ever won a medal?*
 6 *I beat my own record yesterday.*

C 2 25 April 1989/25.04.1989 3 *Jeddah* 4 *Saudi Arabia* 5 16
 6 2005 7 2008 8 400m 9 May 2009 10 45.74 seconds

D 2 *He usually runs 100m.*
 3 *He has been a runner since he was 15.*
 4 *His record time is 10.28 seconds.*
 5 *He achieved it in May 2006.*
 6 *He has won two medals.*

E *Students' own answers, following the table*

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 7.

Skills: Write an account of an event

Functions: Talk about experiences linking past and present time

Grammar study: Past simple; *used to*; Present perfect simple;

Time expressions: *How long?*, *for/since*, *have been/have gone*

Study tip: Emphasise that all English words must contain a vowel and/or y

Bring to the lesson:

- the CD (track 38)
- the Student's Book (pages 64 and 65)

To start:

- Say *How many words can you find using the letters in COMPULSORY?*
- Set a time limit. The winner is the one with most words (correctly spelled).

POSSIBLE ANSWERS: *colour, cool, cup, Mr., or, our, ours, plus, pool(s), poor, pour, room, so, soup, sum, up, us, you, your, yours*

Study Tip D

- Read the Study Tip as a class.
- Elicit the five vowel letters of the alphabet. Elicit why the five vowel letters and y (used as a vowel) are important (*because all words contain vowels and because an i is used in front of vowels in place of a, which is used in front of consonants*).
- Students copy the tip into their notebooks.

A Listening

Aims: to listen for specific information; to practise expressing obligation and necessity.

- As a class, look at the pictures and read the speech bubbles.
- Ask students to read the sentences silently and think about the answers.
- Say *Now listen and write*. Play track 38, pausing to give students time to write.
- Say *Now listen and check*. Play track 38 again. Students check their answers.
- Choose students to read their answers to the class. Check everyone agrees.

ANSWERS: 2 *had to* 3 *didn't have to* 4 *must* 5 *mustn't* 6 *has to* 7 *doesn't have to*

AUDIOSCRIPT TRACK 38

- Julie:** Would you like to see some photos of me and my family, Dalal?
- Dalal:** Yes, I would. Who is it in that photo?
- Julie:** It's me when I was six years old. When I was at primary school, the girls had to wear blue and white dresses.
- Dalal:** Did you have to go to school every day?
- Julie:** Yes, I did. I had to get up early as school began at 8:30 in the morning.
- Dalal:** Did you stay all day?
- Julie:** Yes, my mother had to make sandwiches for my lunch. In the winter I ate them in the school canteen but in summer we used to go outside to eat.
- Dalal:** Did you enjoy going to school when you were small?
- Julie:** Oh, yes! I had lots of friends. The lessons were fun and the teachers were not very strict. I didn't have to do any homework. Now it's different. The teachers are much stricter and I always have lots of homework.
- Dalal:** It's the same in my school. We must do homework every day. We mustn't forget or give it to the teachers late, or we will get into trouble.
- Julie:** Do you have a lot of homework today?
- Dalal:** Yes, I will have to go home soon or I won't have enough time to finish it. Do you have a lot of homework too?
- Julie:** Yes, I'm working on a project, but I won't have to finish it until next week. Shall we look at some more pictures before you go?

B Speaking

Aim: to practise making comparisons, using the present simple and *used to*.

- Read the first prompt and the speech bubble. Elicit the verbs (*used to* and the simple present).
- In pairs, students make sentences, using the prompts to help them. Monitor.
- Choose pairs to say their sentences to the class, taking turns to speak.

ANSWERS: *Dalal used to have no homework. Now she has homework every day. Waleed used to play football with friends. Now he plays football at a club. Ali didn't use to like playing chess. Now he likes playing chess very much. Kamal didn't use to know how to swim. Now he can swim very well. Leena used to walk to school. Now she goes to school by car. My brother used to work in Dammam. Now he works in Jeddah. Rose didn't use to speak Arabic. Now she speaks Arabic very well. Yazeed used to like watching TV. Now he prefers computers.*

C Writing E

Aim: to reinforce making comparisons, using the present simple and *used to*.

- Students write the sentences in their notebooks and then check with a partner.
- Monitor for spelling and punctuation as well as the target structures.
- Review any areas of difficulty.

ANSWER: As Exercise B

Grammar Study

Aim: to consolidate the use and formation of the present perfect and past simple tenses.

- Read the information as a class. Ask for more example sentences.
- The students copy the Grammar Study box into their notebooks.

D Grammar

Aim: to understand the differences between the present perfect and past simple tenses.

- Say *Look quickly at the beginning of the text. Who is this in the picture? (Lewis Hamilton a (Formula 1) racing driver)*
- Read the text as a class, with students taking turns to read aloud.
- Students quickly find three past simple and three present perfect verbs.
- Take answers but do not help with vocabulary yet.

ANSWERS: Any three from:

Past simple: *was (born), began, bought, started, was (able), was, started, became*

Present perfect: *has become, has competed, has won*

E Reading

Aims: to read for specific information; to understand sequence.

- Students read the text again and work with a partner to match the sentences.
- Use voting cards to check the answers.
- Students practise saying the sentences without reading.
- Choose students to say a sentence to the class.
- Help with vocabulary and review any problems.

ANSWERS: 1 c 2 d 3 b 4 a

F Grammar D

Aim: to practise choosing correctly between the past simple and the present perfect.

- Elicit that the present perfect links the past to the present and the simple past is used with exact times.
- Students complete the task and then check with a partner. Monitor and correct any errors. Review common problems with the class.

ANSWERS: 2 started 3 ended 4 arrived 5 have never driven 6 said

Homework:

Any exercises not completed in the Workbook pages 132–137.

Final activity:

- Presentation – How much can you remember about Jordan Romero? (see Introduction). Divide the class into groups. Each group prepares a short talk on Jordan Romero. Monitor and support. Groups present their talk to the class without using books, and with each student taking a turn to speak. Ask for feedback. The class votes for the best presentation.

LESSON 1 *The weather was so nice that I went to the park.*

Language

Skills: Understand sequence, guess the meaning of unknown words

Functions: Express result; Express ability

Grammar: Clauses of result (*so* + adjective/adverb + *that*, *such* + *a/an* (adjective) + noun (+ *that*)); Modal verbs

Vocabulary: *afford, aluminium, deal with, get rid of, landfill, reason, resource, result (n), solution, tell off*

Bring to the lesson:

- the CD (track 39)
- the Student's Book (pages 68 and 69)
- the Workbook (pages 138 and 139)

To start:

- Play *Hangman* to revise vocabulary needed for the lesson (for example, *produce, rubbish, recycle, energy, planet, waste(ful), oil, plastic, gas, valuable*).

A Reading

Aims: to scan for specific information; to introduce the topic; to introduce vocabulary.

- Look at the picture and establish the topic (*rubbish*). Read the questions.
- Say *Read the text quickly. Find the answers. Then ask and answer in pairs.*
- Encourage students to scan for the keywords. Set a time limit.
- Ask pairs to share their answers with the class.

ANSWERS:

- 1 *Because the weather was nice.*
- 2 *Because some children dropped rubbish in the park.*
- 3 *About half a tonne a year.*
- 4 *To produce less rubbish.*

B Reading

Aims: to read for gist; to understand sequence.

- Read the sentences. Read the text again as a class.
- Students number the sentences and then check with a partner.
- Check answers with the class, but don't discuss vocabulary yet.

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

C Reading D

Aim: to practise guessing the meaning of new words.

- Ask students to work with a partner to find words with these meanings.
- Support and offer clues.
- Check the answers and ask students to explain their strategies.
- Help with any other vocabulary.

ANSWERS: 2 *get rid of* 3 *afford* 4 *aluminium* 5 *solution*
6 *tell off*

Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

D Vocabulary

Aims: to practise using the new vocabulary; to find relevant information in a text.

- Read the speech bubbles with the class. Check students understand the task.
- In pairs, students make sentences with the new words, using the text to help.
- Monitor and support as necessary. Ask pairs to present sentences to the class.

ANSWER: *Students' own answers*

E Listening and speaking **D****Aim:** to practise pronunciation.

- Say *Now listen to paragraphs A and B. Read and repeat.*
- Play track 39, while students follow in their books and repeat.
- Say *Close your books. Listen and repeat again.* Play track 39 again.
- In pairs or small groups, students practise Mona's story, taking sentences in turn, and using the third person. Ask groups to present to the class without books.

AUDIOSCRIPT TRACK 39

The weather was so nice last Thursday that I went to the park. It wasn't such a hot day that I felt uncomfortable. The park was beautiful. I wanted to stay there. Twenty minutes later a woman and two young children arrived. They were eating and drinking. One child dropped a sweet packet. The other dropped a water bottle. Then they left the park.

F Language help**Aim:** to introduce *so ... that* and *such a ... that* to express reasons and results.

- Read the information as a class. Elicit more examples. Put them on the board.
- Ask the students to copy the information and examples into their notebooks.

G Grammar**Aim:** to introduce *so ... that* and *such a ... that* to express reasons and results.

- Read the first sentence. Establish that *beautiful* is an adjective. Elicit the answer.
- Students complete the task and then check with a partner. Note any problems.
- Check the answers with the class. Review any difficulties.

ANSWERS:

- 1 *The park was so beautiful that they wanted to stay there.*
- 2 *The children were so lazy that they didn't throw the rubbish in the bin.*
- 3 *This behaviour made me so sad that I went home.*
- 4 *Saudi Arabia is such a big country that there are many places where we can get rid of waste.*
- 5 *Aluminium and paper are such expensive materials that we can't afford to waste them.*

H Grammar**Aim:** to practise using *so ... that* and *such a ... that* to express reasons and results.

- Read the first prompt. Elicit some possible answers.
- Students complete the task in pairs. Note common or serious problems.
- Check the answers with the class. Review any difficulties.

ANSWER: *Students' own answers, following the model***Homework: Workbook pages 138 and 139****Final activity:**

- Play *Grammar tic-tac-toe* with phrasal verbs. Make a grid with only the verbs. Students must supply the missing word:

tell (off)	turn (off)	deal (with)
look (for)	made (of)	pick (up)
leave (on)	get rid (of)	throw (away)

WORKBOOK ANSWERS:

E A

R	E	S	O	U	R	C	E
H	E	A	U	N	G	Z	P
D	E	A	L	W	I	T	H
T	Y	U	S	P	S	F	K
C	V	B	N	O	T	Q	W
L	J	G	D	A	N	N	R
P	O	N	L	R	C	S	I
L	L	I	F	D	N	A	L

- B 1 a can b light**
2 a cans b cans c aluminium d recycling
3 put them/get rid of them in a landfill, recycle them
4 enough to run a television for three hours
5 it is much better for the planet; it's cheaper

C 2 b 3 b 4 a 5 d 6 c 7 a 8 d**D 2 so 3 so 4 such an 5 such an 6 so****D E** *Students' own answers*

LESSON 2 *Did you sleep well?*

Language

Skills: Understand text cohesion; Find things in common

Functions: Make comparisons

Grammar: Comparative and superlative forms of adjectives/ adverbs and other forms of comparison (*as + ... + as*)

Vocabulary: *brain, dream* (n, v), *during, electrical, memory, movement, rapid(ly), specialist*

Bring to the lesson:

- the CD (track 40)
- the Student's Book (pages 68 and 69)
- the Workbook (pages 140 and 141)

To start:

- Discuss sleep with the class. *How many hours do people need? Is everyone the same? Do they get enough sleep? What time do they go to bed/get up? Do they sleep well? Do they dream?*

A Reading

Aims: to introduce adverbs; to introduce the topic; to introduce vocabulary.

- Elicit the meaning of *adverb*. (*It describes how we do something.*)
- Read the text as a class, while students note the adverbs.
- Compare answers with the class.

ANSWERS: **A** *regularly, badly, clearly, happily* **B** *really*
C *deeply, rapidly, lightly, easily* **D** *badly*

B Reading

Aims: to read for specific information; to understand descriptions of experiences.

- Ask who or what they can see in the pictures. What is the text about? (*Sleep*)
- In pairs, students take turns to ask and answer the questions. Monitor and support.
- Choose students to share their answers with the class. Check everyone agrees.

ANSWERS: **1** *Dr. Howesh* **2** *huge insects* **3** *when he was ten*
4 *memory, learning and health* **5** *during slow wave sleep*
6 *four or five times a night* **7** *a specialist sleep doctor*
8 *people with sleep problems*

C Reading

Aim: to practise understanding and using reference.

- Say Find **1** in Paragraph A. Who is **1**? (*Dr. Howesh*)
- Remind students to look back.
- Students complete the task and then check with a partner.
- Check the answers with the class.

ANSWERS: **2** *his frightening dreams* **3** *scientists and doctors*
4 *REM/rapid-eye movement sleep* **5** *people with sleep problems*

D Language help

Aim: to revise and extend the comparison of adverbs.

- Read the information as a class and elicit some more adverbs. Prompt with adjectives if necessary. (*slow, careful, easy, correct, etc.*)
- Look at the comparative and superlative forms. Elicit similar sentences.
- Elicit the adjectives which match the irregular adverbs given. (*good, bad, fast*)
- Students copy the information into their notebooks for home study.

E Grammar

Aim: to practise comparison of adverbs.

- Read the prompt and the speech bubble. Point out the use of the present simple.
- In pairs, students make sentences, using the correct form of the adverbs.
- Monitor for correct use of comparative, superlative and irregular forms.
- Share answers and review any difficulties.

ANSWERS:
2 *Abdullah drives slowly and safely.*
3 *Noor cooks well. She cooks better than me or Iman.*
4 *Adel speaks loudly. He speaks more loudly than Sami or Yazeed.*
5 *Leena regularly reads two books in one week.*
6 *Yazeed proofreads articles the most carefully of the people in the 'Marhaba' team.*

F Listening

Aim: to practise understanding descriptions of events.

- Say *Look at the pictures. What did these people dream about?*
- Ask students, in pairs, to discuss what they can see in the pictures.
- Say *Now listen to them talking about their dreams.* Play track 40.
- Say *Now Listen and number the pictures.* Play track 40 again.
- Pick students to answer and say briefly what is happening

ANSWERS: A 4 *there's a fire* B 3 *he's in class* C 1 *he is running from a lion* D 2 *she's doing an exam*

AUDIOSCRIPT TRACK 40

1

I was walking slowly through some trees. I saw a lion. It began to run. I ran. The lion ran more quickly than me. It was getting nearer. I tried to run faster but I couldn't. The lion opened its mouth. Then ... At this time I always wake up. I'm tired and breathing heavily.

2

It was the day of the school exams. I went into the room and sat down. The other girls look nervously at me but I smile confidently at them. I know I know the answers because I have worked hard this year and I have revised well. The teacher tells us to start. I answer the questions more quickly than the other girls and leave the room.

3

I look out of the window. The sun is shining brightly. A large bird is flying lazily across the blue sky. I watch it. Then there is a loud noise. I look quickly around the room. Someone is shouting angrily. Who is it? The voice shouts more angrily than before. 'Ali, where can you see the pyramids?' I look at the teacher sadly. I can't answer.

4

I am standing outside our house. Suddenly I see smoke coming under the front door. I shout to my sister: 'Fatimah, there's a fire. Leave the house immediately!' My sister can't hear me and she waves happily at me from the window. I shout again more loudly but Fatimah doesn't move. I'm still shouting when I wake up.

G Speaking E

Aim: to practise giving descriptions of events; to introduce the idea of finding things in common.

- Read the task to the class and explain the phrase *in common*.
- Play track 40 again. Discuss as a class what is happening in each dream.
- In small groups, students prepare a presentation on each dream saying what things they found in common between different dreams.
- Monitor and support as necessary. Pick groups to present to the class

ANSWER: *Students' own answers, following the audioscript*

Extra activity:

- Ask students to write out their description of one of the dreams in their notebooks.

Homework: Workbook pages 140 and 141

Final activity:

- In small groups (with uneven numbers) play *Tennis* with *so ... that* and *such a ... that*.
- Student A says an adjective (for example, *happy*). Student B says, *I'm so happy that I want to sing*. Student B then says a noun *Exam*. Student C answers *It was such a difficult exam that I did very badly ...* Student C then gives another adjective, and so on.

WORKBOOK ANSWERS:

D A ACROSS 1 *specialist* 3 *movement* 4 *rapidly* 6 *dream*
7 *brain*
DOWN 2 *electrical* 3 *memory* 5 *during*

B 1 *dreams* 2 *specialist* 3 *memories* 4 *rapidly* 5 *electrical*
6 *during* 7 *brains* 8 *movement*

D C 2 *bravely* 3 *nervously* 4 *successfully* 5 *busily* 6 *lazily*
7 *hungrily* 8 *thirstily* 9 *fashionably* 10 *probably* 11 *possibly*
12 *suitably*

D 1 *Huda speaks confidently.* 2 *Salma works the hardest.* 3 *He runs as well as you (do)/(run).* 5 *Hassan writes more neatly than Ibrahim.*

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

D F 1 *the dream* 2 *in the forest* 3 *the old woman*
4 *close to/at the old woman*

E G *Students' own answers*

LESSON 3 *Muslims in Britain*

Language

Skills: Find and understand relevant information in everyday material such as letters and brochures; Write straightforward connected texts on familiar topics by linking a series of shorter discrete elements into a linear sequence

Functions: Define people, places and things

Grammar: Relative pronouns (*who, which, that*); Relative adverb (*where*)

Vocabulary: *ambassador, convert (v), factory, India, Pakistan, Yemeni*

Bring to the lesson:

- the CD (tracks 41 and 42)
- the Student's Book (pages 70 and 71)
- the Workbook (pages 142 and 143)

To start:

- Put the jumbled words (only) on the board and challenge the students in groups to find as many names of countries as they can. Give clues if necessary.

1	TRAIBIN	BRITAIN
2	DIAIN	INDIA
3	DRAJON	JORDAN
4	MOAN	OMAN
5	PAINKAST	PAKISTAN
6	TREYKU	TURKEY
7	ADRAIBASUIA	SAUDI ARABIA
8	ASNUD	SUDAN
9	MYNEE	YEMEN
10	HANIRAB	BAHRAIN

A Reading

Aims: to read for meaning; to introduce the topic; to present relative clauses.

- Discuss the pictures/speech bubbles to establish the setting.
- Read the phrases. Read the text as a class. Look at the example.
- Elicit that there are two pieces of information: *There are 1.5 million Muslims. These Muslims live in Britain.* These pieces of information are joined by *who*.
- In pairs, students read the text again and complete the blanks. Support, but do not give or check the answers yet.

B Listening

Aims: to find and understand relevant information; to understand relative clauses.

- Say *Now listen and check your answers.* Play track 41. Students follow the text.
- Choose pairs to give their answers. Check everyone agrees. Review difficulties.

ANSWERS: 2 *who became* 3 *who travelled to* 4 *who was* 5 *who came here* 6 *where Yemenis lived* 7 *where they found* 8 *who have been* 9 *where I live* 10 *where Muslim students can study*

AUDIOSCRIPT TRACK 41

In my research I discovered there are about one and a half million Muslims who live in Britain today. The story of Islam here begins about 500 years ago. There is a record of a British man, John Nelson, who became a Muslim at that time.

During the 18th century, other British people who travelled to the Islamic world converted to Islam, for example Edward Montagu, who was the son of a British ambassador to Turkey.

The first large group of Muslims in Britain were sailors from India who came here about 300 years ago. The next group were sailors from Yemen. The first mosque in Britain was in Cardiff, a port city where Yemenis lived.

Many Muslims arrived in Britain in the 1960s. They came from India or Pakistan. They came to towns in the north of England like Leeds and Bradford, where they found jobs in factories. There are now Muslims who have been in Britain for 50 or 60 years and many more who were born here.

In Blackburn, the town where I live, 20 per cent of the population is Muslim. There are two Islamic secondary schools, one for boys and one for girls, where Muslim students can study.

C Language help

Aim: to introduce relative clauses.

- Read the information with the class. Ask for more examples with *who* and *where* (not *which* yet). Students can use the text to help but also make up new ones.
- Prompt with two sentences, for example, *The boy is over there. He is my brother* becomes *The boy who is over there is my brother.*
- The students copy the information into their notebooks.

D Grammar

Aim: to practise making relative clauses.

- Read the first prompt and the example answer.
- Ask students, in pairs, to read the prompts and make the sentences. Support.

- Choose six pairs to say their sentences for the class to check.

ANSWERS: 2 I know a British man who converted to Islam last year. 3 That is the electrical factory where I used to work. 4 That man who is wearing a black jacket is my old teacher. 5 This is an excellent restaurant where they cook good Indian food. 6 What is the name of the place where you are going on holiday next year? (Note: Other answers, for example, That man, who is my old teacher, is wearing a black jacket, are also possible. Accept without comment, but elicit the given answers too. Students do not need the difference explained at this point.)

E Listening

Aim: to practise understanding and using relative clauses.

- Ask students, in pairs, to discuss what they can see in the pictures.
- Say *Listen and decide which picture the speaker is talking about.* Play track 42.
- Say *Listen again. Write the answers.* Play track 42 again.
- Use voting cards to check answers with the class.

ANSWERS: A 5 B 2 C 6 D 3 E 1 F 4

AUDIOSCRIPT TRACK 42

- This is the butcher's where my dad works.
- The woman on the right who is sitting is my mother.
- This is the mosque where my dad prays on Friday.
- This photo shows pilgrims who are going on the Hajj.
- This is the picture of my brother who is studying maths at university.
- This is the school where my sister and I used to study.

F Speaking D

Aim: to practise making and using sentences with relative clauses.

- Read the prompts. Say *Listen again.* Play track 42 again.
- In pairs and using the prompts, students make sentences with relative clauses.
- Choose pairs to say their sentences to the class.

ANSWERS:

- This is the butcher's where Tehrim's dad works.
- The woman on the right who is sitting is Tehrim's mother.
- This is the mosque where Tehrim's dad prays on Friday.
- This photo shows pilgrims who are going on the Hajj.
- This is the picture of Tehrim's brother who is studying maths at university.
- This is the primary school where Tehrim's sister and Tehrim used to study.

Homework: Workbook pages 142 and 143

Final activity:

- To practise relative clauses, play *Pairs* (see Introduction) but with jobs/places and definitions. For example, dentist/looks after teeth; hospital/sick people. Students pick cards to try to match the pairs. When students match a pair, they must say a sentence with a relative clause: *A dentist is someone who looks after your teeth; A hospital is a place where sick people go.*
- (Note: It would be useful to revise some words that they will need for the Workbook, *mechanic, archaeologist, recycling centre, carpenter, locker, soldier, surgery, weather forecaster, library.*)

WORKBOOK ANSWERS:

A 1 ambassador 2 convert 3 factory

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

C 2 Saudi 3 Pakistan 4 English 5 Yemen 6 Britain 7 Oman 8 Jordan 9 Qatar 10 Sudan

D 2 Indian 3 Jordanian 4 Pakistani 5 England 6 Saudi Arabia 7 Sudanese 8 Yemeni 9 Qatari

D E 3 Someone who repairs cars is a mechanic.
4 A recycling centre is a place where you can get rid of old possessions.
5 A person who makes wooden furniture is a carpenter.
6 A locker is a place where you can leave your things safely.

F Students' own answers

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 8.

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

Functions: Express result; Define people, places and things; Relative pronouns (*who, which, that*); Relative adverb (*where*)

Grammar: Clauses of result (*so* + adjective/adverb + (*that*), *such* + (*a/an*) + adjective) + noun (+ *that*)

Study tip: Defining and identifying verbs

Bring to the lesson:

- the CD (track 43)
- the Student's Book (pages 72 and 73)

To start:

- Play *Ready and waiting* with words from Unit 8.

Study Tip **D**

- Read the Study Tip as a class. Elicit the meaning of *verb* and examples of verbs.
- Write a mixed list of nouns, verbs and adjectives on the board.
- Students read the list of words. They identify the verbs in the list and copy them into their notebooks.
- They should also copy the tip.

A Listening **D**

Aim: to listen for specific information.

- Read the words in the box as a class.
- Say *Read the speech bubbles and think about the answers.*
- Say *Listen and check.* Play track 43. Students follow the text in their books.
- Say *Listen. Write the answers.* Play track 43 again, pausing while students write.
- Pick students to read the speech bubbles with the missing words. Check.

ANSWERS: 2 *thirsty* 3 *large* 4 *interesting* 5 *high* 6 *expensive* 7 *exciting* 8 *tired*

AUDIOSCRIPT TRACK 43

Ali: It was a lovely day. We went to Al Shaeab Park. It has many beautiful pools and fountains. A lot of people come to admire them. It was very hot and I became thirsty. My father bought me a cool drink.

Rashid: My parents took me to the National Museum of Riyadh. The museum is very large and has eight floors. You can't see everything in one visit. It was an interesting place. I would like to go there again.

Faisal: We went to the Kingdom Centre and went up the tower. It is very high. You can see the whole city from it. We went to the shopping centre afterwards. It was very expensive. I couldn't afford to buy anything.

Ahmed: My brother took me to a football match at the King Fayed Stadium. The game was very exciting. People were cheering all the time. I was very tired when I got home and I went straight to bed.

B Grammar

Aim: to consolidate using *so ... that* and *such a ... that*.

- Read the first prompt and the answer. Elicit that an adjective needs *so ... that* but a noun needs *such a ... that*.
- In pairs, students make the sentences following the prompts. Support if needed.
- Pick students to read their sentences to the class.

ANSWERS:

- 2 *The fountains in the park are so beautiful that many people come to admire them.*
- 3 *It was so hot at the park that Ali became thirsty.*
- 4 *The National Museum is such a big place that you can't see everything in one visit.*
- 5 *The Kingdom Centre Tower is so high that you can see the whole city from it.*
- 6 *The shops were so expensive that Faisal couldn't afford to buy anything..*

Grammar Study

Aims: to practise building word families; to consolidate the rules of adverb formation.

- Read the example.
- Students work through the task as individuals. Monitor and note common errors.

- Check answers with the class. Review any difficulties.
- Elicit the rules for making adjectives into adverbs. (Refer students to Workbook page 132 for spelling rules, and Student's Book page 65 for irregular formations.)

ANSWERS: *loudly, softly, quietly, regularly, politely, safely, fast, clearly, kindly, well, neatly*

Extra activity:

- Ask students to write the rules in their notebooks and learn them for homework.

C Speaking

Aim: to consolidate the use of comparative adjectives.

- Read the first prompt and elicit a response. Check with the speech bubble.
- Students complete the task and check their answers with a partner. Monitor.
- Check the answers, paying particular attention to the irregular forms.

ANSWERS:

- 1 *Leena writes more neatly than Dalal.
My brother drives faster than my father.*
- 3 *Abdullah speaks more quietly than Rashid.*
- 4 *Faisal plays football better than Ali.*
- 5 *Noor practises speaking English more regularly than Layla.*
- 6 *My grandmother walks more slowly than my mother.*

D Writing

Aim: to consolidate the use of relative clauses with *who* and *where*.

- Read the first prompt and the answer. Elicit that these are *relative clauses*.
- Remind students that *who* is used with people and *where* with places.
- Students complete the task and check their answers with a partner. Monitor.
- Choose students to read their sentences to the class. Review any problems.

ANSWERS:

- 2 *A park is a place where people go to relax.*
- 3 *The man who is driving that car is my father's friend.*
- 4 *Blackburn is a town in England where many Muslims live.*
- 5 *Many Muslims who live in Blackburn attend Islamic schools.*
- 6 *A landfill site is a place where we get rid of rubbish.*
- 7 *Dalal has an English friend who lives in Saudi Arabia.*
- 8 *What is the name of the stadium where Ahmed watched a football match?*

E Vocabulary

Aim: to practise the vocabulary of the unit

- Read the words as a class.
- Students complete the task. Check the answers with the class.
- In pairs, students test each other by giving or asking for definitions of the words.
- Students write the words and the definitions in their notebooks.

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

Homework:

Any exercises not completed in the Workbook pages 138–143.

Final activity:

- Play *Ten questions* (places or people). Students can only ask questions with *who* or *where*, for example, *Is it a place where (people live?)*; *Are you someone who (sells things?)*.
- **(Note:** Players should start by saying if they are a *person* or a *place*.)

LESSON 1 *Not too difficult to answer*

Language

Skills: Briefly give reasons and explanations for opinions, plans and actions

Functions: Express possibility; Express ability

Grammar: Conditional sentence types 1 and 2; Modal verbs

Vocabulary: *company, gap, glove, mean (adj.) narrow, notice (n), shelf, weak*

Bring to the lesson:

- the CD (track 44)
- the Student's Book (pages 74 and 75)
- the Workbook (pages 144 and 145)

To start:

- In small groups, play *My parrot* to revise adjectives.

A Speaking **D**

Aims: to use a variety of vocabulary; to introduce the topic.

- Ask students to cover Exercise B.
- Read and discuss the speech bubble. Elicit the meaning of *health and safety manager* (someone who checks that workers are safe).
- In pairs, students discuss the eight pictures. Teach *Notice. What do they mean? Where would we see them? What are the dangers?* Try not to give new vocabulary. Encourage students to talk round or explain words they don't know.
- Ask pairs for their suggestions. (Accept any sensible answers.)

SUGGESTED ANSWERS: **A** No cars here. **B** The floor is wet.
C Don't put anything heavy here. **D** The paint is wet.
E There is petrol here. Don't smoke. **F** This is hot. Wear gloves.

B Reading

Aim: to introduce the vocabulary and structures of the lesson.

- Read the sentences as a class.
- In their pairs, students match the pictures to the sentences.
- Use voting cards to check the answers with the class.

ANSWERS: A 6 B 1 C 6 D 3 E 2 F 5

C Vocabulary **D**

Aims: to revise and extend vocabulary; to practise guessing meaning from context.

- In pairs, students use the words they know to guess the meanings of the new words.
- Choose pairs to say their answers. Check that everyone has the correct meanings.

ANSWERS: 1 hot 2 dangerous 3 strong 4 wide 5 wet 6 heavy

D Speaking

Aim: to express reasons why an action *can't* or *shouldn't* be done.

- Teach *warning* (to tell someone about a danger).
- Revise *If ... may/might*.
- Say *Why shouldn't you walk on the wet floor?* Read the speech bubble.
- Ask students, in pairs, to make sentences using Exercise B to help. Support.
- Choose eight pairs to say their warnings for the class to check.

ANSWERS:

- 2 *If you smoke here, you may cause a fire.*
 3 *If you touch the paint you might get paint on your hand.*
 4 *If you go through here with a car you might hit the building.*
 5 *If you touch the food without gloves you might burn yourself.*
 6 *If you put a heavy weight on the shelf, the shelf may break.*

E Language help

Aim: to consolidate giving reasons using *too* + adjective + *to* verb and *not* + adjective + *enough* + *to* + verb.

- Read the information as a class and elicit further examples of both structures.
- Students copy the information into their notebooks.

F Grammar

Aim: to practise giving reasons using the target structures.

- Cover the speech bubbles. Read the first prompt sentence. Ask students to identify the adjective (*heavy*) and give the opposite (*light*). Elicit both ways of making the sentence and check with the speech bubbles. Point out the use of *for me*.
- In pairs, students complete the task. Monitor and support.
- Choose pairs to say their sentences to the class.

ANSWERS: 2 *The school is too far/isn't near enough for me to walk to.* 3 *The shoes were too small/weren't large enough for me to wear.* 4 *I was too full/not hungry enough to eat any more chocolate cake.* 5 *The exam was too hard/not easy enough for Dalal to finish.* 6 *The water was too dirty for Saif to go swimming./The water wasn't clean enough for Saif to go swimming.*

G Listening

Aim: to practise understanding reasons with the target structures.

- Read the ends of the sentences. Teach *mean* = *not generous*.
- Say *Listen and choose the correct answer*. Play track 44. Students follow.
- Say *Listen and answer*. Play track 44 again. Students answer.
- Use voting cards to check answers with the class.

ANSWERS: 1 a 2 c 3 c 4 b

AUDIOSCRIPT TRACK 44

1

Girl 1: I got you a bottle of water, a cake and a small ice cream.

Girl 2: A small ice cream? But I asked for a big ice cream.

Girl 1: Yes, I know. But the big ice creams cost 15 riyals and I only had 10 riyals.

Girl 2: So you're saying that the big ice cream wasn't [electronic tone]

2

Boy 1: Shall we go for a picnic to the desert on Friday afternoon?

Boy 2: Great idea! I am sure my dad will take us.

Boy 1: How about inviting Faisal? I haven't seen him for ages.

Boy 2: He's working very hard at the moment. I think he'll be [electronic tone]

3

Girl 1: I'm tired. What's on TV? Anything good?

Girl 2: There's a film called *Frightening Animals*. I've seen it before.

Girl 1: Yes, me too. What else is on? There's football on tonight. We could watch that.

Girl 2: Are you joking? Football is [electronic tone]

4

Boy 1: How long has Uncle Mark been in hospital?

Boy 2: Let me see. He went in on Monday and it's Thursday today, so that's three days.

Boy 1: And is he feeling better?

Boy 2: Yes, he much better, thanks. I visited him last night. The doctor says he'll be [electronic tone]

H Speaking D

Aims: to practise giving reasons using the target structures; to practise fluency.

- Elicit the situation in each of the conversations.
- Ask the students to take the parts of the speakers. Emphasise that it isn't necessary to repeat the conversations exactly but to use their own words.
- Monitor and support but don't interrupt. Note any problems.
- Choose pairs to present to the class. Review difficulties.

ANSWER: Students' own answers, following the audioscript

Homework: Workbook pages 144 and 145

Final activity:

- Ask students to make a list of about ten adjectives. (They should use some of the words they wrote in their notebooks earlier in the lesson.)
- In pairs, they take turns to say the words. Their partner has to say the opposite

WORKBOOK ANSWERS:

E A ACROSS 1 gap 2 notice 4 mean 6 narrow 8 plenty
DOWN 1 glove 3 company 5 shelf 7 weak

B 1 *It's too far to drive.* 2 *I'm too hungry to wait.*

3 *It's too important to wait.*

C 1 *It isn't deep enough to be safe.*

2 *They aren't intelligent enough to learn.*

3 *It isn't quiet enough to read.*

D 2 c 3 e 4 a 5 f 6 b

E 2 *Going for a walk.* 3 *It might rain.* 4 *Because it is Saturday.*

5 *No (it isn't).* 6 *It's too boring. They might argue.*

E F Students' own answers

LESSON 2 *E-mails and letters*

Language

Skills: Understand the description of events, feelings and wishes in personal letters/e-mails; Write a postcard/e-mail

Functions: Ask for and give advice; Discuss a range of familiar topics

Grammar: Modal verbs

Vocabulary: *advice, although, due to, improve, lonely, nerve, swap (v)*

Bring to the lesson:

- the CD (tracks 45 and 46)
- the Student's Book (pages 76 and 77)
- the Workbook (pages 146 and 147)

To start:

- Say *If you have a problem, who do you ask for advice?* (Teach *advice: suggestions about what to do.*)
- Ask if they have seen problem pages in magazines. Do they give good advice?
- Discuss *giving advice* as a class. (Keep away from personal issues.)

A Reading

Aims: to read for the main idea; to introduce the topic; to introduce vocabulary.

- Look at the picture and speech bubbles. Elicit that readers are writing to the newsletter for advice.
- Read the list of topics and the e-mails as a class.
- Students read again silently and number the topics.
- Use voting cards to check the answers with the class.
- Elicit the meanings of new vocabulary. Can they find a word which means: *because of (due to), make better (improve), no one to talk to (lonely), worries (nerves); surprise that something hasn't happened when you expect it to (although)?*

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

B Speaking E

Aim: to practise expressing opinions.

- Read the first e-mail. Ask *What should (s)he do?* Elicit suggestions.
- Read the speech bubbles. Choose two students to make suggestions. (**Note:** Students can use any appropriate structures. They are not limited to those in the speech bubbles.)
- Students continue in pairs. Help with vocabulary only if necessary.
- Pick pairs to say their suggestions to the class. Ask for feedback.

ANSWER: *Students' own suggestions*

C Listening

Aims: to practise understanding advice; to listen for the main idea.

- Read the list topics again. Say *Listen to the advice.* Play track 45.
- Say *Listen again. Match the advice to the problem.* Play track 45 again.
- The students number the titles. Use voting cards to check the answers.

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

AUDIOSCRIPT TRACK 45

- I am sorry you don't have any friends. This happens when you go to a new school. Don't worry. You will make friends soon. You should just be patient.
- It is very difficult when you get nervous during examinations. Of course it would be a good idea to be calmer but that is not always easy to do.
- This is a serious problem. You ought to tell your teacher about it. It might also be a good idea if you told the police.
- I think you need more practice of this skill. How about listening to English at home?
- You'd better explain the situation at home to your school. I don't think the teachers will be angry with you.
- You are fit and healthy. I don't think you ought to worry about your weight.

D Listening

Aim: to listen for specific information.

- Read the sentences with the class. Elicit that these are all ways to give advice.
- Say *Listen for the missing words.* Play track 46.
- Say *Listen and write.* Play track 46 again. Pause while students write.
- Check the answers with the class.

ANSWERS: 2 calmer 3 told 4 listening 5 explain 6 worry

AUDIOSCRIPT TRACK 46

See Audioscript track 45.

E Language help D

Aim: to introduce the language of advice.

- Read the information as a class.
- Pick students to give the advice from Exercise D using each of the ways in Exercise E in turn.
- Students write the information and one set of examples into their notebooks.

SAMPLE ANSWERS: *You'd better (not) tell the police. You should (not) tell the police. It would be a good idea if you told the police. How about telling the police? You ought (not) to tell the police. It would be a good idea to tell the police.*

F Speaking D

Aim: to practise giving advice.

- Look at the pictures and establish the problems (for example, the man is cold; the plant is dying/needs water; the pan is burning; the suitcase is too heavy).
- Elicit suggestions for picture 1 (close the window; wear something warmer; put on a coat). Ask students to phrase them with the words from Exercise E. (You'd better not sit near the window; How about putting on a jumper?, etc.)
- Students complete the task in pairs. Monitor and support.
- Ask pairs to give their advice to the class. Deal with any difficulties.

ANSWERS: A *It would be a good idea to close the window.*
B *How about watering the plant?* C *She'd better turn round/she'd better not read.* D *He should take a taxi.*

G Writing and speaking

Aim: to consolidate giving advice; to write an e-mail.

- Divide the class into groups. Ask each group to discuss and make a list of student problems.
- Groups swap their lists of problems. (Teach *swap with* = *change with*.)
- Groups think up advice for each others' problems.
- Groups write e-mails to give the advice about the problems.
- Pick students to read some of the problems and give the advice to the class.
- Ask for feedback and review any common or serious errors.

ANSWER: Students' own answers

Homework: Workbook pages 146 and 147

Final activity:

- Play *Tennis* making suggestions and giving reasons why something can't be done.
- Student A says *Let's play football*. Student B replies *It's too hot to play football*. Then: *Why don't you buy those shoes?* Student C: *No, they aren't big enough.*
(Note: Encourage students to vary the form of the suggestions and reasons. Play in threes so players get to practise both forms.)

WORKBOOK ANSWERS:

A

A	B	D	H	O	T	E	Y
I	L	N	P	A	W	S	L
M	Y	T	E	A	X	V	E
P	G	E	H	R	N	L	N
R	C	M	A	O	V	Q	O
O	S	F	N	U	U	E	L
V	D	U	E	T	O	G	S
E	E	C	I	V	D	A	H

B 2 swap 3 advice 4 nerves 5 lonely 6 Although 7 improve
D C 2 True 3 True 4 False 5 True 6 False 7 True 8 False
D Students' own answers following the models

LESSON 3 *What is it?*

Language

Skills: Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.

Functions: Define people, places and things

Grammar: Relative pronouns (*who, which, that*); Relative adverb (*where*)

Vocabulary: *cell, complex, galaxy, heart, mental, organ, physical, protein, vitamin, x-ray*

Bring to the lesson:

- the CD (track 47)
- the Student's Book (pages 78 and 79)
- the Workbook (pages 148 and 149)

To start:

- Prepare a set of cards with problems and a matching set with appropriate advice. Play *Pairs* on the board. (If students prepare their own sets on slips of paper, this can be played in small groups.)

A Reading

Aims: to read for the main idea; to introduce the topic; to introduce vocabulary and practise guessing meaning from context.

- Ask students to cover the main text. Read the list of topics.
- Students read through the text in pairs, and match the paragraphs to the topics.
- Use voting cards to check the answers with the class.

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

B Reading

Aim: to read for specific information.

- Read the sentences.
- Students answer the questions on their own.
- Use voting cards to check the answers with the class.

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

Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

C Listening

Aims: to practise pronunciation and stress; to practise describing something in detail.

- Say *Look at paragraphs 1 and 2. Listen and repeat.* Play track 47.
- Say *Close your books. Listen and repeat again.* Play track 47 while students repeat.

AUDIOSCRIPT TRACK 47

It's about 80 percent water. It has 100 billion cells, the same number as the number of stars which are in our galaxy. Although it is only two per cent of the body's weight, it uses 20 per cent of the body's energy. What is it? The brain. The brain is the most complex organ in the body. It is the organ which makes it possible for us to think, to have emotions, to remember, to move and to dream.

D Speaking D

Aims: to practise finding information in factual texts; to practise describing in detail.

- Divide the class into small groups. Students take turns to ask their group a question about the information in the text. The first correct answer gets a point but wrong answers lose a point.
- Say *Close your books. What can you remember about the brain?*
- Students give as many facts about the brain as they can remember.

E Vocabulary E

Aim: to group words with similar meanings.

- Read the words in the box and the example. Elicit that the first group are all numbers.
- In groups, students complete the exercise, using the main text to help with meanings.
- Check the answers with the class. Ask students to explain their answers.

ANSWERS: 2 *brain, heart, organ (parts of the body)* 3 *dentist, doctor, scientist (jobs)* 4 *diet, protein, vitamin (food)* 5 *emotional, mental, physical (people)* 6 *galaxy, star, sun (space)*

F Language help

Aim: to introduce relative clauses with *which*.

- Read the information as a class.
- Ask students to find more examples in the main text.
- Students copy the information and examples into their notebooks.

ANSWERS: *stars which are in ... ; the organ which makes it possible ... ; the rest which comes ... ; exercise which keeps them ...*

G Grammar

Aim: to practise the use of relative clauses with *which*.

- Look at the first picture and read the prompt.
- Say *Look at the speech bubble. Make a sentence with 'which'.*
- Students complete the task. Monitor and support as necessary.
- Pick students to read their sentences to the class.

ANSWERS: **2** *Deserts are places which have little water.* **3** *Egypt is an Arab country which is in Africa.* **4** *Water is a liquid which freezes at 0 degrees.* **5** *Rhinos are animals which are big and grey.* **6** *Oil is a liquid which comes out of the ground.*

H Speaking **D**

Aim: to reinforce the use of relative clauses with *which*.

- Ask two students to model the question and answer in the speech bubbles.
- Say *Now make questions and answers with the other sentences.*
- Students complete the task. Monitor and support as necessary.
- Pick students to present their dialogues to the class.

ANSWERS: **2** *What are deserts? They are places which have little water.* **3** *What is Egypt? It is an Arab country which is in Africa.* **4** *What is water? It is a liquid which freezes at 0 degrees.* **5** *What are rhinos? They are animals which are big and grey.* **6** *What is oil? It is a liquid which comes out of the ground.*

Homework: Workbook pages 148 and 149

Final activity:

- Presentation (see the Introduction)
- In groups, students prepare a talk on the brain. Set a time limit.
- Groups present to the class. Ask for feedback and vote on the best group.

WORKBOOK ANSWERS:

D A **2** complex **3** galaxy **4** heart **5** mental **6** organs **7** protein **8** physical **9** vitamins

D B **2** mental **3** vitamins **4** organs **5** complex **6** protein **7** cell **8** heart **9** physical

C **2** e **3** b **4** a **5** c

D D 'Not new': ancient, old, prehistoric
Body parts: ankle, stomach, head
Environment: desert, jungle, mountains
Water: river, oasis, sea

E **1** a **B** **b** A
2 *they were hunters and fishermen*
3 *nearly 80 million.*
4a *it is the longest river in the world*
4b *it floods every year*
5 *because the earth is fertile*

F *Students' own answers*

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 9.

Functions: Define people, places and things

Grammar: Relative pronouns (*who, which, that*); Relative adverbs (*where*); Modal verbs

Study tip: Use of commas for punctuation

Bring to the lesson:

- the CD (track 48)
- the Student's Book (pages 80 and 81)

To start:

- Play *Grammar tic-tac-toe* with *who, which* and *where*. Put a grid on the board for students to copy (or ask students to make their own, in pairs). Fill the squares with sentence starters. Students may complete the sentences any way they like, but must use the correct relative pronoun.
- Sample sentence starters: *A teacher is someone ... ; Lamb is a food ... ; Makkah is a city ... ; Cheetahs are animals ... ; A fisherman is someone ... ; A Londoner is someone ... ; A kitchen ... ; Football is a sport ... ; Spanish is a language ...*

Study Tip **D**

- Read the Study Tip as a class. Elicit or teach the meaning of *comma*.
- Write two or three sentences on the board to show how commas can be used in lists and to divide parts of sentences.
- Students copy the sentences and the Study Tip into their notebooks.

A Listening

Aim: to listen for the main idea.

- Say *Look at the pictures. Where are they, or what are they doing? (at the beach, in a cafe, shopping, football, ill in bed, doing homework)*.
- Say *Listen and decide who is talking*. Play track 48.
- Say *Listen and answer*. Play track 48. Pause while students write.
- Use the voting cards to check answers with the class.

ANSWERS: A 3 B 4 C 6 D 1 E 5 F 2

AUDIOSCRIPT TRACK 48

1

Boy 1: It's too hot to play football today. What shall we do instead?

Boy 2: We could wait till later in the day. It might be cool enough to play then.

2

Girl 1: I'm going to the shopping centre with my sister. Do you want to come too?

Girl 2: I have a lot of homework. If I come with you I won't have enough time to finish it.

3

Boy 1: It's too dangerous to swim today. The waves are too high.

Boy 2: Let's come back tomorrow. The sea might be calm enough for us to swim.

4

Male 1: This drink isn't cold enough. Please bring me some ice.

Male 2: I'm sorry, sir. Our refrigerator is not working today. There is not enough ice to keep the drinks cool.

5

Girl 1: What is wrong with your little sister? We didn't see her at school yesterday.

Girl 2: She has been ill. She's not well enough to get up.

6

Female 1: You've been away a long time. Was it busy at the supermarket?

Female 2: Yes, it was really crowded. Can you help me carry the shopping bags? They're too heavy for me to lift.

B Speaking

Aim: to practise giving reasons why something can't be done.

- Look at the first picture. Say *Why can't the boys play football?* Elicit the answer: *It's too hot for the boys to play football*.
- Students continue to make sentences following the model. Monitor.
- Choose students to say their answers to the class. Check everyone agrees.

ANSWERS: B *She won't have enough time to finish her homework./She has too much homework to go shopping.*
C *It's too dangerous/The waves are too high for the boys to swim today.* **D** *There is not enough ice to keep the drinks cool.* **E** *Her little sister is too ill/isn't well enough to get up.* **F** *The shopping bags are too heavy/aren't light enough for her to lift.*

C Writing E

Aim: to consolidate the use of *to* + adjective + *to* + verb.

- Students write the sentences from Exercise B alone. They underline the adjectives (in sentences A, C, E and F only).
- Students check their work with a partner.
- Pick students to say which words they underlined.
(**Note:** *cool* isn't underlined because it isn't part of the target structure. However, if students do underline it, accept without comment.)

ANSWERS: *As Exercise B*

Extra activity:

- Ask students to reword sentence B from Exercise C so it has an adjective.

D Grammar

Aim: to practise choosing the correct relative pronoun.

- Read the example sentence with the class.
- The students complete the exercise, using the Grammar Study box to help.
- Students check their answers with a partner. Check answers with the class.
- Review any problems.

ANSWERS: 2 *where* 3 *which* 4 *which* 5 *who* 6 *where* 7 *who*

Grammar Study

Aim: to consolidate the use of relative clauses.

- Read the Grammar Study box as a class.
- Ask for more examples. Prompt with suitable nouns if necessary.
- Help with any problems.
- Ask students to copy the information and the examples into their notebooks.

E Grammar D

Aim: to practise adding information to a sentence after a relative clause.

- Say *Now you try. Add extra information to these sentences.*
- Students finish each sentence as they like. Support with ideas if necessary. Ask *What do you know about Jeddah? What can you say?*
- Students share their sentences with a partner, then swap. They continue to swap partners and share their work as long as time permits. Monitor.

- Pick students with particularly good sentences to share their work with the class.

ANSWERS: *Students' own suggestions*

F Reading

Aim: to practise expressing opinion and giving advice.

- Read the problems and the advice with the class.
- Students match the advice to the problem and then check with a partner.
- Use the voting cards to check answers with the class.
- Discuss the advice given. Is it good? Could they give better advice?

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

G Vocabulary E

Aim: to highlight several different ways of giving advice.

- Say *Look at the first piece of advice, You ought to look after it more carefully. The words You ought to ... tell you that you are going to get some advice.*
- Say *Look at the other sentences and underline the words which tell you that advice is coming.*
- Students underline the advice expressions and check with a partner.
- Check the answers with the class. The students copy the expressions into their notebooks.

ANSWERS: **a** *You ought to* **b** *You ought not to* **c** *It would be a good idea to* **d** *You should* **e** *You had better* **f** *How about*

Homework:

Any exercises not completed in the Workbook pages 144–149.

Final activity:

- Play *Ready and waiting*, with words from Unit 9.

LESSON 1 *Healthy food*

Language

Skills: Guess the meaning of unknown words; Politely express agreement and disagreement

Functions: Refer to number and quantity

Grammar: *all/both/neither/none/either; some/any/no/every* and their compounds; The article *the*

Vocabulary: *beans, complicated, diabetes, disease, fat (n), junk food, nuts (food), simple, vegetables, whole grains*

Bring to the lesson:

- the Student's Book (pages 82 and 83)
- the Workbook (pages 150 and 151)

To start:

- Put some questions on the board to start off a class or small group discussion, for example, *What is a healthy diet? Should we worry about what we eat? How healthy is your diet?*

A Reading

Aims: to introduce the topic and vocabulary; to practise guessing meanings from context.

- Say *Look at the picture. What are we going to read about today?*
- Read the text and study the diagram as a class. Do not help with vocabulary yet.
- Read the questions. Ask students to find the answers.
- Check answers. Accept any appropriate answers.

ANSWERS: **1** *food with too much fat, sugar and salt (and too many calories)* **2** *a diet with protein, wholegrains, fruit and vegetables* **3** *diabetes, heart disease* **4** *brown rice, wholegrain bread* **5** *(two from) nuts, beans, fish, chicken* **6** *(any two from) sweets, burgers, cake*

B Reading and speaking

Aim: to read for meaning; to practise polite disagreement.

- Read the first speech bubble. Ask *Is this true? (No). We disagree, so we say* (indicate the second speech bubble) *No it isn't. It's about ...*
- Elicit the answer to the second prompt. Check students understand the task.
- Students continue with the exercise in pairs, using the text to find the answers. Monitor for use of the correct helping verbs. (See answers.)
- Ask pairs to say their dialogues to the class.

ANSWERS: **2** *No, they don't. Children don't eat enough fruit and vegetables.* **3** *No, they don't. Young people eat too much junk food.* **4** *No, it doesn't. Junk food has too many calories.* **5** *No, it isn't. Unhealthy food is bad for your health.* **6** *No, they aren't. Beans and nuts are examples of healthy protein.*

C Grammar

Aim: to practise articles and determiners.

- Look at 1. Elicit why *both* is correct (because it refers to two nouns, *sugar* and *fat*).
- Ask students to do the exercise individually.
- Monitor and support carefully.
- Check the answers with the class and review any difficulties.

ANSWERS: **2** *none* **3** *any* **4** *neither* **5** *All* **6** *either* **7** *nowhere* **8** *everywhere*

D Speaking **D**

Aim: to practise agreement with *so* and *neither*.

- Look back at Exercises C and D. Say *When do we use so and when do we use neither?*
- Elicit that agreeing with a positive statement uses *so* and agreeing with a negative statement uses *neither*.
- Read question 1. Choose two students to read the example speech bubbles.
- Students work in pairs to complete the task. Monitor for grammar. (Correct use of *so* or *neither*; correct helping verb.)
- Check the answers and review any common errors.

ANSWERS: **2** *So did Julie.* **3** *Neither does Samy.* **4** *So has Adel.* **5** *Neither do sweets.* **6** *Neither am I.* **7** *Neither is sugar.* **8** *So is regular exercise.*

E Language help **D**

Aim: to read for meaning; to practise polite disagreement.

- Ask for examples of countable and uncountable nouns.
- Read the information as a class, one section at a time. Ask for examples of each structure. Put them on the board.
- Students copy the information and examples into their notebooks.
- (**Note:** Some nouns can be countable or uncountable in different situations (especially scientific or technical or when it means 'kinds of'). Don't let students get hung up on particular words here. A good dictionary will give the information for different meanings.)

F Grammar

Aim: to practise the use of articles and determiners with countable and uncountable nouns.

- Look at 1: *children*. Elicit that *children* is a plural countable noun. The sentence doesn't talk about particular children, so it is *indefinite*. It means *all children* so *some* or *any* are not appropriate. So 'nothing' is the best answer.
- Ask students to copy and complete the passage in their books. Monitor and support carefully. Encourage students to work out the answers as above.
- Check the answers with the class and review any difficulties.

ANSWERS: 2 *a* 3 *an* 4 (X) 5 (X) 6 *The* 7 (X) 8 *the* 9 (X) 10 *a*.

Homework: Workbook pages 150 and 151**Final activity:**

- Play *Tennis* in small groups with *so* and *neither*. Student A makes a positive statement. Student B makes a sentence with *so*, and makes a new sentence but this time it's negative. Student C continues, followed by Student D, swapping all the time between positive and negative. (Play in odd numbered groups as far as possible.)

WORKBOOK ANSWERS:

A ACROSS 1 *junk food* 5 *vegetables* 9 (and 10 Down) *grain*
11 *complicated*

DOWN 2 *nuts* 3 *diabetes* 4 *beans* 6 *simple* 7 *disease*
8 *fat* 10 *whole* (see 9 across)

B 2 *Neither do her parents.* 3 *So are we.* 4 *So did Fahim.*
5 *So does Huda..*

C 2 *Some* 3 *an, any* 4 X 5 *The, some*

D a 3 b 4 c 2 d 1

D E 1 *sugar* 2 (in) *the gaps between your teeth* 3 *calcium*
4 *your dentist*

E F *Students' own answers*

LESSON 2 *A doctor's story*

Language

Skills: Understand text cohesion; Narrate a story

Functions: Narrate and sequence past actions and events;
Discuss past habits and situations

Grammar: *-ing* form; Full and bare infinitive; Past simple vs. past progressive

Vocabulary: *consider, ignore, lie (on something) (v), manage (succeed), offer (v), stranger, suggest, trouble (n)*

Bring to the lesson:

- the Student's Book (pages 84 and 85)
- the Workbook (pages 152 and 153)

To start:

- Class discussion. Ask *Have you ever found something which belongs to someone else? What did you do with it? Have you ever lost anything and did you get it back? How? There is a saying, 'Finders keepers'. It means if you find something, it's OK to keep it. What do you think? Is it?*

A Reading

Aims: to read for the main idea; to introduce the topic; to introduce vocabulary.

- Pick students to take turns reading a section of the text aloud.
- Read the titles. Say *Read again and decide on the best title.*
- Use voting cards to check the answer.

ANSWER: *A helpful stranger.*

B Reading

Aims: to read for meaning; to understand sequence.

- Read the sentences.
- Students put the sentences in order and then check with a partner.
- Ask students to read out the sentences in the correct order. Check everyone agrees.

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

C Language help

Aim: to revise using structures with more than one verb.

- Read the information as a class.
- Elicit further examples of each structure, and write them on the board.
- Review any difficulties.
- Students write the information and examples into their notebooks.

D Grammar D

Aim: to practise using the structures verb + verb + *-ing* and verb + *to* + verb.

- Students underline verb phrases with the structures verb + verb + *-ing* and verb + *to* + verb. Check the answers with the class. (*I was looking forward to watching, I didn't plan to move, I considered ignoring, I had to answer, I managed to sound, I've just finished speaking, I offered to take, I suggested giving, Jassim refused to take, I like helping*)
- (**Note:** *I heard (it) ringing* and *saw (it) lying* are not underlined, as 'I' is not the subject of *ringing* and *lying*. There is no need to explain this to students here, unless it is causing confusion.)
- Students copy the table into their books. Elicit examples of each structure (*I'm planning to visit my friends tomorrow; I look forward to visiting new places*).
- Add more Group 1 examples from the text (*plan, have to, manage, offer, refuse*).
- Add more Group 2 examples from the text (*look forward to, consider, finish, suggest, like*).
- Add the verbs from the Student's Book. (Group 1: *begin, decide, help, try*; Group 2: *can't stand, like, love, mind*)
- (**Note:** Some verbs, for example, *like, love, stop, begin, regret, remember* can have both forms after them but there are small differences in meaning.)

E Speaking D

Aim: to practise using the target structures to describe an event.

- (**Note:** Students should use the names *Jack* and *Jassim* in this story.)
- Look at the pictures. *What happened?* (*Jack was watching TV. Jassim brought him his lost mobile.*)
- Ask students to use the prompts to make sentences with verb + verb + *-ing* or verb + *to* + verb.
- Students work in pairs to tell the story. Monitor for use of the target structure.
- Choose pairs to say their sentences to the class.

ANSWERS: 1 Jack wanted to watch a film on TV. 2 Jack heard (someone) knocking on the door. 3 Jack saw a man standing there. 4 Jassim found Jack's mobile lying on the ground. 5 Jack asked Jassim to come into the flat. 6 Jassim refused to accept money from Jack.

F Speaking

Aim: to practise describing experiences and past activities using verb + verb + -ing and verb + to + verb.

- Read the speech bubbles in turn and elicit suggestions for each.

ANSWER: Students' own answers

Homework: Workbook pages 152 and 153

Final activity:

- Ask students to find the words they wrote in their notebooks earlier in the lesson.
- In pairs, students take turns to say the meaning (in English). Their partner has to say the correct word.
For example: A: This word means 'to think about carefully'.
B: Is it 'consider'?
A: Yes, well done!

WORKBOOK ANSWERS:

E A 2 lie 3 suggest 4 trouble 5 consider 6 ignore 7 manage 8 stranger

E B 2 ignoring 3 lying 4 manage 5 offered 6 strangers 7 suggest 8 trouble

C 2 afford to go 3 considering visiting 4 like living 5 mind spending time 6 prefer to stay 7 want to relax 8 suggested looking 9 be spending 10 have to sleep 11 hate lying 12 to sleep

D Students' own answers

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

F 1 across 2 along 3 below 4 through 5 out 6 back

D G

	Present simple	Past simple	Past participle
1	am, is, are	was, were	been
2	choose	chose	chosen
3	do	did	done
4	eat	ate	eaten
5	find	found	found
6	go	went	gone
7	lose	lost	lost
8	see	saw	seen
9	take	took	taken
10	write	wrote	written

E H 1 Adel has fewer books than Yazeed and Sami has the most.

2 Yazeed has fewer books than Sami but he has more than Adel.

LESSON 3 *For and against*

Language

Skills: Briefly give reasons and explanations for opinions, plans and actions; Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)

Functions: Express opinion/agree and disagree; Discuss advantages and disadvantages

Grammar: Present perfect simple; Time expressions: *How long?*, *for/since*, *have been/have gone*

Vocabulary: *against, difficulty, edition, favourable, keep, in touch, negative, positive, texting, unfavourable*

Bring to the lesson:

- the CD (track 49)
- the Student's Book (pages 86 and 87)
- the Workbook (pages 154 and 155)
- Class discussion. Put these (or similar) questions on the board: *Have you enjoyed the Marhaba and Saudi Stars articles? Do you think a real newsletter or website would be interesting or useful?*

A Reading

Aims: to read for meaning; to introduce the topic; to introduce vocabulary.

- Elicit the meaning of the title *For and against*.
- Revise the past participles of the verbs in the box (except for *teach* and *feel*). (*been, found, finished, had, given, written*)
- Teach the two new past participles: *teach–taught* and *feel–felt*.
- Look at the picture and establish the scene. (The girls are talking about their work on *Saudi Stars*.)
- Read the text as a class, ignoring the blanks. Do not help with vocabulary yet.
- Elicit that I is in the plural present perfect and that the singular needs *has*.
- Students complete the blanks with the correct form of the present perfect, using the words in the box to help.
- Check answers with the class, paying attention to correct spelling.

ANSWERS: 2 *have written* 3 *has been* 4 *have had* 5 *have felt* 6 *has taught* 7 *has given* 8 *have found*

B Writing and speaking **D**

Aim: to practise asking and answering spoken and written questions.

- In pairs, students write four questions about the text. Support for grammar.
- Students swap partners and ask and answer each other's questions. Monitor.
- Students continue to swap as long as time permits.
- Pick particularly good questions for students to ask the class.

ANSWER: *Students' own answers*

C Listening

Aims: to give reasons for opinions; to use varied structures to communicate information.

- Read the question and Julie's notes. Remind students that *advantages* and *disadvantages* are the 'good points' and 'bad points' about something.
- Say *Listen and think about the answers*. Play track 49. Students follow in their books.
- Say *Listen and write*. Play track 49 again. Students complete the blanks.
- Check the answers with the class.

ANSWERS: 1 *new friends* 2 *spoken Arabic* 3 *and people here* 4 *proofreading* 5 *to do homework* 6 *quite a lot of money*

AUDIOSCRIPT TRACK 49

I have enjoyed helping Leena and Dalal with *Saudi Stars*. I've met some Saudis and I have made new friends. That's a very positive experience. A second advantage is Arabic. I have made new friends and they have helped me with Arabic. I have listened to Arabic, I have understood and spoken Arabic with them. That's great as well.

Learning new things is another good thing about helping with *Saudi Stars*. I have learned new things about life and people here in Saudi Arabia.

There were no very negative experiences working on *Saudi Stars* but there are a few disadvantages. The first disadvantage is proofreading. I've done a lot of proofreading and it's a little boring.

Another disadvantage is time. *Saudi Stars* has taken up my time and because of this, I've had less time to do homework.

The last disadvantage is phone calls. I've made lots of phone calls about *Saudi Stars* on my mobile and these calls have cost quite a lot of money.

D Reading D**Aim:** to understand reasons and explanations for opinions.

- Read the speech bubble. Elicit that the exercise is about opinions of mobile phones.
- Revise the meaning of *favourable* and *unfavourable*. (*Do people like them or not?*)
- Ask students to read each headline and mark it as *favourable* or *unfavourable*.
- Use voting cards to check the answers. Ask students to explain their choices.

ANSWERS: 2 U 3 F 4 U 5 F 6 F 7 U 8 F**E Speaking D****Aim:** to practise giving reasons and explanations for opinions.

- Read the speech bubbles. Remind students of the headlines they have just read, and the expression *On the one hand, ...*
- Say *Now work with a partner. Give your opinion on mobiles. Do you like them? Are they a bad thing? Are there advantages and disadvantages? What do you think and why?*
- Students exchange their opinions and give reasons. With new partners they then give their opinion and add their old partner's opinions. *I think ... and so does ... ; In my opinion ... but X thinks ...* Continue as long as time permits. Monitor and support.

ANSWER: Students' own opinions**F Write and check****Aim:** to write a short essay about mobile phones.

- Students read the task. Answer any questions.
- Check that they understand the information about audience (e.g. for a student blog) and purpose of the essay (to state arguments for and against mobile phones and give your own opinion).
- Students read the plan. Help them to understand how to organise their points.
- Students write a first draft of the essay individually in their notebooks.
- Students read the first draft of their essays in pairs and help each other to correct the punctuation, syntax, grammar and check the sense and organisation of the essay.
- Students write a second draft of the essay.
- Collect and correct.

Homework: Workbook pages 154 and 155**Final activity:**

- Challenge: How many past participles do you know?
- Write this table on the board (without the past participles).
- In small groups, students copy the table and complete it with the correct past participle. Set a time limit.
- Ask groups to swap their books for marking.
- Pick students to fill in the table on the board, while the others check their spelling and mark the books. The group with the most correctly spelled answers wins.

Verb	Past participle	Verb	Past participle
be	been	make	made
choose	chosen	read	read
do	done	see	seen
dry	dried	send	sent
eat	eaten	show	shown
feel	felt	spend	spent
find	found	swim	swum
give	given	take	taken
have	had	teach	taught
keep	kept	tell	told
leave	left	win	won
lose	lost	write	written

WORKBOOK ANSWERS:

- A** 2 *keep in touch* 3 *Texting* 4 *unfavourable* 5 *negative*
6 *difficulty* 7 *favourable* 8 *against* 9 *positive*
- B** 2 *such a, that* 3 *so* 4 *in case* 5 *as a result* 6 *due to* 7 *because*
- E** C Students' own answers
- D** D 2 V, Adj 3 V, Adj, N 4 V, Adj, Adj, N 5 N, Adj, Adj, Adv
- E** 2 *fatty* 3 *improvement* 4 *considerate* 5 *unreasonable*
- F** 2 *fell* 3 *has flown* 4 *have given* 5 *have written*
- E** G 1 *jealous* 2 *background* 3 *simple* 4 *factory* 5 *manage*
6 *narrow* 7 *roundabout* 8 *solution* 9 *minus* 10 *leather*

LESSON 4 SAUDI REVIEW

Language

Consolidation of the skills and functions from Unit 10.

Skills: Find and understand relevant information in everyday material such as letters and brochures; Politely express agreement and disagreement

Grammar: *-ing* form; Full and bare infinitive; *all/both/neither/none/either*; The article *the*

Bring to the lesson:

- the CD (track 50)
- the Student's Book (pages 88 and 89)

To start:

- Divide the class into groups. Allot a story from *Lift Off! 5* (or allow groups to choose).
- Give them a short time (with books) to prepare a presentation on their story.
- Groups present their account to the class (no books) with each member taking a turn to speak.
- Ask for feedback on, for example, content, preparation, speaking, grammar, fluency, etc.
- Everyone votes to choose the best group.

Study Tip **D**

- Read the Study Tip as a class. Elicit the meaning of *verb* and examples of verbs.
- Write a mixed list of nouns, verbs and adjectives on the board.
- Students read Exercise B. They identify the adjectives and adverbs in the list and copy them into their notebooks.
- They should also copy the tip.

ANSWERS:

Adjectives: *Sweet, English, healthy, fast*

Adverbs: *generally, recently*

A Grammar **E**

Aim: to revise countable and uncountable nouns.

- Elicit that countable nouns are things you can have one of. They can be singular or plural. Ask for examples (*a pencil, the book, two students, boys*).
- Elicit that uncountable nouns never change. They can't be used with numbers. (Unless we use them together with a *countable* noun: *seven grams of salt, five glasses of water, three kinds of cheese*.)

- Students complete the table and then check with a partner.
- Use the voting cards to check with the class. Help with any difficulties

ANSWERS:

Countable: *sweets, nuts, dates, chips, burgers, onions, beans, grains, vegetables*

Uncountable: *fruit, rice, protein, milk, chicken, oil, bread, fat, sugar, chocolate, cake*

B Grammar

Aim: to revise using determiners with countable and uncountable nouns.

- Revise the rules for determiners.
- Students complete the paragraph. Monitor and support as necessary.
- Check the answers with the class.
- (**Note:** Where there are several nouns in a list and more than one possible answer, it is better to vary the choice to avoid too much repetition. So, *some bread with eggs and cheese*, would be better than *some bread with some eggs and some cheese*. Only deal with this if it comes up, and then only with confident students who will not be confused.)

ANSWERS: 2 (X) 3 a 4 the 5 some/(X) 6 (X)/some
7 (X)/some 8 (X) 9 the 10 (X)/some 11 (X)/some 12 (X)/some
13 a 14 (X) 15 (X) 16 (X) 17 The 18 A 19 an 20 a 21 (X) 22 (X)

C Listening

Aim: to use varied structures to communicate information.

- Read the prompt and the sample answer.
- Ask students to read the prompts and think of possible answers.
- Say *Listen and check*. Play track 50. Students follow in their books.
- Say *Listen and make notes*. Play track 50 again, pausing to allow students to quickly write the verb or verb tense by each sentence.
- Students write the sentences out in full in their notebooks. Monitor for the correct verb tense and for spelling.
- Choose students to read their sentences to the class.

ANSWERS: 1 *Julie hasn't finished writing the article.* 2 *She'll try to finish it this evening.* 3 *Dalal doesn't mind waiting.* 4 *She decided to wait a few days.* 5 *Julie is looking forward to reading 'Saudi Stars'.* 6 *Some people refuse to help Dalal.* 7 *Julie is looking forward to reading the newsletter.* 8 *She can hear her mother calling her.*

AUDIOSCRIPT TRACK 50

- Julie:** Hello, Dalal. I promised to write an article about my school concert for *Saudi Stars*. I'm really sorry, but I haven't finished writing it yet. I'll try to finish it this evening.
- Dalal:** Never mind. We don't mind waiting. The next edition isn't ready yet. We decided to wait a few days before giving it to Mrs. Rinad. We'll ask her to print it for us next week.
- Julie:** I'm looking forward to reading it. Will you produce another edition of *Saudi Stars*?
- Dalal:** We're considering producing another next term but we're not sure. We need to find more people to write articles for us. Some people say they are too busy and refuse to help.
- Julie:** It's hard work producing a newsletter but I enjoyed helping you. I would love to help you again.
- Dalal:** Thank you, Julie. I'll let you know what we decide to do.
- Julie:** I have to go now. I can hear my mother calling me.

D Writing D

Aim: to talk and write about the present, past and future.

- Read the words in the table and the example.
- Elicit sentences using each verb with the right time expression.
- When students have made several suggestions, ask them to choose six sentences to write in their books, following the table.
- Students swap books to check each other's work. Monitor for the correct verb tense and spelling.
- Ask students to read any particularly good sentences to the class.

ANSWER: Students' own answers

E Reading D

Aim: to read for specific information.

- Look at the text and elicit that it is an e-mail from Rob to Sami. Rob wants to say 'Hello' and 'Thank you' to Sami.
- Pick students to take turns reading sections of the e-mail aloud.
- Students answer the questions.
- Use voting cards to check the *True* or *False* answers with the class. Help with any problems.

ANSWERS: 1 F 2 T 3 T 4 F 5 F 1

F Grammar D

Aim: to revise the present perfect.

- Look at the past perfect example. Elicit that the present perfect is *has/have* + past participle.
- Students read the e-mail again and then underline six present perfect verbs.
- Pick students to read out their verbs.

ANSWERS: *Our school term has finished, I have been (on holiday), We have been (very busy), I have had, I have not had, I have managed, My parents have promised, they have not decided, you have had, you have done*

G Speaking

Aim: to revise expressing positive and negative agreement.

- Read the speech bubbles. Elicit that we use *so* to agree with a positive statement and *neither* to agree with a negative statement.
- Students work with a partner, taking turns to make and agree to sentences.
- Choose students to say their dialogues to the class.

ANSWERS: 2 *So has Sami's.* 3 *Neither does Sami.*
4 *So does Sami.* 5 *So did Sami.* 6 *Neither was Sami.*

Homework:

Any exercises not completed in the Workbook pages 150–155.

Final activity:

- Play *Wordbuster* (or *Hangman*) with any words from *Lift Off!* 5.

Progress Check 2

Introduction

This Progress Check has been designed to assess progress over the last five units of *Lift Off! 5* 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! 5 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: 15 minutes
Grammar 2: 15 minutes
- **2 Vocabulary Section:** 10 marks
Vocabulary: 10 minutes
- **3 Listening Section:** 10 marks
Listening: 10 minutes
- **4 Reading Section:** 10 marks
Reading 1: 15 minutes
Reading 2: 15 minutes
- **5 Writing Section:** 10 marks
Writing: 20–30 minutes

Total 60 marks

Section 1: Grammar

The Grammar Section focuses on the structures that occur in *Lift Off! 5*. Tell students they have two tasks in this section of the test. Draw their attention to the 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 3B 4C 5A 6B 7C 8C 9C 10A

ANSWERS TO GRAMMAR 2 (10 MARKS):

1 walk 2 arrived 3 be
4 ate 5 work 6 won/has won 7 has to 8 switching 9 walked
10 have

Section 2: Vocabulary

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

ANSWERS TO VOCABULARY (10 MARKS):

1 memory 2 lonely 3 achiever 4 heart 5 calm 6 concrete
7 rapidly 8 beat 9 factory 10 gap

Section 3: Listening

The Listening Section focuses on listening skills that are developed in *Lift Off! 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 audioscript 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 (10 MARKS):

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

AUDIOSCRIPT TRACK 51

Narrator: Listen and tick the correct answer, A, B or C.

Narrator: Number one

Male 1: You took a long time. Were the shops very busy and crowded today because of Eid tomorrow?

Male 2: Quite busy but I was a long time because of the traffic. A bus broke down and that made everyone late.

Narrator: Number two

Female 1: Did you like working on *Saudi Stars* and helping with the magazine?

Female 2: Yes, it was great. The most enjoyable thing was improving my Arabic. I like making new friends and meeting more Saudi people as well.

Narrator: Number three

Male 1: It's too dangerous to go swimming today. The weather is just as bad as yesterday. The waves are too high.

Male 2: How about coming back tomorrow? I watched the weather forecast on TV this morning. The weather will be better.

Narrator: Number four

Female 1: Can you tell me some information about the brain, doctor?

Female 2: Yes. The brain is made of 80 per cent water. It has 100 billion cells in it. It uses 20 per cent of the body's energy but it is only 2 per cent of the body's weight.

Narrator: Number five

Male 1: Shall we have a picnic at the beach on Saturday?

Male 2: Yes, great idea. My dad will be able to take us. He's not too busy.

Male 1: Great. We could invite Sultan too.

Male 2: He's not here. He had to go to Jeddah to visit his brother who is ill.

Narrator: Number six

Male 1: Do you want to go out for a pizza after school on Sunday?

Male 2: Yes, but I'd prefer to go on Monday.

Male 1: I can't go Monday or Tuesday. My aunt is visiting us.

Male 2: OK, well let's go on Sunday as you suggested.

Narrator: Number seven

Male 1: Excuse me, is there a bank near here?

Male 2: Yes, there is. It's next to the big clothes shop. Drive along this road. Go past the mosque on the left and take the third turning on the right. There's a school there and the bank is next to it.

Male 1: Thanks.

Narrator: Number eight

Female 1: Who's Jordan Romero?

Female 2: He used to climb mountains. At 15 he finished climbing the highest mountains in different continents. For example, in 2010 he climbed Mount Everest when he was 13 and he climbed the highest mountain in North America when he was only ten.

Narrator: Number nine

Male 1: There you are, sir. A Turkish coffee and some cold water.

Male 2: Would you mind bringing some more sugar? I like my coffee very sweet.

Male 1: Of course. Oh, I'll clean the top of the table for you sir.

Male 2: Thank you. I think the last customer spilled tea or some coffee.

Narrator: Number ten

Female 1: Do you remember grandma?

Female 2: Not very well, no. I was only ten when she died.

Female 1: She was very fond of the old market. She used to look at clothes material and she always used to buy fruit and spices there. But she never bought any gold there.

Narrator: Now listen again.

Section 4: Reading

The Reading Section focuses on the reading skills that are developed in *Lift Off! 5*. If necessary use the examples to show how students should record their answers for each task.

ANSWERS TO READING 1 (5 MARKS):

1T (example) 2T 3T 4T 5T 6F

ANSWERS TO READING 2 (5 MARKS):

1 Who we are (example) 2 How we started 3 What we do
4 Food around the world 5 Future directions 6 No gifts

Section 5: Writing

The Writing Section focuses on writing skills and activities that are developed and practised in *Lift Off! 5*. The task is similar to ones that students have written during their study of *Lift Off! 5*. It covers material that should be familiar. Remind students that they should:

- write the correct number of words.
- write for *Marhaba* (i.e. the audience is other students and teachers reading *Marhaba*).
- cover each point in the list.
- start and finish the short article in a suitable way.

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

Track lists

Track 1, Unit 1, Lesson 1, Exercise D
Track 2, Unit 1, Lesson 2, Exercise D
Track 3, Unit 1, Lesson 2, Exercise K
Track 4, Unit 1, Lesson 3, Exercise C
Track 5, Unit 1, Lesson 3, Exercise F
Track 6, Unit 1, Lesson 4 review, Exercise B
Track 7, Unit 2, Lesson 1, Exercise D
Track 8, Unit 2, Lesson 1, Exercise E
Track 9, Unit 2, Lesson 2, Exercise A
Track 10, Unit 2, Lesson 2, Exercise C
Track 11, Unit 2, Lesson 4 review, Exercise D
Track 12, Unit 3, Lesson 1, Exercise C
Track 13, Unit 3, Lesson 1, Exercise F
Track 14, Unit 3, Lesson 2, Exercise E
Track 15, Unit 3, Lesson 3, Exercise B
Track 16, Unit 3, Lesson 4 review, Exercise D
Track 17, Unit 4, Lesson 1, Exercise B
Track 18, Unit 4, Lesson 1, Exercise C
Track 19, Unit 4, Lesson 1, Exercise H
Track 20, Unit 4, Lesson 2, Exercise A
Track 21, Unit 4, Lesson 4 review, Exercise A
Track 22, Unit 5, Lesson 1, Exercise D
Track 23, Unit 5, Lesson 1, Exercise F
Track 24, Unit 5, Lesson 2, Exercise C
Track 25, Unit 5, Lesson 3, Exercise C
Track 26, Unit 5, Lesson 4 review, Exercise C
Track 27, Unit 5, Lesson 4 review, Exercise E
Track 28, Progress Check 1, Listening
Track 29, Unit 6, Lesson 1, Exercise D
Track 30, Unit 6, Lesson 1, Exercise F
Track 31, Unit 6, Lesson 2, Exercise C
Track 32, Unit 6, Lesson 2, Exercise D
Track 33, Unit 6, Lesson 3, Exercise F
Track 34, Unit 6, Lesson 4 review, Exercise E
Track 35, Unit 7, Lesson 1, Exercise B
Track 36, Unit 7, Lesson 2, Exercise B
Track 37, Unit 7, Lesson 3, Exercise D
Track 38, Unit 7, Lesson 4 review, Exercise A
Track 39, Unit 8, Lesson 1, Exercise E
Track 40, Unit 8, Lesson 2, Exercise F
Track 41, Unit 8, Lesson 3, Exercise B
Track 42, Unit 8, Lesson 3, Exercise E
Track 43, Unit 8, Lesson 4 review, A
Track 44, Unit 9, Lesson 1, Exercise G
Track 45, Unit 9, Lesson 2, Exercise C
Track 46, Unit 9, Lesson 2, Exercise D
Track 47, Unit 9, Lesson 3, Exercise C
Track 48, Unit 9, Lesson 4 review, Exercise A
Track 49, Unit 10, Lesson 3, Exercise C
Track 50, Unit 10, Lesson 4 review, Exercise C
Track 51, Progress Check 2, Listening

Verb list

Present

be	يكون
beat	يهزم
become	يصبح
begin	يبدأ
break	يكسر
buy	يشترى
catch	يمسك
choose	يختار
cost	يكلف
cut	يقطع
do	يفعل
draw	يرسم
drive	يقود
eat	يأكل
fall	يسقط
feel	يشعر
find	يجد
forget	ينسى
fly	يطير
freeze	يتجمّد
get	يحصل على
give	يعطي
grow	ينمو
have	يمتلك
hurt	يؤذي
keep	يحافظ

Present

know	يعرف
leave	يترك - يغادر
lose	يفقد
make	يصنع
meet	يقابل
put	يضع
read	يقرأ
ring	يتصل بـ
rise	يرتفع
say	يقول
see	يرى
sell	يبيع
send	يرسل
set out	يبحر
show	يعرض
speak	يتكلم
spend	يقضى - يصرف
steal	يسرق
swim	يسبح
take	يأخذ
teach	يدرّس
tell	يخبر
understand	يفهم
wear	يلبس
win	يربح - يكسب
write	يكتب

Listening skills for Third Intermediate Grade 9:	<i>Included in Lift Off 5</i>
Differentiate between the pronunciation of similar sounds in English	X
Follow detailed directions	X
Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly	X
Recognise various intonation patterns	X
Understand straightforward factual information about common everyday topics	X
Understand the main idea and/or basic information in monologues or dialogues	X
Speaking skills for Third Intermediate Grade 9:	
Ask for repetition and clarification to fill in gaps in understanding	X
Briefly give reasons and explanations for opinions, plans and actions	X
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed	X
Establish social contact: greetings and farewells; introductions; giving thanks	X
Give and follow detailed instructions and directions	X
Initiate, maintain and close a conversation on familiar or everyday topics	X
Logically link ideas by using a variety of connectors	X
Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information	X
Produce a series of sentences: <ul style="list-style-type: none"> • to describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc. • to describe people and places in detail • to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book) • to express and respond to feelings (e.g. surprise, happiness, interest) • to politely express agreement and disagreement • Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations 	X
Reading skills for Third Intermediate Grade 9:	
Find and understand relevant information in everyday material such as letters and brochures	X
Guess the meaning of unknown words	X
Transfer from verbal to visual information	X
Transfer information from a text to a table	X
Understand sequence	X
Understand text cohesion	X
Understand the description of events, feelings and wishes in personal letters/e-mails	X
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	X
Writing skills for Third Intermediate Grade 9:	
Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	X
Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)	X
Write notes and short messages conveying simple information	X
Write informal letters and e-mails (giving news, inviting, asking for and giving information, describing experiences, asking for and giving advice)	

Write an account of an event	X
Narrate a story	X
Write short simple essays on familiar topics	
Write short descriptions of people, places and events	X
Write a postcard / e-mail	X
Intensifiers	
Modal verbs	X
Passive Voice (Present, Past)	
Past Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	
Past Simple / <i>Used to</i> – Time expressions	X
Past Simple vs. Past Progressive	X
Prepositions of time, place and movement	X
Present Perfect Simple – Time expressions – <i>How long?</i> , <i>for/since</i> – <i>have been/have gone</i>	X
Present Simple vs. Present Progressive – Present progressive with future meaning – Time expressions – Stative Verbs	X
Questions (Question Tags, Subject-Object Questions, negative Questions, Indirect Questions)	X
Reflexive Pronouns	X
Relative pronouns (<i>who</i> , <i>which</i> , <i>that</i>) – Relative adverb (<i>where</i>)	X
Reported Speech (Commands, Requests)	
<i>some/any/no/every</i> and their compounds	X
The article <i>the</i>	X
Time Clauses (Present, Future, Past)	X
Grammar coverage for Third Intermediate Grade 9:	
All/Both/Neither/None/Either	X
Clauses of result (<i>so</i> + adjective / adverb + (<i>that</i>) / <i>such</i> + (<i>a(an)</i> (+adjective)+noun (+ <i>that</i>))	X
Comparative and superlative forms of adjectives/adverbs and other forms of comparison (<i>as</i> + ... + <i>as</i>)	X
Conditional Sentences Type 1 – Type 2	X
Conjunctions	X
Full and bare infinitive	X
Future <i>will</i>	X
<i>-ing</i> form	X
Intensifiers	
Modal verbs	X
Passive Voice (Present, Past)	X
Past Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	
Past Simple / <i>Used to</i> – Time expressions	
Past Simple vs. Past Progressive	X
Present Perfect Simple – Time expressions – <i>How long?</i> , <i>for/since</i> – <i>have been/have gone</i>	X
Present Simple vs. Present Progressive – Present progressive with future meaning – Time expressions – Stative Verbs	X
Questions (Question Tags, Subject-Object Questions, negative Questions, Indirect Questions)	X

Reflexive Pronouns	X
Relative pronouns (<i>who, which, that</i>) – Relative adverb (<i>where</i>)	X
Reported Speech (Commands, Requests)	
<i>some/any/no/every</i> and their compounds	X
The article <i>the</i>	X
Time Clauses (Present, Future, Past)	X
Functions for Third Intermediate Grade 9:	
ask for and give advice	X
ask for and give information	X
ask for confirmation / agree and disagree	X
ask for, give and refuse permission	
carry out a telephone conversation	X
define people, places and things	X
describe feelings	X
discuss a range of familiar topics	X
discuss advantages and disadvantages	
discuss future plans and talk about the future	X
discuss past habits and situations	X
distinguish between habitual actions and current activities	X
express ability	X
express obligation, lack of obligation and prohibition	X
express opinion / agree and disagree	X
express possibility	X
express purpose	X
express result	X
express surprise	X
find things in common	X
give and follow instructions	X
invite and make arrangements / suggestions	
make comparisons	X
make deductions	
narrate and sequence past actions and events	X
refer to number and quantity	X
report commands and requests	
stress the action in a sentence rather than the agent	
talk about experiences linking past and present time	X

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