

Lift Off 3
Teacher's Notes
Units 1 - 20

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Unit 1

All About You

- **Target Language:** to like – present simple. like, likes, don't (do not) like, doesn't (does not) like, Do/Does...like?, favourite, personal information
- **New Vocabulary:** cheese, colour, comics, computer games, drink, duck, food, fried chicken, sport. (**the underlined words are essential**)

Introduction

- Introduce yourself.
- Chain drill. Ss introduce themselves.
- Ball throwing game (No. 18).

1. Vocabulary

- Categories on board. Elicit examples.
- Ball throwing game (No. 18).

2. Study Point

- T. models I *like*.... using pictures and exaggerated expression.
- T. models I *don't like*...using pictures and exaggerated expression.
- Controlled practice. Using pictures, Ss make their own sentences.
- Model Q. form *Do you like...?* and model correct response.
- Chain Q's around class.
- Class Survey. Write Ss's names on board and 5 or 6 words from Vocabulary section. Ss ask each other *Do you like...?* T/S records data.
- 3rd person singular. Using survey, T. introduces *likes / doesn't like*.
- Drill: Choral and individual.
- T. introduces Q. form *Does...like?* and models *Yes, he does / No, he doesn't*.
- Drill: Choral and individual.
- Bookwork: T. reads one model Q. and answer. Ask individual Ss to do likewise.

3. Writing

1. Ss complete the gap fill exercise.

4. Reading

- Introduce Jim to Ss.
- Ss read profile. T. asks general comprehension Qs.
- Ss do the T/F task.

5. Listening

- Introduce concept of "favourite".
- Ask Ss their favourite food/drink/sport/colour.
- Ss listen to tape and complete task.

Tapescript

Listen to Jim and Peter. What is Jim's favourite food/drink/sport/and colour?

Peter: Hi Jim! My English homework is to write about a friend. Can I ask you some questions?

Jim: Yes, O.K.

Peter: What's your favourite food?

Jim: Umm...I like pizza, but I think my favourite food is spaghetti. Yes, spaghetti.

Peter: And drink?

Jim: That's easy. Cola!

Peter: Yes, cola's my favourite too. Now, what about sport? What's your favourite sport?

Jim: Oh, soccer. I play every Saturday. My soccer shirt's green and that's my favourite colour too.

Peter: Urgh!

Answers: spaghetti cola soccer green

6. Speaking

- T. checks Vocabulary.
- T. elicits Qs using examples in book or own favourites.
- **Extension:** play game No. 30. Award points/cards for each correct question.

Extensions

- Milling Activity: Ss write their favourite sport/colour etc. on a piece of paper. T. redistributes the papers. Ss find the person whose paper they have by asking Qs. e.g. *What's your favourite...?*
- Writings: Ss write personal profiles as in Student Book Ex. 4 'Reading'. Could be own/friend's/family member's/famous person's profile.
- Pairwork: Ss ask each other Qs about their profiles.

Workbook

- Exercise 1: Vocabulary. Wordsearch
- Exercise 2: Writing. Ss write own personal profile.
- Exercise 3: Listening. Ss listen to personal information about Jim's cousin, Alice.

Preparation for next lesson

- aunt, cousin, daughter, female, male, son, uncle.

Unit 2

My Family

- **Target Language:** to have – present simple. have, has, don't, doesn't have a / any, Do / Does...have any?
- **New Vocabulary:** aunt, cousin, daughter, female, male, son, uncle.

Warmer

- Review Unit 1. Chain Q and A's around class.
- Game No. 12 (Please Draw) to review vocabulary.

Listening

- Game No. 36 (Board Relay). Review numbers 1 - 100.
- Introduce stress patterns of 13 (thirteen) / 30 (thirty).
- Drill 13 - 19 / 30 - 90.
- Practice. Game No. 7 (Board Relay)/Game No. 14 (Slap)/Game No. 50 (Variation of Yes/No game).
- Play CD. Ss complete task.

Tapescript

Listen and circle the numbers you hear

- | | |
|--------------------------------|---|
| a. How old are you Tom? 40. | b. What's your address? 60, Green Lane. |
| c. How old is your brother? 18 | d. I'm 19 in July |
| e. I have 15 cousins | f. How old's your sister? She's 30 tomorrow |

Answers a-40 b-60 c-18 d-19 e-15 f-30

2. Vocabulary

- Draw Family Tree. Indicate yourself, elicit vocabulary for other family members (invent Family Tree if necessary).
- Introduce male/female. Use pictures and/or Ss.
- Game No. 50 (Variation of Yes/No game).
- Bookwork. Ss write words in columns.

3. Study Point

- Draw a picture of you and a brother/sister.
- Introduce *I have*...
- Ss draw own pictures. Drill *I have/I don't have*...using Ss's pictures.
- Still using Ss's pictures introduce *Do you have*...?Chain Drill Q and As.
- Use S1's picture. Introduce 3rd person. *She has/She doesn't have*...
- Drill chorally and individually.
- Drill Q in 3rd person. Chain drill Q and As.
- Bookwork. T. reads 1 model Q and A. Asks individual Ss to do likewise.
- **Extension:** Class survey. A and As about family/possessions.

4. Listening

- Introduce Alice and draw her family tree on the board.
- Check the pronunciation of the names.
- Ask Qs about Alice's family using information already on the tree.
- Play tape. Ss complete the task (either write names or draw lines from name to person).

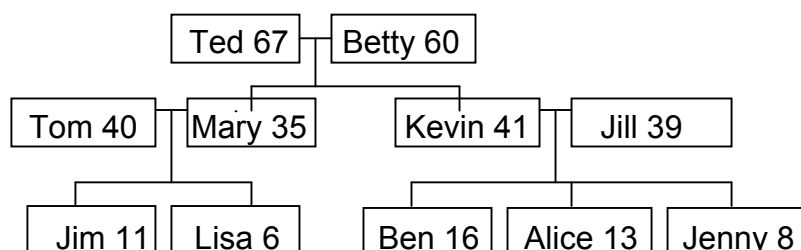
Tapescript

A family tree. This is Alice. She is Jim's cousin.

Listen to her talk about her family and match the names with the faces.

Alice: Hello. My name's Alice and I'm 13 years old. I have one brother, Ben, who's 16 and a younger sister Jenny. She's 8. My mum and dad are called Jill and Kevin. My mum is 39 and my dad is 41. My mum doesn't have any brothers and sisters, but my dad has one sister, Mary. She's 35. She's married to Tom and he's 40. They have two children, Lisa, who's 6, and Jim. He's 11. My grandparents are called Betty and Ted. My grandmother is 60 and my grandfather's 67.

Answer – The family tree.



5. Writing

- Ss complete the exercise using the information from the listening.

6. Listening

- Ss listen to Tapescript again and complete the family's ages (Elicit ages from Ss first, if possible, then listen to check).

4. Speaking

- Ss draw own family tree.
- Put Ss in pairs. By listening to each other and/or asking Qs, Ss draw partner's family tree.
- Feedback. Ss talk about own/partner's family.

Extensions

- Ss write about their own family.
- Family tree dictations. Use own family/invented family/famous family.
- Bring in own family photos. Encourage Ss to bring in their own photos.

Workbook

- Exercise 1: Listening. Jane's family tree.
- Exercise 2: Writing. Gap fill about Jane's family.
- Exercise 3: Vocabulary. Family opposites e.g. Mum—Dad etc.

Preparation for next lesson

- bookcase
- **AND** remember that the next unit requires photocopyables (available to download with this Teacher's Book) to be distributed to students.

Unit 3

At Home

- **Target Language:** Prepositions of place – behind, between, in, in front of, next to, on, on the left, on the right, under.
- **New Vocabulary:** bath, bathroom, bed, bedroom, chair, cupboard, desk, dining room, fridge, kitchen, lamp, living room, sink, sofa, telephone, toilet, T.V.
- **Extra materials:** worksheet photocopies.

Warmer

- Review Unit 2: Chain Qs, Do/Does...have? (family/possessions)
- Family tree dictation.

1. Vocabulary

- Introduce/ elicit using pictures/realia.
- Play game(s): Game No. 12 (Please Draw), Game No. 9 (Noughts and Crosses), Game No. 36 (Board Relay), Game No. 18 (Ball Throwing).
- Bookwork: Ss touch rooms/furniture as vocabulary check.
- Ss complete the task.

2. Listening

- Review: How many...? There is/There are, using classroom objects/pictures.
- Bookwork: Ss listen and complete the task.

Tapescript: Listen to Alice and Peter. How many things are there in Alice's house? Write the number next to the word.

Peter: Where do you live Alice?

Alice: In Bridge Street. And you?

Peter: I live in Green Road, next to the park.

Alice: Oh. Do you have a big house?

Peter: Not really. It has 3 bedrooms, it doesn't have a dining room.

Alice: My house has 4 bedrooms, a bathroom, a kitchen, a living room and a dining room. My house is big but my bedroom is small.

Peter: Do you have a TV in your room?

Alice: Yes, we have 6 TVs in our house.

Peter: 6 TVs? I don't have a TV, but I have a telephone.

Alice: We have 3 telephones, but I don't have one.

- Pairwork: Ss ask and answer Qs about Alice's house, using information from the listening.
- **Extension:** Ss ask and answer about own house/flat.

3. Study Point

- Use pictures from student book and/or draw pictures on the board.
- Introduce and drill prepositions.
- Play game(s): Game No. 53 (Hunt the Mouse), Game No. 12 (Please Draw), Game No. 54 (The Place Race), Game No. 28 (Picture Dictation), Game No. 52 (Simon Says).
- Bookwork: T reads one model Q and A. Asks individual Ss to do likewise.

4. Reading

- Look at the picture.
- Elicit/check the vocabulary. Ss touch the vocabulary items.
- T. asks Qs about positions of objects.
- Ss complete the task.
- **Extension:** Pairwork: Ss ask and answer questions about picture

5. Speaking

- Check vocabulary.
- Ss copy given items anywhere onto their garden, picture 1.
- Pairwork: Ss ask about position of partner's objects and draw them on garden, picture 2.
- Feedback: Ss talk about position of objects on own/partner's picture.

Extensions

- Ss draw picture of own bedroom/house and talk/write about it.
- T. gives Ss a picture to describe.
- Spot the difference picture. T. makes own picture.
- Instructions game eg. Put the pen under the book, etc.
- Picture dictation.

Workbook

- Exercise 1: Writing. Spot the difference.
- Exercise 2: Listening. Ss listen and draw pictures.
- Exercise 3: Vocabulary. Furniture crossword.

Unit 4

It's My Ball

- **Target Language:** personal pronouns.
- **New Vocabulary:** my, your, his, her, our, their, whose.

Warmer

Review Unit 3. Game No. 54 (Place Race).

1. Vocabulary

- Bookwork. Write the anagram *tkaeablbs* on board. Elicit answer or draw a basketball. Elicit correct spelling.
- T. writes the anagrams on board. In pairs Ss find the words.
- Ss write up words in books.
- **Extension:** Ss make own anagrams pairs/teams.

2. Study Point

- Introduce and drill *It's my...* using own possessions.
- Introduce and drill *Is it your...?* and model correct response.
- Chain drill Qs and As
- Select a boy/girl introduce and drill *It's his/her...*
- Introduce and drill *Is it his/her...?*
- Chain drill Qs and As
- Ask for a number of Ss personal items. Introduce and drill *It's S1's...*
- Introduce and drill *Whose is it?* using Ss personal items.
- Chain/open pair drill Qs and As.
- **Extension:** Ss write their name on a piece of paper, using possessive 's. T. puts names round the classroom. T. *Whose is this?* using Ss possessions. Ss run and touch the correct name.
- Our/Their: T. divides class into two. Give each group a number of classroom objects. Introduce and drill *It's our... It's their...*
- Introduce and drill *Is it their...? Is it our...?* and models correct response.
- Open pair/team drill.
- **Extension:** Game No. 54 (Place Race) in teams.
- Bookword: T. reads one model sentence. Asks individual Ss to do the same.

3. Listening

- Ask *Where is the...? Whose is...? What is...?* etc. about the picture.
- Ss complete the task. NB. Make sure Ss realise the answer is Jenny's room because her basketball is under her bed.

Tapescript

Listen and tick the correct box.

1. It's a new red car. It has green doors.
2. My bedroom is blue. I have a bed, a desk and a lamp. My basketball is under my bed.
3. Their house is big. It has 4 windows. Their garden has a tree and a swing.
4. His bag is big and blue. There is one red book and a ruler in his bag.

Extension: Ss make their own exercise for their partner to guess.

4. Writing

- Ss complete the sentence order task.
- **Extension:** Game No. 22 (Cut up sentences). Use the gook exercise or make own sentences.
- Ss make own cut up sentences (Game No. 22).

5. Speaking

- Pairwork spot the difference. S1 covers S2's pictures and vice versa. Ss sit back to back.
- Do either S1 *His car is pink* S2 *No it isn't. It's blue.*
- Or: S1 *Is his car pink?* S2 *No it isn't. It's blue.*

Extension:

- Ss write up the differences in their notebooks.
- Game No. 28 (Picture Dictation). T. draws plan of own house. Ss copy T. dictates.
- Game No. 53 (Hunt The Mouse) using Ss possessions.
- S1 describes own room. S2 draws it.

Workbook

- Exercise 1: Reading. Matching exercise.
- Exercise 2: Listening. Listen and match.
- Exercise 3: Vocabulary. Odd word out.

Preparation for next lesson

- finish, leave, start, take, buy, give.

Unit 5

My Day

- **Target Language:** present simple for daily routines.
- **New Vocabulary:** Verbs – do, finish, get up, leave, read, start, take, watch, breakfast, lunch, dinner, before, after.

Warmer

- Review Unit 4. Ask Qs about Ss' possessions.

1. Reading

- Review Tim telling. Board Relay (Game 36).
- Introduce / Elicit verbs using TPR and / or flashcards.
- Play Simon Says (Game 52) or Verb Charades (Game 29).
- Bookwork: T does example. Ss complete task (purely a matching exercise – do not have to put actions in order of daily routine).

2. Study Point

- Introduce and drill *I get up at 8 o'clock* using a picture and / or mime.
- Introduce and drill Q. *Do you..?* Drill short answers.
- Chain drill *Do you get up to...?*
- Introduce and drill *What time do you get up?*
- Chain drill using different verbs.
- Using Alice's day as an example, introduce and drill 3rd person.
- Introduce and drill *Does she..?*
- Introduce and drill *What time does she...?*
- Chain drill 3rd person, using different verbs.
- Bookwork: T. reads one model sentence. Ask individual Ss to do likewise.
- **Extension:** Class survey about daily activities.
- T notes Ss' answers during drills. Game No. 13 (True / False game) using Ss' personal information.

3. Writing

- Check idea of before and after.
- Refer back to Reading exercise. Ask general Qs about Alice's day.
- Play variation of Game No. 13 (True / False game), using before / after.
- Bookwork: Ss complete the task.

4. Pronunciation

- Show Ss that all the words are two syllable words with the stress on the first syllable, hence the stress mark diagram above the words in the exercise.

5. Listening

- Introduce Jenny (Alice's sister).

- Ss listen to Jenny and circle the correct answer.

Tapescript

Listen to Jenny and circle the correct word.

Jenny: I get up at 7.45 . I have a shower before breakfast and I leave home at about 8.30. On Wednesday, I play basketball and on Thursday I go to my swimming club after school. I have dinner at 6 o'clock with my family, watch TV and go to bed at 8 o'clock.

My dad gets up at 7.30.

He goes to work at 8.15 and comes home at about 6.

He reads before he goes to bed at 12 o'clock.

6. Speaking

- Game No. 36 (Board Relay), Ss writing / drawing times / clocks.
- Ss write own times in the chart.
- Pairwork: Ss asks partners about times of daily activities and write the answers in the chart.
- Ss report partner's answers back to the class.

Extension

- Ss write about own daily activities and/or friend's daily activities.
- Game No. 51 (Dice game). Ss make sentences about the action that corresponds to the number on the dice.
- Ss draw their day in pictures, complete with the corresponding times.

Workbook

- Exercise 1: Reading. Ss draw times on clocks.
- Exercise 2:a) Listening. Ss listen to Jim and put pictures in order.
b) Writing. Ss write sentences about Jim's day.
- Exercise 3: Writing. Ss complete a crossword.

Preparation for next lesson

- newspaper, weekend.

Unit 6

I never play baseball.

- **Target Language** – adverbs of frequency: always, usually, sometimes, never.
- **New Vocabulary** – newspaper, trumpet, weekend.

Warmer

- Review Unit 5: Game No. 29 (Verb Charades).
- Q and As about daily routines.

1. Vocabulary

- Write *soccer, swimming, etc* (see book) on board.
- Elicit verbs which go with the noun e.g. go swimming.
- **Extension:** Elicit further verbs that go with the nouns.
- Bookwork: Ss complete task.

2. Study Point

- On the board draw a rough calendar of your week.
- Introduce the concept of *always, never, sometimes, usually*.
e.g. *I always come here on Tuesdays.*
I never play golf.

3. Writing

- Ask general comprehension questions about Jim's calendar
- Ss complete the gap fill exercise and check as a class

4. Writing:

- Ss put sentences in correct order.
- **Extension:** Game No. 22 (Cut up sentences).

5. Listening

- Game No. 55 (Sequences) with days.
- Ss listen to and read the short dialogue between Ben and Jane. This is the example.
- As concept Q. *When does Ben always play basketball?*
- Ss do task.

Tapescript

This is Alice's brother, Ben. He's talking to Jane. Jane is a new student in Ben's class. Listen and read.

Jane: What's your favourite sport, Ben?

Ben: I never work at the supermarket on Sundays. I work there after school. What do you do after school?

Jane: I always watch TV.

Ben: Oh! I don't watch TV. Well I sometimes watch TV on Wednesday because basketball's on then.

Jane: What about Fridays? Do you watch 'The Conrad Philips Show'? It's my favourite.

Ben: No. I usually do my homework on Fridays.

Jane: What! On Fridays!

Answers:

Always – basketball, Mondays Never – supermarket, Sundays
Sometimes – watch TV, Wednesdays Usually – homework, Fridays

- **Extension:** Ss write up sentences.

6. Speaking

- Pairwork: Ss ask the questions and write the answers.
- Ss tell class about partner.
- **Extension:** T makes not of Ss' answers and plays verbal True/False Game.
- Ss make own questions to ask each other.
- Game No. 56 (Vocab Card).

Workbook

- Exercise 1: Vocabulary. Months anagram. Write months in order.
- Exercise 2: Listening. Connect words and pictures.
- Exercise 3: Writing. Exercise utilizing adverbs of frequency.

Preparation for next time

- bank, bank robber, now, housewife, university, yesterday.

Unit 7

Where were you yesterday?

- **Target Language:** to be – past simple. was, were, wasn't, weren't, Was..? Were...?
- **New Vocabulary:** last night, week, year, now, this morning, afternoon, today, yesterday, bank, bank robber, brown (as in tanned), cook, on holiday, people, university.

Warmer

- Review Unit 6.
- Game No. 29 (Verb Charades).
- Chain Qs about adverbs of frequency.

1. Listening

- Elicit today's date.
- Review months, Game No. 18 (Ball Throwing), Game No. 55 (Sequences).
- Review dates (including years). Game No. 36 (Board Relay).
- Bookwork: Ss listen and join dates and years. Could do as a game on board.

Tapescript

Listen and match the dates and years

- | | |
|---|--|
| 1. The 1 st of April 1756 | 2. The 14 th of February 1492 |
| 3. The 9 th of November 1961 | 4. The 15 th of January 1872 |
| 5. The 4 th of July 1902 | 6. The 25 th of December 1964 |

- **Extension:** Ss practice saying the dates using sticky ball/Game No. 51 (Dice Game). Date dictation

2. Study Point

- Elicit today's date, followed by yesterday's date. Introduce and drill *Yesterday was...*
- Ask one S to leave the room. Ask other Ss *Where is S1?* Call S1 back into the room.
- Introduce and drill *S1 was in the hall / S1 wasn't in the classroom*. Repeat with other Ss.
- Introduce and drill *Was S1 in the hall / classroom?* Model correct responses.
- Introduce and drill *Where was S1?* Drill: *I was in the hall, He was in the hall, She was in the hall.*
- Send Ss out of the class. On their return ask, *were you in the hall?* Model correct response.
- Repeat procedure with two Ss to introduce and model *We were / weren't, They were / weren't.*
- Bookwork: T. reads one model sentence. Asks individual Ss to do likewise.
- Extensions: S1 stands on the table. T. asks *Where was S1?* Continue with all Ss in various places around the classroom or school. T. may prefer to use classroom objects.
- Game No. 57 (Memory Game), using classroom objects or a picture.

3. Writing

- Direct Ss attention to the photograph. Ask Qs about it and Ss do the task.

4. Listening

- Be sure Ss understand the photographs show the same people at different ages.
- Ss listen and do the task.

Tapescript

Look at the photo of Mary and Tom when they were young. Listen and tick the correct answer.

Jim: Is that you dad?

Tom: Yes, it is. And that's your mum.

Jim: How old were you?

Tom: I was 22. Your mum was 20.

Jim: Mum's hair was long. Was your hair long?

Tom: Yes, it was. We were students at university. Long hair was very popular.

Jim: Where were you in this photo?

Tom: We were on holiday.

Jim: You look funny Dad. I bet.....

Answers: a – Tom and Mary. b – 22 c- 20 d- Yes, she was. e- Yes, they were.

Extension: Bring in photos of yourself (if you have any). As Ss to bring in own photos of themselves or their parents.

5. Pronunciation

- Show Ss that the words in the first column are two syllable words with the stress on the second syllable, hence the stress diagram above the words.
- Ss listen and practice.
- In the second column, the Ss have to decide whether the stress is on the first or the second syllable.
- Ss listen and practice.

6. Speaking

- Play Touch the... game with vocabulary.
- Ask general Qs about each picture, eliciting as much information as possible.
- Pairwork. Ss complete the task together. Ss then ask and answer the Qs.
- Ss tell each other the story.
- Extension: Ss use bank story and play Game No. 57 (Memory Game). Other pictures can be used.
- Ss draw and write own bank robbery story.
- Dictation of the bank robbery story.

Workbook

- Exercise 1: Writing. Look at a photo of Kevin and Jill and complete a gap fill.
- Exercise 2: Pronunciation. Tick the correct stress.
- Exercise 3: Listening. Listen to Ben. Tick the correct answers.

Preparation for next time

- candle, tie.

Unit 8

What did you do yesterday?

- **Target Language:** past simple.
- **New Vocabulary:** ate, bought, came, did, gave, got up, had, listened, met, played, watched, went, worked, candle, birthday, tie.

Warmer

- Review Unit 7.
- Chain Qs using *was* / *were*.
- Game No. 57 (Memory Game).

1. Listening

- Review all known verbs. Game No. 29 (Verb Charades), Game No. 52 (Simon says). Game No. 36 (Board Relay), with present tense of verbs in vocabulary list.
- Listening. Ss complete the task.

Tapescript

Circle the verbs you hear

1. Hey Jim! Come to my house tonight.
2. Thursdays? I go to my swimming club on Thursdays.
3. I have English homework tonight.
4. They play tennis in the garden.
5. We always get up at 7.30.
6. I do my homework every night.

Answers: 1- come 2 - go 3- have 4- play 5- get up 6- do

2. Study Point

- Write *is* / *are* in one column on the board, elicit *was* / *were* and write them in an opposite column.
- Introduce and drill target language. Give S1 an action to mime, e.g. Play tennis. Ss mimes, then sits down. T drills S1 *played tennis*. T writes *play* and *played* in appropriate columns on the board.
- Introduce and drill other verbs in the same way.
- Game No. 58 (Grammar Tennis), using verbs on the board.
- Bookwork: T reads one model sentence. Asks individual Ss to do the same.
- **Extension:** Give Ss stem sentences to complete, e.g. *Yesterday, I went to* If Ss have no problems, other verbs can be introduced.

3. Listening

- Ss look at pictures. Check vocabulary.
- Elicit what happened in each picture.
- Ss listen and complete the task.
- Tapescript

Tapescript

Listen and put the pictures in the correct order.

Peter: How was the weekend, Jim?

Jim: Great. Yesterday was my grandfather's birthday, so we went to his house by car.

Peter: Really? How old was he?

Jim: 68.

Peter: What did your grandfather have for his birthday?

Jim: Well, he had a big cake with a lot of candles, and Alice bought him a clock. After lunch we played soccer in the garden.

Peter: Sounds great.

Jim: Yeah. Then my grandparents came to our house for dinner. I went to bed at 10 o'clock. How was your weekend?

Peter: Not bad. I saw Bob and we went to see.....

- Ss reads the Qs.
- Ss listen to tapescript 11 again and complete the task.

Answers: a-great b-to his grandfathers house c-68
d-a clock e-soccer f-10:00 g-Bob

4. Writing

- This exercise refers to the previous listening exercise.
- Ss complete the task.

5. Pronunciation

- Ss decide whether the stress is on the first or second syllable.
- Ss listen and practice.

6. Writing

- Introduce / review the expressions *in the morning* / *in the afternoon* / *in the evening*.
- Elicit last Sunday's date. On the board T completes own diary.
- Bookwork: Ss complete the task, using T's example to help them. Ss may need help with vocabulary.

7. Speaking

- Pairwork: Ss tell each other about what they did last Sunday.

Extensions

- Ss ask their partner about last Sunday, write down the answers and then report back to the class.
- Class survey about weekend activities.

Workbook

- Exercise 1: Writing. Past tense crossword.
- Exercise 2: Listening. Ss listen to Jill and write the correct day under the picture, then complete the gap fill.
- Exercise 3: Writing. Ss write about last Sunday. Refer them to student's book exercise.

Unit 9

Did you play tennis yesterday?

- **Target Language:** past simple – negatives.
- **New Vocabulary:** arrived, finished, started, visited.

Warmer

- Review Unit 8.
- Game No. 36 (Board Relay), or Game No. 29 (Verb Charades), with Ss miming what they did yesterday.

1. Vocabulary

- Game No. 58 (Grammar Tennis), to review all verbs currently known in the past.
- Write verbs in the present on the board, Ss have to write the past.
- Introduce and drill new verb forms, (you may want to point out “ed” endings).
- Bookwork: Ss complete the matching task. This could be done as a Board Relay (Game No. 36).
- **Extension:** Ss make sentences using all known verbs.

2. Study Point

- Review simple present Qs and negatives, e.g. *Do you like pizza? Yes, I do / No, I don't.*
- Elicit today's date. Elicit last Sunday's date, write it on the board.
- T writes own diary for last week on the board. Pointing to Sunday on the diary, T introduces and drills *I didn't go to school on Sunday.*
- Introduce and drill *You didn't go to school on Sunday.*
- Introduce and drill other verbs e.g. *I didn't work on Sunday, etc.*
- Introduce and drill He / she / we / they didn't...
- **Extension:** Game No. 59 (opposites).
- Introduce and drill Q *Did you go to school on Sunday?* and model the correct response *Yes I did / No I didn't.*
- Chain drill.
- Extend to all verbs and persons.
Extension: Game No. 56 (Vocabulary Card) using verbs.
Bookwork: T reads one model sentence. Ask Ss to do the same.

3. Listening

- Ask Qs about the pictures.
- Do the example.
- Ss complete the task.

Tapescript

Listen and tick the correct box.

- a. Jim: Did you go swimming yesterday Alice?
Alice: Yes, I did.
- b. Mary: Did Ben work on Tuesday?
Alice: No he didn't.
- c. Peter: Jim. Did we have maths homework on Tuesday?
Jim: Yes we did. It was easy.
- d. Mary: Did they go shopping on Saturday?
Jill: No they didn't
- e. Ben: Did you watch the soccer on TV last night Jim?
Jim: Yes I did. It was great!

Answers: a- Yes, I did. b- No, he didn't. c- Yes, we did.
d- No, they didn't e- Yes, I did

4. Speaking

- Bookwork: Pairwork. Ss do the task.
- **Extensions:** Ss report their findings to the class.
Ss change partners and repeat the task.
Class survey.

5. Writing

- Ss complete the task using exercise 4.

6. Pronunciation

- Show Ss that all the words are three syllable words with the stress on the first syllable hence the diagram above the words in the exercise.
- Ss listen and practice.

7. Speaking

- Pairwork: S1 covers S2's pictures. Ask Q's about S2's pictures and vice versa.
- Extension: Ss write the Qs and As in their notebooks.
- In pairs Ss make own version of the game for another pair to practice.
- Personalisation: Ss ask each other / T about last Sunday / week etc.

Workbook

- Exercise 1: Writing. Find the past forms.
- Exercise 2: Listening. Match the Qs and As.
- Exercise 3: Writing. Change the sentences, positive to negative and vice versa.

Preparation for next time

- cinema
- **Note:** Unit 10 is a review unit.

Unit 10

Review

- **Target Language:** Revision of all language introduced in units 1-9.

Warmer

- Review unit 9: Chain past tense Qs. Ask past tense Qs.

1. Writing

- Review prepositions: Play: Game No. 12 (Please draw); Game No. 54 (Place Race).
- Bookwork: Ss do the task with reference to the picture.
- Extension: Picture Dictation: Beach scene.
- Pairwork: Ss ask Qs about the picture.
- Game No. 22 (Cut Up Sentences).
- Game No. 28 (Running Dictation) using sentences about the picture.

2. Listening

- Game No. 36 (Relay). Review Nos. 1-100.
- Review number pronunciation: thirteen / thirty.
- Bookwork: Ss listen and complete the first task.
- Ss listen again and do second task.

Tapescript:

Listen and circle the numbers you hear.

1. Alice is 13 years old.
2. Ben has 2 sisters.
3. Jim and Lisa live at 60, Green Lane.'
4. My grandfather is 68.
5. There are 30 students in Jim's class.
6. Ben is 16 years old.

Answers: a- 13 b- 2 c- 60 d- 68 e- 30 f- 16

- Extensions: Game No. 28 (Number Dictations).
- Game No. 11 (Bingo).
- Fizz Buzz (described in Lift Off 2 Teacher's Notes Introduction)

3. Speaking

- Game No. 60 (Transfer). Use present / past sentences.

Bookwork

- Ss do the task individually.

Pairwork

- Ss asks Qs about partners box draw the connecting lines.

Extension

- Ss write the sentences in their notebooks.
- Game No. 29 (Mimes). Using the boxes.

Game

- Bookwork: Pair / groupwork: Play the board game. Ss ask and answer Qs. Award 1 point per correct answer. Some squares have more than 1 point. Coloured squares are for the whole group. Ss can refer back through their book.
- Extension: T acts as quizmaster using the Qs in the game.
- Ss write Qs for each other.
- T chooses 3/4 Qs. Ss work together to find the answers.
- General Extensions: Vocabulary games, spelling games, game No. 30 (Blockbusters)
- Game no. 28 (Written / Picture dictations).

Workbook

- Exercise 1: Vocabulary. Word families
- Exercise 2: Listening. Tick the correct answer.
- Exercise 3: Writing. Gap fill letter from Jim.

Preparation for next time

- Money, post office, stamp, restaurant.
- Ss will need colour pencils for the next class.

Unit 11

Where's the school?

- **Target Language:** Directions
- **New Vocabulary:** bank, book shop, supermarket, post office, dictionary, stamp, playground, music shop, cinema

Warmer

- Vocabulary game (individual-pair-group).
Introduce 5 or 6 shops on board from ex. 1. Elicit relevant vocabulary, as much as possible e.g. zoo-elephant. Write and leave on board. Write categories on large piece of paper, one each. Place paper on wall around classroom. Give each group / pair / student a different colour pencil. Ss race to write one word for each category on the relevant piece of paper. Once each category is completed by a team, that team is the winner.
- Feedback – check through each category sheet as a class.

1. Vocabulary

- Show example. Elicit one more correct answer.
- Ss complete task.

2. Study Point

- Books closed. Focus attention on board.
- T. introduces new vocabulary – directions.
- Draw pictures, drill each new direction, change and introduce substitution drill.
- Open books. Ss attention on study point.
- T. reads the directions, Ss touch appropriate picture.
- T. indicates a picture. Ss read it.
- T. gives directions, Ss follow the map.
- T. gives directions to the restaurant – stops midway, elicit next direction.
- T. asks “Where’s the restaurant?” Ss give answers.
- T. elicits and drills wh – questions, show contraction.
- Ss controlled practice using map.

3. Listening

- T. gives correct directions to the zoo. Ss follow.
- T. says “the book shop” – gives incorrect directions.
- Play example. Ensure concept is understood.
- Play tape. Ss complete task.

Tapescript

**Listen to Alice and Jim giving directions to the cinema, pool, bank and school.
Are they right or wrong?**

- A** Chen: Hello Alice. I want to see a film. Where's the cinema?
Alice: Go along Oak Street. Take the second left. It's on the right.
Chen: Great, thanks.
- B** Tomoko: Hi Jim. It's hot today. I want to go swimming. Where's the pool?
Jim: Go along Elm Street. Take the third right. Go past the playground. It's on the left.
Tomoko: Thanks, Jim.
Jim: You're welcome
- C** Sylvie: Hey Alice.
Alice: Hi
Sylvie: Where's the bank?
Alice: Oh... Go along Oak Street. Take the second left. It's on the left.
Sylvie: Thanks.
- D** Jane: Jim. I'm late. Where's the school?
Jim: Go along Elm Street. Turn right. It's on your left.
Jane: Thanks, Tim.

Answers: a- wrong b- right c- right d- wrong

4. Reading

- Ss reads directions.
- Ss reads (a). Ss follow on map. Match with the question.
- Ss complete the activity.

5. Writing

- Ss complete the gap – fill exercise.

6. Speaking

- Put Ss into pairs and demonstrate activity.
- Ss complete the exercise and then each pair roleplays a dialogue to the class.

Extension

- Writing. T. writes jumbled directions and destination on paper. Places them outside the classrooms. Ss in pairs. S goes outside reads one sentence, returns, dictates sentence to partner. Swap roles, repeat. Once finished, Ss re-order the directions.

Workbook

- Exercise 1: Listening. Circle the destination.
- Exercise 2: Writing. Re-ordering sentences.
- Exercise 3: Reading. Order the directions.

Preparation for next Lesson

- party, theatre
- **And** remember that the next unit requires photocopyables (contained in this T's Book) to be distributed to the Ss.

Unit 12

It's near the cinema

- **Target language:** directions – prepositions of place
- **New vocabulary:** near, opposite, between, next to, theatre, party
- **Extra materials:** worksheet photocopies

Warmer

- Vocabulary race game. T. writes a selection of known vocabulary on the board. Focus on family members, types of shops, cardinal and ordinal numbers, stationary. Put Ss into teams. T. calls out a related word to those on board. Once student from each team races to circle the related word. First student to return to their team scores a team point, e.g. T. calls out "sister". Ss race to circle brother.

1. Vocabulary

- Show the example on board. Elicit answer from the box.
- Ss complete the task individually or in pairs.
- Check back as a class.

2. Study Point

- Books closed. Ss attention to the board.
- Draw pictures on the board to introduce the new vocabulary and target language.
- Drill target sentences. Substitution drill – chorally and individually.
- Open books. Ss attention on study point.
- T. reads direction, Ss attention on study point.
- T. reads direction, Ss touch appropriate picture.
- T. indicates a picture, Ss read the text below it.
- T. asks "Where is the pool?" Ss answer.
- Ss practice in pairs.

3. Listening

- Books open. Play the example. Stop CD and check Ss have the correct answer before continuing.
- Play rest of the tape. Ss complete task. Check back as a class.

Tapescript:

Underline the words you hear.

- A** Tomoko: Excuse me, where's the park?
Jill: Go along this street. It's next to the post office.
Tomoko: Thanks.
- B** Sylvie: Excuse me, I want a map. Where's the bookshop?
Tom: Take the third left. It's on Queen Street.
Sylvie: Thank you.
- C** Tomoko: I'm looking for the cinema.
Jill: OK, go along this street, it's on the right.
Tomoko: Thanks a lot
- D** Sylvie: Excuse me. Where's the station?
Tom: Go along this street, it's on the left.
Sylvie: Thanks.
- E** Tomoko: Excuse me, where's the bank?
Jill: Go along this street. Turn left. It's opposite the library.
Tomoko: Great, thanks.
- F** Sylvie: Excuse me, where's a good restaurant?

Jill:	Go to the end of the street, turn right, it's on the right near the park.
Sylvie:	Thanks a lot, bye.

Answers: A- next to B- third left C- on the right D- go along E- opposite F- near

4. Pronunciation

- Show Ss that all the words are three syllable words with the stress on the second syllable, hence the diagram above the words.
- Ss listen and practice.

5. Reading

- Ss read through the conversation and answer the Yes / No comprehension questions.
- Ss practice dialogue in pairs.

6. Listening

- Play the dialogue from the beginning. Pause it at the end of the first half "Oh on Rose Street".
- Show Ss the map. Identify where Jane and Jim are i.e. the starting point. Ss listen and mark Jane's house and Rose Street.

Tapescript

Listen to the whole conversation. Mark Jane's house and Rose Street on the map.

Jane: Hi Jim

Jim: Hello Jane. How are you?

Jane: Fine thanks. It's my birthday on Saturday. Do you want to come to my party?

Jim: Yeah, great. Where do you live?

Jane: Oh, on Rose Street.

Jim: Where's that?

Jane: Well, you go along this street. Take the first left. Then the second right. It's on the right opposite the theatre.

Jim: Okay, see you on Saturday.

Jane: Yes, see you at 3 o'clock. Bye.

- Play tape again
- **Extension** - Ss ask and answer about places on the map.

7. Speaking

- Information exchange using the photocopiable worksheets provided in this book. In pairs Ss ask and answer questions to complete their maps.

Extension Activities

- Draw a map on the board and split Ss into teams. Mark an 'X' on the map to indicate starting point. Read out directions. Ss listen and the first student to put up their hand and tell you correctly where your directions have led to scores a point for their team. Then each team makes directions for the other team to follow.

Workbook

- Exercise 1: Vocabulary. Anagrams.
- Exercise 2: Reading. Ss read directions and complete the map.
- Exercise 3: Writing. Ss complete the conversations.

Preparation for next lesson

- band, big wheel, carnival, driver, player, roller coaster, runner, singer, skier.
- **And** remember that the next unit requires photocopiables (available for download with this Teacher's book) to be distributed to the Ss.

Unit 13

Quickly quickly

- **Target language:** adverbs of manner.
- **New vocabulary:** band, big-wheel, carnival, driver, fast, loudly, player, quickly, quietly, roller-coaster, runner, singer, skier, slowly, walker, well.
- **Extra materials:** worksheet photocopies.

Warmer:

- Revise / introduce adjectives and present continuous.
- Game No. 12 (Board Drawing).

1. Listening

- Show Ss pictures. Elicit relevant adjectives and verbs to pictures. Get as much vocabulary from Ss as possible.
- Write new / difficult words on the board and drill the language.
- Ss listen to tape and complete task.

Tapescript

Jim, Alice, their family are at Stonebridge Carnival.

Listen and number the correct picture.

- One The girls are whispering.
- Two A boy is running.
- Three Two children are eating ice-creams.
- Four A fat man is shouting.
- Five The children are riding the roller coaster.
- Six The big wheel is moving.
- Seven A girl is jumping
- Eight Two elephants are walking.

2. Reading

- Play 'action statues' type game. Call out 'run quickly, jump slowly etc.' Stop music "stop!" Eliminate Ss who move. Have eliminated Ss help in calling out instructions.
- Read through the sentences with Ss.
- Ss complete task. Number sentences in relation to above pictures.

3. Study Point

- Show Ss Study Point and how to make adverbs from adjective stem.
- T. calls out adjective – Ss reply with adverb.
- Quick game (team): - T spells out word e.g. q-u-i-c-k-l-y. Ss call out word – first to answer scores a point.

4. Writing

- Elicit adverb from adjectives. Show example: good skier – skis well
- Complete task.

5. Listening

- Focus Ss attention on pictures.
- Elicit as much vocabulary as possible e.g. name of children, adjectives etc.
- Play first dialogue. As Ss to tick the correct picture.
- Play rest of tape (the full tapescripts are in the Student book).

6. Reading

- Read through the questions and get Ss to complete the task (answers from exercise 5).

7. Listening

- Draw a picture of a girl running quickly. Write two answers in the style of exercise 6 on the board e.g. Yes she is / She is throwing badly. Ask – “Is she running quickly?” Elicit the answer and tick the correct box.
- Play the tape. Ss complete the task.

Tapescript

Look at the pictures of the carnival. Listen to the questions and tick the correct answer.

- A** -Look at picture 2. What is he doing?
- B**- Look at picture 4. What is he doing?
- C**- Look at picture 6. Is the bit wheel moving slowly?
- D**- Look at picture 1. Are they speaking quietly?

Answers: a) He is running quickly b) He is shouting loudly
c) No, it is not d) Yes, they are.

8. Speaking

- Choose a picture from Ss book.
- Make true and false statements to elicit Ss agreement / disagreement.
- Hand out photocopiable worksheets. Ss find the differences in pairs.
- Check back answers in pairs, student to student dialogue.

Extensions

- Game No. 28 (Picture dictation), using all adverbs e.g. “She’s jumping slowly”.
- Game No. 29 (Mime game), again using adverbs.

Workbook

- Exercise 1: Reading. Adjective matching.
- Exercise 2: Listening. Number the pictures.
- Exercise 3: Writing. Gap fill.

Preparation for next lesson

- race, trumpet.

Unit 14

Can you run fast?

- **Target language:** can – to express ability
- **New Vocabulary:** race, trumpet.

Warmer

- Race game. Revise adverbs taught in Unit 13. T. writes the known adverbs on the board. Put Ss into teams. T. calls out a verb. Ss race to circle an appropriate adverb. Score accordingly. Encourage Ss to make a complete sentence to score extra points.

1. Writing

- Ss open books – gap fill. This is a revision of the previous unit.

2. Study Point

- Books closed. Focus Ss attention on board.
- Mime or use flashcards/draw diagrams on the board to introduce the language.
- Drill the target language: T – Ss; T – S; S – T; S – S
- Build up a mini dialogue with the questions and answers.

3. Listening

- Play the first sentence. Stop tape. Check Ss have the first one correct before continuing.
- Play the rest of the tape twice.

Tapescript

Look at the pictures. Put a number in the correct space.

- A- They're singing loudly.
- B- She's jumping fast.
- C- She's throwing well.
- D- He's drinking quickly.
- E- He's running slowly.
- F- She's whispering quietly.
- G- He's throwing badly.

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

4. Reading

- Ss read the sentences. Look at the pictures and put the number of the picture in the box.

5. Pronunciation

- Show Ss that all the words are three syllable words with the stress on the last syllable, hence the diagram above the words in the exercise.
- Ss listen and practice.

6. Listening

Play the tape once. Ss listen and tick yes or no.

Tapescript

Jim: Hello Alice. What are you doing?

Alice: Hi, I'm watching the jumping race. Lisa's jumping very quickly. Can you jump fast?

Jim: No I can't

Jim: Wow, look at her. She can throw well.

Alice: Oh, I can't. Can you?

Jim: Yes I can.

Jim: Urgh, listen he's playing the trumpet really badly. Can you play the trumpet?

Alice: Yes, I can play quite well.

Jim: Do you want to ride the roller coaster?

Alice: Yeah great. Let's go!

Answers: a- Yes b- No d- Yes d- Yes

7. Writing

- Using the board show Ss the difference in sentence construction and meaning between present continuous and 'can ability'.
- He is throwing well vs. He can throw well. (See extension activity).
- Go through the examples with the Ss and set the rest of the writing task.

Extension

- Team game – give Ss a sentence in the present continuous. Ss must change it to a sentence using 'can for ability'. Alternate which construction you give to make it more interesting. Score accordingly for a correct answer. e.g. T. – He is throwing well. S – He can throw well.

8. Speaking

- Ss answer 'yes' or 'no' in the table to each of the questions.
- Pairwork – Ss ask and answer with a partner and note the answer. Demonstrate the activity first.

Workbook

- Exercise 1: Pronunciation. Marking the correct stress.
- Exercise 2: Writing. Adverbs crossword.
- Exercise 3: Writing. Make sentences using can for ability.

Preparation for next lesson

- cloudy, cold, cool, hot, rain, snow, sunny, visit, warm, windy.

Unit 15

Oh no! It's going to rain

- **Target language:** going to – weather. Making suggestions – agreeing / disagreeing
- **New Vocabulary:** cloudy, cold, cool, hot, rain, snow, sunny, typhoon, visit, warm, windy.
- **Equipment:** dice – one for each pair.

Warmer

- If students do not know weather vocabulary pre-teach all necessary vocabulary for exercise 1.
- Check reading skills – rub out game (race) using the weather vocabulary.

1. Vocabulary

- Show students the pictures. Elicit descriptions of the weather.
- Show students the words in the box and demonstrate the activity.
- Students complete the task.

2. Study Point

- Talking about the future is a new concept for the students so it must be carefully presented. Elicit 'today's' weather. On the board write today's day and a description of the weather. Elicit what day it will be tomorrow and a prediction of the weather. Do the same for the day after. Indicate 'tomorrow' say "it's going to be....."
- Drill chorally and individually. Substitute drill with weather vocabulary and pictures.
- Show students study point and how to construct the structure.
- Point to a picture. As "Is it going to be.....?" Elicit Yes / No answer.

3. Listening

- Show students the statements. Ensure they can read them.
- Ss listen to tape and complete task.

Tapescript: Listen and tick the correct box.

- A It isn't cloudy now. I think it's going to be hot today.
- B There's a typhoon coming. It's going to be very windy.
- C It's very cloudy. I think it's going to rain.
- D It's going to snow tomorrow.
- E Let's play baseball this afternoon.
No thanks. It's going to rain.

Answers: a- True b- False c- True d- False e- False

4. Speaking

- This is the second presentation of the unit.
- Show students the pictures. Demonstrate the concept of making a suggestion.

e.g. say “Let’s play (a game they like)”. Elicit yes / no responses.

5. Listening

- Demonstrate Conversation 1 to the Ss. Ss must number the correct picture and answer the question.
- Ss listen to tape and complete exercise.

Tapescript: Listen to the three conversations

What do they decide to do? Number the correct box and answer the question.

- 1 Peter: Hi Sylvie. Let's play tennis this afternoon.
Sylvie: I think it's going to rain. Let's go swimming.
Peter: Yes, good idea.
- 2 Chen: Hey Jim, let's see a film on Sunday?
Jim: No thanks, I think it's going to be sunny. Let's have a picnic.
Chen: Yeah, that's a good idea.
- 3 Tomoko: Alice, it's very sunny. Let's go to the zoo.
Alice: No thanks Tomoko, it's going to rain so I'm going to visit my aunt
Tomoko: OK, see you later.

Answers: 1-No 2- Yes 3- No

6. Speaking

- Ensure students are able to read all that they need to.
- Demonstrate on board how to make sentences. Drill chorally and individually, substitute drill.
- In pairs students make sentences.

Extension

- Bingo (Game 11)
In notebooks students draw a 2 x 3 grid. In each box they write a day of the week but not today's name.
They then draw a picture or write the weather in each box from the options in exercise 1.
T. (or better a student) calls out "It's going to (be) ... on ... day".
If it corresponds to a box of the students they cross it out. First student to complete one or two lines is the winner.

Workbook

- Exercise 1: Writing. Weather anagrams.
- Exercise 2: Listening. Match the day with the picture.
- Exercise 3: Writing. Make sentences about the weather.

Preparation for next lesson

- Picnic, weekend.
- **And** remember that the next unit requires photocopyables (available for download along with this Teacher's book) to be distributed to Ss.

Unit 16

What are you doing on Saturday?

- **Target language:** 'going to' for future plans
- **New vocabulary:** picnic, weekend
- **Extra materials:** worksheet photocopies.

Warmer

- Game No.11 (Bingo), with key words from the unit.

1. Vocabulary

- Draw the diary page from Ss book and the box of words on the board.
- Show Ss they must imagine today is Wednesday (if it's not). Point to Tuesday and the space. Try to elicit 'yesterday' and write it in. Cross out the word in the box.
- Ss open books and complete the diary.
- Check back on the board as a class

2. Study Point

- Books closed.
- Demonstrate the concept of 'going to' for future plans on the board using time lines and from exercise 1 e.g. this afternoon, tomorrow etc. Check understanding with concept questions.
- Review vocabulary from the Study Point using line drawings on the board or flash cards if available.
- Drill the target language chorally and individually – positive statement, then the question forms and responses.
- Books open. Ss attention on Study Point.
- Read through it with Ss. Try to get Ss reading it on their own or finishing sentences you start.

3. Listening

- Go through the first example on the board. Be sure the Ss realise each conversation supplies two answers.
- Play rest of tape. Play again. Ss complete task.
- Pair work. Ss ask and answer about the children's plans from the answers they got in the listening.

Tapescript

Listen and match.

- A** Peter: Hi Jim. What are you and Alice going to do this weekend?
Jim: We're going to visit my grandparents. What are you doing to do Peter?
Peter: I'm going to buy a present for my friend.
- B** Chen: Hi Tomoko.
Tomoko: Hello Chen. What are you doing to do this afternoon?
Chen: I'm going to play badminton with some friends. What about you?
Tomoko: I'm going to go to the zoo.
- C** Ben: Hello Lisa.
Lisa: Hi Ben.
Ben: I'm going to see a movie. Do you want to come?
Lisa: No thanks. I'm going to go skating.

Answers: Jim and Alice – visit their grandparents, Peter – buy a present, Chen – play badminton. Tomoko – go to the Zoo, Ben – see a film, Lisa – go skating.

4. Reading

- Check Ss can read the vocabulary.
- Ss look at the pictures and write.

5. Speaking

- Pair work.
- Using their answers in exercise 4 Ss ask each other about the children's plans.

6. Listening

- Play tape and stop after cinema (first line).
- Go through the example with the class.
- Play tape once all the way through. Ss fill in the gaps using word from the circle.
- Play tape two or three times.
- Ss practice in pairs.

Tapescript

Listen and complete the gaps using the words in the box.

- A** Jim: Hey Alice, there's a great new film at the cinema.
Alice: When are you going to see it?
Jim: How about going on Tuesday?
Alice: OK
- B** Peter: Hello Ben. Do you want to go to the baseball game on Thursday?
Ben: Sorry Peter. I'm going to the library.
Peter: Oh okay. Are you going to go to the picnic on Sunday?
Ben: Yes.
Peter: Great. See you there.

Note: In part B, the dialogue on the tape does not match the exercise in the Student's book. Please read out part B of the above dialogues.

7. Speaking

- Hand out the worksheets to each student.
- Ss fill in the diary with their plans for Sunday.
In pairs Ss ask and answer and complete the diary for their friend.
Class feedback.

Workbook

- Exercise 1: Writing. Complete the information.
- Exercise 2: Writing. Gap fill.
- Exercise 3: Listening. Listen and make sentences.

Preparation for next lesson

- flour
- **And** remember that the next unit requires photocopyables (contained in this T.'s book) to be distributed to the Ss.

Unit 17

There aren't any tomatoes

- **Target language:** Countables and uncountables
- **New vocabulary:** flour, Taiwanese
- **Extra materials:** worksheet photocopies.

Warmer

- Game No. 57 (Memory Game). Write / draw ten countable and uncountable food / drink items on the board. Check word recognition. Let Ss look at the board for a minute and rub off / cover the words. Individually or in pairs Ss remember as many as they can and write them in their notebooks. The winners are the first to get the 10 correct items or the most in the time allowed. Set a time limit of 2-3 minutes.

1. Vocabulary

- Show example. Elicit more correct answers.
- Ss complete the matching exercise.

2. Study Point

- Using the plastic fruit or other classroom objects highlight the differences between singular and plural forms.
Show in a very obvious manner how we can easily count some objects and we use 'is' for one countable item and 'are' for more than one. Put a selection of fruit on the table and introduce the negative form "there aren't any". Make sure Ss don't omit 'any'.
- Introduce the yes/no question and answer for countables: "Are there any bananas?". "Yes, there are / no, there aren't".
- Drill chorally, individually.
- Next introduce uncountables.
- Put two bananas on the table and ask Ss how many there are to elicit "There are two bananas".
- Put some coffee (or something obviously uncountable) on a plate and ask Ss "How many?". Use exaggerated gestures to show Ss we cannot count coffee in the same way we can bananas.

3. Listening

- Show Ss the example using the tape.
- Play tape again. Ss listen and circle if the statement is True (T) or False (F).

Tapescript: True or false? Circle the correct answer.

Jim: Mum, we're going to go on a picnic on Sunday. I'm going to make a cake.

Mary: Well, are there any eggs?

Jim: Yes, there are four eggs.

Mary: Is there any flour?

Jim: Oh, no there isn't.

Mary: What's Ben going to make?

Jim: He's going to make a salad.

Mary: Let's look in the fridge. Oh good, there are some tomatoes, two cucumbers and a lettuce. There isn't any cheese. I'm going to buy some cheese this afternoon.

Jim: Great Mum.

Answers: a- True b- False c- True d- True e- False f- False

Please Note: the example in the student book is incorrect.

4. Writing

- Show Ss the examples. Make sure they understand that some words are used more than once.
- Ss complete the sentences using the word in the box.
- **Extensions:** In pairs Ss practice asking and answering the questions. Using the picture of the market Ss make sentences of their own.

5. Pronunciation

- Ss decide if the stress is on the first, second or third syllable.
- Ss listen and practice.

Extension

- Write other vocabulary from the unit on the board and Ss work out the stress pattern.

6. Speaking

- Photocopiable worksheets page.
- In pairs Ss ask and answer about their partners shopping bags using the cues given in their Ss book.
- Demonstrate the activity first.

Extensions

- Team game.
- Call out a noun. Ss must make a correct statement or question using is / are / some / any / to score points.

Workbook

- Exercise 1: Writing. Put the words in the correct column: a, an, some.
- Exercise 2: Listening. Ss listen to the conversations and underline the words they hear from the choices.
- Exercise 3: Writing. Completing sentences with picture prompts.

Preparation for next lesson

- boots, cheap, doughnut, expensive, photograph, postcard.
- **And** remember that the next unit requires photocopyables (contained in this T.'s Book) to be distributed to the Ss.

Unit 18

How much is that CD?

- **Target Language:** Money; Prices
- **New Vocabulary:** ~pound, won, dollar, yen, baht, NT dollar, Britain, South Korea, Thailand, Japan, the United States, Taiwan, money, fifteen dollars, forty-nine cents, expensive, cheap, boots, postcard, photo(graph), tie, doughnut, present, jacket, mini disk.
- **Material:** Realia with price labels will be very useful in language presentation stage.
- **Extra Materials:** worksheet photocopies.

Warmer

- Review countries. Use a world map if possible. Elicit as much language as possible, not just the country's names.
- Introduce money. Start with Ss own system of fiscal remuneration. Extend to cover as many currencies as Ss show interest in.

1. Vocabulary

- Show Ss the exercise. Elicit country names.
- Check through currencies.
- Ss do the task.

2. Listening

- The pronouns should be known already so this is a revision exercise. If the language is not causing any problem, the presentation can be shortened.
- Play TPR game to reinforce language.
- Drill T. – S; S-S
- Play the audio CD. After each question pause and point to something in the room. Ss answer.

Tapescript

- A** What's this?
- B** What are those?
- C** What's that
- D** What are these?

Answers: a- this b- those c- that d- these

3. Study Point

- Check simple numbers and dollars and cents. Write on board, elicit. Put dollar sign in front of numbers. Drill Ss.
- Draw a audio CD next to a price. "It's \$10.00". – Ss repeat. Do more examples.
- Draw two socks next to a price. "They're \$7.00" etc.
- Introduce simple questions using this / that.
- "How much is it?" Drill quickly t. – Ss, student – student.
- Repeat with "How much are they?" (these / those).
- Use prepared realia in student to student mini dialogues.

4. Listening

- Review money quickly if needed.
- Demonstrate activity on board. Play audio CD for 1. Demonstrate. Check understanding. Ss complete task. Feedback a T. – dialogue.

Tapescript: Circle the price you hear.

- A Hi. How much are those?
They're fifteen dollars.
Thanks.
- B How much is it?
It's sixty cents.
- C How much are these trousers?
They're nine dollars forty-four.
- D How much is that jacket?
It's cheap. It's twelve dollars.
- E How much is this comic?
It's two dollars twenty nine.
- F How much are they?
They're expensive. They're twenty-nine dollars eighty-nine.

Answers: a- \$15.00 b- 60c c- \$9.44 d-\$12.00 e-\$2.29 f-\$29.89

5. Vocabulary

- Introduce expensive / cheap, demonstrate in exaggerated manner.
- Check through vocabulary. Demo activity and set to Ss.

6. Writing

- Check through vocabulary.
- Demo task. Elicit next answer. Ss complete.
- Check back in pairs. S to S reading dialogues.

7. Speaking

- Using the photocopiable worksheets, check vocabulary in pictures. Elicit as much as possible.
- Re-introduce Questions and Answer t. to Ss and S to S.
- Demo task. Ss complete in pairs.

Extension

- Play game No. 57 (Memory Game).
- Write the names of some goods on the board along with their prices. Give the s a few minutes to remember them. Rub them out. Ask "How much are the socks?" The first student to answer scores a point. Repeat with a student asking the question.

Workbook

- Exercise 1. Vocabulary. Put words into categories.
- Exercise 2. Listening. Matching questions with answers.
- Exercise 3. Reading. Number dialogues in correct order.

Preparation for next lesson

- apple pie, fruit salad, ham, set lunch..

Unit 19

Do you want some water?

- **Target Language:** Offers and requests.
- **New Vocabulary:** ham sandwich, fruit salad, apple pie, set lunch.

Warmer

- Play a game to emphasise the difference between countable/uncountable nouns. Place a selection of un/countable items (use flashcards for uncountable food/drink) on a table or one end of the room. Divide class into two teams. Place two boxes between the teams, one each for un/countable items to be deposited into. T. calls 'a lemon'. Ss race to collect item and put it in the appropriate box. Continue with all items.

1. Vocabulary

- Check through vocabulary with Ss.
- Elicit which item goes with which category e.g. T. "cola", Ss touch the "uncountable" box in their books.
- Demonstrate and set the task.
- Write correct answers on the board as they are given.
- Give Ss time to make any corrections.

2. Study Point

- Collect a few items of food / drink etc.
- Offer a student something – elicit "Yes, please" and "No, thanks".
- Quickly drill – whilst drilling ask "Do you want a / some....?"
- Elicit the question as far as possible.
- Drill chorally and individually. Substitute drill with different vocabulary.
- Repeat process for requests.
- Set up very controlled role play, e.g. Student A is shop keeper / waiter / waitress, student B is customer.

3. Listening

- Check through vocabulary.
- Play first dialogue. Demonstrate task. Play rest of dialogues. Ss complete task.

Tapescript:

What do Tomoko, Jim and Peter have to eat or drink. Tick the correct picture.

- A. Alice: Mmmm.. This cake is good. Do you want some cake Tomoko?
Tomoko: No thanks. May I have an orange?
Alice: Yes, here you are.
Tomoko: Thanks.
- B. Mary: Do you want some sandwiches, Jim?
Jim: No thanks. May I have an apple?
Mary: Sure. Here you are.
Jim: Thank you.
- C. Peter: May I have some orange juice?
Jill: Sorry Peter, there isn't any orange juice. Do you want some milk?
Peter: OK. Thanks.

Answers: Tomoko – an orange Jim – an apple Peter – milk

- Play first dialogue again. Ss write the name. Demonstrate on board.
- Play rest of dialogues. Ss complete task. Check.

4. Reading

- Do a quick concept check by saying names of different foods / drinks and getting Ss to respond with the correct determiner – a / an / some, e.g. T says 'sandwich' and Ss respond 'a sandwich'.
- Look at the exercise, demonstrate example and Ss complete task.

5. Writing

- Refer back to Exercise 3.
- Ss complete the sentence with the correct determiner.

6. Speaking

- Check vocabulary.
- Set up a restaurant situation with a waiter / customer. (use a notebook to write down 'orders').
- Demonstrate activity, T. – S.
- Practice student – student
- Ss in pairs role play. Swap roles.
- Feedback open pairs.

Extension

- Ss complete Exercise 6 with various partners. In their notebooks they have a list of various orders. They then write what each student wants as in Exercise 5.

Workbook

- Exercise 1. Listening. Listen and draw the picture.
- Exercise 2. Writing. Circle the correct determiner.
- Exercise 3. Writing. Complete the offer / request sentences.

Preparation for next lesson

- **Remember** that the next unit requires photocopyables (available for download with this Teacher's Book to be distributed to the Ss).

Unit 20

Review

This unit is a review of all structures studied in Units 10 – 19

- **Extra materials:** worksheet photocopies.

Warmer

- Team game. Brainstorm countries. Put Ss in teams. Say a letter. The first team to say a country starting with that letter scores a point. Write the country on the board as an anagram. For an extra point Ss must solve the anagram to give the correct spelling.

1. Vocabulary

- Individually or in pairs Ss solve the anagrams and write the correct spelling of the country under the flag.

2. Speaking

- In pairs Ss ask and answer about where each character is going on holidays using the pictures above the flags.
- **Extension** – Extend to Ss plans for coming holidays, weekends etc.

3. Listening

- Revise adverbs
- Play the tape. Ss listen and touch the correct picture.

Tapescript: Listen and touch the correct picture.

SOUND EFFECTS

She is speaking quietly.

They are running quickly.

He is driving badly.

She is playing music loudly.

The train is moving slowly.

Show Ss the second exercise. Using the pictures Ss complete the sentences by choosing a word from the circle.

4. Listening

- Draw a big box on the board. Tell Ss this is an airport. Elicit vocabulary connected with airports and draw it on the board. Try to build up a similar diagram to that in the Ss book
- Set the first listening task.

Tapescript: A. Where is the café? Listen and mark it on the map.

Chen: I'm hungry.

Peter: Me too. Let's go to the café. Excuse me. Where's the café?

Woman: Go straight along here, take the second left, go past the bookshop and turn right. It's on the left, opposite the bank.

Peter: Thanks.

Set the second listening task after demonstrating the example.

Tapescript: B. Peter, Tomoko, Chen and Sylvie are all in the café. What do they want? Listen and tick the correct boxes.

Man: What would you like?

Peter: Can I have a hamburger and some french fries?

Man: Do you want a drink?

Peter: Some orange juice please?

Man: That's \$8.00

Tomoko: Hello. Can I have a sandwich please?

Man: Cheese or chicken?

Tomoko: A cheese sandwich please. And can I have some cake and a cola?

Man: That's \$6.00 please.

Chen: Hi. Can I have a salad, an apple and some tea please?

Man: Yes, that's \$4.50.

Chen: Here you are.

Man: Thank you.

Man: What would you like?

Sylvie: Can I have a chicken sandwich and some French fries please?

Man: Yes. Do you want a drink?

Sylvie: Yes some water please.

Man: OK. That's \$5.75 please.

Answers: Tomoko – Cheese sandwich, cake and a cola. \$6. Chen – salad, apple and some tea. \$4.50. Sylvie – Chicken sandwich, French fries and water \$5.75

5. Speaking

- Ss look at the menu and practice dialogues in pairs. Demonstrate to the class.

6. Listening

- Ss look at the diagram of the airport. Listen to the directions and mark gate 7.
- Make sure Ss know to start from the café.

Tapescript: A. Peter, Tomoko, Chen and Sylvie are going from the café to Gate 7. Listen and mark it on the map.

Tomoko: It's 1.30. Let's go to the gate.

Sylvie: OK. Excuse me, where's gate 7.

Woman: Umm... go past the flower shop. Turn right. Then go straight along and take the first right. It's the gate on the left opposite the chemist.

Sylvie: Great. Thanks a lot.

- Check back – tell Ss to give you the directions and follow on board diagram.
- Show Ss the second part of the exercise.
- Play the tape, Ss listen and decide if they're talking about the blue or green suitcase.

Tapescript: B. Now they are all at Gate 7. Is Peter's bag blue or green?

Woman: Good afternoon, sir. What's in your bag?

Peter: There are some shirts, some socks and a camera.

Woman: Umm...go past the flower shop. Turn right. Then go straight along and take the first right. It's the gate on the left opposite the chemist.

Sylvie: Great. Thanks a lot.

7. Speaking

- Put some classroom objects in a bag. Give it to a strong student or a group of Ss and ask them "What's in the bag?".
- Put Ss in A&B. Hand out photocopies of the worksheets. Ss ask and answer about what's in their bags and draw their partners contents in the bag in the Ss book.

Workbook

- Exercise 1. Writing. Find the difference make sentences.
- Exercise 2. Listening. Listen and match.
- Exercise 3. Pronunciation. Tick the correct stress.

Workbook – Tapescripts

Unit 1 All about you

Listen to Alice and write about her below.

Jim: Hello, Alice. What are you doing?

Alice: Oh, Hi Jim. I'm writing about myself for a class project. Listen to this. Is it OK? My name's Alice Lee and I'm 13.

I live in Stonebridge with my mum, dad, brother and sister.

My cousins live in Stonebridge too.

My hobbies are reading and listening to music.

I don't like spiders, science or cooking.

My favourite food is fried chicken. My mum's fried chicken is the best!

My favourite drink is orange juice and my favourite colours are blue and red.

My favourite month is February because that's when my birthday is, on February the 4th.

Jim: Yeah, that sounds OK. I like your mum's friend chicken too.

Unit 2 My family

Listen and complete Jane's family tree.

Jane: Hi. My name's Jane. I'm 15 years old. I have one brother and one sister. They are called Bill and Monica.

My mum and dad are called Pat and James.

My dad has one sister, her name is Sue. She's my aunt.

Sue has three children. They are my cousins and their names are Helen, Simon and Fred.

Their dad is called Bob. He's my uncle.

I have two grandparents. My grandmother's name is Joan and my grandfather's name is Dennis.

I'm going to play basketball now with my cousin Fred. Goodbye.

Unit 3 At home

Listen and draw

- A The ball is in the box.
- B The cat is under the table
- C The book is next to the bag.
- D The cat is on the box.
- E The box is between the ball and the bag.

Unit 4 It's my ball

Listen to Tomoko, Chen, Sylvie and Jane talking about their houses. Write the correct name under each house.

Tomoko: Our house has a black door. My mum likes black. Her car is in the front of the house.

Chen: My house is big. It has 6 windows and my dad's car is behind the house.

Sylvie: There's a tree in front of my house. My mum's car is next to the tree.

Jane: Our house is great. It's near the park.

Unit 5 My day

What does Jim do on Saturdays? Listen and put the pictures in order.

Jim gets up at 9 o'clock, takes a shower and has breakfast.

He does his homework in the morning and has lunch.

After lunch he plays soccer.

In the evening he watches a film with his family.

After the film he goes to bed.

*Unit 6 I never play baseball
Listen and complete the exercise.*

Tom: Do you cook, Ben?

Ben: No way! I never cook

Mary: When's your trumpet class, Alice?

Alice: Usually on Wednesdays at 4:30

Peter: Does your dad play soccer, Jim?

Jim: Yes, sometimes, but he's not very good.

Jill: What do you do on Saturdays, Mary?

Mary: I always go shopping.

Unit 7 Where were you yesterday?

*Pronunciation
Listen and tick the correct box.*

Bedroom, apple, about, Christmas, eighteenth, flower

Listen to Ben talking about his last holiday and answer the questions.

Ben: Last June I was on holiday.
It was hot.
I played a lot in the sun and I was very brown.
The weather wasn't very good when I came home.
I'm not brown now.

*Unit 8 What did you do yesterday?
Listen to Jill talking about last week. Write the correct day under each picture.*

Jill: Last week I was very busy.
On Tuesday I played tennis with Mary.
Then on Thursday Mary and Tom came to my house for dinner. We had pizza.
On Friday I went shopping, I bought a new dress.
On Saturday evening I watched TV.

*Unit 9 Did you play tennis yesterday?
Listen and match the question with the answer.*

A Did they go to the cinema last weekend?

No, they didn't

B Did Alice make this cake?

Yes, she did.

C Did you play basketball last night?

No, I didn't

D Did Betty and Ted visit Tom at the weekend?

Yes, they did.

E Did Jim have a hamburger for lunch?

Yes, he did.

F Did Jill work on Sunday?

No, she didn't.

*Unit 10 Review
Listen to the questions and tick the correct answer.*

A Do Alice and Jenny have a sister?

B Were you at the party?

C Is that Jim's bicycle?

D Does Mary have a brother?

E Did Ben play basketball yesterday?

F Are you 18?

Unit 11 Where's the school?

Listen to the directions and circle the correct answer.

- A Go along this street . Take the second left. It's on the left.
- B Go along this street. Take the third right. It's on the right.
- C Go along this street. Take the second left. Turn right. It's on the right.
- D Go along this street. Take the third left. Turn right. It's on the left.
- E Go along this street. Take the first left. Turn right. It's on the left.

Unit 13 Quickly, quickly!

Listen and number the pictures.

- One.* Look at that car. It's moving really quickly.
- Two.* Alice, be quiet. You're playing your trumpet really loudly.
- Three.* I can't hear you. You're talking too quietly.
- Four.* This is very difficult. We're walking very slowly.

Unit 14 – Can you run fast?

Pronunciation. Listen and tick the correct stress.

October, living room, pyjamas,
Christmas tree, pencil case, potatoes.

Unit 15 – Oh no, it's going to rain!

Listen and write the day.

- A Let's have a picnic on Tuesday.
No, it's going to rain.
- B Let's play tennis on Sunday.
Great, it's going to be sunny.
- C Let's go skiing on Wednesday.
Yeah, it's going to snow.
- D Let's go to the beach on Monday.
No, it's going to be cloudy.
- E Let's go and fly the kite on Thursday.

Good idea. It's going to be windy.

Unit 16 – What are you going to do on Saturday.

Ben: What's Jim going to do on Saturday afternoon?

Jenny: He's going to see a film.

Simon: What are you going to do today?

Alice: I'm going to visit my grandfather.

Alice: Is Jenny going to go swimming on Tuesday morning?

Ben: No, she isn't. She's going to go to the zoo.

Jenny: Are they going to play tennis at the weekend?

Simon: No, they aren't. They're going to play baseball.

Unit 17 – There aren't any tomatoes. Underline the words you hear.

A
Mary: Jim. Lisa. breakfast.

Jim: Morning, mum.

Mary: There's some toast.

Jim: Thanks.

B
Jenny: Do you want an apple, Ben?

Ben: Yes please.

Jenny: Here you are.

C
Alice: Hi Mum, Is there any orange juice?

Jill: Sorry Alice.

D
Tomoko: Are you hungry, Chen?

Chen: Yes, I am.

Tomoko: There are some cookies in my bag.

Chen: Great. Thanks.

Tom: Hi Lisa. What are you doing?

Lisa: I'm going to make a sandwich. Do you want one?

Tom: Yes please.

Mary: I'm going to go shopping. What do you want?

Ben: Oh. I want a lettuce. I'm going to make a salad.

Mary: OK.

Unit 18 – How much is that CD?

Listen and match

A How much are these drinks?

These are one dollar and those are one dollar twenty.

How much is the cola?

It's one dollar twenty.

Thank you very much.

B Hi. I want some new socks. How much are they?

These white socks are two dollars forty nine and those green socks are three dollars.

May I have the white socks please?

Here you are.

Thanks.

C What's that?

It's a new Walkman

How much is it?

It's only eighty-nine dollars.

Oh...That's expensive.

D I'm very hungry. I want to eat.

Yeah, me too.

How much are those sandwiches?

They're one dollar forty-nine.

Oh...I'll have two please.

Unit 19 – Do you want some water?

Listen and draw the picture.

Sylvie: What's in the picnic box, Jim?

Jim: Well, let me see. There's some cola... and five, yes there are five bananas. Do you want a banana?

Sylvie: No thanks. I don't like bananas. What else is there?

Jim: There's a sandwich, and some...er...cheese and a melon.

Sylvie: Oooh..... that sounds nice.

Unit 20 – Review - Listen and match

A How much are these pens?

They're 100 dollars each.

B How much is that bag?

It's 600 baht.

C Those jackets are nice. How much are they?

They're 70 pounds each.

D How much is this soccer ball?

It's 8000 won.

E How much is the computer?

It's 2000 dollars.

Pronunciation – Listen and tick the correct stress

spaghetti, forty-one, bananas, grandmother, hamburger, magazine, October, badminton.

You can download additional copies of the teacher's notes for each unit of Lift Off 3, the introduction and the worksheets at <http://www.saxoncourtel.com/>