



CONNECT

PRIMARY 6

Teacher's Guide
Term 1

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Foreword

This The MOETE launched Egypt's reform vision for the development of education, and the process of developing curricula comes at the heart of this vision. The implementation of this vision was heralded in 2018, starting with the kindergarten stage in its first and second grades, with the aim of continuing until the end of the secondary stage.

This vision endeavored to make major transformations in the teaching and learning processes, where there is a transition from acquiring knowledge to producing it, and from learning skills to employing them both in specific learning situations and in the general life of the learner outside the classroom. Our curricula also integrate values that contribute to the establishment of our society—values which pose as a protective fort for our homeland. Egypt's reform vision for curriculum development also aims to take into account the specifications of pre-university education graduates, as well as the challenges Egypt faces locally, regionally, and globally. The developed curricula are intended to foster a citizen who is capable of engaging in civilized conversations and positive dialogues with the other, in addition to acquiring digital citizenship skills.

In this regard, the MOETE extends its gratitude and appreciation to the Central Administration of Curriculum Development. It also extends its thanks and gratitude to Longman Egypt and York Press for their active participation in the preparation of this book. Gratefulness also goes to all the Ministry's experts who contributed to the enrichment of this work.

This transformation of Egypt's educational system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the educational system is part of the President's vision of "rebuilding the Egyptian citizen" and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. The new educational system is only a part in a bigger national effort to propel Egypt to the ranks of developed countries, and to ensure a great future for all of its citizens.

Reviewed by

The General Administration for Planning and Formulating Curriculum

Words from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future. For this reason, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level, at a time when the world is witnessing successive industrial revolutions.

This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy




Minister of Education and Technical Education

Contents




Introduction	ii
Let's remember	2
Theme 1: I discover myself	
Unit 1 Green cities	6
Unit 2 We are all different	22
Unit 3 Vacation plans	38
Review 1	54
Theme 2: Myself and others	
Unit 4 Celebrate good times!	60
Unit 5 Amazing journeys	78
Unit 6 Taking care	94
Review 2	110
Games Bank	116

SCOPE AND SEQUENCE

Theme 1 | I discover myself

	Unit 1 Green cities 	Unit 2 We are all different 	Unit 3 Vacation plans 
Vocabulary	Community gardening: <i>apartment block, chemicals, community garden, harvest, natural fertilizer, organic, plant, roof, volunteers</i>	Personality adjectives: <i>friendly, clever, messy, nervous, organized, polite, shy</i> Animals: <i>lizard, bird, cat, fish, hare</i>	Things to do in a city: <i>climb (the Bab Zuweila minaret), go quad biking, explore (the souks), ride on a rollercoaster, take photos, visit a museum</i>
Language	Adverbs of frequency: <i>never, rarely, sometimes, often, usually, always</i> Using How often ...? to ask about the frequency of an action Using the present simple tense with time expressions to talk about the frequency of habits and routines: <i>I visit my cousins every week.</i>	Relative pronouns: <i>who, which, where</i> Using adjectives ending in -ed to describe how a person feels Using adjectives ending in -ing to describe people or things that give us feelings	Using clauses with if or when and present tense verbs to talk about facts or things that are usually true Prepositions of time: <i>at (midnight), on (Friday), in (the afternoon)</i>
Skills	Reading: A text about Mini Forest, a city reforestation organization An email from an Egyptian boy living in New York Story: <i>The Selfish Giant</i> Listening: Talking about weekend and holiday habits Speaking A dialog between two friends about what you usually do on weekends and in the holidays Writing: A paragraph about how often you do a sport or visit a family member An informal email about things you miss when you're away from home Project: Make an infographic about your neighborhood	Reading: A text about places in a school and what they are used for Folk tale: Hare Gets Scared Listening: A boy's first day at a school Speaking: Describing a friend Writing: A paragraph about the positive and negative things about a pet Project: Make a leaflet with a map of your school	Reading: Discussing plans for a vacation Story: Fatima Faces Her Fear Folk tale: Little Deer in the Forest A blog about the Carnival Listening: Planning a quad bike tour A discussion about when people do things Speaking: Planning a trip for a week Discussing study tips Asking and answering about when you do things Writing: A blog post about a visit to a place you like Project: A tourist brochure about a place you visited or like visiting
Phonics	/e/ and /s/	/ʌ/ and /æ/	/v/ and /w/
Life skills	Self-management: understanding why people miss their homes	Self-management: staying calm in new or frightening situations	Self-management: planning for the future
Values	Independence: looking after our world	Respect for others: respecting the fact that we are all different	Cooperation: learning to share with others
Issues and challenges	Resilience: being away from family	Making sensible choices: situations requiring calm and quick-thinking	Resilience: facing your fears
Integrated cross-curricular topics	Project: Make an infographic about your neighborhood	Project: Make a leaflet with a map of your school	Project: A tourist brochure about a place you visited or like visiting

Theme 2 Myself and others

	Unit 4 Celebrate good times! 	Unit 5 Amazing journeys 	Unit 6 Taking care 
Vocabulary	Birthday parties: <i>blow up balloons, decorate the birthday cake, hang up streamers, let off the fireworks, make a playlist, send the invitations</i>	Expressions about traveling: <i>go on a journey, ride camel, take a trip, go on a voyage, sail by ship, travel by train</i> Ancient cultures: <i>advanced, archaeologist, clay, inspiration, sculptures, tools, mystery</i>	Making candles: <i>drops, heat, popsicle sticks, press, squeeze, stir, wax, wick</i> Food in Ancient Egypt: <i>barley, herb, preserve (v)</i> Personal care: <i>hairbrush, face cream, shampoo, soap, toothbrush, toothpaste, perfume</i>
Language	Using the present continuous tense and time expressions to talk about actions in progress around or near the moment of speaking Using the present continuous tense to describe things that are happening in a picture	Using the past simple tense and time phrases to talk about finished actions or situations in the past Past simple negative and question forms	Using How many...? and How much...? to ask about quantities of countable and uncountable things Quantifiers: <i>a few, a little, a lot of, some</i>
Skills	Reading: A dialog about birthday party preparations A text about birthday traditions around the world Listening: Describing what people are doing at a party Speaking: Talking about birthday traditions Writing: A formal invitation to a celebration Project: Making a poster for a celebration at school/in the community	Reading: A text about the discovery of Nok clay sculptures in Nigeria Factual text: Marco Polo Crosses the Desert Listening: A diary entry A discussion about a book Speaking: Talking about a vacation Describing places and things Writing: A diary entry about a trip Project: Making a poster about a famous traveler	Reading: A text about food in Ancient Egypt Story: The Missing King Listening: A conversation about making candles Speaking: Asking and answering about quantities of things Describing a scene from a story Writing: Instructions for making something at home Project: Making a poster about different spices and the things we can make with them
Phonics	/ei/ and /e/	/dʒ/ and /ʒ/	
Life skills	Respect for diversity: different traditions around the world	Critical thinking: learning from the past	Productivity: being able to produce and modify something
Values	Curiosity: learning about other cultures	Tolerance: respecting different cultures	Work appreciation: appreciating crafts and doing things by own self
Issues and challenges	Citizenship: helping my community	Non-discrimination: learning from different cultures	Theurapeutic health: caring for one's body and eating good food
Integrated cross-cultural topics	Math: Estimating volume Project: Making a poster for a celebration at school/in the community	Project: Making a poster about a famous traveler	Social studies: Ancient Egyptian traditions Project: Making a poster about different spices and the things we can make with them

Introduction

The Egyptian Ministry of Education, Longman International Publishing, and York Press have developed *Connect 6* as part of a six-level school course. The *Connect* series (grades 4-6) build on the previous grades' philosophy and practices; and provide a wider scope of the outer world as well as a more vivid use of language in communicative, meaningful situations. Learning a second language requires communication to help students become active, life-long and responsible global citizens. *Connect 6* aims to prepare young learners for a dynamic future by focusing on language skills' integration, use of language in real-life situations, and using a pragmatic approach to modern issues and challenges. Students are consistently supported as they discuss, explore, and practice the English language throughout the book, while employing a communicative approach, contextualized language, and colorful age-appropriate topics that stimulate learners' curiosity.

Key features in every unit of Connect 6

Life Skills

Connect 6 builds on and supports the development of essential life skills within four dimensions of learning developed by the UNICEF for the MENA region, and adopted by the English language curriculum framework: *Learning to know*, *Learning to do*, *Learning to live together*, and *Learning to be*. The content of *Connect 6* supports the development of the four pillars and enables learners to develop the following key self-efficacy skills:

- **Learning to know:** creativity, critical thinking, and problem solving. We live in an age saturated with information and the modern learner is faced with the challenge of understanding how to process this information, when to question it, how to interpret it and what to do with that knowledge. *Connect 6* provides students with various, guided opportunities to research, collect, and combine information to build their own knowledge.
- **Learning to do:** productivity, negotiation, decision-making, and collaboration. Our modern world is a globalized, highly interconnected, and complicated place. Students need to know how to work effectively and respectfully with others. In *Connect 6*, students are provided with opportunities to work collaboratively to perform certain tasks, with a special focus directed to developing students' abilities to plan, carry out, produce, and assess their work.
- **Learning to live together:** participation, empathy, and respect for diversity. Our world is an exciting, diverse place in which every member of society should be treated with respect. *Connect 6* recognizes and values diversity in communities and acknowledges the dimensions of diversity (gender, color, ability, etc.) and how to work within diverse community contexts.
- **Learning to be:** self-management, communication, resilience, and accountability. In order to train learners to become productive, responsible global citizens, we need them to understand their own strengths and weaknesses. The *Connect 6* curriculum encourages students to work effectively and respectfully with others, and to learn from their mistakes.

Issues and Challenges

Part of being a responsible citizen is to explore some of the major issues and challenges experienced in one's country. These challenges are explored in the curriculum through themes such as: digital citizenship, loyalty and belonging, and environmental responsibility, with the aim of encouraging students to better understand how to effectively participate in finding solutions, especially for problems in their own environment.

PBL (Project-Based Learning)

In every unit and throughout the semester, students are encouraged to work collaboratively on a project. All projects have a specific outcome, for example to prepare a presentation, to write a recipe, to make a flyer, etc. Not only are the projects a chance to work collaboratively with classmates, but also to use the language and vocabulary from the unit in a meaningful context. On a bigger scale, projects are essential to provide an ongoing, formative assessment of students' language development.

Language Skills

Every unit gives students the opportunity to practice the four core skills of language learning: listening, speaking, reading, and writing. New language is always contextualized in an age-appropriate curriculum that encourages students to see, hear, and read the language before being asked to produce it, whether in spoken or in written form. This integrated approach mirrors real-life learning, and helps students develop learning skills which they can make use of throughout their lives.

Students are encouraged to read texts of various types and lengths to expand their vocabulary, and to improve their comprehension skills while they extract or infer from the written texts. As for productive skills, students begin to construct meaningful texts for authentic purposes with continuous enhancement of writing sub skills regularly. Students are encouraged to write biographies, recipes, make flyers, etc., while keeping an eye on the accuracy of their written products. It is very essential at this stage of learning to let students express their ideas, and then guide them to review their writings for correct grammar, spelling and punctuation.

Each unit in *Connect 6* comprises six core lessons as well as a colorful unit opener.

Unit opener: Contains an engaging colorful image designed to activate prior knowledge, stimulate discussion, and elicit need for new vocabulary.

Lesson 1: Receptive skills and vocabulary. Lesson 1 often includes a reading or listening text designed to present the new vocabulary in a meaningful context.

Lesson 2: Often includes language input. New language is contextualized through texts, stories, or listening activities linked to the unit topics. Also, it might include a CLIL text designed to bring the real-world into the classroom and provide learners with a genuine need to communicate.

Lesson 3: May contain narratives or CLIL: Some topics deals with trips, making arrangements and communicating via email and other mediums. Lesson 3 also includes pronunciation practice relevant to the unit.

Lesson 4: Students are provided with a model of writing which they analyze and are then asked to re-create. As writing requires practice and repetition, students are regularly encouraged to make notes, write drafts, and share their written work in order to improve their writing skills.

Lesson 5: Students are provided with opportunities to present a product which shows how students understand the unit's input. The product is usually accompanied by a presentation time. This gives students a chance to practice some skills like speaking clearly, managing body language, and receiving and responding to other students' feedback.

Self-Assessment: Learners reflect on the unit they have just completed and think about the things they found easy or challenging. This is also a good chance for the teacher to check learning and provide remedial support as needed

Introduction

Inclusion of students with mild disabilities

Seven categories of students with mild disabilities are integrated in the English language classroom. The following considerations are to be kept in mind when dealing with these students to help them perform well, and to provide high quality education for all.

Students' Category	Common Characteristics	Common Educational Strategies
Visual Impairment (low vision/complete blindness)	<ul style="list-style-type: none"> - Normal learning abilities - Strong sensory memory - Distinguished motivation, and less imagination ability - Difficulty in comprehending some concepts (such as spaces, colors, etc) - Weakness in using facial / body expressions and gestures 	<ul style="list-style-type: none"> - Converting written texts to audio clips - Writing assignments and texts in Braille - Accepting verbal answers instead of written ones in most requirements - Displaying texts and assignments using large font for low vision students
Auditory Impairment	<ul style="list-style-type: none"> - Low vocabulary acquisition - Difficulty with expressive language and inability to understand about 50% of class discussions - Challenges with verbal learning and understanding mixed speech topics - Difficulty linking audible words with their written symbols - Difficulty learning language expressing abstract concepts 	<ul style="list-style-type: none"> - Presenting information directly and sequentially, moving from tangible to abstract concepts - Defining tasks before starting and fully clarifying them. - Adaptation of concepts (summarizing the verbal content / supporting it with pictures or illustrations / some visual clues for the visual content such as arrows and circles and coloring some words with the participation of the resource room teacher - Learnability and abstract thinking are not affected if presentation is made through visual language.
Intellectual Disability	<ul style="list-style-type: none"> - Distraction and poor concentration - Difficulty retaining and retrieving information; especially related to short-term memory - Lack of motivation to do the tasks required - Difficulty in transferring experience or transferring effects of learning from one situation to another - Obvious weakness in language usage, speech, and pronunciation of letters and words 	<ul style="list-style-type: none"> - Gradual introduction to content (starting with the easiest part) - Providing clear and specific instructions - Providing enough time to perform the tasks required - Focusing on sensory activities - Providing incentives to encourage students to participate
Motor Disability and Cerebral Palsy	<ul style="list-style-type: none"> - Inability to do the task required at once - Language difficulties and lack of speech clarity to a degree that others cannot understand (due to poor control of the muscles of the tongue, lips, throat, and facial expressions) - Anxiety, shyness, isolation, lack of self-confidence and lack of social interaction 	<ul style="list-style-type: none"> - Helping students perform tasks according to their health conditions - Reducing the amount of homework and classwork - Providing students with enough time to perform the required tasks

Autism	<ul style="list-style-type: none"> - Deficiency in attention, memory, and motivation - Difficulty of shifting from one topic or task to another - Need for clues (prompts) to help them remember and retrieve information - Better retention of visual information - Poor listening and speaking skills - Overreacting to noise (discomfort with bright lights) - Difficulty in distinguishing the relationship between figures and ground or background in pictures - Aversion if touched by others 	<ul style="list-style-type: none"> - Providing enough re-explanation of the activity - Taking into consideration the autistic students cannot be required to look and listen at the same time (Due to the inability to process the information processed by vision and hearing at the same time) - Focusing on sensory activities rather than on words and phrases (employing pictures and activity charts in daily activities) - Talking to students in short sentences focusing on pronouncing key words audibly at the end of each sentence and explaining the activity before starting with specific tasks
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> - Lack of attention, concentration, remembering and organization skills, and difficulty completing assigned tasks - Excessive physical movements and tendency to climb and swing - Difficulty making friends with peers, as well as difficulty playing games or engaging with others in activities that are done quietly - Difficulty with adaptive behavior and developing life skills 	<ul style="list-style-type: none"> - Checking that instructions and directions are received correctly - Using activities and instructional aids that attract the students' attention - Dividing tasks and duties into less complex units and providing incentives for successfully completed tasks - Helping students sit in specific places while learning, to limit distraction and movement within the classroom - Allowing frequent breaks or time to move around - Assigning tasks that will be easily grasped by such students
Learning Disability	<ul style="list-style-type: none"> - Difficulty paying attention, concentrating, remembering and forming concepts, difficulty in verbal and visual perception, and deficiency in short-term memory - Difficulty in understanding audible materials; and in following verbal instructions - Difficulty in associating vocabulary with behavior and in distinguishing between similar words - Difficulty in choosing and remembering words that express their thoughts - Continuous movement - Rapid emotional changes or extreme calmness - Unwillingness to participate in class activities 	<ul style="list-style-type: none"> - Breaking up long sentences and using most common words - Varying the tone of voice and providing adequate warming-up before new tasks - Taking into consideration the spaces between words and spelling errors

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Introduction

Inclusive Support to students with disabilities: language skills development

Writing Skills	<ol style="list-style-type: none">1. Use both oral and written explanations of key concepts, rules, and skills. For example, write the rules on the board or on cards to regularly check comprehension.2. Underline or highlight key phrases that are important for answering questions.3. Summarize written texts into short paragraphs supported by expressive pictures; and answer the questions on each paragraph separately.4. For visually impaired students, answers to written activities are provided with the help of the teacher or colleagues, or in Braille.5. For sentence formation activities, students are to form simple and short sentences with the help of the teacher or colleagues, and the number of sentences is determined according to the students' abilities.6. Provide the students with key words to help them write and compose sentences in the writing section (write sentences).
Reading skills	<ol style="list-style-type: none">1. When displaying new vocabulary, each should be accompanied by pictures, photos or illustrations.2. Underline or highlight key vocabulary and phrases in long reading texts.3. Provide short summaries of enclosed reading texts.4. Present reading texts orally for blind students and use a magnifying glass for low vision students.5. Put the main sentences in sequence and identify them in the student's book then write them on the board. Refer to the sentences when answering the questions of the activity (Read again and answer).
Memory support	<ol style="list-style-type: none">1. Revise previously studied concepts, vocabulary, structures, etc., before starting CLIL activities.2. Provide inclusive support to students with disabilities by regularly checking their understanding.
Attention and understanding support	<ol style="list-style-type: none">1. It may be difficult for some differently abled students (intellectually impaired- auditory impaired) to grasp all the words, concepts, structures, etc., of the lesson, so it is preferable to start by reviewing previously taught material that is related to the environment around them.2. For language presented in visual illustrations, it is necessary to use touchable models, especially for blind and low vision students.3. Sometimes, it might be necessary to state the purpose of the questions clearly and directly.4. Whenever possible, use the resources room for introducing and practicing key concepts, structures, etc., before teaching them in the classroom.5. When explaining new concepts, ideas, rules, etc., focus on the key points and place some cues around them (frame / circle) For example: eat(s) catch(es) fl(ies)6. Design flash cards for the activities included in the Student's Book and draw a symbol that expresses them for intellectually impaired students to understand, and to facilitate shifting from one activity to another.7. Make use of textured boards and other tools in the resources room.

<p>Working in Groups</p>	<ol style="list-style-type: none"> 1. For group work activities, place differently abled students in pairs or in small groups supervised by the teacher. 2. Adopt one of the inclusion strategies for each group and ensure that the students are assigned appropriate tasks to perform. 3. When making presentations, make sure that differently abled students work in pairs or in small groups. Also, make sure that: <ul style="list-style-type: none"> - The presentation is around 5-7 minutes, and you accept possible signs, gestures, and any kind of verbal expression and correct answers (for various categories of intellectual disability / auditory impairment / autism / spectrum disorder) - The presentation relies on visual aids, and the language used should be in the form of simple, short written texts, with the commentary consisting of one sentence or more accompanied with a picture - The use of verbal language should be limited to the minimum possible practice (one word, one simple sentence or more) according to the degree of impairment
<p>Listening</p>	<ol style="list-style-type: none"> 1. Divide the main audio files into shorter segments and comment on each short segment to help students focus on the audio parts (in the classroom, if possible, or in the resource room with the help of the resource room teacher). 2. When answering questions based on a listening text, play short parts of the text, ask the question more than once, seek answers and then play the next part and so on. 3. Summarize the content of listening passages into short sentences, and then repeat them more than once. 4. Repeat the whole word more than once when doing missing letters completion activities. 5. For auditory impaired students, present the listening texts in written form to help them read while colleagues are listening. 6. Stand close to auditory impaired students, facing them, to make sure they can distinguish the letters and note the breath length and shortness in phonics. Teachers should also alert them with a sign upon completion of each word, and coordinate with the resource room teacher to use the auditory training devices inside the room. 7. When repeating target words in the phonics class, make sure that differently abled students are participating.

Let's remember

LESSON 1

pages vi-ix

Objectives To revise words connected with fruit, vegetables, sports, the weather, and places in the town.

Materials Student's Book pages vi-ix
Audio files

Opener

- Greet the students and have them greet you back.
- Tell them they are going to revise some words. On the board draw a grid with four parts, write 1. *Fruit and vegetables*, 2. *Sports*, 3. *The weather*, 4. *Places in the town*.
- Prepare a list of words from the *Let's Remember* unit and test the students' memories by reading words one by one, and asking students to categorize them, e.g., *football – sport*, *storm – weather*.
- Put the students in small groups and ask them to suggest more words for each category.
- Move around and monitor.
- Bring the whole class together again and elicit words from the students. Ask students to spell their answers and nominate students to add these answers to the grid on the board.

STUDENT'S BOOK

page vi

1 Look and write

- 1 Ask students to look at the images on page vi and complete the spelling.
- 2 Ask students to check their answers in pairs. Offer the students dictionaries if necessary.
- 3 Bring the whole class together again and collect the answers.
- 4 Drill the pronunciation of problematic letters, e.g., *e, a, i*.

Answers:

- 1 potatoes
- 2 mangoes
- 3 lemons
- 4 bananas
- 5 grapes
- 6 carrots
- 7 onions
- 8 limes
- 9 coconuts

2 Write the words from Exercise 1 in the correct group. Then listen, check, and say

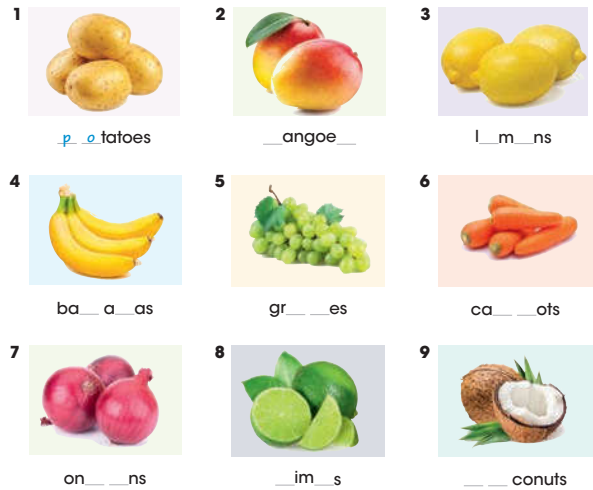
- 1 Nominate a student to read the instructions and then ask the students to complete the task individually.
- 2 Play the audio and ask the students to listen, and check their answers.

2

LET'S REMEMBER

LESSON 1 VOCABULARY

1 Look and write



2 Write the words from Exercise 1 in the correct group. Then listen, check, and say

Fruit	Vegetables

vi

- 3 Play the audio again and ask the students to listen and repeat.
- 4 Generate a class discussion about fruit and vegetables, e.g., *Did you know that limes and lemons are fruits? Do you have a banana everyday? Do you grow carrots at home?*, etc.

Audioscript

Fruit: mangoes, lemons, bananas, grapes, limes, coconuts
Vegetables: potatoes, carrots, onions

Answers:

Fruit: mangoes, lemons, bananas, grapes, limes, coconuts
Vegetables: potatoes, carrots, onions

3 Find and circle seven more words for sports

k	a	r	a	t	e	y	u	i	o	p	l	k
u	f	d	s	a	s	w	i	m	m	i	n	g
n	o	i	u	y	q	t	r	e	w	q	m	n
g	s	d	f	g	u	h	j	k	l	b	v	s
f	o	o	t	b	a	l	l	x	c	z	n	a
u	f	j	e	r	s	x	m	t	r	s	w	i
j	o	r	n	t	h	a	n	d	b	a	l	l
y	p	h	n	b	d	f	t	y	o	d	p	i
e	r	t	i	y	u	i	o	p	k	e	j	n
s	a	z	s	x	c	v	b	n	m	i	a	g

4 Complete the sentences. Use the sports from Exercise 3

- My brother is on the football team. They have a match next week.
- I think _____ is difficult. You can't kick the ball with your feet!
- My sister is good at _____. She goes to the pool every Friday.
- I'm good at _____. I have a black belt.
- My friend and I are playing _____ on the grass with our new rackets.
- We love _____. We take our boat on the river.
- I'm not very good at _____. I can't hit the ball hard enough against the wall!
- I can't always tell the difference between karate and _____, but I like both sports!



vii

4 Complete the sentences. Use the sports from Exercise 3

- Read the instructions and ask students to complete the task individually.
- Ask students to check their answers with a partner.
- Bring the class back together and check the answers. Elicit key words and explanations about why each answer is correct, e.g., *swimming is done in a pool.*
- If necessary, show short video clips of people doing these sports and highlight the existence of the connecting vocabulary, e.g., *someone playing squash against a wall.*

Answers:

- 1 football
- 2 handball
- 3 swimming
- 4 karate
- 5 tennis
- 6 sailing
- 7 squash
- 8 kungfu

3 Find and circle seven more words for sports

- Show the students the grid, read the instruction, and check they know that they have to search for words in all directions.
- Ask the students to complete the task individually.
- Ask the students to check their answers with a partner.
- Check the answers as a class and ask the students to spell the vocabulary.
- Generate conversation with the target language, e.g., *Do you watch tennis on TV?*

Answers:

k	a	r	a	t	e	y	u	i	o	p	l	k
u	f	d	s	a	s	w	i	m	m	i	n	g
n	o	i	u	y	q	t	r	e	w	q	m	n
g	s	d	f	g	u	h	j	k	l	b	v	s
f	o	o	t	b	a	l	l	x	c	z	n	a
u	f	j	e	r	s	x	m	t	r	s	w	i
j	o	r	n	t	h	a	n	d	b	a	l	l
y	p	h	n	b	d	f	t	y	o	d	p	i
e	r	t	i	y	u	i	o	p	k	e	j	n
s	a	z	s	x	c	v	b	n	m	i	a	g

Let's remember

5 Look and match

- 1 Ask the students to look at the vocabulary 1-6 and images a-f and instruct them to match them together to complete the task.
- 2 Ask the students to check their answers with a partner. Allow dictionary use if necessary.
- 3 Bring the students back together and check the answers as a class. If necessary, write the translations and phonemic translations on the board.
- 4 Generate conversation with the language from the exercise, e.g., *What do you wear in rainy weather?*

Answers:

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

6 Look and write about the weather in each city

- 1 If there is access to the internet, show the students a map of Egypt and elicit what the students know about the cities in the Exercise.
- 2 Read the instructions and then ask the students to complete the task individually.
- 3 Ask the students to check their answers with a partner.
- 4 Bring the class together and check the answers.

Answers:

- 1 In Cairo, it's sunny and hot.
- 2 In Alexandria, it's rainy and cloudy.
- 3 In Giza, it's windy.
- 4 In Port Said, it's stormy.

Extra practice

- 1 If there is access to the internet, put the students into pairs and ask them to investigate the current weather in the cities in Exercise 6.
- 2 Move around and monitor, and help when needed.
- 3 Bring the class together and elicit the answers, praise the students' research skills, and accurate grammar and writing skills.
- 4 Generate conversation with the language from the exercise, e.g., *Have you ever visited Port Said on a cloudy day?*

Students' own answers

7 Complete for you and people you know the sentences with the words in the box

- 1 Present the words in the green box, check that the students know what they mean and how to pronounce them, e.g., the /aʊ/ in drought and the /ʌ/ in flood.
- 2 Ask the students to complete the task individually.
- 3 Ask the students to check their answers with a partner.
- 4 Check the answers as a class.
- 5 Generate conversation with the language from the exercise, e.g., *Have you ever seen a sandstorm?*

4

5 Look and match

1 ice 2 sunny 3 stormy 4 rainy 5 windy 6 cloudy



6 Look and write about the weather in each city

City	Cairo	Alexandria	Giza	Port Said
Weather				

1 In Cairo, it's sunny and hot.

2

3

4

7 Complete for you and people you know the sentences with the words in the box

drought flood heat wave sandstorms windy

- 1 When it gets very windy in the desert, there are sometimes _____.
- 2 A _____ happens when there is too much rain and rivers are full.
- 3 A _____ is when it's very hot for a short time.
- 4 If it doesn't rain for a very long time and plants can't grow, there is a _____.

viii

Answers:

- 1 windy - sandstorms
- 2 flood
- 3 heat wave
- 4 drought

8 Unjumble the letters to make words for places in town. Write the words under the pictures. Listen and check

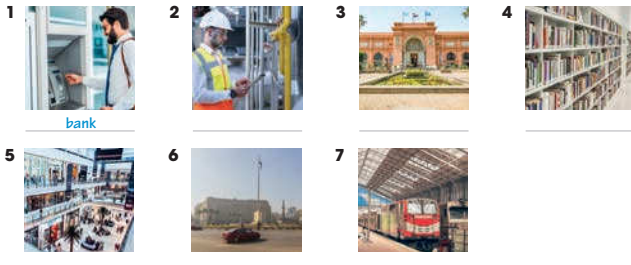
- 1 Nominate a student to read the instructions, then ask the students to complete the task individually.
- 2 Play the audio and ask the students to listen and check their answers.
- 3 Check the answers as a class.
- 4 If you have access to the internet, go to Google Earth and show the students some of these places in the local town or city.

Audioscript

Narrator: 1 c
Narrator 2: Bank
Narrator: 2 f
Narrator 2: Factory
Narrator: 3 g

8 Unjumble the letters to make words for places in town. Write the words under the pictures. Listen and check

- a saqure b shpponig allm
 c kbna d sttanoi
 e lrbiray f fcaotry
 g muusem



9 Listen and write where these people went

- 1 Amira: _____ 2 Ziad: _____
 3 Shorouk: _____ 4 Ali: _____
 5 Sahar: _____ 6 Sameer: _____

10 Write a paragraph about where you live. Write about the weather, the food, and the places in your area. Use the questions to help you. Write 30-40 words

The weather: Is it always hot there? Does the weather change during the year? Are there ever sandstorms, droughts, or floods?

The food: What food is traditional there? What are your favorite foods? Is your area famous for growing any fruit or vegetables?

The places: What important buildings are there? Do you visit them with your family or friends? What do you do when you are there?

ix

Narrator 2: Museum

Narrator: 4 e

Narrator 2: Library

Narrator: 5 b

Narrator 2: Shopping mall

Narrator: 6 a

Narrator 2: Square

Narrator: 7 d

Narrator 2: Station

Answers:

- 1 Shopping mall 2 Library
 3 Factory 4 Station
 5 Museum 6 Bank

9 Listen and write where these people went

- 1 Read the instructions, then play the audio and ask the students to complete the task individually.
- 2 Ask the students to check their answers with a partner.
- 3 Check the answers as a class. If necessary, play the recording again and pause on significant information, e.g., train relates to station.
- 4 Generate conversation with the language from the exercise, e.g., *How often do you go to the library?*

Audioscript

Narrator: 1 Amira

Amira: I like to buy lots of things here, like clothes, gifts, and shoes.

Narrator: 2 Ziad

Ziad: I like going here because I love books.

Narrator: 3 Shorouk

Shorouk: My father works there. They turn cotton into clothes like T-shirts and dresses.

Narrator: 4 Ali

Ali: I go here to get a train to visit my cousin in Tanta.

Narrator: 5 Sahar

Sahar: My friend just arrived from London and I'm taking her to see the monuments.

Narrator: 6 Sameer

Sameer: My dad needs to get some money. I'm going with him.

Answers:

- 1 c Bank 2 f Factory 3 g Museum
 4 e Library 5 b Shopping mall 6 a Square
 7 d Station

10 Write a paragraph about where you live. Write about the weather, the food, and the places in your area. Use the questions to help you. Write 30-40 words

- 1 Nominate a student to read the instructions, then if you feel it's beneficial, model your own answers to selected questions.
- 2 Ask the students to read all the questions and complete the task. Encourage students to be autonomous, e.g., use the language in this unit, consult a dictionary, etc.
- 3 Ask the students to share their work with a partner, and offer some constructive feedback, e.g., spelling, grammar, punctuation.
- 4 Ask the students to incorporate some of their partner's suggestions in a final draft.
- 5 Move around, and monitor and help when necessary.

Students' own answers

Closing

- Once all the students have written second drafts of their paragraphs, facilitate a reading gallery. This can either be physically in the classroom, on the walls or tables, or digitally on a school forum or online platform.
- Ask students to go around the gallery and read their classmates' work, ask them to keep notes about what they liked reading about and why.
- Bring the group back together and ask the students to share something positive about one of their classmates' paragraphs.

UNIT 1

Introduction

pages 2-3

Objectives: To listen, read, and write about green spaces in cities


Materials: Student's Book pages 2-3
Flashcards or photos of different towns, cities, and green spaces
Photo of an Egyptian community garden

Opener

- Greet the class, then ask students to greet each other in groups of three.
- Play *Be the teacher* (Games Bank, page 116) to help students remember some of the common classroom phrases.
- Ask who lives near a green space and get a show of hands.
*Ask: Does anyone in the class live near a park or a garden?
Does anyone live near a space where they grow things?*
Show a picture or flashcard of each to check understanding and say the words for students to repeat.




UNIT
1




In this unit I will ...

- listen, read, write, and research about green spaces in towns.
- talk about how often we do things.
- listen and read about a project to make a city greener.
- say the sounds /th/ and /s/.
- write an informal email about things you miss about Egypt.
- research and make an infographic about my area.




Look, discuss, and share

Look at the photo of a city park.
Why do you think having green areas in cities is important?



Did you know?

'Urban greening' is an important part of town planning in many countries. It means creating areas of plants and trees in cities. These can be small parks between buildings or gardens on people's roofs.



Find out

Where is the park in the photo?
Why is it famous?

3

Find out

- 1 Ask students to look at the photo. Do they know where it is?
- 2 Either let students use the internet or, if this is not practical, show some pictures of different green spaces around Egypt, such as Horreya Garden in Cairo, Kafr Abdu in Alexandria and Almalahaa Park in Ismailiah.
- 3 In pairs students look at pictures of, and share any knowledge about, different green spaces around town and in other places around Egypt.

Answers:

It is in Cairo.
It is famous because it is a beautiful green space surrounded by historic sites.

Closing

- Focus on the *In this unit I will ...* and read through the objectives with the class. Explain any new words.



Look, discuss, and share

- 1 Ask students to look at the photo of the green space on page 2. Ask: *What can you see in this picture? Would you like to go there? What would you do?*
- 2 Ask students to discuss in pairs which space they would like to visit and why.
- 3 Ask: *What's your favorite green space in town?* Check students know what a green space is and give some examples, e.g., a park, a large garden, or a sporting club. Elicit responses from pairs and share the best answers.

Students' own answers



Did you know?

- 1 Direct students to the fact mentioned in the *Did you know?* and read it aloud, with students reading and following as you do so.
- 2 Find a picture of urban greening in Egypt or another country. Ask: *What can you see? What is this space for?* (For people to enjoy and see plants and animals.)
- 3 Ask students to look at the *Did you know?* box again. Ask: *Why do they plan these spaces in towns and cities?* (So that people can enjoy green spaces even if they live in a big city.)

LESSON 1

pages 4-5

Objectives:	To review different foods that can be grown in a garden To listen and read about a community garden To talk about where our fruit and vegetables come from
Vocabulary:	<i>apartment block, chemicals, community garden, fertilizer, harvest, natural, plant, roof, organic, volunteers</i> Review fruit and vegetables: tomatoes, peppers, onions, lettuce, lemon (tree), dates
Language:	I always help on, We usually, We never (use chemicals), Sometimes we sell them in the market too.
Materials:	Student's Book pages 4-5 Audio files Photos or flashcards to illustrate the words in the vocabulary list

Opener

- Play *Catch and Say (1)* (Games Bank, page 116) to review known food (fruit and vegetable) vocabulary, such as banana and salad.

Presentation

- Use the flashcards to present the new vocabulary for planting and growing food in a community garden. Go through each one and say the name of each item. Ask students to repeat after you. Repeat once more.
- Place flashcards on the board. As you point to a card, repeat the word and have students repeat after you. Then ask individual students to say the word you point to.
- Make a short game and point randomly and have students give you the correct word or say the word and ask students to show you the correct picture.
- For extra practice if your class needs it, do a matching game with the words and pictures from the new vocabulary. Students read and match. Set a time limit for extra challenge.
- Quickly run through different sorts of fruit and vegetables students know.

STUDENT'S BOOK

page 4

1 Look and write

- Ask students to think about what a community garden is and what it might grow. (A community is a public place where people in the surrounding neighborhood share the work and harvest fruits and vegetables. Most community gardens are designed to grow food, vegetables and fruits.)
- Ask students to look at the photos. Read through the words in the word pool as a class, explaining any unknown words.
- Students use the word pool and match the words and phrases to the photos. Monitor and check all can do this.
- Ask students what fruit and vegetables they would grow in a community garden. They then share with the class.

8

LESSON 1

WE WORK IN THE COMMUNITY GARDEN



1 Look and write

apartment block chemicals harvest natural fertilizer plant roof



2 Listen and read. Where does Mariam go on Fridays?

- Nour** No school tomorrow! Do you want to come to my house?
- Mariam** Thanks Nour, but I always help my aunt on Friday afternoons at the **community garden**.
- Nour** The community garden? What's that?
- Mariam** It's a big green space on the **roof** of my Aunt Salma's **apartment block**. The people who work there are all **volunteers** from the neighborhood. We grow vegetables to eat, and sometimes we sell them in the market, too!
- Nour** That's interesting. What things do you grow?
- Mariam** Well, we usually **plant** tomatoes, peppers, onions, lettuce – things people eat all the time. Sometimes we also plant fruit trees. This year we have lemons and dates.
- Nour** And you grow all this food in the middle of the city. Wow!
- Mariam** Yes, it means people can grow their own fresh food and it's **organic**, too, which means we only use **natural fertilizer** — we never use **chemicals**.

4

Answers:

- | | | |
|----------------------|-------------------|-----------|
| 1 plant | 2 apartment block | 3 roof |
| 4 natural fertilizer | 5 chemicals | 6 harvest |

2 Listen and read. Where does Mariam go on Fridays?

- Students listen and follow the audio, reading the dialog transcript as they do so.
- Elicit the answer to this initial check question.
- Go over any unknown words or phrases, and check the students can understand the words in bold.

Audioscript

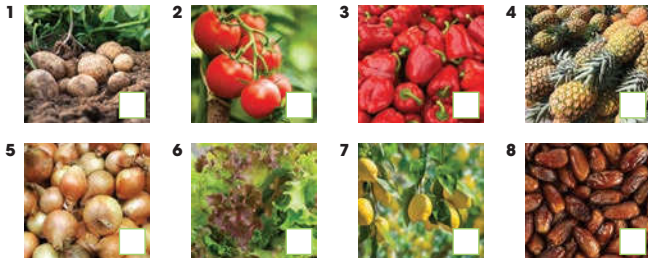
- Nour** No school tomorrow! Do you want to come to my house?
- Mariam** Thanks, Nour, but I always help my aunt on Friday afternoons at the community garden.
- Nour** The community garden? What's that?
- Mariam** It's a big green space on the roof of my Aunt Salma's apartment block. The people who work there are all volunteers from the neighborhood. We grow vegetables to eat, and sometimes we sell them in the market, too!
- Nour** That's interesting. What things do you grow?
- Mariam** Well, we usually plant tomatoes, peppers, onions, lettuce – things people eat all the time.

Nour Does your garden produce a lot of vegetables?

Mariam Yes, it does. From just one square meter of roof garden, we can **harvest** twenty kilos of vegetables a year. And that's not all. Roof gardens also help clean the air in the city, which is good for people's health. And they're a great place to meet people and make friends.

Nour It sounds great, Mariam. We need more community roof gardens like that in our city!

3 Listen and read again. Check (✓) the foods Mariam mentions



4 Complete the summary with the words from the box

aunt clean friends grow plants roof sell tomorrow

Nour asks Mariam to go to her house **1** _____, but Mariam goes to help her **2** _____ on Fridays. They work in a community garden on the **3** _____ of an apartment block. They **4** _____ vegetables and fruit for people in the local area, and sometimes they **5** _____ them, too. Mariam thinks the community garden is a good idea because the **6** _____ also help to **7** _____ the air in the city, and it is a good place to make new **8** _____.

5 Work with a partner. Discuss these questions

- Does your family have a garden or a balcony? What do you grow there?
- Where do the vegetables and fruit that you eat come from? Do they come from gardens or farms?

Sometimes we also plant fruit trees. This year we have lemons and dates.

Nour And you grow all this food in the middle of the city. Wow!

Mariam Yes, it means people can grow their own fresh food and it's organic, too, which means we only use natural fertilizer – we never use chemicals.

Nour Does your garden produce a lot of vegetables?

Mariam Yes, it does. From just one square meter of roof garden, we can harvest twenty kilos of vegetables a year. And that's not all. Roof gardens also help clean the air in the city, which is good for people's health. And they're a great place to meet people and make friends.

Nour It sounds great, Mariam. We need more community roof gardens like that in our city!

Answers:

To the community garden to help her aunt.

3 Listen and read again. Check (✓) the foods Mariam mentions

- Ask students to look at the photos. Don't go over any unfamiliar items, let students listen and look to see if they

can check those which are mentioned.

- Students listen and read the dialog again, checking the fruit and vegetables as they hear them.
- Monitor and give help where needed.
- Go through the answers as a class.

Answers:

Check *tomatoes, peppers, onions, lettuce, lemons, and dates.*

4 Complete the summary with the words from the box

- Go over the words in the word box with the class. Most should be familiar.
- Students read the summary and choose the correct word from the word box.
- Monitor and give help where needed.
- Go through answers as a class, including quieter students so they get an opportunity to speak.

Answers:

1 tomorrow	2 aunt	3 roof
4 grow	5 sell	6 plants
7 clean	8 friends	

5 Work with a partner. Discuss these questions

- Read the questions aloud with the class, asking confident readers to read if you wish.
- Students discuss in pairs. Monitor and note any interesting conversations for pairs to relay to the rest of the class.

Students' own answers

Extra practice

- In pairs, students imagine what they would grow in a community garden. What fruit and vegetables would they plant? For additional practice or a homework task, students could draw and label their ideal garden. Finished pieces would make an attractive wall display where they can display their work for other students to see.

LESSON 2

pages 6-9

- Objectives:** To read and listen about a project to make mini forest spaces
To understand and use adverbs of frequency correctly
- Language:** We always work hard to identify ideal urban locations.
I don't often see my school friends on weekends.
- Materials:** Student's Book pages 6-9
Pictures from the internet or magazines of green forest spaces
Audio files
Class timetable to practice *how often ...?*
never/rarely/usually/always, etc.

Opener

- Greet each student as they come into class and ask students to greet each other in groups.
- Play *Point to the card* (Games Bank, page 118) with the flashcards from Lesson 1.

Presentation

- Use a class timetable to review/introduce adverbs of frequency. Ask: *When is Math?* (It's always in the morning on Sunday, Monday, and Tuesday.) *We never have English on Wednesday. We usually go to the IT room to make a presentation.*

STUDENT'S BOOK

page 6

1 Listen and read. Choose the best logo for Mini Forest

- Ask the class to look at the pictures and text. Ask: *What do you think the text is about?* Elicit ideas and say: *Let's see if you are right!*
- Ask students to listen and read along with the text.
- Ask students to give you a show of hands to vote for the best logo. Ask some students to tell you why.

Audioscript

What is Mini Forest?

Mini Forest is an organization which plants small areas of trees in the middle of our cities. These special green areas help people enjoy nature and help our wildlife – like plants, animals, and other living things.

At Mini Forest, we always work hard to find the best urban locations for our forests, where people and wildlife need nature most.

We never grow foreign plants in our projects, we always plant trees that grow naturally in an area and we carefully look after them until they become a small forest.

We also usually work with local communities to plant and look after the forests over time.

We collect data from every forest we plant a few times a

10

LESSON 2 WE ALWAYS WORK HARD

1 Listen and read. Choose the best logo for Mini Forest

1



2



3



Home

About

Join us

Latest News

Contact us



Earth Aid

What is Mini Forest?

Mini Forest is an organization which plants small areas of trees in the middle of our cities. These special green areas help people enjoy nature and help our **wildlife** – like plants, animals, and other living things.

At Mini Forest, we **always** work hard to find the best urban locations for our forests, where people and wildlife need nature most.

We **never** grow foreign plants in our projects, we **always** plant trees that grow naturally in an area and we carefully look after them until they become a small forest.

We also **usually** work with local communities to plant and look after the forests over time.

We collect data from every forest we plant **a few times a month**. This helps us understand the effects of the new green space on the people, wildlife, and climate of the area.

We **rarely** have enough volunteers to help us with our projects, so we are **always** happy when people offer to help us. Click on the [link](#) to find out more.



2 Listen and read again. Write T (True) or F (False). Correct the false sentences in your notebook

- The new green spaces help people and animals. ___
- Mini Forest plants trees that don't normally live in that country. ___
- Mini Forest volunteers help to look after the trees. ___
- The organization uses information about the forests for research. ___
- The Mini Forest organization doesn't want more people to join and help. ___

6

month. This helps us understand the effects of the new green space on the people, wildlife, and climate of the area.

We rarely have enough volunteers to help us with our projects, so we are always happy when people offer to help us. Click on the link to find out more.

Students' own answers

2 Listen and read again. Write T (True) or F (False). Correct the false sentences in your notebook

- Suggest students read the T/F sentences first, then listen to and read the text again as this will help them find the answers quicker.
- Monitor and check students are on task.
- Students correct the false sentences in their notebooks. Monitor and help as needed.
- Ask the class to give you the answers to the false statements.

Answers:

- T
- F (Mini Forest always plants trees that grow naturally in an area)
- T
- T
- F (Mini Forest is always happy when people volunteer to help)

Language focus

We use adverbs of frequency before a verb (but after the verb *to be*) to talk about how often an action happens.

We **always** work hard to find the best urban locations for our forests.
We are **always** happy when people offer to help us.

We use **How often ...?** to ask about the frequency of an action.

How often do you work in the community garden?
I work there **a few times a month**.

0% **never** **rarely** **sometimes** **often** **usually** **always** 100%

3 Circle the correct answers

- The weather is **usually** / **never** sunny in Egypt in summer.
- I **rarely** / **often** eat dates as a snack - I love them!
- How often** / **How many** do you play football with your friends?
- Samer **always** / **never** plays video games. He doesn't like them.
- We **sometimes** / **always** go cycling on holiday, but most days we relax on the beach.
- You **rarely** / **sometimes** call me so late at night. Is something wrong?
- Dr Mohsen is **never** / **always** late to work. He likes to be at the hospital on time.

4 Put the words in the correct order to make sentences in your notebook

- 10 pm. / usually / in bed / before / I'm
- always / My dad / a healthy breakfast / in the morning. / eats
- never / Donia and Wael / late / are / for school.
- the dentist / you / go / How / do / often / to / ?
- gives / sometimes / us / Our teacher / homework / on weekends.
- rains / It / the Western Desert. / rarely / in

7

- Direct students' attention to the *Language focus* box and go over the phrases as a class, demonstrating the meaning using the never/always line.
- Put students in pairs and encourage them to think of some never/always sentences about their daily life. Encourage them to extend this and use *How often* to ask and answer.
- Students then do Exercise 3. Do the first one as an example if necessary.
- Remind students they can look at the frequency 'timeline' if they need help with Exercises 3 and 4.
- Monitor and provide help where necessary.
- Elicit answers from the class, asking quieter class members as much as possible.

Answers:

- | | | |
|-----------|-------------|--------------|
| 1 usually | 2 often | 3 How often? |
| 4 never | 5 sometimes | 6 rarely |
| 7 never | | |

4 Put the words in the correct order to make sentences in your notebook

- Ask students to read the instructions as a class.
- Ask students to re-order the sentences and rewrite them in their notebooks.
- Monitor and check all can do this.
- Fast finishers can add a couple of their own sentences.
- Elicit answers from the class.

Answers:

- I'm usually in bed before 10pm.
- My dad always eats a healthy breakfast in the morning.
- Donia and Wael are never late for school.
- How often do you go to the dentist?
- Our teacher sometimes gives us homework on weekends.
- It rarely rains in the Western Desert.

STUDENT'S BOOK

page 7

LANGUAGE FOCUS

- Direct students' attention to the *Language focus* box and go over the phrases and explanations as a class.
- Allow students some time to look at the *never/always* frequency timeline and check that they understand how it works.
- Focus the students' attention on the bold frequency words in the *Language Focus* box. Ask students to underline them and check understanding of the phrases, either by choosing a random student or getting one or two confident students to 'show and tell' the rest of the class.
- Put students in pairs and encourage them to think of some *never/always* sentences about their daily life. Encourage students to extend the activity and use *How often* to ask and answer questions.

3 Circle the correct answers

- Focus attention on the bold frequency words in the Mini Forest text. Ask students to underline them and check understanding of the phrases, either by pointing or getting one or two confident students to 'show and tell' the rest of the class.

5 Circle the correct adverb in each sentence

- 1 Have students read the instructions as a class. Remind students they've just done an exercise similar to this on page 7.
- 2 Encourage students to circle the correct adverb without looking back at the timeline if they can.
- 3 Students circle the correct adverb. Monitor and then check answers as a class.

Answers:

- | | | |
|-------------|-----------|----------|
| 1 never | 2 usually | 3 often |
| 4 sometimes | 5 rarely | 6 always |

6 Listen. Where do the friends decide to go on Saturday?

- 1 Ask students to listen for the answer to the initial comprehension question.
- 2 Monitor and help as needed, then choose a student to answer.

Audioscript

- Nadine** What do you usually do on weekends, Gameela?
Gameela I usually spend time with my sisters. We often go shopping in the city center, or we sometimes go to the movie theater. What about you?
Nadine I don't very often go into the city. I usually stay at home and help my mom, but I sometimes visit my grandparents with my sister, Injy, and her kids.
Gameela Where do your grandparents live, Nadine?
Nadine They live in the countryside on a farm. It's near a city called Assuit. Do you know it? It's on the river Nile.
Gameela Assuit? That's a long way from here. How often do you see them?
Nadine About once a month. My sister can drive so she usually takes me in her car. And we always try to meet up for the holiday at Eid Al-Adha too. We usually stay for a week at their house then.
Gameela I love Eid Al-Adha! We always meet up with my mom's family for the holiday. They are all great cooks and we always eat a lot!
Nadine That sounds great!
Gameela What about this weekend, Nadine? Are you busy?
Nadine Not really. Do you want to do something together?
Gameela Yes, let's go to that new café in our neighborhood. It's near the square.
Nadine Yes, OK. It looks nice and they've got delicious date and honey cakes! Saturday afternoon?
Gameela Yes, that sounds great. I'll text you.

5 Circle the correct adverb in each sentence

- 1 We don't like fish at all. We **often** / **never** eat it.
- 2 Date palm trees **usually** / **never** produce fruit.
- 3 My aunt lives with us, so I **often** / **rarely** speak to her.
- 4 I **sometimes** / **never** do my homework in the afternoon, but I prefer to do it in the evening.
- 5 Hani **rarely** / **often** plays football. He doesn't like sports.
- 6 My father **sometimes** / **always** drives to work. It's very far and there is no train or bus there.

6 Listen. Where do the friends decide to go on Saturday?

7 Listen again. Complete the sentences the two girls say. Write two words in each gap

- Gameela** I 1 _____ time with my sisters.
 We 2 _____ shopping in the city center,
 or we 3 _____ to the movie theater.
Nadine I don't 4 _____ go into the city. I
 5 _____ at home and help my mom,
 but I 6 _____ my grandparents.

Tip!

We use the present simple tense to talk about habits and routines.
 I **visit** my cousins every week.
 He usually **goes** to school by bus.

8 Answer the questions. Then listen again and check

- 1 Where do Nadine's grandparents live?
- 2 How does she get to their home?
- 3 How often does she go to see them?
- 4 Who does Gameela always meet up with for Eid Al-Adha?
- 5 When are Nadine and Gameela going to the new café?

8

Answers:

A new café in the square in their neighborhood.

7 Listen again. Complete the sentences the two girls say. Write two words in each gap

- 1 Have students read the instructions as a class. Students read the sentences and decide which words are the best fit to complete them.
- 2 Students complete the sentences. Fast finishers can write sentences about what they often or always do on the weekend. Go through the answers as a class, asking quieter or less confident students to give answers.

Answers:

- | | | |
|-----------------|----------------|-------------------|
| 1 usually spend | 2 often go | 3 sometimes go |
| 4 often go | 5 usually stay | 6 sometimes visit |

8 Answer the questions. Then listen again and check

- 1 Direct attention to the Tip! box and read it aloud to the class. Ask students if they can give you an example sentence about their habits and routines. Give an example: *I visit my aunt and uncle every Saturday.* Encourage different sorts of examples, including *never/rarely* ones from more proficient students. Give praise for all contributions.

Tip!

We can use these time expressions to talk about how often we do something:

every day, once a (week), twice a (month), three times a (year)

UNIT
1

9 Complete the paragraph with the time expressions from the Tip! box

My sister, Dalia, plays basketball **1** _____, on Tuesdays and Thursdays. She has a gymnastics lesson **2** _____, on Saturdays. She also practices her gymnastics **3** _____ after school – she never misses a day! **4** _____, in January, June, and December, there's a big gymnastics competition in our region. Dalia always enters! Go Dalia!

10 Write a short paragraph about how often you do a sport or visit a family member. Use the Language focus box on page 7 and Tip! boxes to help you

11 Work with a partner. Ask and answer questions about your weekends and the holidays



What do you usually do on Sham El-Nessim?

We always go to the park near my uncle's house.

9

- 2 Ask students to read the questions in Exercise 8. Then play the audio once more and students listen again and check the answers.
- 3 Monitor and help as needed. Students can check their answers in pairs.

Answers:

- 1 They live on a farm near Assuit.
- 2 She goes in her sister's car.
- 3 She visits them about once a month.
- 4 Gameela always meets up with her mom's family.
- 5 They are going there on Saturday afternoon.

STUDENT'S BOOK

page 9

9 Complete the paragraph with the time expressions from the Tip! box

- 1 Direct attention to the Tip! box and read it aloud to the class. Ask: *How often do we have English class? How often do you have lunch?* Elicit responses and get students to complete the paragraph using the Tip! Box for guidance. Remind students to read sentences carefully to get clues about frequency.
- 2 Remind students to remember the article in once a week, twice a month, etc. (once a week = once every week).
- 3 Any fast finishers can pair up to tell each other something they do every day. Go through the answers as a class.

Answers:

- | | |
|----------------|----------------------|
| 1 twice a week | 2 once a week |
| 3 every day | 4 Three times a year |

10 Write a short paragraph about how often you do a sport or visit a family member. Use the Language focus box on page 7 and Tip! boxes to help you

- 1 Students write a few lines about their routines and events that happen less frequently.
- 2 Monitor and check all can do this, then get students to read out each other's answers to the class. Who does the same things at the same time? Conduct a mini poll if you have time. A mini poll is a collection of opinions from a selected group of students on a certain subject.

Students' own answers

11 Work with a partner. Ask and answer questions about your weekends and the holidays

- 1 Have students read the instructions and the speech bubbles as a class, noting the photo of Sham El-Nessim.
- 2 Students ask and answer in pairs about their weekends and holidays. Encourage students to use adverbs of frequency and time phrases in their questions and answers.
- 3 Monitor and choose some of the most interesting answers.

Students' own answers

Extra practice

- 1 Ask students to think about how often they see different members of their family and write some sentences for homework using from never/rarely to every day.

Closing

- In pairs, think about a routine that you like and perhaps something you don't do often, for instance: *I go scuba diving twice a year* and something that you would like to do more often: *I'd like to scuba dive every day after school!* Explain the wish doesn't need to be realistic.
- If time permits, students could illustrate their routine and wish and label it to make an attractive wall display.

LESSON 3

pages 10-11

- Objectives:** To read and understand an email about a neighborhood
To talk about what you like in your neighborhood
- Vocabulary:** *hang out, local residents, pass (through), miss, railway line, countryside*
- Materials:** Student's Book pages 10-13
Audio files
Flashcards: *village, countryside*

Opener

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.
- Play *Point to the card* (Games Bank, page 118) to review places in town and places to live.

Presentation

- 1 Ask students if they have ever lived anywhere else in the world, for a few months or a long holiday. If no one has, ask if anyone would like to live somewhere else in the world for a time.
- 2 Students discuss in pairs. Note down some of the suggested destinations or places students have lived).

STUDENT'S BOOK

page 10

1 What do you like about your neighborhood?

- 1 Ask students to spend a few moments thinking about the things they like about their neighborhood.
- 2 Give an example: *I like the shops and cafés in my neighborhood. I like the old buildings.*
- 3 Elicit some of the things students like. Ask them to think about what they would miss if they moved from their neighborhood.

Students' own answers

2 Wael is in New York for a year with his family. Read his email. What's Wael's favorite place in New York?

- 1 Students read the email quickly, scanning for the answer to the basic check question.
- 2 Elicit the answer from a quiet member of the class.

Answers:

The High Line green space.

LESSON 3 READING



1 What do you like about your neighborhood?

2 Wael is in New York for a year with his family. Read his email. What's Wael's favorite place in New York?

To: samer@email.com
From: waeltafwik@email.com
Subject: Life in New York

Hi Samer,

How are you? I'm well and New York is great! Our apartment is on the sixteenth floor, so we have a great view of the city.

New York has a lot of green spaces. There are also projects to create new parks and green spaces in parts of the city that no one uses now, like the famous High Line – do you know about it?

Years ago, the High Line was a **railway line**, but in the 1980s trains stopped using it. Some **local residents** then decided to make the old railway into a big, long park that everyone could use. Now it's a green space with more than 500 species of plants and trees in it! It is 2.5 kms long and when you walk through it, you can see art works, watch a theater performance, eat delicious food, go running, or just **hang out** with your friends. I think it's my favorite place in New York. It **passes through** our neighborhood, so I often go there with my parents. Here is one of my photos of it.

How are things in Alexandria? I **miss** home. New York is very noisy all the time. Alexandria is much quieter at night.

There are lots of different restaurants here in New York, and the food doesn't taste like the food at home. I think the food tastes more delicious in Egypt. I miss our food so much!

Write soon and tell me all your news,
Wael



3 Match the words in bold to the definitions

- 1 spend time with, relax together _____
- 2 people who live in a neighborhood _____
- 3 goes from one place to another _____
- 4 feel sad that you can't have or see something _____
- 5 a road for trains _____

Tip!

For True/False exercises, first read the sentences carefully. Underline the key words and look for similar words in the text. Compare the information in the sentences and in the text, then choose your answer.

4 Read the Tip! box and Exercise 5. Underline the key words in each sentence

5 Read the email again. Write T (True) or F (False). Correct the false sentences in your notebook

- 1 Samer's family lives in a tall building. ___
- 2 There aren't many parks in New York. ___
- 3 Samer lives far from the High Line. ___
- 4 In the past, the High Line was a road. ___
- 5 The High Line is two and a half kilometers long. ___
- 6 Samer loves the local food. ___

6 Read the text again. Find five things you can do in the High Line

7 What green spaces are there near you? What can you do there? Tell your partner



There's a big park near the river. I often go there.



That's nice. What can you do there?

Suggested answers:

- 1 Samer's family lives in a tall building.
- 2 There aren't many parks in New York.
- 3 Samer lives far from the High Line.
- 4 In the past, the High Line was a road.
- 5 The High Line is two and a half kilometers long.
- 6 Samer loves the local food.

5 Read the email again. Write T (True) or F (False). Correct the false sentences in your notebook

- 1 Students re-read the email and then read through the T/F statements.
- 2 Remind students to correct the false sentences in their notebooks.
- 3 Monitor and help as needed.
- 4 Fast finishers can challenge each other to come up with a new T/F statement for the other to respond to and correct if appropriate.

Answers:

- 1 T.
- 2 F. There are lots of parks and green spaces in New York.
- 3 F. He lives near the High Line.
- 4 F. It was a railway.
- 5 T.
- 6 F. He says it's OK

STUDENT'S BOOK

3 Match the words in bold to the definitions

- 1 Ask students to read through the email again, slower this time and note the bold words and phrases. Can they guess their meaning from the context of the email? Direct attention to Exercise 3. Go through the exercise as a class, reading the definitions.
- 2 Students match the definitions to the bold words and phrases in the text.
- 3 Students check the answers in pairs. Provide help when necessary.

Answers:

- 1 hang out
- 2 local residents
- 3 pass (through)
- 4 miss
- 5 railway line

4 Read the Tip! box and Exercise 5. Underline the key words in each sentence

- 1 Read the Tip! box as a class and direct attention to Exercise 4.
- 2 Students read through Exercise 5 and underline the key words in the sentences. Explain these are the important words in the sentence, those which tell us if the sentence is true or not. Look at 1 and ask *Is the building important?* (No). *It's tall. Is that important?* (Yes).
- 3 Monitor and help as needed.

6 Read the text again. Find five things you can do in the High Line

- 1 Ask students to read the email once more, but this time concentrate on what Wael says about the High Line, that is, the middle paragraph.
- 2 Students make brief notes and then, with a partner, compare notes on the five things to do.
- 3 Elicit the answers from the pairs, explaining other answers are also possible.

Answers:

Possible answers: walk through the gardens, see art works, watch a theater performance, eat delicious food, go running, hang out with friends.

7 What green spaces are near you? What can you do there? Tell your partner

- 1 Draw attention to the speech bubbles at the bottom of the page and ask a confident pair to read them out.
- 2 Read the instructions aloud and put students in pairs, if possible, put weaker and stronger students together.
- 3 Students answer the questions. Monitor and assist as needed.

Students' own answers

LESSON 3

pages 12-13

- Objectives:** To listen, follow, and understand the main points of a traditional story
- Pronunciation:** /ə/, /s/
- Vocabulary:** village, garden, giant, local, silent, snow
- Materials:** Student's Book, pages 12-13

Opener

- Greet students and have them greet each other in groups of three.
- Play *Catch and say* (2) (Games Bank, page 116) to review the months of the year.
- Ask students if they can recall the seasons of the year. Ask: *When is it very hot?* (Summer.) *When is it cold?* (Winter.)

Presentation

- 1 Ask if anyone knows the story of the selfish giant. Elicit responses and explain what a giant is.

STUDENT'S BOOK

page 12


1  Look at the picture. What season is it? Listen and read. Check your answer

- 1 Ask students to look at the picture. Ask: *Is it cold?* (Yes.) *Is it fall?* Say: *Let's read and find out!*
- 2 Students listen to the audio and read along as they do so.
- 3 Elicit the season from the class.

Audioscript

In a village, there lives a giant who has a wonderful garden. In his garden there are tall trees, beautiful flowers and soft, green grass. There are colorful birds singing in the trees and bees on the plants. Every afternoon, on their way home from school, the local children come to play in the giant's garden. The lovely garden always makes the children happy. But the selfish giant doesn't want to share his garden, so one day he builds a big wall around it. Now the children never come there to play. The days pass and the garden is always empty and silent. Slowly, the green grass turns brown. The leaves fall from the trees. Then snow covers the garden and all the birds and bees fly away. Spring arrives in the village, but in the giant's garden it is still winter. Everything is under the snow. The giant doesn't understand. Usually his garden is beautiful in spring. What is wrong? Then one morning he wakes up and hears a lovely sound. A little blue bird is singing in a tree outside. Then the giant hears another sweet sound - children laughing. He looks out of the window and sees that the children have come back through a hole in the garden wall. Now they are sitting in the trees. The leaves on the trees are green again and flowers are opening around them. The giant feels so happy to see his garden grow again. But in one corner of the garden, it is still winter. The giant sees a tiny boy standing there. He is too small to climb up into the tree. Suddenly the giant understands everything.

STORY THE SELFISH GIANT

1  Look at the picture. What season is it? Listen and read. Check your answer

In a village, there lives a giant who has a wonderful garden. In his garden there are tall trees, beautiful flowers and soft, green grass. There are colorful birds singing in the trees and bees on the plants. Every afternoon, on their way home from school, the local children come to play in the giant's garden. The lovely garden always makes the children happy.



But the selfish giant doesn't want to share his garden, so one day he builds a big wall around it. Now the children never come there to play. The days pass and the garden is always empty and silent. Slowly, the green grass turns brown. The leaves fall from the trees. Then snow covers the garden and all the birds and bees fly away.

Spring arrives in the village, but in the giant's garden it is still winter. Everything is under the snow. The giant doesn't understand. Usually his garden is beautiful in spring! What is wrong? Then one morning he wakes up and hears a lovely sound. A little blue bird is singing in a tree outside. Then the giant hears another sweet sound - children laughing.

He looks out of the window and sees that the children have come back through a hole in the garden wall. Now they are sitting in the trees. The leaves on the trees are green again and flowers are opening around them. The giant feels so happy to see his garden grow again.

But in one corner of the garden, it is still winter. The giant sees a tiny boy standing there. He is too small to climb up into the tree. Suddenly the giant understands everything. "Now I know why spring didn't come," he says. "I think it's because I was selfish about my garden." He goes out and helps the little boy climb up into the tree. Suddenly, all the leaves on the tree open and the birds fly up into its branches and start to sing. "When you're not selfish," the giant says, "good things happen."

2 Number the sentences in the correct order (1 - 5)

- Spring finally comes to the giant's garden.
- The children, birds, and bees stop coming to the giant's garden.
- A hole appears in the garden wall.
- The giant builds a wall around his garden.
- 1 The local children play in the giant's garden every day.

"Now I know why spring didn't come," he says. "I think it's because I was selfish about my garden." He goes out and helps the little boy climb up into the tree. Suddenly, all the leaves on the tree open and the birds fly up into its branches and start to sing. "When you're not selfish," the giant says, "good things happen."

Suggested answers:

It is winter because there is snow and it looks very cold.
It is spring but there is snow on the ground in the giant's garden.

2 Number the sentences in the correct order (1-5)

- 1 Ask students to read the instructions and the example as a class.
- 2 Students number the sentences in the order they appear in the story.
- 3 Go over the answers as a class.

Answers:

- 1 The local children play in the giant's garden every day.
- 2 The giant builds a wall around his garden.
- 3 The children, birds, and bees stop coming to the giant's garden.
- 4 A hole appears in the garden wall.
- 5 Spring finally comes to the giant's garden.

PRONUNCIATION

Opener

- Play *Circle it* (Games Bank, page 116) to review some of the letter sounds.

Presentation

- 1 With the whole class, model the 'th' sound (as initial sound at first) and the 'spr' sound (as in spring). Exaggerate the sounds and ask students to copy you, noting what happens with their mouth and tongue as they say 'th' and then 'spr'.

1 Look and listen. Then listen again and repeat

- 1 Ask students to look at the pictures first.
- 2 Students listen to the audio and find the correct picture.
- 3 Play the audio once more and ask students to say the word with the audio.

Answers:
 Students' own practice.

Audioscript

thumb
think
spring
grass

2 Listen and circle the word you hear

- 1 Let students look at the list of words first, then play the audio.
- 2 Students listen and circle the word they hear.
- 3 Play the audio again if students need to check their answers.
- 4 Elicit the answers from the class, demonstrating any distinctions students found difficult.

Audioscript

1 thick *2 throw* *3 pass*
4 mouth *5 sing*

Answers:
 1 a thick 2 a throw 3 b pass
4 a mouth 5 b sing

3 Listen and complete the words with s or th

- 1 Tell students they are listening for initial (first) and end sounds in the words. Students listen to the audio and write the initial or end sound they hear to complete the word.
- 2 Tell students their words should make sense so to check them again if they don't.
- 3 Play the audio again if students need to check their answers.
- 4 Elicit the answers from the class, demonstrating any distinctions students found difficult.

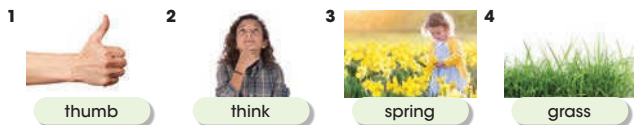
3 Work with a partner. Discuss

- 1 Why do you think it was winter for a long time in the giant's garden?
- 2 What do you think 'selfish' means in the last paragraph? Why?
- 3 How is the giant different at the end of the story?

4 Take turns to talk about a time when someone was selfish. What did they do? How did it make other people feel?

PRONUNCIATION

1 Look and listen. Then listen again and repeat



2 Listen and circle the word you hear

- 1 a thick b sick
- 2 a throw b so
- 3 a path b pass
- 4 a mouth b mouse
- 5 a thing b sing

3 Listen and complete the words with s or th

- | | | |
|----------|------------|-----------|
| 1 __eed | 2 __irsty | 3 __talk |
| 4 __anks | 5 ba__ | 6 bu__ |
| 7 __off | 8 __elfish | 9 __rough |

4 Listen, read, and repeat

- 1 I think I have six thick thumbs.
- 2 The thin mouse thinks it's sick.
- 3 The sunset sky is sunny, but thunder threatens.



STUDENT'S BOOK

3 Work with a partner. Discuss

- 1 Have students read the instructions and questions as a class.
- 2 Students answer the questions in pairs.
- 3 Go over the answers as a class. There is some flexibility in the answers so accept all sensible ones.

Answers:

Possible answers:

- 1 Because the giant is selfish and doesn't allow the children to play there, so the garden dies.
- 2 Students' own answers.
- 3 He is less selfish and decides to share what he has with others.

4 Take turns to talk about a time when someone was selfish. What did they do? How did it make other people feel?

- 1 Have students read the instructions as a class.
- 2 Students think and answer the questions in pairs.
- 3 Monitor and note any good conversations going on. Ask some pairs to share their experiences if time allows.

Students' own answers

Audioscript

- | | | |
|----------|-----------|-----------|
| 1 seed | 2 thirsty | 3 stalk |
| 4 thanks | 5 bath | 6 bus |
| 7 soft | 8 selfish | 9 through |

Answers:

- | | | |
|----------|-----------|-----------|
| 1 seed | 2 thirsty | 3 stalk |
| 4 thanks | 5 bath | 6 bus |
| 7 soft | 8 selfish | 9 through |

4 Listen, read, and repeat

- Tell students they are going to say some funny rhymes with the target sounds in.
- Students listen and read as they listen.
- Play the audio again and students repeat the rhymes.
- If your students are confident, let them chorus the rhymes as a class, going as fast as they can.

Audioscript

- I think I have six thick thumbs.
- The thin mouse thinks it's sick.
- The sunset sky is sunny, but thunder threatens.

Answers:

Students' own practice.

LESSON 4

pages 14-15

Objectives: To read and understand an informal email about living abroad
To learn how to write an informal email
To use set phrases appropriately

Vocabulary: apartment, city center, Edinburgh Castle, Scottish, porridge, pretty

Materials: Student's Book, pages 14-15
Pictures or flashcards showing Edinburgh with the Castle.

Opener

- Play *Follow the pattern* (Games Bank, page 117) to get students to use their motor skills.

Presentation

- Ask if anyone sends and receives emails from friends.
- Ask how they are different from more formal emails, such as one you might write to a teacher.

LESSON 4 WRITING



1 Read Donia's email to her friend Laila in Luxor. What two things does she miss about Egypt?

She misses the _____ and the _____.

From: Donia@qwikmail.com
To: Laila@egyptmail.com
Subject: My new life in Scotland

Hi Laila,
How are things with you?
I'm finally in Scotland with Mom, Dad, and Hani. It's really interesting!
Our apartment is in the city center, just next to a really cool park called The Meadows. It's on the third floor and the park is on the other side of the street, so we have a great view over the trees. People use the park a lot for sports and meeting friends, so there's always something to see there. In the distance, we can see the famous Edinburgh Castle, too!
I like Scotland, but there are lots of things I miss about Egypt – the warm, sunny weather (it's never hot here) and especially the food! Scottish food is OK but Egyptian food is better! For example, for breakfast a lot of Scottish people eat **porridge**. They usually make it with milk, and they sometimes put honey on it, but I don't really like it! I really miss my favorite Egyptian breakfast, *ful medames*!
The people here are nice and I have a lot of new friends at school. I often go to my friend Rhona's house after school. We study together and sometimes we watch TV – in English!
Please write back soon and tell me all the news from home.
Lots of love,
Donia

2 Read the email again. Find words to complete the picture captions



This is a bowl of _____.
It's made with _____
and _____.

This is the _____ of Edinburgh.
It has a cool _____ called The Meadows and a famous _____.

STUDENT'S BOOK

1 Read Donia's email to her friend Laila in Luxor. What two things does she miss about Egypt?

- Ask students to read the email and find two things Donia misses.
- Monitor and elicit the answers from the class.

Answers:

She misses the weather and the food.

2 Read the email again. Find words to complete the picture captions

- Ask students to look at the photos and the gapped captions.
- Explain the missing words come from the email. Students read the email once more, looking for the information from the captions.
- Students write the correct words in the gapped captions.
- Go through the answers as a class.

Answers:

- This is a bowl of porridge. It's made with oats and milk.
- This is the city of Edinburgh. It has a cool park called The Meadows and a famous castle.

Tip!

An informal email is a message you write to friends or family. An informal email should be friendly in tone, use informal language, and include opening and closing phrases.

3 Match the phrases from the email to their function in the text

- | | |
|----------------------------|----------------------------|
| 1 Lots of love | a Opening phrase |
| 2 a really cool park | b Closing phrase |
| 3 Please write back soon | c A question to the reader |
| 4 Hi Laila | d A request to the reader |
| 5 How are things with you? | e Informal expressions |

4 Imagine you go to live in another country. What things do you miss most about Egypt and your home? Why? Make notes in the chart

	What I miss about Egypt	Why it's special for me
Food	koshari	always eat it on Fridays, family tradition
Weather		
Places		
Activities		

5 Write an informal email to a friend in Egypt telling them about your new life. Include phrases for the functions in Exercise 3. Use Donia's email and your notes to help you. Write 50-60 words

Tip!

Make sure you type your friend's email address correctly or they won't receive the email! Always read your email twice before sending it to check for any spelling or grammar mistakes. Make sure you start your sentence with capital letters and end them with correct punctuation marks.

- 2 Ask everyone to imagine what they would miss if they had to move to another country.
- 3 Elicit ideas and write some of the responses on the board to help weaker students to fill in the table.
- 4 Go over the example as a class. Students then fill in the table.
- 5 Monitor and help as needed.
- 6 Go through the answers as a class.

Students' own answers

5 Write an informal email to your friend in Egypt telling them about your new life. Include phrases for the functions in Exercise 3. Use Donia's email and your notes to help you. Write 50-60 words

- 1 Students write their own email about a new place to a friend who is still in Egypt.
- 2 Remind students to look at the notes from Exercise 4 and also the phrases from Exercise 3 to help them.
- 3 Remind everyone to write two things they miss about home.
- 4 Monitor and help as needed. Fast finishers can check their email and then add an extra line while others finish writing.
- 5 The emails can make a good wall display.

Students' own answers

Extra practice

- 1 Ask students to imagine they are the friend still at home in Egypt. You want to know about your friend's new life abroad and give them news about home. Students make notes and then write the email. Remind students to check their spelling and punctuation before they finish.

Closing

- Ask students to think about any emails they have read recently from friends or relatives. How are they different from the emails they have produced?

3 Match the phrases from the email to their function in the text

- 1 Ask students to read the *Tip!* box as a class. Explain what is meant by "tone" (the quality of someone's voice which expresses their feelings or thoughts). Make sure students understand where we can see opening and closing phrases in an email.
- 2 Go through the instructions and the phrases with the class, checking understanding.
- 3 Students match the phrases to what they do in the email. Remind students they can check back and read parts of the email if they need to.
- 4 Monitor and assist if necessary. Go through the answers as a class.

Answers:

1 b 2 e 3 d 4 a 5 c

4 Imagine you go to live in another country. What things do you miss most about Egypt and your home? Why? Make notes in the chart

- 1 Ask if anyone has lived outside Egypt. Elicit responses and ask them what they missed.

LESSON 5

pages 16-17

Objectives: To complete a project making an infographic about the local neighborhood
To find out about parks, buildings, and interesting places to go in your neighborhood
To design and make an infographic
To read or draw a map of your neighborhood
To reflect on what students have learned in the unit

Vocabulary: *Places around town vocabulary: streets, buildings, squares, cafés, school, park, market, bank, malls, playground*

Materials: Student's Book, pages 16-17
Paper, card, felt pens, colored pencils, photos, ruler.

Opener

- Greet students and have them greet each other in groups.
- Revise the vocabulary of things around town and of green spaces.
- Play *Snap* (Games Bank, page 119) with places in a town.

Presentation

- 1 Ask students to think about what they remember about green spaces in their town. Ask: *Can you remember good places to go in town? Can you remember other places in town?*
- 2 Tell students they are going to work together to produce an infographic (a visual image designed to present complex information in an easily understood way) about their neighborhood, talking about interesting places to visit and things to see.

STUDENT'S BOOK

page 16

1 Work in pairs. Think and research

- 1 Find or draw a map of your local area. Point out any interesting features, such as a town square, new shops, or a new green space or park. Also include places such as the school, library, or a museum. Remind students their infographic will tell people what they can see and do in their local neighborhood, so they need to include as much information as possible.
- 2 Put students in pairs. Partners think about places in their neighborhood and make a list of which to include. Then they need to take some photos (or find photos online or even draw pictures if photos are not available).
- 3 Monitor and help the pairs as needed. Make sure everyone is contributing equally.

2 Read and do

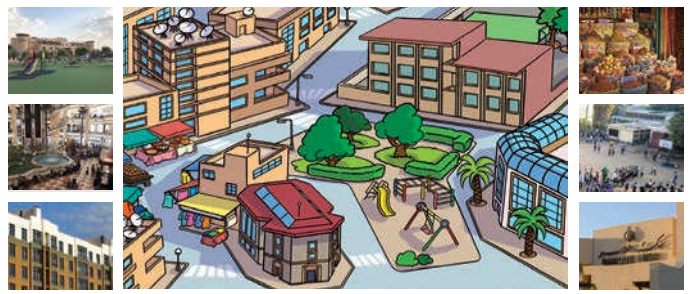
- 1 Students find or draw a map of the area of their infographic. They could use a local tourist map or copy one.
- 2 Students think about their infographic and decide from the

20

LESSON 5



PROJECT



1 Work in pairs. Think and research

You are going to make an infographic about your neighborhood. Take some photos of the buildings, streets, squares, parks, and other interesting places near your home.

2 Read and do

- 1 Find or draw a map of your area.
- 2 Think about your infographic. Which places do you want to include? Why?
- 3 Print out your photos of the places you need. Find the locations of the places on the map.
- 4 Draw an arrow from each place to the edge of the map and stick each photo in the right place.
- 5 Write a caption to describe each place. (Add information about what people can see or do there).
- 6 Check your writing: are the spelling, grammar, and punctuation correct?

3 Show your infographic to your group or class

- 1 Display your infographic on a classroom wall.
- 2 Ask and answer questions about your friends' infographics. Say something you like about each infographic.

16

- list they made in Exercise 1 which to include. Monitor and make sure students can justify their choices.
- 3 Print out photos or draw pictures of the places they will feature. Remind students to make sure all the places in the photos or pictures are on the map.
 - 4 Using the photos on page 16 as a model, students draw arrows from places on the map to the photos (like a tourist map).
 - 5 Students add a caption about each place, saying what it is and what you can do there. Encourage students to think hard about what they write as they need to convey information in a small space.
 - 6 Remind all to check that their language, spelling, and punctuation is correct.

Students' own answers

3 Show your infographic to your group or class

- 1 Once all the infographics are finished and groups are happy with them, make a display on the classroom wall so everyone can see them.
- 2 The class can ask and answer questions about the infographics. Remind students that their comments/questions should be positive and useful.

Students' own answers

SELF-ASSESSMENT

UNIT
1

1 Do you remember? Complete the sentences with the words and phrases from the box

chemicals harvest local residents natural fertilizer plant railway line

- 1 Early spring is the best season to _____ seeds in the ground.
- 2 You can use old coffee as a _____ for plants in your garden.
- 3 There's a _____ near my house, but there aren't any trains using it now.
- 4 I prefer to eat fruit that is natural and organic with no _____.
- 5 The Nile Delta has very fertile farming areas and the people _____ rice there every year.
- 6 The people who work in the community garden are all _____.

2 Circle the correct answer

- 1 We **rarely** / **often** see my aunt and uncle. They live in Australia now.
- 2 We **usually** / **never** go to Sharm El-Sheikh for our holidays. We all love the sea.
- 3 My mom **always** / **usually** cooks meat, but once a week we have fish.
- 4 You **never** / **sometimes** play video games with me. Don't you like them?
- 5 **How often** / **How ever** does your teacher give you homework?
- 6 We **often** / **never** go to Alexandria in the winter. It's too cold and I don't like cold weather.

3 Think about Unit 1

Write two things you enjoyed.

Write two things you learned.

17

Answers:

- 1 rarely
- 2 usually
- 3 usually
- 4 never
- 5 How often
- 6 never

3 Think about Unit 1

- 1 Students think about what they have learned in the unit. Encourage them to look back through the unit lessons to remind themselves and think about things they enjoyed and learned.
- 2 Students complete the writing exercise. Monitor and help with spelling but not the actual content of their writing.

Students' own answers

Closing

- Give praise for the effort put into their presentations and the unit as a whole.
- Ask the class about their favorite parts of Unit 1.

STUDENT'S BOOK

page 17

SELF-ASSESSMENT

1 Do you remember? Complete the sentences with the words and phrases from the box

- 1 Students look at the word box and then look at the sentences and write the correct words in the gaps.
- 2 Monitor and help as necessary.

Answers:

- 1 plant
- 2 natural fertilizer
- 3 railway line
- 4 chemicals
- 5 harvest
- 6 local residents

2 Circle the correct answer

- 1 Students read the sentences and choose the correct answer in each one.
- 2 Monitor and make sure all can do this.

UNIT 2

Introduction

pages 18-19

Objectives	To listen, read, and write about people and their personalities
Materials	Student's Book pages 18-19 Flashcards or photos of different personality traits, skills/abilities, and feelings

Opener

- Greet the class, then ask students to greet each other in groups of three.
- Play *Slow reveal* (Games Bank, page 119) to revise vocabulary from the previous unit.
- Ask: *Does anyone in the class have a best friend? Can you say what they are like? Are they happy, clever, tidy, noisy?* Show a picture or flashcard of each to check understanding and say the words for students to repeat.





UNIT
2

In this unit I will ...

- listen, read, and write about people's personalities.
- make clear what people, places, and things I'm talking about using *who*, *which*, and *where*.
- describe my own and other people's feelings.
- say the sounds /ʌ/ and /æ/.
- write a paragraph explaining the positive and negative qualities of something.
- make a leaflet about your school.



Look, discuss, and share

Which people in the photos look happy?
Which look serious?
Do any of them look sad?



Did you know?

The way you move gives other people information about your **personality**. Each person has a different way of moving, just like we each have our own handwriting. People who move in similar ways often become friends and work well together.



Find out

What is a person's personality? Are they born with it or do they learn it?

19

STUDENT'S BOOK



Look, discuss, and share

- 1 Ask students to look at the photos of all the children on pages 18 and 19. Ask: *What can you see in this picture? What do you think these children are like? Would you like to be friends with any of them? Why?*
- 2 Ask students to discuss in pairs which children they think look happy or serious or sad and why.
- 3 Monitor the pairs and ask students to point to photos they think are happy, sad or serious. Elicit responses from pairs and make brief notes to share with the class. Ask: *Who looks very happy? Does anyone look very sad?* Ask students to justify their answers as much as possible.

Answers:

All the kids look happy, except the last one on the bottom right. She also looks serious.



Did you know?

- 1 Direct students to the *Did you know?* fact and read it aloud, with students reading and following as you do so.
- 2 Ask students to think for a few minutes about their good friends and how they move and how they behave. Ask: *Do your friends move the same way as you? Do they like the same things as you, such as sports? Ask: If you are sporty, are you likely to be friends with another sporty person?*
- 3 Ask students to look at the *Did you know?* box again. Ask: *Can you say what your way of moving is? Is it fast or slow? Do you not sit down much? Do you like to run around?*



Find out

- 1 Read out the *Find out* task to the class. Check understanding of personality and feelings as vocabulary and explain meaning if needed. Ask: *Is your personality what you are like as a person? (Yes). Is it how you feel? (No). Ask: Is being kind or helpful your feelings or your personality? (Your personality). Is being sad your personality or your feelings? (Your feelings).* Ask students to put up their hands and give you any examples they can think of such as *I'm kind/I'm always happy/I'm serious* and say if that is their personality or their feelings/how they feel.
- 2 In pairs, students should look at the photos of the children again and say what their feelings are and then if they can guess what their personality is like.

Suggested answer:

A person's personality is what you are like as a person. You can be born with a certain personality, but you can also learn to change it.

Closing

- Focus on the *In this unit I will ...* and read through the objectives with the class. Explain any new words.

LESSON 1

pages 20-21

Objectives:	To review describing what people are like (their personality) To listen and read about a new classmate and discuss feelings and personalities in the class To talk about what a partner looks like and what their personality is like
Vocabulary:	<i>calm, clever, kind, messy, nervous, organized, polite, shy, friendly</i>
Language:	I feel a bit shy and nervous, He's very clever and so polite!
Materials:	Student's Book, pages 20–21 Audio files Photos or flashcards to illustrate the words in the vocabulary list

Opener

- Play *Catch and Say (1)* (Games Bank, page 116) to review known skills and things students are good at and/or describing people.

Presentation

- Use the flashcards to present the new language for personality and feelings. Go through each one and say the name of each item. Ask students to repeat after you. Repeat once more.
- Place flashcards on the board. As you point to a card, repeat the word and have students repeat after you. Then ask individual students to say the word you point to.
- Make a short game and point randomly and have students give you the correct word or say the word and ask students to show you the correct picture.
- For extra practice if your class needs it, do a matching game with the words and pictures from the new vocabulary. Students read and match. Set a timer to make a game and to add extra challenge.
- Quickly run through the language for describing people that students already know, e.g., *He is kind/She is friendly*.

STUDENT'S BOOK

page 20

1 Listen and read. How does Hazem feel today? Why?

- Ask students to think about how they would feel if they were starting at a new school. Ask: *Would you be nervous? Shy? Excited?* Elicit responses from the class. Say: *Let's read about Hazem.*
- Read the instructions and check the question. Ask students to read the text as they listen.
- Students listen and read. Elicit the answer to the question from a quieter member of the class.

LESSON 1 HE'S VERY CLEVER



1 Listen and read. How does Hazem feel today? Why?

- Asser:** Hi, Hazem. I'm Asser. You look worried. Is everything OK?
- Hazem:** Hi, Asser! It's my first day at school and I feel a bit **nervous** and **shy**.
- Asser:** Don't worry, we are all **friendly**. I can help you get to know the school.
- Hazem:** Really! Can you?
- Asser:** Sure. I can take you around, show you where your classroom is, and stay with you at break! Let's go meet some of my friends. Look! There's Basel. Hey, Basel!
- Basel:** Hi Asser!
- Asser:** Hazem, this is Basel. He's very **clever** and he's good at math. You can ask him if you need any help with your homework! Basel, this is Hazem. He's starting school here today.
- Basel:** Hi, Hazem. Welcome to our school.
- Asser:** He's so **polite**!
- Basel:** Thanks! Do you have all your books yet, Hazem?
- Hazem:** I'm not sure. I have a lot of books in my room at home but I'm a bit **messy**. I'm not sure which textbooks I already have.
- Basel:** We can share my book today. And I have an extra copy of the worksheets ...
- Hazem:** Wow! You're really **organized**. Thanks, Basel!
- Asser:** Come on, I'll show you where the science classroom is.



2 Read again and answer

- How does Asser help Hazem? Why?
- Who is Basel?
- What does Basel offer to share with Hazem?

Audioscript

- Asser:** *Hi, Hazem. I'm Asser. You look worried. Is everything OK?*
- Hazem:** *Hi, Asser! It's my first day at school and I feel a bit nervous and shy.*
- Asser:** *Don't worry, we are all friendly. I can help you get to know the school.*
- Hazem:** *Really! Can you?*
- Asser:** *Sure. I can take you around, show you where your classroom is, and stay with you at break! Let's go meet some of my friends. Look! There's Basel. Hey, Basel!*
- Basel:** *Hi, Asser!*
- Asser:** *Hazem, this is Basel. He's very clever and he's good at math. You can ask him if you need any help with your homework! Basel, this is Hazem. He's starting school here today.*
- Basel:** *Hi, Hazem. Welcome to our school.*
- Asser:** *He's so polite!*
- Basel:** *Thanks! Do you have all your books yet, Hazem?*
- Hazem:** *I'm not sure. I have a lot of books in my room at home but I'm a bit messy. I'm not sure which textbooks I already have.*
- Basel:** *We can share my book today. And I have an extra copy of the worksheets ...*
- Hazem:** *Wow! You're really organized. Thanks, Basel!*
- Asser:** *Come on, I'll show you where the science classroom is.*

3 Look at the bold words in the text. Match them to their meanings

- | | |
|-------------|---|
| 1 friendly | a not tidy or organized |
| 2 shy | b nice to others, helpful |
| 3 clever | c tidy, careful |
| 4 polite | d intelligent, good at school work |
| 5 messy | e not calm, worried |
| 6 organized | f worried about talking to people, quiet |
| 7 nervous | g speaks carefully and correctly, shows respect |

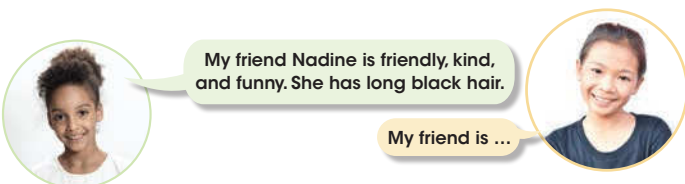
4 Read the conversation again. Write two or three words about each student's personality

- 1 Asser is _____.
- 2 Hazem is _____.
- 3 Basel is _____.

5 Complete the sentences with words from Exercise 3

- 1 Sara is very friendly. She likes talking to people.
- 2 Hani is very _____. He shows respect to everyone.
- 3 Salma is never _____. She is calm and relaxed.
- 4 Salah is _____. There are lots of books and clothes on his bedroom floor.
- 5 If a new student is _____, we should help him make friends.

6 Work with a partner. Take turns to describe a friend. Talk about what they look like and their personality



Answers:

Hazem is feeling a bit nervous and shy because he is at a new school and it's his first day.

2 Read again and answer

- 1 Ask a confident student to read the instructions for the class, and then ask students to read the questions silently for a moment. They then read the text to find answers. Tell students they can guess unknown words from their context.
- 2 Students answer the questions and check them in pairs.
- 3 Elicit the answers from different students.

Answers:

- 1 He shows him where his classroom is and stays with him at break. He does this until Hazem knows his way around the school.
- 2 He's another student in Asser and Hazem's class.
- 3 He offers to share his science textbook and worksheets.

3 Look at the bold words in the text. Match them to their meanings

- 1 Ask a student to read the instructions to the class aloud. Then students match the words from the text to their meanings.

- 2 Remind students they don't need to know every word and can work out meanings from the text.
- 3 Monitor and check all are on task.
- 4 Go through the answers with the class, choosing quieter members of the class.

Answers:

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

4 Read the conversation again. Write two or three words about each student's personality

- 1 Ask a confident student to read the instructions aloud.
- 2 Explain that students need to re-read the text, scanning to find the main characteristics of each student.
- 3 Students think then complete the sentences. Elicit the answers from the class, pointing out that some of the answers can be discussed and are valid as long as students can justify them.

Suggested answers:

- 1 Asser is friendly, and nice.
- 2 Hazem is nervous, messy, and shy.
- 3 Basel is clever, polite, and organized.

5 Complete the sentences with words from Exercise 3

- 1 Read the instructions and example aloud.
- 2 Ask students to read the sentences and then look back at Exercise 3 and write the correct word.
- 3 Monitor and help as needed. Elicit answers from the class.

Answers:

- | | | |
|------------|----------|-----------|
| 1 friendly | 2 polite | 3 nervous |
| 4 messy | 5 shy | |

6 Work with a partner. Take turns to describe a friend. Talk about what they look like and their personality

- 1 Ask a confident student to read the instructions aloud. Then ask two students to role play the speech bubbles to model the task for the class.
- 2 Put students in pairs (if possible, have stronger students support weaker ones).
- 3 Remind students to be respectful and kind when describing people and their personalities.
- 4 Monitor and choose some of the best ones to recount their description for the rest of the class.

Students' own answers

Extra practice

- For additional practice or a homework task, students could write two or three sentences and draw their best friend, showing how they look and their personality. Finished pieces would make an excellent wall display.

LESSON 2

pages 22-23

Objectives: To learn about an information page on a school website
To skim and scan a text for specific details.
To understand and use relative pronouns in an information text
To write sentences using *who*, *which*, and *where*
To use *-ed* and *-ing* adjectives

Vocabulary: *where, which, who, classrooms, laboratories, equipment, Information Technology, experiments, physical education, science, Main building*

Materials: Student's Book, pages 22-23
Flashcards: Information Technology, Science, Physical Education, review computer, tablet, laptop

Opener

- Greet each student as they come into class and say: *Good morning* or *Good afternoon*.
- Tell students they are going to look at a school website. Ask: *Have you looked at our school website?* and elicit any prior knowledge students might have.

Presentation

- Play *Catch and say 1* (Games Bank, page 116) to practice new and known school subjects from other grades of *Connect*.
- Then challenge students to make a sentence, for example: *We have Information Technology with Mr Magdy on Sunday afternoon.* If students need support to do this, use flashcards to help them.

STUDENT'S BOOK

page 22

1 Look at the text and picture. What type of text is it? Choose

- Ask a confident student to read the instructions and text choices aloud for the rest of the class. Put students into pairs and give them a time limit (say a minute) to read the text choices and skim the text and decide which kind of text it is.
- Elicit answers. Ask: *What helped you to know what sort of text it was?* (The look of the text as a website page and the headings.) Ask: *Did you need to understand all the text to answer?* (No.)

LESSON 2 WE ARE PROUD OF OUR SCHOOL!



1 Look at the text and picture. What type of text is it? Choose

- a poster about a school
- a tourist information website
- a page from a school website

2 Read the text. Which school subjects are mentioned?

El Fouad School Home About Contact

Welcome to El Fouad School, a place which we are proud of. We are proud of our new, modern buildings and we are happy to show them to you. Please study the map and find out where the main buildings are, and what we use them for.

1 The Ahmed Zewail Building
This is the place **where** students study science. There are four classrooms and two new laboratories. These laboratories have all the **equipment** which classes need to do experiments.

2 The West Court
This is a large open area **where** students spend time outside. There is a playground and playing field. There are also benches to sit on under the trees and a water fountain. Children can also grow plants with Mr Mahdi. He is the teacher **who** helps in the garden.

3 The IT Building
This is the building **where** you can find our computer classrooms. Students come here for their Information Technology lessons. We have over 50 desktop computers, plus laptops and tablets **which** students can borrow.

4 The 2024 Gym
The yellow building is our new gymnasium. We use it for basketball, handball, and gymnastics during physical education lessons. There are some teachers **who** run after-school sports clubs here too, like **five-a-side football** (Mr Afifi, math department), and tennis (Mrs Manal, French department).

Answers:

3 a page from a school website.

2 Read the text. Which school subjects are mentioned?

- Explain that students can use skimming and scanning to find words or information in the text. They don't need to know every word of the text and can make guesses from the context and skim to find important words.
- Explain they can circle or underline the numbers in the text and then read the facts which accompany the numbers such as the school subjects they are looking for here.
- Suggest students read and underline as they look for the school subjects.
- Monitor and help as needed. Check answers as a class, asking students to put up hands to give the answers.

Answers:

science, Information Technology, physical education.

3 Match the parts of the sentences. Then read again and check. Which words help join the parts?

UNIT
2

- | | |
|---|---|
| 1 This is the place where | a students have break. |
| 2 These laboratories have all the equipment which | b students can borrow. |
| 3 This is a large open area where | c students study science. |
| 4 He is the teacher who | d run after-school sports clubs here, too. |
| 5 This is the building where | e you can find our new computer classrooms. |
| 6 We have laptops and tablets which | f helps in the garden. |
| 7 There are some teachers who | g students need to do experiments. |

Language focus

We use *who*, *which*, and *where* to give more information about a particular person, thing, or place. We use these words for both singular and plural nouns.

We can use *who* to talk about people.

*Mr Affi is the teacher **who** runs the football club.*

We can use *which* to talk about things.

*These are the shoes **which** I wear to school.*

And we can use *where* to talk about places.

*This is the building **where** we do physical education.*

Remember when we use *who*, *which*, or *where*, we don't need to repeat the part they replace in the sentence.

Mr Affi is the teacher. Mr Affi runs the football club.

*Mr Affi is the teacher **who** runs the football club.*

4 Complete the sentences with *who*, *which*, or *where*

- Dalia is the girl who sits next to me in the English class.
- An ostrich is a big bird _____ can't fly.
- This is the street _____ my uncle lives.
- I really love the red flowers _____ grow in our garden.
- The supermarket is the place _____ we buy food.

23

LANGUAGE FOCUS

- Advise students to turn to page 23 in their Students' Book.
- Direct students' attention to the *Language focus* box and read it out loud to the class.
- Ask the students *When do we use who?* (When we talk about people.) *When do we use which?* (When we talk about things.) *When do we use where?* (When we talk about places.)
- Invite the students to read the examples aloud.
- Remind the students that they don't need to repeat the part that *who*, *where*, or *which* replaces.

4 Complete the sentences with *who*, *which*, or *where*

- Go over the instructions and the example with the class.
- Students then fill in the gaps using *who*, *what*, or *where* correctly.
- Go over the answers, asking quieter students.
- Monitor students as they work and help as necessary.

Answers:

- | | | |
|---------|---------|---------|
| 1 who | 2 which | 3 where |
| 4 which | 5 where | |

3 Match the parts of the sentences. Then read again and check. Which words help join the parts?

- Go over the instructions and ask confident students to read the example, then ask students to read the sentences and match them, looking for logical links. Ask students to look for the words that join the sentences (*who*, *which*, and *where*).
- Students check their answers in pairs.
- Direct attention to the *Language focus* box. Ask: *When do we use who?* (When we talk about people.) *When do we use which?* (When we talk about things.) *When do we use where?* (When we talk about places.)

Answers:

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

5 Join the pairs of sentences using *who*, *which*, or *where*

- 1 Go over the instructions and the example with the class, asking a confident student to read aloud.
- 2 Students read the sentences and decide whether to use *who*, *which*, or *where*.
- 3 Monitor and go through the answers as a class.

Answers:

- 1 Hani is my friend who has a pet lizard.
- 2 These are the class computers which we use for projects.
- 3 Bees are insects which make honey.
- 4 A pharmacy is a shop where you can buy medicine.
- 5 That is another classroom where we have science lessons.
- 6 Laila is the tall girl who has red hair.

6 Think of a person, thing, and place in your school. Write a sentence about each one. Use *who*, *which*, and *where*

- 1 Read the instructions and students read and complete the sentences.
- 2 If any students are struggling for inspiration, tell them to think about school.
- 3 Monitor and go through the answers as a class, eliciting answers from quieter members of the class.

Students' own answers

7 Work with a partner and read your sentences. Guess the person, thing, and place

- 1 Ask a confident student to read the instructions aloud.
- 2 Students read their sentences and their partner has to guess who they are talking about, or the thing they are talking about is, or which thing or place they chose to write about.
- 3 Monitor and help as needed. Ask some stronger pairs to do this in front of the class if time allows.
- 4 Then turn attention to the *Language focus* box, reading it aloud to the class as they listen and follow. Ask: *What adjectives do we use to say how a person feels?* (-ed adjectives) Ask: *And what do we use to describe the feelings people or things give us?* (-ing adjectives).

LANGUAGE FOCUS

- 1 Ask students to turn to page 24 in their Students' Book.
- 2 Turn students' attention to the Language focus box, reading it aloud to the class as they listen and follow.
- 3 Ask them *What adjectives do we use to say how a person feels?* (-ed adjectives). Ask again *And what do we use to describe the feelings people or things give us?* (-ing adjectives).
- 4 Invite the students to read the examples aloud.

5 Join the pairs of sentences using *who*, *which*, or *where*

- 1 Hani is my friend. He has a pet lizard.
Hani is my friend who has a pet lizard.
- 2 These are the class computers. We use them for projects.
- 3 Bees are insects. Bees make honey.
- 4 A pharmacy is a shop. You can buy medicine there.
- 5 That is another classroom. We have science lessons there.
- 6 Laila is the tall girl. She has red hair.

6

Think of a person, thing, and place in your school. Write a sentence about each one. Use *who*, *which*, and *where*

- 1 This is the _____ . (person)
- 2 This/These _____ . (thing)
- 3 This _____ . (place)

7

Work with a partner and read your sentences. Guess the person, thing, and place

Language focus

We use -ed adjectives to describe how a person feels.

I am **excited!** She is **interested** in science.

We use -ing adjectives to describe people or things that give us feelings.

The football game is **exciting**. This TV show is really **interesting**.

8 Choose the correct adjective to complete the sentence

- 1 Hi Fareeda, I'm **surprised / surprising** to see you!
- 2 The children feel **bored / boring** when there is nothing to do.
- 3 His birthday party was **excited / exciting**. It was a lot of fun.
- 4 I'm really **interested / interesting** in Ancient Egypt.
- 5 I was really **tired / tiring** last night. I finished my homework late.
- 6 The results of the students' last test are **surprised / surprising**.

9 Read the text. Choose the correct word, a, b, or c

Wandaland is a fantasy TV series **1 a** is popular with people of all age groups. It's **2** because it takes place in the future on a planet called Wanda. This is a world **3** humans live because the Earth is now too hot.

The series tells the story of a boy called Frey **4** wants to return to Earth to look for his family. Frey is a clever, quiet boy **5** finds life on Wanda **6**. He doesn't have many friends but he thinks perhaps his family is still alive, so he decides to hide on a spaceship **7** is traveling to Earth. The problem is he doesn't really know where his parents are and he might not find them.



I'm **8** to see what happens next!

- | | | |
|-----------------|--------------|------------|
| 1 a which | b who | c where |
| 2 a interesting | b interested | c interest |
| 3 a which | b who | c where |
| 4 a which | b who | c where |
| 5 a which | b who | c where |
| 6 a bored | b bore | c boring |
| 7 a which | b who | c where |
| 8 a exciting | b excited | c excite |

10 Read and listen. Check your answers to Exercise 9

25

- 4 Don't go through the answers yet, as this will be done as part of Exercise 10.

Answers:

- | | | | |
|-----|-----|-----|-----|
| 1 a | 2 a | 3 c | 4 b |
| 5 b | 6 c | 7 a | 8 b |

10 Read and listen. Check your answers to Exercise 9

- 1 Students listen to the audio and read along with the Exercise 9 text.
- 2 Students check their answers to Exercise 9.
- 3 Monitor and help if needed.

Answers:

- | | | | |
|-----|-----|-----|-----|
| 1 a | 2 a | 3 c | 4 b |
| 5 b | 6 c | 7 a | 8 b |

Closing

- Ask students to draw a picture of a favorite person, place, or thing and tell a partner about it. Ask some students to show and tell the class about their picture. Students could add a few sentences about their picture and they could be displayed in class.

8 Choose the correct adjectives to complete the sentence

- 1 Check all students understand how to use *who*, *which*, and *where* to join sentences, and how to use *-ed / -ing* adjectives.
- 2 Students read the sentences and decide on the correct adjective. Remind students they can look again at the *Language focus* box if they need to.
- 3 Monitor and help as needed.
- 4 Go through the answers as a class, eliciting from anyone who hasn't spoken much in the lesson.

Answers:

- | | | |
|--------------|---------|--------------|
| 1 surprised | 2 bored | 3 exciting |
| 4 interested | 5 tired | 6 surprising |

9 Read the text. Choose the correct word a, b, or c

- 1 Check all students understand how to use *who*, *which*, and *where* to join sentences, and ho to use *-ed / -ing* adjectives.
- 2 Students read the text and the list of choices below it and choose *a*, *b* or *c*. Remind students they can look again at Exercise 8 and the *Language focus* box if they need to.
- 3 Monitor and help as needed.

LESSON 3

pages 26-27

Objectives: To read and understand a traditional tale
To hear and differentiate /æ/ and /ʌ/ in words
To learn how to estimate numbers and round them up to the nearest whole number

Vocabulary: hare, monster, monkey, elephant, scared, strange, clever, shout, panic, mouse

Pronunciation: /æ/, /ʌ/

Materials: Student's Book, pages 26-27
Audio files
Flashcards: hare, monster, monkey, elephant, scared, strange, clever, shout, panic, mouse

Opener

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.
- Play *Point to the card* (Games Bank, page 118) to review known animals from other levels.

Presentation

- Ask students if there are any animals they are scared of.
- Students discuss in pairs. Note down some of the animals are students scared of.

STUDENT'S BOOK

page 26

1 Listen and read the story. Who is in Hare's house?

- Ask students to follow and read the story as they listen.
- Elicit the answer to the gist question.

Audioscript

It's a sunny day, and Hare lies in the grass. Suddenly, her stomach makes a loud noise. Hare remembers the carrots in her kitchen. She's hungry!

Hare runs back home. But when she gets to her door, she stops. What is that noise? Something is moving inside Hare's house! "Is somebody there?" asks Hare.

"Stay where you are!" says a loud voice.

Hare is very surprised. Who is in her house? Then the voice speaks again. "Hare, don't come in. If you come in, I'll eat you. Hares are my favorite food."

Hare is very scared. The animal which is in her house wants to eat her. Hare runs to the forest where her clever friend Monkey lives.

"Monkey, please help me!" says Hare. "There's an animal in my house, and it wants to eat me!"

Monkey looks interested. "An animal? Let's go and see," Monkey says.

They go back to Hare's house. "Who's in there?" shouts Monkey.

A voice answers, "Monkey, don't come in. I'll eat you if you come in. Hares are my favorite food, but monkeys are also delicious."

30

LESSON 3 HARE GETS SCARED



1 Listen and read the story. Who is in Hare's house?

It's a sunny day, and Hare lies in the grass. Suddenly, her stomach makes a loud noise. Hare remembers the carrots in her kitchen. She's hungry!

Hare runs back home. But when she gets to her door, she stops. What is that noise? Something is moving inside Hare's house! "Is somebody there?" asks Hare.

"Stay where you are!" says a loud voice.

Hare is very surprised. Who is in her house? Then the voice speaks again. "Hare, don't come in. If you come in, I'll eat you. Hares are my favorite food."

Hare is very scared. The animal which is in her house wants to eat her. Hare runs to the forest where her clever friend Monkey lives.

"Monkey, please help me!" says Hare. "There's an animal in my house, and it wants to eat me!"

Monkey looks interested. "An animal? Let's go and see," Monkey says.

They go back to Hare's house. "Who's in there?" shouts Monkey.

A voice answers, "Monkey, don't come in. I'll eat you if you come in. Hares are my favorite food, but monkeys are also delicious."

Monkey and Hare look at each other. They are both very scared. They run to the lake where their friend Elephant lives. "There's an animal which eats hares and monkeys in Hare's house," they tell Elephant. "We need your help!"

"Don't worry!" says Elephant. "I'm coming! I'm the biggest, strongest, bravest animal in the world. Nobody can eat me!"

Elephant goes to Hare's door. "I'm coming in!" he shouts.

"Stop!" says the animal inside. "I'm hungry and I love to eat ..."

"You can't eat me!" shouts Elephant. "I'm the biggest, the strongest ..."

Suddenly, Hare's door opens, and a small mouse runs out. Elephant jumps high in the air! He's very scared. For as everybody knows, elephants are afraid of mice!

"Help! A mouse! A mouse!" cries Elephant and he quickly runs away.

Mouse looks at Hare and Monkey. "I'm sorry," she says. "Are you angry?"

Hare and Monkey start to laugh. "No, we're not angry," they say. "Elephant's face was so funny!"

They all laugh again. Then Hare goes inside to finally eat her carrots.



26

Monkey and Hare look at each other. They are both very scared. They run to the lake where their friend Elephant lives. "There's an animal which eats hares and monkeys in Hare's house," they tell Elephant. "We need your help!" "Don't worry!" says Elephant. "I'm coming! I'm the biggest, strongest, bravest animal in the world. Nobody can eat me!"

Elephant goes to Hare's door. "I'm coming in!" he shouts. "Stop!" says the animal inside. "I'm hungry and I love to eat ..."

"You can't eat me!" shouts Elephant. "I'm the biggest, the strongest ..."

Suddenly, Hare's door opens, and a small mouse runs out. Elephant jumps high in the air! He's very scared. For as everybody knows, elephants are afraid of mice!

"Help! A mouse! A mouse!" cries Elephant and he quickly runs away.

Mouse looks at Hare and Monkey. "I'm sorry," she says. "Are you angry?"

Hare and Monkey start to laugh. "No, we're not angry," they say. "Elephant's face was so funny!"

They all laugh again. Then Hare goes inside to finally eat her carrots.

Answers:

There is an animal in her house saying it likes to eat hares.

2 Read again and put the sentences in order 1-10

- a Monkey becomes scared.
- b Hare becomes scared.
- c Hare feels hungry.
- d Hare eats some carrots.
- e Hare asks Monkey for help.
- f Hare and Monkey ask Elephant for help.
- g Elephant sees a mouse.
- h Mouse says she is sorry.
- i Elephant runs away.
- j Hare hears a noise inside her house.

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Tip!

When characters speak in stories, we show it with punctuation called quotation marks:

"Hares are my favorite food." "Don't worry!"

We put quotation marks before and after the sentence.

We use verbs like *say, shout, and ask* to say who is speaking.

"Is somebody there?" **asked** Monkey.

"No, we are not angry," **said** Hare and Monkey.

3 Who says each thing in the story? Read and write the names

Elephant Hare Monkey Mouse

- 1 "Is somebody there?" asked _____.
- 2 "There's an animal in my house," said _____.
- 3 "An animal? Let's go and see," said _____.
- 4 "I'll eat you if you come in," said _____.
- 5 "I'm the biggest, strongest, bravest animal in the world," said _____.
- 6 "Are you angry?" said _____.

- 2 Ask a confident student to read the instructions and example aloud to the class.
- 3 Remind students they can skim the story again if they are not sure of the answer. Students match the characters.
- 4 Elicit answers from quieter members of the class.

Answers:

- | | | |
|---------|------------|----------|
| 1 Hare | 2 Hare | 3 Monkey |
| 4 Mouse | 5 Elephant | 6 Mouse |

2 Read again and put the sentences in order 1-10

- 1 Ask a confident student to read the instructions and example aloud to the class.
- 2 Students read the story again.
- 3 Ask students to read the sentences through and then decide which order they appear in the story and number them.
- 4 Elicit answers from the class. As an extension, ask students to tell you the story from the reordered sentences.

Answers:

- | | | | |
|-----|-----|-----|------|
| a 5 | b 3 | c 1 | d 10 |
| e 4 | f 6 | g 7 | h 9 |
| i 8 | j 2 | | |

3 Who says each thing in the story? Read and write the names

- 1 Write "Hello", said *Sahar*. on the board. Ask: *What did Sahar say? How do we show this?* Elicit or explain that to show what someone says, we use speech marks. Then draw students' attention to the *Tip!* box and read it together as a class.

PRONUNCIATION

Presentation

- With the whole class, model the ‘/æ/’ sound and then the ‘/ʌ/’ sound, putting the letters on the board and asking students to point to the correct letter sound. Alternate and use some simple CVC words (such as mat, put, map, pull) until students can confidently differentiate the two sounds.

1 Look and listen. Then listen and repeat

- Ask students to look at the pictures first.
- Students listen to the audio and find the correct picture.
- Play the audio once more and ask students to say the word with the audio.

2 Listen and circle the word you hear

- Let students look at the list of words first, then play the audio.
- Students listen and circle the word they hear.
- Play the audio again if students need to check their answers.
- Elicit the answers from the class, demonstrating any distinctions that students found difficult.

Audioscript

1 hat 2 bug 3 stuck 4 ankle

3 Is the sound the same as *cat* or *cut*? Listen and check

- Ask students to listen for /ʌ/ vowel sounds first, then /æ/ vowel sounds in the story.
- Students listen and underline when they hear the target sound.
- Play the audio again if students need to check their answers.
- Elicit the answers from the class, demonstrating any distinctions students found difficult.

Audioscript

1 animal 2 hungry 3 stomach
4 funny 5 angry 6 come

Answers:

	cat	cut
1 animal		
2 hungry		/
3 stomach		/
4 funny		/
5 angry	/	
6 come		/



PRONUNCIATION

1 Look and listen. Then listen and repeat



2 Listen and circle the word you hear

- 1 huf / hat 2 bug / bag
3 stuck / stack 4 uncle / ankle

3 Is the sound the same as *cat* or *cut*? Listen and check

	cat	cut
1 animal		
2 hungry		
3 stomach		
4 funny		
5 angry		
6 come		

4 Listen, read, and repeat

Happy Harry has some nuts.
Happy Harry has some nuts and a duck.
Happy Harry has some nuts, a duck, and some honey.
Happy Harry has some nuts, a duck, some honey, and a brush.
Happy Harry has some nuts, a duck, some honey, a brush, and an onion.



4 Listen, read, and repeat

- Tell students they are going to say some funny rhymes with the target sounds in.
- Students listen and read as they listen.
- Play the audio again and students repeat the rhymes.
- If your students are confident, let them chorus the rhymes as a class, going as fast as they can.

Audioscript

Happy Harry has some nuts.
Happy Harry has some nuts and a duck.
Happy Harry has some nuts, a duck, and some honey.
Happy Harry has some nuts, a duck, some honey, and a brush.
Happy Harry has some nuts, a duck, some honey, a brush, and an onion.

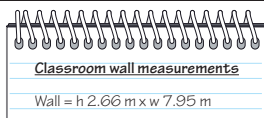


Estimating numbers

1 Work with a partner and read the texts. Discuss

Hatem's classroom wall needs painting. The class calculate how much paint they need to paint the wall. They measure the wall and write down the measurements. Then they look on the internet to see how many cans of paint they need.

- How do you think the students calculate how much paint they need?
- How many liters of paint will they have left over?



When we don't need to calculate exactly, we estimate an **approximate** number. We can round decimal numbers up or down to the nearest whole number: $2.66 \rightarrow 3.00$ $3.95 \rightarrow 4.00$

2 Round these measurements up or down to the nearest whole number

- 2.03m _____
- 12.96m _____
- 1.11m _____

To estimate how much paint they need, the students round their measurements up to the nearest whole number, then multiply them to estimate the area to paint:

$$2.66 (\rightarrow 3.00) \times 7.95 (\rightarrow 8.00) = 24 \text{ m}^2$$

Each can covers 22 square meters, so the students need 2 cans (44 square meters) to cover 24 square meters. They will have at least 8 liters left over.

3 Round up these measurements to the nearest whole number. Multiply them to estimate the area for painting. How many cans of paint do you need for each area?

- $2.12 \text{ m} \times 3.85 \text{ m} = \underline{\hspace{1cm}} \text{ m}^2, \underline{\hspace{1cm}} \text{ can(s)}$
- $7.65 \text{ m} \times 4.3 \text{ m} = \underline{\hspace{1cm}} \text{ m}^2, \underline{\hspace{1cm}} \text{ can(s)}$

29

- Ask the pairs: *Does this seem a sensible way of guessing how much paint they need?* (Yes.)
- Focus attention on the calculations and question 1. Ask: *Do the students measure the walls?* (Yes.) *Do they estimate from the measurements how much paint they need?* (Yes.)
- Direct attention to the information box and a couple of confident students to read it out between them. Give a simple example of rounding up and down.
- Now ask the students to calculate how much paint they will need. They will need paint for $3 \times 8 = 24$ square meters. This means they will need 2 cans of paint since each can is enough for 22 square meters. They will have enough for 44 m^2 , but they will use only enough for 24 m^2 . $44 - 24 = 20 \text{ m}^2$. They will have almost 8 liters of paint left over.

Answers:

- Suggested answer: They estimate the quantity based on the measurements.
- They will have around 8 liters of paint left.

2 Round these measurements up or down to the nearest whole number

- Read the instructions as a class.
- Students answer the questions in pairs.
- Go over the answers as a class.

Answers:

- 1 2 m 2 13 m 3 1 m

3 Round up these measurements to the nearest whole number. Multiply them to estimate the area for painting. How many cans of paint do you need for each area?

- Have students read the instructions as a class.
- Students round up the measurements and then multiply them to estimate the area and calculate the number of cans of paint needed for each area.
- Go over the answers as a class.

Answers:

$$1 \text{ 2 m} \times 4 \text{ m} = 8 \text{ m}^2, 1 \text{ can}$$

$$2 \text{ 8 m} \times 4 \text{ m} = 32 \text{ m}^2, 2 \text{ cans}$$

CLIL

Opener

- Greet students and have them greet each other in groups of three.
- Play *Think of a number!* (Games Bank, page 119) to help students remember numbers.
- Ask students if we always need exact numbers for things. Ask: *What do we do if we don't know exactly how much of something we need?* (We guess/estimate.)
- Ask students to talk to the person next to them about the kind of things we might estimate. Give some examples including guessing the height of a friend or thinking how much food they might need for a party.
- Tell students they are going to learn about estimating numbers.

1 Work with a partner and read the texts. Discuss

How do you think the students calculate how much paint they need?

- Ask students to read the text. What are Hatem's class estimating? (How much paint they will need to paint the classroom.) What do they do? (Measure the walls.)

LESSON 4

pages 30-31

Objectives: To read and understand positive and negative points in an essay
To understand and use *but* for contrasting ideas in a sentence
To write about the positive and negative things about a pet

Vocabulary: *favorite, best, clean, calm, claws, well-being, positive, negative, independent*

Materials: Student's Book, pages 30-31
Pictures or flashcards showing common pets for review

Opener

- Play *Animal names* (Games Bank, page 116) to get students thinking about the lesson topic.

Presentation

- Ask if anyone has a pet. Elicit the sorts of pets students have.
- Ask students about the best (good) and worst (bad) thing about having a pet and write some of the responses on the board to help with later tasks.
- Present positive and negative (good and bad sides).

STUDENT'S BOOK

page 30

1 Look at the pets. Write the words

- Ask students to look at the photos and the word box.
- Students label the pictures.
- Check answers as a class, asking quieter students.

Answers:

- lizard
- bird
- fish
- cat

2 Hani has to write about the best animal to keep as a pet. Read his notes. Decide which are positive (P) and which are negative (N)

- Ask students to read Exercise 2 and say if the notes are positive or negative.
- Monitor and help as needed.
- Go through the answers as a class.

UNIT 2 LESSON 4 WRITING

1 Look at the pets. Write the words

bird cat fish lizard

1

lizard

2

3

4

2 Hani has to write about the best animal to keep as a pet. Read his notes. Decide which are positive (P) and which are negative (N)

Cats as pets			
calm – P	usually friendly	have soft fur	beautiful
clean	independent	have sharp claws and teeth	petting a cat makes you happy

3 Read Hani's paragraph. Answer the questions

- Which of the positive points does Hani include?
- Does he include any of the negative points? Which ones?
- What does he say about the negative points? Why?

Cats Are the Best Pets

Cats are my favorite animals and I think they make the best pets. They are beautiful with soft fur which is nice to touch. They are clean and calm animals which are usually friendly. They like people but they are **independent**, so you don't need to take them for a walk every day. It is true that cats have sharp claws and teeth, but they only use them when they are scared. People also say that when you **pet** a cat, it makes you happy, so they are good for your **well-being**, too.

30

Answers:

Some students' answers may differ, but suggested:

calm – P
clean – P
usually friendly – P
independent – P
have soft fur – P
have sharp claws and teeth – N
beautiful – P
petting a cat makes you happy – P

3 Read Hani's paragraph. Answer the questions

- Go through the instructions and the questions with the class, checking understanding.
- Students read Hani's essay.
- Students answer the questions. Remind students to look at the essay again if they are not sure of the answer.
- Monitor and assist if necessary. Go through the answers as a class.

Answers:

- He includes all of the positive points from the list.
- Yes, he does. He includes 'sharp claws and teeth'.
- He says they only use their claws and teeth when they are scared.

Tip!

You can use *but* to join two contrasting ideas in a sentence. For example, you can mention a negative point, then use *but* to explain why it's not really a problem.

It is true that cats have sharp claws and teeth, but they only use them when they are scared.

UNIT
2

4 Join these phrases to make single sentences. Use *but*

- I like most types of fruit. I don't like mangoes.
I like most types of fruit but I don't like mangoes.
- We want to go to the beach. It's raining today.
- Lizards make good pets. It's difficult to find food for them.
- My new school is great. It's far from my house.
- Five-a-side football is an exciting sport. It takes a lot of time to practice it.

5 Choose a pet to write about. Think of positive and negative things about it. Make notes

Positive	Negative

6 Write a paragraph about your pet in your notebook. Use your notes from Exercise 5 and add a photo. Write 50-60 words

Remember to:

- use adjectives about personality
- use *which* to make longer sentences
- use *but* to contrast ideas
- say why you like your pet.

31

5 Choose a pet to write about. Think of positive and negative things about it. Make notes

- Students think of a pet. Explain it can be one they have or one they might like to have.
- Remind students to look at the notes from Exercise 2 to help them.
- Remind everyone to write at least two or three positive and two or three negative things about a pet.
- Monitor and help as needed. Fast finishers can add to their list.
- Monitor and make sure all have some notes so they can write their paragraph in Exercise 6.

Students' own answers

6 Write a paragraph about your pet in your notebook. Use your notes from Exercise 5 and add a photo. Write 50-60 words

- Students use their notes and those in Exercise 2 to write a paragraph about their pet.
- Direct attention to the *Remember* notes and remind students to use adjectives, but for contrasting ideas and say why they like the pet.
- Students can draw a picture if they don't have a photo.
- Monitor and help as needed. Encourage fast finishers to check their work and add another sentence.

Students' own answers

4 Join these phrases to make single sentences. Use *but*

- Draw students' attention to the *Tip!* box and allow them to read it silently. Check students understand "contrasting ideas". Give examples of contrasting ideas, e.g. *I like pizza. I don't eat a lot of pizza.* Show how to join the sentences using *but*. Ask students to provide more contrasting ideas and link them with *but*.
- Ask what words we can use to join sentences (and/but).
- Read the instructions as a class and ask students to read the sentences, thinking about where the *but* should go to make a single sentence.
- Monitor and help as needed.
- Go through the answers as a class.

Answers:

- I like most types of fruit but I don't like mangoes.
- We want to go to the beach but it's raining today.
- Lizards make good pets but it's difficult to find food for them.
- My new school is great but it's far from my house.
- Five-a-side football is an exciting sport, but it takes a lot of time to practice it.

Extra practice

- Ask students to conduct a class poll to find the most popular pet.

Closing

- Ask students to think of something they did during the week and connect two sentences about it with *but*.

LESSON 5

pages 32-33

Objectives: To complete a project making a map of your school to help new students
To make a list of buildings around school
To mark any sports areas, and where you relax and have meals or study sciences
To think about what a new student would need to know about the school
To reflect on what students have learned in the unit

Vocabulary: *Places around school vocabulary: classroom, bathroom, sports field, lunchroom, hall*

Materials: Student's Book, pages 32-33
Paper, card, felt pens, colored pencils, photos, ruler

Opener

- Greet students and have them greet each other in groups.
- Revise the vocabulary of places around school.
- Play *Snap* (Games Bank, page 119) with places around school.

Presentation

- 1 Ask students to think about what they remember about places around school. Ask: *Can you remember where we eat lunch? Where do we play at break?*
- 2 Tell students they are going to work together to produce a leaflet with a map to help new students at the school to find their way around.

STUDENT'S BOOK

page 32

1 Think and take notes

- 1 Find or draw a map of your school, with a few of the main places students use every day. Ask students to tell you what the different places are. Remind students their leaflet is to help students who don't know the school so ask them to try and think what they would have liked to know about when they were new to the school.
- 2 Get students to make a list of the school buildings and areas students use every day such as a play area or a lunchroom. Ask: *Do we have a space for bikes? Where do the school buses stop?* Also get students to think about how they come into school and how they leave. Are they the same entrances?
- 3 Students make notes to feed into their map-making.
- 4 Monitor and help as needed. Make sure everyone is contributing.

LESSON 5

PROJECT



1 Think and take notes



You are going to make a leaflet with a map of your school to help new students find their way around.

- 1 Make a list of the buildings in your school.
- 2 Include any areas where you can do sports, study science, or relax and have meals.
- 3 Are there spaces for cars or bikes?
- 4 Where are the entrances?



2 Read and do

- 1 Draw a map of the school. Color the buildings or different areas. Write a number on each one.
- 2 Include the entrance(s) to the school and the streets around it.
- 3 Write the 'key' for the map. Write the heading KEY. List the numbers and names of each building/area.

KEY

- | | |
|----------------------|--------------------|
| 1. The main building | 2. The bus stop |
| 3. The Middle Court | 4. The IT building |

- 4 Check your writing: are the spelling, grammar, and punctuation correct?



3 Explain your map to the class

- 1 Display your map on the classroom wall.
- 2 Say the names of the places.
- 3 Explain what you do in each one.

Number 4 is the Information Technology building. We have our IT lessons there. It has a lot of computers and tablets in it.

32



2 Read and do

- 1 Students draw a map of the area of their school. Remind them to color code the buildings and number them.
- 2 Students think about entrances and remind them to include a little information about the local area.
- 3 Show an example of a map key and ask the students to provide a key for their own maps that is easy to read.
- 4 Remind all to check their language, spelling, and punctuation is correct.

3 Explain your map to the class

- 1 Once all the maps are finished and students are happy with them, make a display on the classroom wall so everyone can see them.
- 2 The class can ask and answer questions about the maps. Remind students that their comments/questions should be positive and useful.

Students' own answers

SELF-ASSESSMENT

UNIT
2

1 Complete the words for the photos



c_l_e_v_e_r



p_l_i_t_e



n_e_v_o_s



h



o_r_a_n_z_e_d



_e_s_y

2 Complete the sentences with *who, which, or where*

- Mrs Sohair is the French teacher _____ is always calm and helpful.
- Is that the house _____ your uncle lives?
- This is the math question _____ I don't understand.
- Are these the clothes _____ you want to take on holiday?
- Is Magdy the boy _____ lives in your building?
- This is the classroom _____ we study science.

3 Think about Unit 2

Write two things you enjoyed.

Write two things you learned.

33

3 Think about Unit 2

- Students think about what they have learned in the unit. Encourage them to look back through the unit lessons to remind themselves and think about things they enjoyed and learned.
- Students complete the writing exercise. Monitor and help with spelling but not the actual content of their writing.

Students' own answers

Closing

- Give praise for the effort they put into their presentations and the unit as a whole.
- Ask the class about their favorite parts of Unit 2.

STUDENT'S BOOK

page 33

SELF-ASSESSMENT

1 Complete the words for the photos

- Students look at the photos and the partial words and write the correct letters to complete the words.
- Monitor and help as necessary.

Answers:

- | | | |
|----------|-------------|-----------|
| 1 clever | 2 polite | 3 nervous |
| 4 shy | 5 organized | 6 messy |

2 Complete the sentences with *who, which, or where*

- Students read the sentences and choose the correct answer in each one.
- Monitor and make sure all can do this.

Answers:

- | | | |
|---------|---------|---------|
| 1 who | 2 where | 3 which |
| 4 which | 5 who | 6 where |

UNIT 3

Introduction

pages 34-35

Objectives	To listen, read, and write about vacation plans
Materials	Student's Book pages 34-35 Flashcards or photos of different vacation destinations and things to do on vacation

Opener


- Greet the class, then ask students to greet each other in groups of three.
- Ask: *Does anyone know where they are going on vacation next holiday? What will you do? Will you do sports or go to museums or see family?* Show a picture or flashcard of each to check understanding and say the words for students to repeat.

Presentation

- 1 Ask students to look at the main photo on page 34. Put the students in pairs or small groups and ask them to describe the photo together.
- 2 Move around and give help with vocabulary and pronunciation as necessary.
- 3 Bring the whole group together and elicit students' answers.
- 4 Drill the pronunciation and stress of difficult words and phrases, and highlight any interesting language features, e.g., fort /fɔ:rt/.




UNIT
3




In this unit I will ...

- listen, read, research, and write about making vacation plans.
- talk about facts using clauses with *if* or *when*.
- talk about when something happens using prepositions of time.
- read and listen to determine the central message.
- practice saying the initial consonant sounds /w/ and /v/.
- write a blog post about a place you like visiting.
- research and make a brochure about a vacation destination.




Look, discuss, and share

Look at the photo. What can you see? Where do you think it is? Why do you think people like to visit this place?



Did you know?

When you see it from the air, the Nile valley is in the shape of a fan. In the north, where it opens into the delta, it is wide. In the south, where it passes between **desert cliffs**, it is narrow.



Find out

Find a photo of Egypt from the air. Which areas are green? Which areas are brown? Which cities can you see? Share your answers with your partner.

35



Did you know?

- 1 Direct students to the *Did you know?* fact and read it aloud, with students reading and following as you do so. Explain the meaning of the words in bold.
- 2 Ask students to think for a few minutes about the shape of the Nile delta. Ask: *Do you think the delta looks like a fan? Is it important to Egypt? (Yes, very. It supplies water and makes it possible to grow many things.)* Ask: *Does anyone know why it's sometimes called the Nile delta?* Explain as it looks like an upside-down triangle it's named after the Greek letter delta (Δ).
- 3 Ask students to look at the *Did you know?* box again. Ask: *Can you name some cities in the north of the delta? (Alexandria, Port Said.)*



Find out

- 1 Read out the *Find out* task to the class. Check understanding of what the colors of an aerial photo denote if needed. Ask: *What do you think the green areas are?* (Plants/crops/green spaces.) *What do you think the brown areas are?* (Desert.) Ask: *Which cities can you see?* (This will vary depending on your image but likely to be Cairo/Alexandria/Port Said/Ismailia.) *Is there more green or more brown? What did you expect?*

Students' own answers

Closing

- Focus on the *In this unit I will ...* and read through the objectives with the class. Explain any new words.



Look, discuss, and share

- 1 Ask students to look at the photo on page 34. Ask: *What can you see in this picture? Where do you think the people are? Would you like to visit here? Why?*
- 2 Ask students to discuss in pairs where they think the photo is and why.
- 3 Monitor the pairs and ask students to make sensible guesses if they don't know. Elicit responses from pairs. Ask: *Is it a fort? (Yes.) Where is the fort? (Citadel of Qaitbey, Alexandria.)* Ask if anyone has been there. Ask anyone who has to say something about it. (*It's very big, it's by the sea, etc.*)

Students' own answers

LESSON 1

pages 36-37

- Objectives:** To listen and understand a conversation about holiday activities
To listen and match days and times of day to activities
To plan a trip to Cairo or another place in Egypt with a partner, making suggestions and asking questions
- Vocabulary:** *Things to do in a city: climb the minaret, go quad biking, explore (the souks), ride (on a rollercoaster), take photos, visit a museum*
Review talking about when to do activities: on Thursday afternoon, in the morning, on Saturday
- Language:** Prepositions of time: at midnight, on Sunday, in the morning
Using if or when to talk about things that are true: If we are there in the late afternoon, we can watch the sunset over the city.
- Materials:** Student's Book, pages 36-37
Audio files
Photos or flashcards to illustrate the words in the vocabulary list

Opener

- Play *Catch and Say (1)* (Games Bank, page 116) to review free time activities and places to go on holiday.

Presentation

- Use the flashcards to present the new language for holiday activities. Go through each one and repeat. Ask students to repeat after you. Repeat once more.
- Place flashcards on the board. As you point to a card, repeat the word and have students repeat after you. Then ask individual students to say the word you point to.
- Make a short game: point randomly and have students give you the correct word or say the word or phrase and ask students to show you the correct picture.
- For extra practice if your class needs it, do a matching game with the words and pictures from the new vocabulary. Students read and match. Set a timer to make a game and to add extra challenge.
- Quickly run through the language for vacation activities and free-time things to do that students already know to review.

STUDENT'S BOOK

page 36

1 Listen and read. Which two cities do the boys mention?

- Ask students to think about their last vacation. Ask: *Where did you go? What did you do? How did you feel?* Elicit responses from the class. Say: *Let's read about Samer and Basel's vacation plans.*

LESSON 1 LET'S GO QUAD BIKING ON TUESDAY



1 Listen and read. Which two cities do the boys mention?

- Samer:** I'm excited about our vacation this week, Basel.
- Basel:** Me too! Why don't we try new places. We can travel to Cairo. There are lots to see there.
- Samer:** Yes. We can visit the **Manial Palace Museum** first. If we go to the museum on Sunday, on Monday we can take photos for my school project.
- Basel:** Okay, cool! My mom can go with us. She loves museums. Let's also go to the theme park and ride on a rollercoaster!
- Samer:** Okay! Let's do that on Tuesday. There are also some places outside Cairo that look interesting.
- Basel:** Like what?
- Samer:** We can go **quad biking** in the desert in Giza. If we take the bus, we will arrive in about 30 minutes.
- Basel:** Great! We can go early on Wednesday and come back to the hotel before evening.
- Basel:** Yes. What else can we do?
- Samer:** Let's **climb the Bab Zuwayla minaret** on Thursday. It's difficult, but the view from the top is beautiful. If we are there in the late afternoon, we can watch the sunset over the city.
- Basel:** Cool! And in the morning, we can **explore the Souks!** They're near the minaret.
- Samer:** Great! Cairo, here we come!



36

- Read the instructions and check the question. Ask students to read the text as they listen.
- Students listen and read. Elicit the answer to the question from a quieter member of the class.

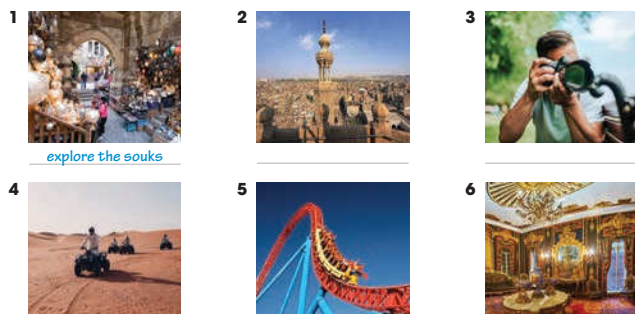
Audioscript

- Samer:** *I'm excited about our vacation this week, Basel.*
- Basel:** *Me, too! Why don't we try new places. We can travel to Cairo. There are lots to see there.*
- Samer:** *Yes. We can visit the Manial Palace Museum first. If we go to the museum on Sunday, on Monday we can take photos for my school project.*
- Basel:** *Okay, cool! My mom can go with us. She loves museums. Let's also go to the theme park and ride on a rollercoaster!*
- Samer:** *Okay! Let's do that on Tuesday. There are also some places outside Cairo that look interesting.*
- Basel:** *Like what?*
- Samer:** *We can go quad biking in the desert in Giza. If we take the bus, we will arrive in about 30 minutes.*
- Basel:** *Great. We can go early on Wednesday and come back to the hotel before evening.*
- Basel:** *Yes. What else can we do?*
- Samer:** *Let's climb the Bab Zuwayla minaret on Thursday. It's difficult, but the view from the top is beautiful. If we are there in the late afternoon, we can watch the sunset over the city.*

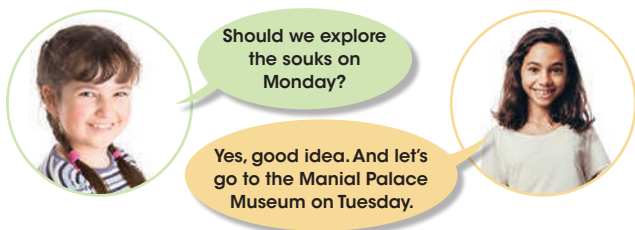
2 Listen again. Match the days to the activities

- | | |
|------------------------|--------------------------------------|
| 1 Sunday | a go quad biking in the desert |
| 2 Monday | b visit the Manial Palace Museum |
| 3 Tuesday | c ride on a rollercoaster |
| 4 Wednesday | d explore the souks |
| 5 Thursday (morning) | e take photos for the school project |
| 6 Thursday (afternoon) | f climb the Bab Zuweila minaret |

3 Look and write activities a-f from Exercise 2 under photos 1-6



4 Work with a partner. Plan a trip to Cairo for a week, or another place in Egypt. Ask and make suggestions about the activities you can do there



- Tell the students to match each photo to an activity from Exercise 2.
- Allow time for students to write their answers and then swap with a partner to check their work.

Answers:

- explore the souks
- climb the minaret
- take photos
- go quad biking
- ride a rollercoaster
- visit the museum

4 Work with a partner. Plan a trip to Cairo for a week, or another place in Egypt. Ask and make suggestions about the activities you can do there

- As a class discuss the different methods used for planning (e.g. a mind map, a list, an infographic).
- Ask the students to work in pairs to decide on a planning method, and the place they will visit.
- Students work in pairs to discuss and write their plan. Encourage them to use the new vocabulary from the lesson.
- If time allows, have students present their plans to the class and invite the other students to ask questions.

Students' own answers

Basel: Cool! And in the morning, we can explore the souks! They're near the minaret.
Samer: Great! Cairo, here we come!

Answer:

1 Cairo and Giza.

STUDENT'S BOOK

2 Listen again. Match the days to the activities

- Ask a confident student to read the instructions for the class. Tell students they can guess unknown words from their context.
- Students listen again.
- Elicit the answers from different students.

Answers:

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

3 Look and write activities a-f from Exercise 2 under photos 1-6

- As a class look at photos 1-6 and discuss what the students can see.

LESSON 2

pages 38-41

Objectives: To listen and understand the details and arrangements for a quad bike tour
To ask and answer questions about a quad bike tour
To use *when* and *if* when discussing plans, and use prepositions of time: *at, on, in*

Vocabulary: *Take a quad bike tour, guide, trip, helmet, hotel*
Review talking about when to do activities: *on Thursday afternoon, in the morning, on Saturday*

Materials: Student's Book pages 38-41
Audio files
Photos or flashcards to illustrate the words in the vocabulary list

Opener

- Play *Describe and draw* (Games Bank, page 116) using some of the places from Lesson 1.

STUDENT'S BOOK

page 38

1 Listen to Samer's conversation with his dad. How much discount do they get for the quad bike trip today?

- 1 Ask a student to read the instructions to the class aloud. Tell them to listen to the gist of the conversation to get the answer to the question.

Audioscript

Samer: Dad, here's the information I found online about quad biking in the desert.
Dad: Oh, thanks, Samer. Show me.
Samer: The company is called Desert Adventures. When you look at their website, the information is here. Look. The tour guide will meet us at the hotel.
Dad: OK. What time will he meet us?
Samer: He'll meet us at 9 am and he'll drive us into the desert.
Dad: And what time do we get back?
Samer: We should be back around 2 pm. Lunch is included in the price. Should we take some water?
Dad: Yes. Good idea. How big is the group?
Samer: It'll be a group of six.
Dad: I like the photos. Everyone is wearing helmets. That's good. You have to wear a helmet if you ride a quad bike. How long do we ride the quad bikes for?
Samer: One of the trips is 45 minutes, but there's also a trip for an hour. Can we do the hour tour, Dad?
Dad: Yes, of course. This is going to be a lot of fun. Remember to listen to the guide's instructions so that you stay safe.
Samer: Yes, I will, Dad.

LESSON 2 IF WE BOOK THE TOUR TODAY, IT'S CHEAPER



1 Listen to Samer's conversation with his dad. How much discount do they get for the quad bike trip today?



2 Listen again. Circle the correct answer, a or b

- 1 The quad bike company is called
a Desert Adventures. b Quad Adventures.
- 2 The guide will meet them in the hotel at
a 9 am. b 9.30 am.
- 3 They should take
a some snacks for lunch. b some water.
- 4 They'll be in a group of
a six. b eight.
- 5 They have to
a know how to ride a quad bike. b wear a helmet on the quad bike.
- 6 They decide to do the trip that lasts
a 45 minutes. b one hour.
- 7 Samer should listen to the guide so that
a he knows what to do. b he stays safe.
- 8 To pay for the tour, Samer's dad needs his
a bank details. b credit card.

3 Work with a partner. Ask and answer questions about the quad bike tour



Dad: Good! How do we book the tour if we can't book it on the website?
Samer: We can book it at the office in town. If we book the tour today, it's cheaper. We get a 10% discount.
Dad: Great. Can you pass me my wallet? I need my credit card to pay for the tickets. Let's go to the office now.
Samer: Sure, Dad. Here you are.

Answer:

They get a 10% discount.

2 Listen again. Circle the correct answer, a or b

- 1 Students listen again and circle the correct answer. If you wish, give students a minute to read through the questions before they listen once more.
- 2 Monitor and check all are on task.
- 3 Go through the answers with the class, choosing less confident members of the class.

Answers:

1 a 2 a 3 b 4 a
5 b 6 b 7 b 8 b

Language focus

We use clauses with *if* or *when* plus present tense verbs, or a modal verb like *can*, to talk about facts or things that are usually true.

When you **look** at their website, the information is here.

If we **book** the tour today, it's cheaper.

If you **pass** me my wallet, I **can** pay for the tickets now.

The clause with *if/when* can come at the start of the sentence, or at the end. When it comes first, we separate the two clauses with a comma.

If you press the button, the tablet switches off.

The tablet switches off **if** you press this button.

In questions, the clause with *if/when* usually comes at the end.

How can we book the tour **if** we can't book it on the website?

Does your aunt always bake feteer **when** you visit her?

4 Complete the sentences with the correct form of the verbs in brackets

- If you _____ (heat) sugar, it _____ (melt).
- If you _____ (feel) tired, you can _____ (go) to bed early.
- When the clouds _____ (be) red, it _____ (mean) there's dust in the sky.
- My English always _____ (get better) when I _____ (study) the lessons again at home.
- You can _____ (tell) me if you _____ (need) anything.

5 Put the words in order. Write the sentences in your notebook

- buy / two T-shirts, / you / free / get / one / When / you
When you buy two T-shirts, you get one free.
- don't water / Plants / if / die / you / them.
- go / want / by bus. / Cairo, / to go to / If / you / you can
- eat / too much cake. / stomach ache / I / if / I can get
- we / it / my umbrella. / If / can / rains, / use
- sees / a bee, / my cat / tries / to catch / it. / When / she

39

3 Work with a partner. Ask and answer questions about the quad bike tour

- Read the instructions aloud with the class. Model the speech bubbles with a confident student if needed.
- In pairs, students ask and answer questions about the tour.
- Monitor and give help where needed. Fast finishers can be encouraged to make up their own questions and answers about the tour.

Students' own answers

LANGUAGE FOCUS

- Write the first three examples from the *Language focus* box on the board. Read each sentence and ask: *Is this a fact or something that is usually true?* (yes).
- Underline the *if/when* clause and present tense or modal verbs in each sentence.
- Read the rest of the *Language focus* box aloud, then check students' understanding by writing other sentences with *if/when* clauses on the board and asking them to add the punctuation.

4 Complete the sentences with the correct form of the verbs in brackets

- Ask a confident student to read the instructions aloud.

- Read the *Language focus* box aloud to the class, asking for examples as you read.
- Students read the questions and then complete the sentences.
- Remind students to use the correct form of the verb and to check their work if they finish quickly.

Answers:

- | | |
|---------------|---------------|
| 1 heat, melts | 2 feel, go |
| 3 are, means | 4 gets, study |
| 5 tell, need | |

5 Put the words in order. Write the sentences in your notebook

- Ask a confident student to read the instructions aloud. Then students read the jumbled-up words.
- Students re-order the words to make meaningful sentences and write them in full in their notebooks.
- Fast finishers can write more jumbled-up sentences then swap with a partner to do each other's sentences.
- Monitor and assist as needed.

Answers:

- When you buy two T-shirts, you get one free.
- Plants die if you don't water them.
- If you want to go to Cairo, you can go by bus.
- I can get stomach ache if I eat too much cake.
- If it rains, we can use my umbrella.
- When my cat sees a bee, she tries to catch it.

Extra practice

- For additional practice or a homework task, students could write about a trip they want to plan with a friend or family member. They could include information about where to meet, what to take, how long the trip lasts, and the activities they can do.

6 Use the prompts and *if* to complete the dialogs. Write the sentences in your notebook. Then listen and check

- 1 Read the rubric and the example as a class.
- 2 Students look at the dialogs and rewrite them using *if*.
- 3 Encourage fast finishers to make up some extra sentences to swap and do with others who finish early.
- 4 Monitor and elicit answers from shy members of the class.

Audioscript

Narrator: 1
Hazem: Mom, there's a problem with the freezer. It isn't working.
Mom: The freezer doesn't work if you don't close the door properly.
Narrator: 2
Laila: Mrs Manal, can we use pencils in the test?
Teacher: No, sorry, you can't. Tell me now if you don't have a black pen.
Narrator: 3
Karim: What does this word mean, Sherif?
Sherif: I don't know. Look it up in a dictionary if you don't know a word.
Narrator: 4
Dad: Please turn the music down, Rana. It's too loud!
Rana: But Dad, I can't hear it if it's too low.
Narrator: 5
Selim: What happens if you block a person on social media?
Dalia: You don't get any messages from them.

Answers:

- 1 The freezer doesn't work if you don't close the door properly.
- 2 Tell me now if you don't have a black pen.
- 3 If you don't know a word look it up in a dictionary.
- 4 But Dad, I can't hear it if it's too low.
- 5 What happens if you block a person on social media?

7 Complete the text about study tips with the correct form of the verbs in the box

- 1 Ask a couple of confident students to read the instructions, example, and the words in the text box.
- 2 Explain any unknown vocabulary.
- 3 Students read the text and choose the correct word from the box. Remind students they will find the answer quicker if they read each sentence and then read the word box.
- 4 Monitor and help as needed, then choose students to fill the gaps with answers.

6 Use the prompts and *if* to complete the dialogs. Write the sentences in your notebook. Then listen and check

- 1 **Hazem:** Mom, there's a problem with the freezer. It isn't working.
Mom: The freezer / not work / you not close / the door / properly
The freezer doesn't work if you don't close the door properly.
- 2 **Laila:** Mrs Manal, can we use pencils in the test?
Teacher: No sorry, you can't. tell / me / now / you / not have / a black pen
- 3 **Karim:** What does this word mean, Sherif?
Sherif: I don't know. look it up / in a dictionary / you / not know / a word
- 4 **Dad:** Please turn the music down, Rana. It's too loud!
Rana: But Dad, I / not can / hear / it / be / too low
- 5 **Selim:** What happens / you / block / a person / social media?
Dalia: You don't get any messages from them.

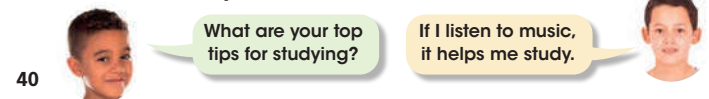
7 Complete the text about study tips with the correct form of the verbs in the box

check concentrate eat finish have remember ~~try~~ work write

Study for about 30 minutes, but no longer. If you 1 try to study for hours without a break, you can't concentrate. When you 2 _____ regular breaks, you 3 _____ more. It's also better to study at the same time each day, even on Fridays and Saturdays. People's brains 4 _____ better if they have a regular routine. Also, don't study when you're hungry! If you 5 _____ a healthy meal at lunchtime, you can 6 _____ better in the afternoon. It's helpful if you 7 _____ down a list of what you want to do each time you study. Then you can 8 _____ it off the list when you 9 _____ studying and feel proud!



8 How do you study? Do you have any other useful tips? Discuss with a partner



Answers:

- | | | |
|---------------|---------|------------|
| 1 try | 2 have | 3 remember |
| 4 concentrate | 5 eat | 6 work |
| 7 write | 8 check | 9 finish |

8 How do you study? Do you have any other useful tips? Discuss with a partner

- 1 Read the instructions and ask a couple of confident students to read the dialog.
- 2 Ask students to think of any other useful tips they use when studying.
- 3 Monitor and help as needed. Make a note of any interesting tips and encourage pairs to share them with the class.

Students' own answers

Language focus

We use **prepositions of time** *at, on, and in*, to say when something happens.

We use *at* with times:

at *midnight, at eight o'clock, at lunchtime*

We use *on* with days and dates:

on *Friday, on my birthday, on August 17th, on the weekend*

We use *in* with times of day, months, seasons, and years:

in *the afternoon, in August, in summer, in 2023*

9 Complete the sentences with *at, in, or on*

- We celebrate Sham El-Nessim _____ spring.
- Let's meet outside the school _____ 10:30 am.
- We had a science class _____ Monday.
- They went on a trip to the Red Sea _____ July.
- Great news! I'm having a party _____ my birthday!
- What did you do _____ the weekend?

10 Listen. When do the students do these things? Complete the chart

	get up	have breakfast	go to library	play sports	do homework
Hana		6:30			Sunday, Tuesday, Thursday
Youssef	7 o'clock			Saturday	
Mayar			Sunday pm		
Nader			-		every day

11 Write one sentence in your notebook about each person in Exercise 10. Use prepositions of time

Hana does homework on Sundays, Tuesdays, and Thursdays.

When do you get up on school days?

12 Work with a partner. Ask and answer questions about when you do the things in Exercise 10

I get up at 7 o'clock.

41

STUDENT'S BOOK

page 41

LANGUAGE FOCUS

- Write *at, on* and *in* down the left side of the board.
- On the right side of the board, write times, days, and dates, e.g., *midday, two o'clock, July 8th, the morning*.
- Explain that the words on the left are prepositions of time. Ask students to try to match them to the times, days, and dates on the right side of the board.
- Read the *Language focus* box aloud and check students' answers.

9 Complete the sentences with *at, in, or on*

- Direct attention to the *Language focus* box. Tell students this will help them with the exercises on page 41.
- Read the *Language focus* box aloud while students listen and follow.
- Ask a confident student to read the instructions and students read the sentences.
- Students choose the correct preposition and complete the sentences.
- Any fast finishers can pair up and set each other some extra sentences.
- Go through the answers as a class.

Answers:

- | | | |
|------|------|------|
| 1 in | 2 at | 3 on |
| 4 in | 5 on | 6 on |

10 Listen. When do the students do these things? Complete the chart

- Ask a confident student to read the instructions. Students read the chart and then listen to the audio.
- Remind students to listen for times of day and places/activities to make completing the chart easier.
- Go around and provide help as needed.
- Play once more so students can check their answers.

Audioscript

Hana: *Hi. My name's Hana. I get up every day at 6 o'clock. I have breakfast with my family at 6.30 in the morning. I go to the library on Saturday and I play sports on Sunday. I do homework on Sunday, Tuesday, and Thursday.*

Youssef: *Hi. I'm Youssef. I get up every day at 7 o'clock. I have breakfast with my grandparents at 7.30 in the morning. I don't go to the library but I play sports on Saturday. I do homework on Thursday.*

Mayar: *Hello. My name's Mayar. I get up every day at 6.30 and I have breakfast with my family at 7 o'clock. I go to the library on Sunday in the afternoon. I don't play sports. I do homework on Monday and Wednesday.*

Nader: *Hi. I'm Nader. I get up every day at 8 o'clock. I have breakfast with my sister at 8.15, then we go to school. I don't go to the library because I have a lot of books at home. I play sports on Wednesday. I do homework every day.*

Answers:

	get up	have breakfast	go to library	play sports	do homework
Hana	6 o'clock	6:30	Saturday	Sunday	Sunday, Tuesday, Thursday
Youssef	7 o'clock	7:30	-	Saturday	Thursday
Mayar	6:30	7 o'clock	Sunday pm	-	Monday, Wednesday
Nader	8 o'clock	8:15	-	Wednesday	every day

11 Write one sentence in your notebook about each person in Exercise 10. Use prepositions of time

- Ask students to read over their answers to Exercise 10.
- Students write a sentence about the routines of each student from the chart.
- Any fast finishers can make up any extra sentences or as an extension make sentences about their own or their families' routine.
- Monitor and make note of good answers.
- Share the best answers with the class.

Students' own answers

12 Work with a partner. Ask and answer questions about when you do the things in Exercise 10

- 1 Direct attention to the speech bubbles and ask a pair of students to read them aloud.
- 2 Students ask and answer in pairs about when they do the things in the chart from Exercise 10.
- 3 Remind students to use prepositions of time (at/in/on).
- 4 Monitor and help as needed.

Students' own answers

Extra practice

- 1 Ask students to think about their routine at home and when they do different things. They could write several sentences and illustrate them for homework.

Closing

- Ask students to think about something they are afraid of for the next lesson.

LESSON 3

pages 42-43

Objectives: To read and understand the moral of a story about facing our fears
To read and understand a traditional tale
Use pictures to understand additional detail in a narrative
Hear and differentiate *w* and *v* in words

Vocabulary: famous, climb, secret, dome, face her fear, breathe, calmer

Materials: Student's Book, pages 42-43
Audio files
Flashcards: famous, climb, secret, dome, face her fear, breathe, calmer

Opener

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.
- Play *Find a picture, tell a story* (Games Bank, page 117) to practice looking at pictures for clues to a story.

Presentation

- 1 Ask students if there is anything they are scared or afraid of.
- 2 Students discuss in pairs. Ask the pairs to tell you what their partner is afraid of.

STUDENT'S BOOK

page 42

1 Look at the pictures. What do you think the story is about? Put a (✓)

- 1 Ask students to look at the pictures before they listen.

LESSON 3 FATIMA FACES HER FEAR

1 Look at the pictures. What do you think the story is about? Put a (✓)



- a tall buildings b a typical day for a teenage girl
c a visit to a famous monument



1 Fatima's favorite cousin Amal comes to visit her. It is Amal's first time in Aswan. She's very excited. She wants to see all the famous places.



2 Amal shows Fatima a photo. "Can we go visit the Dome of Abu Al-Hawa? We can climb up the hill to it — there's a great view from there!"



3 Fatima doesn't know what to say. She wants to make Amal happy, but she has a **secret**: she is afraid of heights. How can she climb up the hill to the **dome**?

Fatima doesn't know what to say. She wants to make Amal happy, but she has a **secret**: she is afraid of heights. How can she climb up the hill to the **dome**?



4 Fatima doesn't want to disappoint her cousin, so she decides to **face her fear**. "That's a good idea," she says, "Let's go on Tuesday in the afternoon. We can watch the sunset."

Fatima doesn't want to disappoint her cousin, so she decides to **face her fear**. "That's a good idea," she says, "Let's go on Tuesday in the afternoon. We can watch the sunset."



5 It's Tuesday and the girls are at the Dome of Abu Al-Hawa. After a long climb, they reach the top. Fatima's face is white. She is very scared. But Amal takes her hand and smiles. "**Breathe slowly**," she says. "You can do this, Fatima. Now look around you."



6 Fatima feels **calmer**. She lifts her head to look at the view. It is incredible. Suddenly she doesn't feel scared any more. She feels proud to live in such a fantastic place!

- 2 Ask students to make a guess from *a*, *b*, or *c* about the subject of the story.
- 3 Ask for a show of hands.

Answer:

c

2 Listen and read. Where does this story happen?

UNIT
3

3 Read and listen again. Answer the questions

- 1 Who comes to visit Fatima?
- 2 Why is Fatima not sure about the visit to the Dome of Abu Al-Hawa?
- 3 Why do you think she decides to go?
- 4 When does she suggest they go to the dome?
- 5 Why does Amal take Fatima's hand and tell her to breathe slowly?
- 6 How does Fatima feel after she faces her fear?

4 Look carefully at the pictures and answer the questions. Write sentences in your notebook

- 1 What do you think Fatima and Amal say to each other when they meet in picture 1?
- 2 How does Fatima feel in picture 3? How do you know?
- 3 Where are the girls in picture 5? How does Fatima feel? How does Amal feel?
- 4 What does Fatima see in picture 6? How does her feeling change?

Tip!

Pictures can help you understand what a story is about and give you extra detail. For example, the background can show you where the action happens, and the faces of the characters can tell you how they feel at that moment.

5 Work with a partner. Ask and answer about your fears



When was the last time you faced something you feared?

I once found a spider in our bathroom!



43

Fatima feels calmer. She lifts her head to look at the view. It is incredible. Suddenly she doesn't feel scared anymore. She feels proud to live in such a fantastic place!

Answers:

In Aswan (at the Dome of Abu Al-Hawa).

3 Read and listen again. Answer the questions

- 1 Ask a confident student to read the instructions aloud to the class.
- 2 Give students a minute to read the questions in Exercise 3, then play the audio.
- 3 Students listen and read, looking for the answers to the questions. Remind students they can make notes in their notebook.
- 4 Students answer the questions.
- 5 Elicit answers from the class.

Answers:

- 1 Amal
- 2 Because she is afraid of heights.
- 3 Because she doesn't want to disappoint Fatima.
- 4 On Tuesday in the afternoon.
- 5 Amal realizes she is scared.
- 6 She feels calmer and proud.

4 Look carefully at the pictures and answer the questions. Write sentences in your notebook

- 1 Ask a confident student to read the rubric aloud to the class.
- 2 Read the *Tip!* box and tell students they are going to practice this in Exercise 4.
- 3 Give students a minute to look at the pictures from the story. Remind them to look at the pictures, not re-read the story.
- 4 Students read the questions and look at the pictures for answers.
- 5 Students complete the questions in sentences in their notebooks.
- 6 Monitor and help as needed. Point out that not everyone will have exactly the same answer, so allow for some variation.
- 7 Elicit answers from the class.

Suggested answers:

- 1 Hi, how are you? It's good to see you!
- 2 Fatima is sad and scared. She looks sad and worried.
- 3 They are at the Dome, at the top of the hill. Fatima is very scared. Amal is calm and sympathetic.
- 4 Fatima sees the view from the Dome. She is calmer and she feels proud to live in such a fantastic place.

5 Work with a partner. Ask and answer about your fears

- 1 Ask a confident student to read the instructions aloud to the class.
- 2 Read the speech bubbles with a confident student to model the dialog.
- 3 Give students a minute to think and then talk in pairs about their fears.

47

STUDENT'S BOOK

page 43

2 Listen and read. Where does this story happen?

- 1 Students listen and follow the story, reading as they listen.
- 2 Students listen for the gist question of where the story is set.
- 3 Elicit the answer from the class.

Audioscript

Fatima's favorite cousin Amal comes to visit her. It is Amal's first time in Aswan. She's very excited. She wants to see all the famous places.

Amal shows Fatima a photo. "Can we go visit the Dome of Abu Al-Hawa? We can climb up the hill to it — there's a great view from there!"

Fatima doesn't know what to say. She wants to make Amal happy, but she has a secret: she is afraid of heights. How can she climb up the hill to the dome?

Fatima doesn't want to disappoint her cousin, so she decides to face her fear. "That's a good idea," she says. "Let's go on Tuesday in the afternoon. We can watch the sunset."

It's Tuesday and the girls are at the Dome of Abu Al-Hawa. After a long climb, they reach the top. Fatima's face is white. She is very scared. But Amal takes her hand and smiles.

"Breathe slowly," she says. "You can do this, Fatima. Now look around you."

- Remind students to be kind and respectful when discussing fears.
- Monitor and help as needed.

Students' own answers

Opener

- Play *Guess the animal* (Games Bank, page 117) to help students remember some of the common animal names.
- Explain the meaning of the word 'brave' and ask students to repeat it after you two or three times.
- Ask students to think about a time either they themselves were brave, or someone they know was brave.

1 Listen and read the story. Where does Little Deer have a drink?

- Ask students to listen and follow, reading as they listen.
- Ask students for answers to the gist question.

Audioscript

Little Deer runs through the forest. He comes to a beautiful, blue lake and decides to stop for a drink of water. Just then, he sees Wolf. Wolf has a drink from the lake.

"Oh no!" says Little Deer. "I can't drink from the same lake as Wolf. Wolf wants to eat me!"

Little Deer runs on through the forest. Next, he comes to a river. The river is cool and clear. But, as Little Deer goes to drink from it, he sees Bear. Bear has a drink from the river.

"Oh no!" says Little Deer. "I can't drink from the same river as Bear. Bear wants to eat me!"

Little Deer runs on through the forest. He comes to a small stream. The stream sparkles in the sun. "Finally!" he says. "I can have a... Oh no!" Little Deer sees Fox. "I can't drink from the same stream as Fox. Fox wants to eat me!"

Little Deer runs on through the forest. He comes to a large puddle. It isn't blue like the lake. It isn't cool and clear like the river. And it doesn't sparkle like the stream. But Little Deer is very thirsty now!

Just then, Little Deer sees Little Bird. Little Bird sees Little Deer, too, but she isn't afraid. Little Bird has a drink from the puddle.

Little Deer watches Little Bird. "Hmm," he thinks. "If Little Bird can be brave, I can be brave, too!"

Little Deer goes back to the beautiful, blue lake. He sees Wolf, Bear, and Fox. But this time, Little Deer goes to the lake and has a drink. It is delicious! Little Deer feels happy and proud.

Answer:

The lake.

2 Listen and read again. Number the places in the order Little Deer comes to them

- Students listen once more, looking at the photos as they listen.

48

STORY: LITTLE DEER IN THE FOREST

1 Listen and read the story. Where does Little Deer have a drink?

Little Deer runs through the forest. He comes to a beautiful, blue lake and decides to stop for a drink of water. Just then, he sees Wolf. Wolf has a drink from the lake.

"Oh no!" says Little Deer. "I can't drink from the same lake as Wolf. Wolf wants to eat me!"

Little Deer runs on through the forest. Next, he comes to a river. The river is cool and clear. But as Little Deer goes to drink from it, he sees Bear. Bear has a drink from the river.

"Oh no!" says Little Deer. "I can't drink from the same river as Bear. Bear wants to eat me!"

Little Deer runs on through the forest. He comes to a small stream. The stream sparkles in the sun. "Finally!" he says. "I can have a... Oh no!" Little Deer sees Fox. "I can't drink from the same stream as Fox. Fox wants to eat me!"

Little Deer runs on through the forest. He comes to a large puddle. It isn't blue like the lake. It isn't cool and clear like the river. And it doesn't sparkle like the stream. But Little Deer is very thirsty now!

Just then, Little Deer sees Little Bird. Little Bird sees Little Deer, too, but she isn't afraid. Little Bird has a drink from the puddle.

Little Deer watches Little Bird. "Hmm," he thinks. "If Little Bird can be brave, I can be brave, too!"

Little Deer goes back to the beautiful, blue lake. He sees Wolf, Bear, and Fox. But this time, Little Deer goes to the lake and has a drink. It is delicious! Little Deer feels happy and proud.

2 Listen and read again. Number the places in the order Little Deer comes to them






3 Work in pairs. How does Little Bird help Little Deer?

4 Work in pairs. Why does Little Deer feel happy and proud at the end of the story?

44

- Students number the photos in the order they hear them.
- Play again for students to check their answers. You can point out that Little Deer starts and ends at the lake.

Answers:

1 lake  2 river  3 stream  4 puddle 

3 Work in pairs. How does Little Bird help Little Deer?

- Students discuss the question in pairs. Remind them they can re-read the story if they need to.
- Elicit the answer from the class.

Answer:

The Little Bird makes the Little Deer think that if such a small animal can be brave, he can, too.

4 Work in pairs. Why does Little Deer feel happy and proud at the end of the story?

- Students stay in their pairs to discuss the question. Remind them they can re-read the story if they need to.

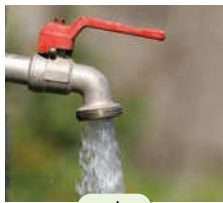
Suggested answer:

He feels happy and proud because he dared to do something which was frightening. He was brave.



PRONUNCIATION

1 Look and listen. Then listen again and repeat



water



wolf



window



volcano



violin



vegetables

2 Listen and circle the word you hear

- 1 a wet b vet 2 a veil b whale 3 a vest b west

3 Listen. Complete the words with v or w

- 1 ___alk 2 ___an 3 ___eb
4 ___isit 5 ___arm 6 ___ase
7 ___ater 8 ___indow 9 ___olcano

4 Listen, read, and repeat

- 1 The white wolf went for a walk with a woman wearing a watch.
2 I visited a very old village and bought a very nice violin.

45

2 Listen and circle the word you hear

- Let students look at the list of words first, then play the audio.
- Students listen and circle the word they hear.
- Play the audio again if students need to check their answers.
- Elicit the answers from the class, demonstrating any distinctions that students found difficult.

Audioscript

wet whale vest

Answers:

- 1 wet 2 whale 3 vest

3 Listen. Complete the words with v or w

- Ask students to listen for initial (first) letters of the words.
- Students listen and complete the words with v or w.
- Play the audio again if students need to check their answers.
- Elicit the answers from the class, demonstrating any distinctions students found difficult.

Audioscript

walk van web
visit warm vase
water window volcano

Answers:

- 1 walk 2 van 3 web
4 visit 5 warm 6 vase
7 water 8 window 9 volcano

STUDENT'S BOOK

page 45

PRONUNCIATION

Presentation

- With the whole class, model the 'w' sound and then the 'v' sound, putting the letters on the board and asking students to point to the correct letter sound. Alternate and use some simple CVC words (such as wet, van, vet, worm) until students can confidently differentiate the two sounds.

1 Listen and listen. Then listen again and repeat

- Ask students to look at the pictures first.
- Students listen to the audio and point to the correct picture as they listen.
- Play the audio once more and ask students to say the word with the audio.

Audioscript

water, wolf, window.
volcano, violin, vegetables.

Answers:

Students' own practice

4 Listen, read, and repeat

- Tell students they are going to say some funny rhymes with the target sounds in.
- Students listen and read as they listen.
- Play the audio again and students repeat the rhymes.
- If your students are confident, let them chorus the rhymes as a class, going as fast as they can.

Audioscript

The white wolf went for a walk with a woman wearing a watch.
I visited a very old village and bought a very nice violin.

Answers:

Students' own practice

LESSON 4

pages 46-47

Objectives: To read and understand a blog post
To understand and use pronouns and informal language
To write about thoughts and feelings while describing an experience

Vocabulary: *carnival, theaters, simulation theater, fantasy, rollercoaster*

Materials: Student's Book, pages 46-47
Pictures or flashcards showing different fairground rides

Opener

- Play *Missing sound* (Games Bank, page 118) to revise some of the letter sounds from the previous lesson.

Presentation

- Ask if anyone has been to a carnival with rides and different things to do and see.
- Ask what they think is the best thing about the carnival and write some of the responses on the board to help with later tasks.
- For those who haven't been to the carnival, ask what they would like to do if they went.

STUDENT'S BOOK

page 46

1 Read Nashwa's blog post. Answer the questions

- Make sure students understand what a blog is. Review the meanings and functions of blogs from previous *Connect* books. (A blog is a web page used for posting personal comments.)
- Ask students to look at the photo and read the blog post.
- Students answer the questions.
- Check answers as a class, asking quieter students.

Answers:

- At the carnival
- Her family (Mom, Dad, brother)
- It's a special birthday surprise

2 Read the blog post again. Put the activities in the correct order 1-3

- Ask students to read the blog post again.
- Students put the activities in the correct order.
- Monitor and help as needed.
- Go through the answers as a class.

LESSON 4 WRITING



1 Read Nashwa's blog post. Answer the questions

- Where is she? _____
- Who is she with? _____
- Why is she there? _____

Nashwa's blog BLOG HOME ABOUT ME LINKS ARCHIVE

Tuesday June 3rd

All the fun of the Carnival!

Today is my birthday and guess where I am? I'm with my family for my special birthday surprise at the **Carnival!** I want to tell you all about it.

When you arrive at the park, you are suddenly in a world of fantasy – it's really exciting. There is a lot to see and do here. There are amazing rides to try like the rollercoaster (if you're brave!), and **theaters** where you can watch shows. There are places to eat and stores, too.

The children's section has nine rides including the *Orient Train*. We have tickets for that at 10 o'clock. My brother loves water rides, so he wants to go on some of those later this morning. At eleven thirty, we have tickets for the *Waterfalls* ride. It has some high sections so it's a bit scary, and you get very wet!

In the afternoon, Dad and I want to go to the **simulation theater**. You sit in your seat with big screens all around you, and there are sound and light effects. It feels like you're in different places around the world – snowy mountains even under the ocean. It's very realistic – I can't wait! What a great birthday present – thanks Mom and Dad!



2 Read the blog post again. Put the activities in the correct order 1-3

- a simulation theater _____ b Orient Train _____ c Waterfalls ride _____

46

Answers:

- Orient train
- Waterfalls ride
- Simulation theater

Tip!

A blog post should have a title and date, and use informal language and first person pronouns (*I, my, me*). It has to include a personal story, and it usually gives the writer's opinions and feelings about their experiences. Bloggers often add photos to make their blogs more attractive.

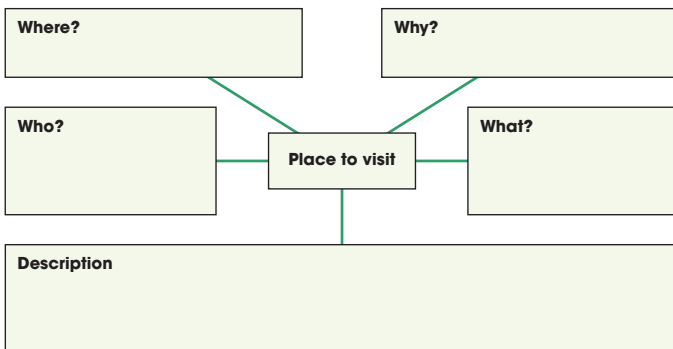
UNIT
3

3 Look at Nashwa's blog post again. Find these things and underline them

- 1 the title
- 2 six first person pronouns in paragraph 1
- 3 the date
- 4 two opinion adjectives about the rides

4 Plan your own blog post about a place you like visiting. Think about these things and use the mind map to help you make notes

- Where is the place?
- Who is with you?
- What can you do there?
- Why do you like it?
- What adjectives do you think describe it?



5 Write your blog post. Use your notes from Exercise 4 and include the blog features in the Tip! box. You can add photos to make your blog look more attractive. Write 50-60 words

47

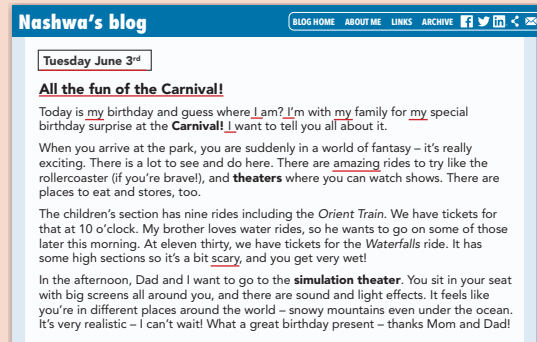
STUDENT'S BOOK

page 47

3 Look at Nashwa's blog post again. Find these things and underline them

- 1 Refer to the *Tip!* box above Exercise 3, and get students to read it silently for a moment. Check that they understand what "informal language" is, and give examples when needed.
- 2 Go through the instructions and the questions with the class, checking understanding.
- 3 Students read the blog post again to find the features of the blog needed. Ask: *How can we find the information?* (Skimming.) Remind students they don't need to read every word, just look quickly for the information they need.
- 4 Students find and underline the title, date, etc., in the blog post.
- 5 Monitor and assist if necessary. Go through the answers as a class.

Answers:



4 Plan your own blog post about a place you like visiting. Think about these things and use the mind map to help you make notes

- 1 Read the instructions as a class and ask students to think of a place they like to go and things they can do there. Students complete the mind map to plan their blog post.
- 2 Monitor and help as needed.
- 3 Go through the answers as a class.

Students' own answers

5 Write your blog post. Use your notes from Exercise 4 and include the blog features in the Tip! box. You can add photos to make your blog look more attractive. Write 50-60 words

- 1 Read the *Tip!* box again with students and make sure they understand what a blog post should include.
- 2 Remind students to look at the notes from Exercise 4 to help them.
- 3 Remind everyone to write at least three things about the place they like to go.
- 4 Monitor and help as needed. Fast finishers can add to their list.
- 5 Monitor and make sure all have checked their writing.

Students' own answers

Extra practice

- 1 Ask students for a show of hands to see if there is a favorite place to go or things to do.

Closing

- Ask students to think of somewhere else or something they have done they would like to write a blog post about.

LESSON 5

pages 48-49

Objectives: To complete a project making a tourist brochure about a place you like visiting
To use photos or drawings to make a brochure attractive
To reflect on what students have learned in the unit

Vocabulary: *Places to go on vacation and things to do there*

Materials: Student's Book, pages 48-49
Paper, card, felt pens, colored pencils, photos, ruler, photos

Opener

- Greet students and have them greet each other in groups.
- Revise the vocabulary of vacations and things to do on vacation.
- Play *Snap* (Games Bank, page 119) with activities to do on vacation.

Presentation

- 1 Ask students to think about what they remember about vacations and places to go on holiday. Ask: *Do you prefer to relax on the beach or do you like to do activities such as swimming and scuba diving?*
- 2 Tell students they are going to work together to produce a brochure to tell people about their favorite place to visit and the things you can do there.

STUDENT'S BOOK

page 48

1 Work on your own. Think and research

- 1 Find a simple brochure and show students the places in it and the things you can do.
- 2 Then direct attention to the sample brochure and go over any unknown words.
- 3 Students think about the place they would like to feature in their brochure and the things you can do there. They can make some brief notes at this stage.
- 4 Students research anything else they might need to know about the place, such as prices for activities, transportation to different places or places to eat.
- 5 Monitor and help as needed.

Students' own answers

2 Read and do. Make a tourist brochure about the place you chose

- 1 Students use their notes and the information from the research they did in Exercise 1 to write a short introduction.
- 2 Students find photos or draw pictures of the places they want to feature and some of the main activities you can do there.
- 3 Students add captions to their photos or drawings.

52

LESSON 5



PROJECT

Sharm El-Sheikh – an amazing holiday destination!

For only LE 1000 per night, per person in a double room.

Sharm El-Sheikh is an interesting and busy town in Egypt by the Red Sea. There are lots of things to see and do.

- swim in the sea
- relax on the beach



- go quad biking in the desert

- eat good food



- visit St Catherine's monastery

Take *Let's Ride!* bus from Giza Square every afternoon at 3 pm for LE 500 only!

1 Work on your own. Think and research

- 1 Think about a place you visited or like visiting. Where is it? How do you get there? How much does it cost?
- 2 Make a list of things you can see and do there.

2 Read and do. Make a tourist brochure about the place you chose

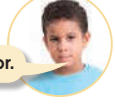
- 1 Write a short introduction of the place you want to include in your brochure.
- 2 Find some photos or pictures of the place. Write a description of each place under the photos.
- 3 Check that the spelling, grammar, and punctuation is correct.

3 Show your brochure to the class

- 1 Display your brochure on a classroom wall.
- 2 Walk around and ask and answer questions about your friends' brochures.



What is your brochure about?



It's about Luxor.

48

- 4 Monitor and help as needed with any spelling, etc.
- 5 Remind all to check their language, spelling, and punctuation are correct.

Students' own answers

3 Show your brochure to the class

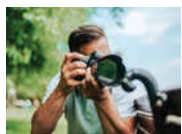
- 1 Once all the brochures are finished and students are happy with them, make a display on the classroom wall so everyone can see them.
- 2 The class can ask and answer questions about the brochures. Remind students that their comments/questions should be positive and useful.

Students' own answers

SELF-ASSESSMENT

UNIT
3

1 Look and write the activities



1 t _____ a
p _____



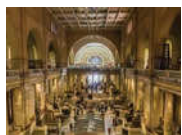
2 e _____ the
s _____



3 go q _____
in the d _____



4 c _____ the
m _____



5 v _____ a
m _____



6 r _____ on
a r _____

2 Circle the correct answer

- 1 My birthday is **in / on** winter.
- 2 My brother works **on / at** the library.
- 3 I often get up late **on / in** Fridays.
- 4 Dina does her homework **on / in** the weekend.
- 5 If we visit our cousins in July, we can all **go / goes** to the Red Sea together.
- 6 Grandma is always happy when we **visit / visited** her.

3 Think about Unit 3

Write two things you enjoyed.

Write two things you learned.

49

2 Circle the correct answer

- 1 Students read the sentences and choose the correct answer in each one.
- 2 Monitor and make sure all can do this.

Answers:

- | | | |
|------|------|---------|
| 1 in | 2 at | 3 on |
| 4 on | 5 go | 6 visit |

3 Think about Unit 3

- 1 Students think about what they have learned in the unit. Encourage them to look back through the unit lessons to remind themselves and think about things they enjoyed and learned.
- 2 Students complete the writing exercise. Monitor and help with spelling but not the actual content of their writing.

Students' own answers

Closing

- Give praise for the effort put into their brochures and the unit as a whole.
- Ask the class their favorite parts of Unit 3.

SELF-ASSESSMENT

1 Look and write the activities

- 1 Students look at the photos and the partial words and write the correct letters to complete the words.
- 2 Monitor and help as necessary.

Answers:

- 1 taking a photo
- 2 exploring the souk
- 3 go quad biking in the desert
- 4 climbing the minaret
- 5 visiting a museum
- 6 riding on a rollercoaster

LESSON 1

pages 50-51

Objectives: To revise the vocabulary and language from Units 1-3

Vocabulary: *Community and gardening:* apartment block, chemicals, community garden, harvest, natural fertilizer, organic, plant, roof, volunteers

Personality adjectives: friendly, clever, messy, nervous, organized, polite, shy

Animals: bird, cat, fish, hare, lizard

Things to do in a city/on vacation: climb the minaret, go quad biking, explore the souks, ride on a rollercoaster, take photos, visit a museum

Materials: Student's Book pages 50-51
Assorted flashcards for vocabulary in this Review lesson
Audio files

STUDENT'S BOOK

page 50

Opener

- Welcome the children with a smile.
- Revise the vocabulary from Units 1-3 with a game of *Guess the picture* (Games Bank, page 117).

1 Look. Write the words. Listen and check

- 1 Direct students to the instructions and example on p50.
- 2 Give students a minute to look at the pictures.
- 3 Students write the words. They can do this with a partner as a race if you wish to add challenge to see who can do this fastest.
- 4 Once everyone has completed labeling the pictures, play the audio for students to check their answers.

Audioscript

Narrator: 1
Narrator 2: clever
Narrator: 2
Narrator 2: sad
Narrator: 3
Narrator 2: messy
Narrator: 4
Narrator 2: polite
Narrator: 5
Narrator 2: dates
Narrator: 6
Narrator 2: lizard
Narrator: 7
Narrator 2: apartment

REVIEW 1

LESSON 1



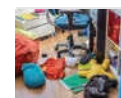
1 Look. Write the words. Listen and check



1 clever



2



3



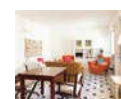
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5



6



7



8



9



10



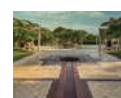
11



12



13



14



15



16

2 Choose a picture and say a sentence for your partner to guess the word

Narrator: 8
Narrator 2: rollercoaster
Narrator: 9
Narrator 2: vegetables
Narrator: 10
Narrator 2: carnival
Narrator: 11
Narrator 2: volcano
Narrator: 12
Narrator 2: roof
Narrator: 13
Narrator 2: plant
Narrator: 14
Narrator 2: park
Narrator: 15
Narrator 2: desert
Narrator: 16
Narrator 2: violin

Answers:

1 clever	2 sad	3 messy
4 polite	5 dates	6 lizard
7 apartment	8 rollercoaster	9 vegetables
10 carnival	11 volcano	12 roof
13 plant	14 park	15 desert
16 violin		

3 Discuss with a partner. Then write your answers

- Give some examples of activities you can do on vacation.

- Imagine you live in another country, what do you miss about Egypt?

4 Write the words from the box on the timeline

always usually **never** often rarely sometimes



5 Complete the dialogs. Listen and check

- Asser:** 1 _____ often do you see your aunt?
Hazem: I see my aunt 2 _____ day. She lives with us!
- Rania:** My brother 3 _____ like dates. He never eats them.
Salma: Really? I think they're delicious. I 4 _____ have them, four or five times a week.
- Amir:** 5 _____ your sister play football very often?
Hani: Yes, she 6 _____ on Saturdays and Sundays, 7 _____ a week.

6 Match the sentence halves

- | | |
|------------------------------------|-------------------------------------|
| 1 Here is the park | a where the students learn English. |
| 2 Those are the books | b which we need to do for homework. |
| 3 This is the classroom | c who teaches me to play the piano. |
| 4 She's the musician | d where we often play football. |
| 5 I think this is the math problem | e which I want to buy. |

51

2 Choose a picture and say a sentence for your partner to guess the word

- Model the dialog with a confident student.
- In pairs, students continue in the same way, asking and answering about the pictures.
- Go around the classroom and help as necessary. Monitor for any good examples and let the pairs role-play their dialog for the class if time permits.

Students' own answers

3 Discuss with a partner. Then write your answers

- Ask students to read the instructions.
- Students read the questions and discuss in their pairs.
- Remind students they can take notes while they talk (in their notebooks) to make the written answers easier.
- Students write the answers, using their pair discussion notes.
- Monitor and help as needed.
- Fast finishers can add some more examples.

Students' own answers

4 Write the words from the box on the timeline

- Ask a confident student to read the instructions.
- Look at the timeline as a class and make sure everyone knows that the left is never, the right is always, with degrees of frequency in between.
- Students look at the words in the word box and decide where they go on the timeline.
- Students complete the timeline labels.
- Monitor and help as needed.
- Go through the answers as a class. Some students may have *often* and *usually* the other way round, but this is a subtle distinction and both are acceptable.

Answers:

- | | | |
|---------|-----------|-------------|
| 1 never | 2 rarely | 3 sometimes |
| 4 often | 5 usually | 6 always |

5 Complete the dialogs. Listen and check

- Have students read the instructions.
- Students read the dialogs and complete the missing words.
- Monitor and check all can do this. Ask students to listen and check their answers
- Go through the answers as a class.

Audioscript

- Asser:** How often do you see your aunt?
Hazem: I see my aunt every day. She lives with us!
Rania: My brother doesn't like dates. He never eats them.
Salma: Really? I think they're delicious. I often have them, four or five times a week.
Amir: Does your sister play football very often?
Hani: Yes, she plays on Saturdays and Sundays, twice a week.

Answers:

- | | | |
|---------|---------|-----------|
| 1 How | 2 every | 3 doesn't |
| 4 often | 5 Does | 6 plays |
| 7 twice | | |

6 Match the sentence halves

- Ask a confident student to read the instructions.
- Students read the sentence halves and match them.
- Monitor and help as needed.
- Go through the answers as a class.

Answers:

- | | | | | |
|----|----|----|----|----|
| 1d | 2e | 3a | 4c | 5b |
|----|----|----|----|----|

LESSON 2 pages 52-53

Objectives: To revise talking about where we live, making arrangements, and places around school
To evaluate progress in Units 1-3

Materials: Student's Book pages 52-53
Flashcards for Units 1-3 vocabulary

Opener

- Greet the class and ask groups of three to greet each other in English.
- Play a variation on *Where in the world* (Games Bank, page 120) to review places to go and things to do on vacation.

STUDENT'S BOOK page 52

1 Listen. Match the conversations (1-3) to the pictures

- 1 Students look at the pictures, then listen and match the conversations they hear to the correct photos.
- 2 Monitor and check all can do this.
- 3 Check answers as a class.

Answers:

1 b 2 c 3 a

Audioscript

Dad: *Is this your friend who lives in Zamalek?*
Sherifa: *Oh, do you mean Dalia?*
Dad: *The one who's very helpful and good at Math.*
Sherifa: *Yes, that's Dalia. She's very funny too.*
Dad: *Where are you in the photo?*
Sherifa: *On a school trip to the Egyptian Museum. That was a great day!*

Narrator: 2
[Mobile phone rings]
Malak: *Hi, Dina. Do you want to go to the Club on Saturday?*
Dina: *Hi, Malak. Saturday? I usually go see my grandparents on Saturday.*
Malak: *Do you go every week?*
Dina: *Yes, my parents like to go every week. My grandma isn't very well, you see.*
Malak: *Oh. Well, what about after school one afternoon? We can make a cake!*
Dina: *Yes, good idea. I'll ask my mom this evening.*
Malak: *OK, see you at school. Bye!*

Narrator: 3
Nesma: *And this is the school library.*
Tarek: *Wow, it's great!*
Nesma: *We can take books out, of course, and this is the area where we can get online.*

REVIEW
1 **LESSON 2**



1 Listen. Match the conversations (1-3) to the pictures



Conversation _____ Conversation _____



Conversation _____

2 Listen again. Answer the questions

- Conversation 1**
- 1 Where does Dalia live? _____
 - 2 What subject is she good at? _____
 - 3 Where was the photo taken? _____
- Conversation 2**
- 1 Where does Malak want to go? _____
 - 2 Why can't Dina go on Saturday? _____
 - 3 When will they meet instead? _____
- Conversation 3**
- 1 Where are the students? _____
 - 2 What can you book there? _____
 - 3 What is the quiet area for? _____

Tarek: *Do you have to book a computer?*
Nesma: *You can, but you don't have to.*
Tarek: *And is there a quiet area where we can study?*
Nesma: *Oh, yes. It's over here. Come on, let me show you.*

2 Listen again. Answer the questions

- 1 Give students a minute to read through the questions, then play the audio.
- 2 Students listen and make notes of the answers.
- 3 Monitor and check all can do this.
- 4 Go through the answers as a class.

Answers:

Conversation 1
 1 Zamalek
 2 math
 3 on a school trip (the Egyptian Museum)

Conversation 2
 1 to the Club
 2 She goes to see her grandparents.
 3 after school

Conversation 3
 1 in the school library
 2 a computer
 3 studying

3 Complete the sentences with in, at, or on

- 1 My favorite TV show is always _____ Sunday.
- 2 _____ August we go to Marsa Matruh for three weeks.
- 3 When we're at my Aunt's house, we go to bed late, sometimes _____ midnight!
- 4 At school, lunch is always _____ 12.00.
- 5 My mom's birthday is _____ April 5.
- 6 We moved to a new area of the city _____ 2023.

4 Complete the sentences with the correct form of the verb in brackets

- 1 If you _____ (feel) sick, _____ (go) to bed and get some sleep.
- 2 If we _____ (press) this button, the TV _____ (switch) off.
- 3 His results _____ (be) usually better if he _____ (study) well.
- 4 When it _____ (rain), we always _____ (play) indoors.

5 Circle the correct word

- 1 Are you **surprised** / **surprising** that you passed the test?
- 2 He sometimes feels **bored** / **boring** without his friends.
- 3 The basketball game was very **excited** / **exciting**.
- 4 She's **interested** / **interesting** in learning about the history of the Nile.

6 Listen to the sentences and check (✓) the word you hear

- | | | | |
|--------------|--------------------------|--------|--------------------------|
| 1 water | <input type="checkbox"/> | walk | <input type="checkbox"/> |
| 2 violin | <input type="checkbox"/> | window | <input type="checkbox"/> |
| 3 vegetables | <input type="checkbox"/> | warm | <input type="checkbox"/> |
| 4 vase | <input type="checkbox"/> | water | <input type="checkbox"/> |
| 5 van | <input type="checkbox"/> | wolf | <input type="checkbox"/> |

53

3 Complete the sentences with in, at, or on

- 1 Ask a confident student to read the instructions for the class.
- 2 Ask students to read the sentences and decide which preposition fits the gap.
- 3 Students complete the sentences.
- 4 Monitor and check all can do this.
- 5 Elicit answers from the class, particularly shyer members of the group.

Answers:

- | | | |
|------|------|------|
| 1 on | 2 In | 3 at |
| 4 at | 5 on | 6 in |

4 Complete the sentences with the correct form of the verb in brackets

- 1 Ask a confident student to read the instructions.
- 2 Students read the sentences and write the correct form of the verb in the sentences.
- 3 Monitor and check all are on task.
- 4 Elicit answers from the class.

Answers:

- | | |
|----------------|-------------------|
| 1 feel, go | 2 press, switches |
| 3 are, studies | 4 rains, play |

5 Circle the correct word

- 1 Ask a confident student to read the instructions.
- 2 Students read the sentences and choose and circle the correct word in each sentence.
- 3 Monitor and check all are on task.
- 4 Elicit answers from the class.

Answers:

- | | |
|-------------|--------------|
| 1 surprised | 2 bored |
| 3 exciting | 4 interested |

6 Listen to the sentences and check (✓) the word you hear

- 1 Make sure students understand the instructions well.
- 2 Students listen to the sentences and check the word they hear.
- 3 Play again so students can check answers.

Audioscript

- Narrator:** 1
Narrator 2: You should drink more water.
Narrator: 2
Narrator 2: Open the window, please!
Narrator: 3
Narrator 2: My granddad grows vegetables.
Narrator: 4
Narrator 2: I'll put the flowers in a vase.
Narrator: 5
Narrator 2: Look, there's a picture of a wolf in this book.

Answers:

- | | | |
|---------|----------|--------------|
| 1 water | 2 window | 3 vegetables |
| 4 vase | 5 wolf | |

Extra practice

- 1 Play *Word whispers* (Games Bank, page 120) to revise all the known vocabulary.

LESSON 3

pages 54-55

Objectives: To revise using the present simple to tell stories
To evaluate progress in Units 1-3

Materials: Student's Book page 54
Flashcards for Units 1-3 vocabulary

STUDENT'S BOOK

page 54

Opener

- Greet the class and ask groups of three to greet each other in English.
- Play *Find a picture, tell a story* (Games Bank, page 117) to practice looking at the detail of pictures and creating a narrative.

1 Work with a partner. Look at the pictures and tell Tamer's story using the present simple. Use the phrases to help you

- 1 Ask a confident student to read the instructions and the speech bubble below the pictures.
- 2 Give students a minute to study the pictures. Ask: *Is Tamer having a good day?* (No.)
- 3 In their pairs, students look at the pictures and the prompts with the pictures.
- 4 Monitor and check all can do this.
- 5 Students tell the story of Tamer's day, using the detail of the pictures and the phrases to help them.
- 6 Ask students to include as much detail as they can.
- 7 Ask any particularly good pairs to retell their story for the class as a model.

Students' own answers

2 Write a story about Tamer. Use the phrases above and the present simple

- 1 Ask a confident student to read the instructions and the example sentence.
- 2 Remind students to use the present simple and ask them to write their own version of Tamer's story.
- 3 Monitor and offer assistance as needed.

Students' own answers

3 Now read your partner's story. Give feedback

- 1 Ask a confident student to read the instructions.
- 2 In their pairs, students swap stories and read them.
- 3 Students give feedback. Remind students that their feedback should be helpful and constructive.

Students' own answers

LESSON 3

1 Work with a partner. Look at the pictures and tell Tamer's story using the present simple. Use the phrases to help you



1 go into a store / read the paper / not see the table



2 look at a bird in the sky / not see the sign or hole



3 get message on his phone / not see the branch



4 carry the shopping / fall over the cat

On Monday Tamer goes into a store. He always reads the paper in the morning. He doesn't see the table.

2 Write a story about Tamer. Use the phrases above and the present simple

One day Tamer goes into a store. He always reads the paper in the morning. He doesn't see the table.

3 Now read your partner's story. Give feedback

SELF-ASSESSMENT

Now I can ...

1 Talk about green spaces and how often we do things

apartment block
chemicals
community garden
natural fertilizer
plant
roof

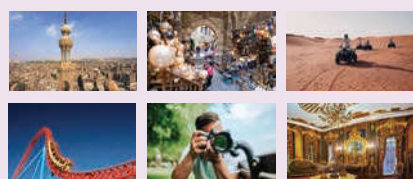


2 Talk about personalities, people, places, and things



3 Talk about vacation plans and facts

climb the minaret
explore the souks
go quad biking
ride on a rollercoaster
take photos at the palace
visit the museum



4 Say these sounds

/θ/ /s/ /ʌ/ /æ/ /v/ /w/
thick sick cut cat vest west

55

- 3 Draw the adverbs of frequency scale from Student's Book page 7 on the board. Say a sentence that is true for you using one of the adverbs of frequency, e.g. *I often go to the park*. Then ask: *How often do you go to the park?* and encourage students to share their answers with the class.
- 4 Say more sentences until all of the adverbs of frequency on the scale have been practiced.

2 Talk about personalities, people, places, and things

- 1 Write *clever, friendly, nervous, organized, polite* and *shy* on the board.
- 2 Say: *Think of a friend or family member who is ...*, then point to one of the words on the board and read it aloud. Encourage students to name someone and explain why they think they have this quality.
- 3 Put students into pairs to talk about the personalities of other friends and family members.
- 4 Write *excited, exciting, interested* and *interesting* on the board. Say sentences using these adjectives, e.g. *I am excited. The concert is exciting. I am interested in history. The new museum is really interesting.*
- 5 Put students into pairs again to think of more sentences with these *-ed* and *-ing* adjectives, then nominate a few pairs to share their ideas with the class.

3 Talk about vacation plans and facts

- 1 Write the activities listed on the board.
- 2 Draw students' attention to each of the pictures and ask: *What can you see? What can you do there?*

4 Say these sounds

- 1 Write the first pair of phonemes on the board. Model the sounds for students to repeat.
- 2 Under the relevant phoneme, write the examples *thick* and *sick*. Again, model them for students to repeat.
- 3 Ask students to say other words that contain these sounds.
- 4 Repeat steps 1-3 for the other pairs of phonemes.

LESSON 3

pages 54-55

Objectives: To read and understand the I can ... objectives for Units 1-3
To their evaluate their own progress in Units 1-3

Materials: Student's Book page 55

STUDENT'S BOOK

page 55

SELF-ASSESSMENT

Now I can ...

1 Talk about green spaces and how often we do things

- 1 Draw students' attention to the pictures and ask: *What green spaces are there in cities?* Write their ideas on the board.
- 2 Ask: *What can we do in green spaces?* Guide students' thinking by asking them what the people in the pictures are doing, e.g. *planting seeds*.

UNIT 4

Introduction

pages 56-57

Objectives: To listen and read about celebrations
To describe party-related actions and objects

Materials: Student's Book pages 56-57

Opener

- Ask the students: *When's your birthday? How do you celebrate?* Write their answers on the board.
- Remind students of the vocabulary for seasons and months, e.g., *summer, spring, fall, winter, January, February, March, April, etc.*
- Play *I like...* (Games Bank, page 117) with months of the year. Encourage students to say why.
- Elicit some good ways that students can celebrate depending on when their birthday is, e.g., *It's hot in July, so Rami could have a pool party.*

Presentation

- Ask students to look at the main photo on page 56. Put the students in pairs or small groups and ask them to describe the photo. Encourage them to check the dictionary for new words.
- Move around and give help with vocabulary and pronunciation as necessary.
- Elicit students' answers and write new emerging language on the board.
- Drill the pronunciation and stress of new words and phrases, and highlight any interesting language features, e.g., *polka dot* /'pɒlkə dɑ:t/, *polka dot wrapping paper*, *polka dot banners*, *polka dot tablecloth*.





UNIT
4

In this unit I will ...

- listen, read, and write about celebrations.
- talk about things that are happening at or around the moment of speaking using the present continuous.
- understand the meaning of words and phrases in a text.
- learn to estimate volumes.
- understand the difference between the sounds /ei/ and /e/.
- write a formal email invitation.
- research and make a poster about a celebration.



Look, discuss, and share

Look at the photo. What can you see? Where are the people? What is the celebration? How do you know?



Did you know?

In China, people eat noodles on their birthday. The noodles are very long to **represent** a long life for the person.



Find out

The Ancient Egyptians didn't celebrate everyone's birthday, but they did celebrate the birthdays of some special people. Who were they?

57



Did you know?

- 1 Ask the students if they have friends or family from another country or living there. Ask if these people have any different birthday customs.
- 2 Ask the students to describe the photo in the *Did you know?* section (noodles, vegetables, etc.) then nominate one student to read the text.
- 3 Ask students to think about 'noodles representing a long life' and then ask: *Do you know about any other customs around the world that symbolize 'life' or a 'long life'?* If there is access to the internet, allow pairs to look for it online.



Find out

- 1 Nominate a student to read the text in the *Find out* section and then ask students to guess and write down their answers in their notebooks.
- 2 If there is access to the internet, allow pairs look up the answer or to do this as homework and check their answers next time.

Suggested answer:

Ancient Egyptians didn't celebrate their birthdays, they celebrated Heb – Sed festival which marked the 30th continued rule of the pharaoh.

Closing

- Focus on *In this unit I will ...* and read through the objectives for this unit with the class. Explain new vocabulary as needed.

1 Look, discuss, and share

- 1 Ask the students to look at the questions in *Look, discuss, and share*.
- 2 Elicit the answers, and praise the use of new vocabulary from the presentation.
- 3 Ask each student to point at one thing they like or don't like about the birthday celebration in the photo, e.g., *I like getting presents, I don't like wearing party hats*.

Suggested answers:

What can you see?

There are four friends, banners, bunting, a balloon, presents, party food, and party hats.

Where are the people?

They might be at home, or at a venue they hired for the party.

What is the celebration?

It's a birthday party.

How do you know?

The banner says 'Happy Birthday'.

LESSON 1

pages 56-59

Objectives:	To listen and read about a birthday party To describe words and expressions about parties and events
Vocabulary:	<i>streamers, balloons, invitations, playlist, candles, RSVP, fireworks, party hats, presents</i>
Language:	I'm hanging up streamers. We're blowing up balloons. They're decorating the cake.
Materials:	Student's Book pages 58-59 Audio files

Opener

- Show the students some balloons or pictures of balloons. Ask: *When do we use balloons?* (at parties or celebrations) *What do we use them for?* (to decorate a room or space)
- Ask the students what other things we can use to decorate a room or space for a party or celebration. Encourage them to share their ideas and write them on the board.

Presentation

- Show the students pictures or realia for some of the party-related actions and objects mentioned in the dialog, e.g., a birthday cake, streamers, fireworks, invitations. Elicit or present the vocabulary.
- Ask: *What else do we need for a party?* Encourage the students to share their ideas and write them on the board.

STUDENT'S BOOK

page 58

1 Do you often go to birthday parties? What do you do there? Discuss

- 1 As a class, read the questions. Share your own answers with the class, then ask pairs to discuss a recent birthday party they attended.
- 2 Monitor and help with vocabulary and pronunciation.
- 3 Bring the class back together and ask students to explain the answers their partner told them, write the information on the board and praise the use of new vocabulary.

Students' own answers

2 Listen and read. Who is the birthday party for?

- 1 As a class, read the question then play the audio and ask the students to listen and read to complete the task.
- 2 Ask students to check their answer in pairs.
- 3 Bring the class back together and check the answer.

Audioscript

Hani: Hi, Youssef, what are you doing?
Youssef: Hi, Hani. I'm hanging up the streamers for my sister, Nesma's, party. Can you help me?
Hani: Sure. What can I do, cousin?

LESSON 1 CAN YOU BLOW UP SOME BALLOONS?



1 Do you often go to birthday parties? What do you do there? Discuss

2 Listen and read. Who is the birthday party for?

Hani: Hi Youssef, what are you doing?
Youssef: Hi, Hani. I'm hanging up the streamers for my sister Nesma's party. Can you help me?
Hani: Sure. What can I do, cousin?
Youssef: Will you pass me the scissors, please? I'm tying the streamers together and I need to cut the string. Can you also blow up some balloons? We need to hang those up, too.
Hani: Of course! What are your other sisters doing? Are they helping?
Youssef: Dalida and Noha? Yes, they are. They're decorating the birthday cake. They have candles for it, too. Oh, there's Amina. Amina! Are you sending the invitations?
Amina: Hi Youssef, Yes, I am. But I'm sending everyone email invitations.
Youssef: Good idea. How many people are coming?
Amina: I'm not sure yet, but I wrote "RSVP" on the invitations. That means everyone has to let me know if they're coming.
Hani: Who's choosing the music?
Amina: Dalida is going to make a playlist on her phone. She made one for my party and it was really great.
Hani: That's right. It was really good. We can ask her to make it after she finishes the cake.
Amina: And we need to find an adult to let off the fireworks in the yard when it gets dark.
Youssef: Yes, Nesma loves them. I know, I'll ask my dad to do it.

Youssef: Will you pass me the scissors, please? I'm tying the streamers together and I need to cut the string. Can you also blow up some balloons? We need to hang those up, too.

Hani: Of course! What are your other sisters doing? Are they helping?

Youssef: Dalida and Noha? Yes, they are. They're decorating the birthday cake. They have candles for it, too. Oh, there's Amina. Amina! Are you sending the invitations?

Amina: Hi, Youssef. Yes, I am. But I'm sending everyone email invitations.

Youssef: Good idea. How many people are coming?

Amina: I'm not sure yet, but I wrote "RSVP" on the invitations. That means everyone has to let me know if they're coming.

Hani: Who's choosing the music?

Amina: Dalida is going to make a playlist on her phone. She made one for my party and it was really great.

Hani: That's right. It was really good. We can ask her to make it after she finishes the cake.

Amina: And we need to find an adult to let off the fireworks in the yard when it gets dark.

Youssef: Yes, Nesma loves them. I know, I'll ask my dad to do it.

Answer:

The birthday party is for Nesma. She is Youssef's sister.

3 Listen again. Number the photos in the order that the speakers talk about them



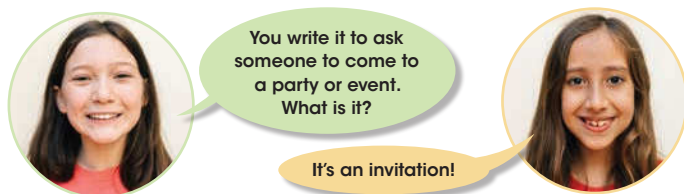
4 Who is doing these things? Read and match

- | | |
|----------------------------|-------------------|
| 1 hanging up the streamers | a Dalida and Noha |
| 2 blowing up the balloons | b Amina |
| 3 decorating the cake | c Hani |
| 4 sending the invitations | d Youssef |

5 Read and write

- What will Hani ask Dalida to do next? _____
- What will Youssef ask his dad to do? _____

6 Work in pairs. Describe a word or expression from Exercise 3 or 4 for your partner to guess



4 Who is doing these things? Read and match

- Read the question and instructions, then ask students to complete this task.
- Ask students to check their answers by reading the dialog on page 58.
- Bring the class back together and check the answers.
- Write full sentences on the board. If necessary, explain the correct order for the sentences is *subject + verb to be + verb + -ing*, e.g., *Youssef (subject) is/ 's (to be) hanging (verb + -ing) ...*

Answers:

- d Youssef's hanging the streamers.
- c Hani's blowing up the balloons.
- a Dalida and Noha are decorating the birthday cake.
- b Amina's sending the invitations.

5 Read and write

- Ask students to make a list of all the people involved in Nesma's birthday party, and circle the names *Dalida* and *Youssef's dad*.
- Read the question and explain that, during the conversation, the friends plan to ask Dalida and Youssef's dad to do another task that can only be done by an adult. See if anyone can remember the answers without looking at the dialog on page 58.
- Ask the students to look back at page 58 and check the answers.
- Check the answers as a whole class and write the phrases on the board.
- Ask the students to look for grammatical difference between the verbs in Exercise 4 and the verbs in Exercise 5. Explain that in Exercise 4 we use *to be + verb + ing* because the action is in progress and in Exercise 5 we use expressions like *we can ask her/ we need an adult + to + verb* because we are describing a possible action in the future.

Answers:

- Dalida: make a playlist.
- Youssef's dad: let off fireworks.

Extra practice

- Write the following phrases on the board *We need an adult to ...* and *We can ask Mom/ Dad to ...*. Then elicit some activities which are not possible for children to do alone, e.g., *We need an adult to cook, We can ask Mom/Dad to drive us to town, etc.*
- Put the students in pairs and ask them to think of some more examples related to organising a birthday party.
- Ask students to share their answers. Move around and help with pronunciation.

Students' own answers

6 Work in pairs. Describe a word or expression from Exercise 3 or 4 for your partner to guess

- As a class, look at the instructions and the example, and

3 Listen again. Number the photos in the order that the speakers talk about them

- Elicit or teach the vocabulary for each photo, e.g., *streamers* /'strimərz/.
- Play the audio and ask the students to listen and note down the order that they hear the items in the photos, ask them to do this task individually.
- Ask the students to check their answers with a partner.
- Play the audio again and ask the students read the dialog on page 58 as they listen, then pause the recording to check the answers as a class.
- Write the vocabulary on the board and drill the pronunciation and intonation of the language in context.

Answers:

- | | |
|---------------|-----------------|
| 1 4 streamers | 2 2 balloons |
| 3 1 cake | 4 6 invitations |
| 5 5 playlist | 6 3 fireworks |

Extra practice

- Put the students into groups of three and ask them to role play the dialog on page 58.
- Ask volunteer groups to perform their role play.

- elicit why using *write* is better than *writing*, e.g., it's not an action in progress for the speaker so we don't use + *-ing*.
- 2 Model a few more descriptions, and ask students to listen to you and guess the answers, e.g., *This is a type of food which is made with sugar, eggs, milk, and flour (cake)*.
 - 3 Ask the students to prepare some descriptions for their partner to guess, allow the use of dictionaries for them to look up new words.
 - 4 Move around and monitor and help students form their descriptions.
 - 5 Put the students into pairs and ask them to complete the task together.

Students' own answers

Closing

- Ask an individual to come to the front of the class, then write one word from today's lesson on the board behind them so they cannot see it.
- Ask the rest of the students to describe this word or act out, without using the actual word. The person at the front of the class can ask yes/no questions until they get the answer, e.g., *Is it colorful? Do you have one in your bag? It is a balloon?*
- Allow students to take turns playing this game.

LESSON 2

pages 60-63

Objectives: To read an email from a friend
To use the present continuous to describe actions in progress around or near the moment of speaking, with time phrases
To use the present continuous to describe things are happening in a picture.

Vocabulary: *revision, looking forward to, taking ages*

Language: I'm studying hard for my exams at the moment.
I'm also cycling on the weekends.
Asser is organizing a party for the end of the exams.

Materials: Student's Book pages 60-63
Audio files

Opener

- Play *Mime it* (Games Bank, page 118) to revise the activities from Lesson 1.
- Ask the students: *Do you send messages to your friends? Do you send any of the following: Emails? Letters? Instant messages? Comments and replies on social media platforms?*
- Ask the students: *What do you talk about with your friends?*
- Write their answers on the board.

Suggested answers:

Sport, fashion, events, homework, plans, feelings.


LESSON 2 I'M STUDYING HARD FOR MY EXAMS



- 1 Listen and read Ali's email to his friend Eyad. Do the boys live in the same city?

From:	ali@qwikmail.com
To:	eyad@egyptmail.com
Subject:	What's your news?

Hi Eyad,
How are things?
I'm studying hard for my exams at the moment. But don't worry, I'm not spending all my time indoors! I know it's important to get outside and do some exercise, so I'm going running every morning in the park. I'm also cycling on the weekends with my dad. I'm trying to see my friends a few times a week, too – it's good to relax and have fun sometimes, and we try not to talk about how our revision is going! My friend Asser is organizing a party at his house for the end of the exams, so we are all looking forward to that.
What's the weather like in Alexandria? It's really hot here already! ☺
In your last email, you asked me what I'm reading at the moment. I'm finishing *Everything in Ancient Egypt* but it's taking ages because I'm a slow reader! I am enjoying it – I love history books – and the documentary is good, too (my mom said she will get me the DVD). What about you? What are you reading?
Write soon and tell me your news,
Ali



- 2 Read and write T (True) or F (False)

- 1 Ali doesn't have much free time at the moment. ___
- 2 When he sees his friends, they always talk about their exams. ___
- 3 There is a party at Ali's house soon. ___
- 4 Ali reads slowly. ___

60

Presentation

- Draw the basic layout of an email on the board, e.g., the other person's email address, a greeting, the main body (paragraphs) of the email, and a sign off.
- Hold a whole-class discussion on why writing an informal email to a friend is different to writing other kinds of messages to them, e.g., *emails are usually longer and you need to write in full sentences*.
- Ask the students to imagine that one of their classmates has gone to live in another country. Brainstorm the parts of the email, including questions that they would like to ask their friend.

STUDENT'S BOOK

page 60

- 1 Listen and read Ali's email to his friend Eyad. Do the boys live in the same city?

- 1 Ask students to look at the email and say who's writing the email and to whom. Then, read the question and instructions.
- 2 Play the audio and ask the students to listen and read the email and complete the task.
- 3 Ask students to check their answers in pairs.
- 4 Check the answer as a class.

3 Check (✓) which of these activities Ali is doing around now

- | | | | |
|-----------------------------|--------------------------|---------------------------------|--------------------------|
| 1 studying for exams | <input type="checkbox"/> | 2 spending all his time indoors | <input type="checkbox"/> |
| 3 going running in the park | <input type="checkbox"/> | 4 organizing a party | <input type="checkbox"/> |
| 5 cycling | <input type="checkbox"/> | 6 finishing a book | <input type="checkbox"/> |

Language focus

We use the present continuous to talk about actions in progress around or near the moment of speaking, often with time phrases like *this week*, *at the moment*, and *today*.

She's **studying** for her exams *this week*.

They **aren't enjoying** their vacation *at the moment*.

Are you **playing** football today? Yes, I **am**. / No, I'm **not**.

Remember! We also use the present continuous to talk about actions that are happening at the moment of speaking:

What **are you doing**, girls? We're **helping** to make the birthday cake.

4 Complete the sentences with the present continuous form of the verb

- Malak is finishing her project on Egyptian celebrations this week. (finish)
- The students are practicing hard for a music concert. (practice)
- Where is your brother in the USA? (study)
- We are eating our lunch at the moment. (eat)
- Are you watching Basel and Amir a funny movie? (watch)
- I am playing in the basketball match today. I have too much school work. (not play)

5 Work with a partner. Talk about things you are doing today. Use time phrases

What are you doing today, Malak?

I'm practicing for the football game. It's tomorrow.

61

2 Read and write T (True) or F (False)

- Check that the students understand the language in questions 1–4.
- Ask students to complete the task individually.
- Ask students to check their answers in pairs.
- Check the answer as a class, and elicit the correct information for the false answers.

Answers:

- F. Ali has free time and he goes running every morning, cycling on the weekends and sees his friends a few times a week, too.
- F. Ali and his friends try not to talk about their revision.
- F. Ali's friend Asser is organizing a party.
- T

STUDENT'S BOOK

page 61

3 Check (✓) which of these activities Ali is doing around now

- Ask students to read the email again on page 60 and check which activities Ali is doing now or around now.
- Ask them to check their answers in pairs.
- Check the answers as a class. If students checked incorrect boxes, elicit or explain why they are not correct, e.g., *Ali isn't organizing a party, his friend Asser is*.

Answers:

- 1 3 5

Audioscript

Hi Eyad,

How are things?

I'm studying hard for my exams at the moment. But don't worry, I'm not spending all my time indoors! I know it's important to get outside and do some exercise, so I'm going running every morning in the park. I'm also cycling on the weekends with my dad. I'm trying to see my friends a few times a week, too – it's good to relax and have fun sometimes, and we try not to talk about how our revision is going! My friend Asser is organizing a party at his house for the end of the exams, so we are all looking forward to that.

What's the weather like in Alexandria? It's really hot here already! 😊

In your last email, you ask me what I'm reading at the moment. I'm finishing *Everything in Ancient Egypt* but it's taking ages because I'm a slow reader! I am enjoying it – I love history books – and the documentary is good, too (my mom said she will get me the DVD.) What about you? What are you reading?

Write soon and tell me your news,

Ali

Answers:

They live in different cities.

LANGUAGE FOCUS

- As a class, read the *Language Focus* box line by line. Elicit or highlight the grammar involved in the present continuous to *be + verb + -ing*.
- Highlight the difference between a positive statement (Line 3), a negative statement (Line 4), a yes/no question (Line 5) and short answers (Line 5).
- Explain that you can form time phrases using *this* such as *this year* and *this month*.
- Write a variety of infinitives on the board and hold a mini spelling lesson:
 - verbs that end in the letter e = delete the e before adding -ing, e.g., NOT ~~practiceing~~, YES practicing.
 - verbs that end in CVC (consonant vowel consonant) = double the last consonant before adding -ing, e.g., NOT ~~runing~~, YES running.

4 Complete the sentences with the present continuous form of the verb

- Read aloud the *Language focus* box. Draw their attention to the grammar involved in the present continuous (*to be + verb + -ing*) in the examples.
- Highlight the difference between an affirmative statement, a negative statement, a yes/no question, and short answers.
- Elicit or explain that you can form time phrases such as *this week*, *at the moment*, and *today*.

Language focus

We also use the present continuous to describe things that are happening in a picture.

What **are** Noha and Dalida **doing** there, Maya?

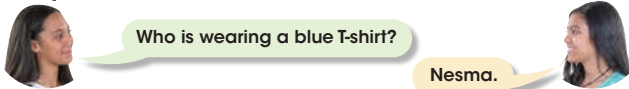
They're **playing** with the balloons.

She **isn't talking** to anyone.

8 Complete the sentences about the picture. Then listen and check

- Nesma _____ a party hat. (wear)
- Noha and Dalida _____ with the balloons. (play)
- Hani and Youssef _____ to build a house. (try)
- Amina _____ a book in an armchair. (read)
- Nesma _____ a photo. (take)
- Mom _____ the food ready. (get)

9 Work with a partner. Ask and answer questions about the picture



10 Put the words in order. Write the sentences in your notebook

- playing? / Are / a / they / game
Are they playing a game?
- wearing / a / hat. / I'm / new
- any / Ahmed / isn't / cake. / eating
- sisters / My / cooking / food. / some / are
- your / taking / dad / is / photos?
- helping / Laila and Mona / your / are / mom.

63

Nesma: My sisters? They're playing with the balloons! And my cousins, Hani and Youssef, are trying to build a house. They're enjoying it but you can see they aren't very good at it.

Salma: Yes, you're right about that! And who is that girl in the red T-shirt? She isn't talking to anyone.

Nesma: That's Amina. She's sitting in an armchair reading her book as usual! You know Amina. She's very shy.

Salma: Yes, she is. Where's the food?

Nesma: You can't see it here. My mom is still getting it ready – you can just see her in the kitchen – look. I have another photo of the birthday cake somewhere ... Yes, here it is.

Salma: Wow, Nesma, it looks amazing! Are those strawberries?

Nesma: Yes, they are. And don't worry, there's still some birthday cake left. Let's go to my house and have some now.

Answers:

- It's Nesma's birthday party.
- Salma isn't at the party because she is ill.
- Nesma shows Salma photos of the party.
- They are going to Nesma's house to have some birthday cake.

7 Look at the picture again. Read and write T (True) or F (False). Correct the false statements in your notebook

- Nominate a student to read the instructions and the example.
- Ask the students to complete the task individually.
- Ask the students to check their answers with a partner.
- Check the answers as a class.

Answers:

- F. The party is in the living room (not the kitchen).
- F. Amina is wearing a red T-shirt (not Nesma). / Nesma is wearing a party hat (not a red T-shirt).
- T 4 T
- F. Two girls are playing with balloons (my sisters). / Two boys are trying to build a house (not taking photos).
- F. Nesma's mom is in the kitchen (not the living room)

STUDENT'S BOOK

page 63

LANGUAGE FOCUS

- Nominate a student to read the *Language Focus* box line by line.
- Ask: *When can we contract verb to be?* (in positive statements, in negative statements). *When can't we contract the verb to be?* (in questions).
- Explain that we use either *names* (Noha and Dalida), or the subject pronoun (they), but never both, e.g. *What are Noha and Dalida doing there?* or *What are they doing there?*

8 Complete the sentences about the picture. Then listen and check

- Nominate a student to read the *Language focus* box.
- Draw students' attention to the contracted form of *to be* in the second and third examples.
- Ask the students to cover the *Language focus* box in their books, then write the example sentences on the board. Leave gaps for the words that form the present continuous and write the infinitive of the verb in brackets next to the sentence: *What _____ Noha and Dalida _____ there, Maya? (do), They _____ with the balloons. (play), She _____ to anyone. (talk).*
- Ask the students to complete the sentences using the verbs in brackets, then uncover the *Language focus* box and check answers as a class.
- Draw students' attention to sentences 1-6 in Exercise 8. Then, ask them to look again at the picture on page 62 and complete the gaps. Remind them to use *to be + verb + -ing*.
- Put the students into pairs to check their answers.
- Play the audio and check the answers as a class.

Audioscript

- 1 Nesma is wearing a party hat.
- 2 Noha and Dalida are playing with the balloons.
- 3 Hani and Youssef are trying to build a house.
- 4 Amina is reading a book in an armchair.
- 5 Nesma is taking a photo.
- 6 Mom is getting the food ready.

Answers:

- 1 is/'s wearing
- 2 are/'re playing
- 3 are/'re trying
- 4 is/'s reading
- 5 is/'s taking
- 6 is/'s getting

9 Work with a partner. Ask and answer questions about the picture

- 1 Draw students' attention to the example question and answer. Encourage two students to read them aloud.
- 2 Write the example question and answer on the board. Underline the question word *Who*. Ask the students what other words we can use in questions, e.g., *who, why, what, where, why, how* and write them on the board.
- 3 As a class, look again at the picture on page 62 and brainstorm other questions to ask about it, e.g., *How many people are there? Who is taking a photo?*
- 4 Put students into pairs to think of more questions and practice asking and answering them.
- 5 Move around and monitor, helping when necessary.
- 6 Nominate a few pairs to share their questions and answers with the class.

Students' own answers

10 Put the words in order. Write the sentences in your notebook

- 1 Write the example on the board (*playing / Are / a / they / game?*), then ask: *Which word is first?* When the students answer correctly, write *Are* on the board. Continue until the students have put all the words in order: *Are they playing a game?*
- 2 Draw students' attention to sentences 2-6 and read the instructions.
- 3 Ask students to complete the task.
- 4 Move around and monitor, helping when necessary.
- 5 Check answers together as a class and write them on the board.

Answers:

- 1 Are they playing a game?
- 2 I'm wearing a new hat.
- 3 Ahmed isn't eating any cake.
- 4 My sisters are cooking some food.
- 5 Is dad taking your photos?
- 6 Laila and Mona are helping your mom.

Closing

- Write five or six verbs down the left-hand side of the board. They should all be actions associated with a party, e.g., *eat, play, talk, wear, cook*.
- Ask the students to imagine they are at a party. Ask: *What is happening?* Explain that they are going to make sentences using the verbs on the board or any others they can think of, e.g., *I'm playing with the balloons. My friend Sarah is singing.*
- Put the students into pairs to complete the task.
- Move around and monitor, helping when necessary.
- Encourage a few pairs to share their sentences with the class.

LESSON 3 BIRTHDAYS AROUND THE WORLD



1 Listen and read the text. Which birthday or party food would you like to eat the most? Discuss with a partner

1

Birthdays are celebrated all over the world. What do we do in Egypt? We usually make birthday cakes for our children and put candles on them to show their age. We often have parties with a lot of family and friends. The children usually get a present, too.



2

What about in other countries? In the USA and Britain, it is usual to give good friends and family presents on their birthdays even when they are **adults**. People often give other people birthday cards too, especially on important birthdays. In South Africa, 21 is an important birthday because you become an adult at this age. In Holland, children get bigger presents when they are 5, 10, 15 or 20. In Nigeria, the most important birthdays are when someone is one, 10, and 15.



3

Children everywhere like party food. This often includes small cakes, sandwiches, and snacks. In many countries, children like to **blow out** the candles on their birthday cakes. It is good to do this with one **breath**! But in India, the candles are left to **burn**. Did you know that when it is a child's birthday in Brazil, they give the first piece of their birthday cake to the most important people in their family? That's their mom and dad! In India too, the birthday child gives cake to all the **guests** at their party first, before they have some themselves.



4

Some countries have different birthday food. In China, people like to eat long **noodles** or **peaches** on their birthday. Why? Because they think that these can give you a long life. And Chinese people are often older. Why? Because they become one on the day they are born. So if you are 10, a Chinese child is 11!



2 Listen and read again. Match the headings a-d to the paragraphs 1-4. Underline the words that help you

- a A longer life b Candles and cakes
c Birthdays are not just for children d Our birthday celebrations

Opener

- Ask the students: *Can you think of at least one country for every letter of the alphabet?*
- Put the students into small groups and set a time limit.
- Move around and help with spelling.
- If there is internet access, let the groups look up the countries online.
- Bring the class together. If possible, check the answers against a map of the world .
- If you have time, play *Where in the world* (Games Bank, page 120) to revise countries further.

Suggested answers:

Argentina, Britain, China, Denmark, Egypt, France, Germany, Honduras, India, Jordan, Kazakhstan, Laos, Malawi, Nepal, Oman, Peru, Qatar, Russia, Senegal, Togo, Uruguay, Vietnam, Wales, (nothing for X), Yemen, Zambia.

Presentation

- Reference the countries from the students' answers from the opener game and ask them if they know anything about the lifestyle or customs in these countries. Write their answers on the board.
- Brainstorm things that might be done differently, e.g., *food, clothes, celebrations, transportation, health, etc.*
- Explain that today's class will be looking at different countries' birthday or party food. Write *cake, blow out, breath, burn, guests, noodles, peaches, adults, candles*. Explain vocabulary if necessary.

STUDENT'S BOOK

page 64

1 Listen and read the text. Which birthday or party food would you like to eat the most? Discuss with a partner

- 1 Help students to find page 64 in their books. Tell them that they're going to listen to an audio about different kinds of birthday celebrations around the world.
- 2 Play the audio and ask the students to listen and read the text and complete the task.
- 3 Ask students to tell their partner which food they think is the best and why.
- 4 Hold a whole class discussion on the answers students shared with each other.
- 5 Explain any new vocabulary and help with pronunciation.

LESSON 3

pages 64-67

Objectives: To read about birthdays around the world
To estimate volume
To be able to differentiate between the sounds /ei/ and /e/

CLIL: Math: Estimating volume

Pronunciation: /ei/ /e/

Vocabulary: *cake, blow out, breath, burn, guests, noodles, peaches, adults, candles, shed, bed, head, train, say, ledge, pay, said, wait*

Language: There's about half a liter.
You need about 1 part juice and 4 parts water.

Materials: Student's Book pages 64-67
Audio files

Audioscript

Narrator 1: *Our birthday celebrations*

Narrator 2: *Birthdays are celebrated all over the world. What do we do in Egypt? We usually make birthday cakes for our children and put candles on them to show their age. We often have parties with a lot of family and friends. The children usually get a present, too.*

Narrator 1: *Birthdays are not just for children*

Narrator 2: *What about in other countries? In the USA and Britain, it is usual to give good friends and family presents on their birthdays even when they are adults. People often give other people birthday cards too, especially on important birthdays. In South Africa, 21 is an important birthday because you become an adult at this age. In Holland, children get bigger presents when they are 5, 10, 15, or 20. In Nigeria, the most important birthdays are when someone is one, 10, and 15.*

Narrator 1: *Candles and cakes*

Narrator 2: *Children everywhere like party food. This often includes small cakes, sandwiches, and snacks. In many countries, children like to blow out the candles on their birthday cakes. It is good to do this with one breath! But in India, the candles are left to burn. Did you know that when it is a child's birthday in Brazil, they give the first piece of their birthday cake to the most important people in their family: their mom and dad! In India too, the birthday child gives cake to all the guests at their party first, before they have some themselves.*

Narrator 1: *A longer life*

Narrator 2: *Some countries have different birthday food. In China, people like to eat long noodles or peaches on their birthday. Why? Because they think that these can give you a long life. And Chinese people are often older. Why? Because they become one on the day they are born. So if you are 10, a Chinese child is 11!*

Students' own answers

2  Listen and read again. Match the headings a–d to the paragraphs 1–4. Underline the words that help you

- 1 Read the instructions as a class and check that the students understand the language in headings a–d.
- 2 Refer to the *Tip!* box and tell students to look for key words in each paragraph to match with the headings. They should look at words that are about the same topics.
- 2 Play the audio and ask students to listen and read the text on page 64 again and complete the task individually. Encourage them to underline significant information that may help them answer the task.
- 3 Ask students to check their answers in pairs.
- 4 Check the answer as a class.

Answers:

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

Tip!

To match headings to paragraphs in a text, look for key words first. What is the topic of the key words in each paragraph? Then look at the headings. Are there any words that are the same or are about the same topics?

3 Look at the words in bold. What type of words are they? How do you know? Match them to their meanings

- | | |
|------------|---|
| 1 adults | a the air that comes out of your mouth |
| 2 blow out | b a long, thin piece of food made from flour, water, and eggs |
| 3 breath | c fully grown people, not children |
| 4 noodles | d people you invite to your home |
| 5 guests | e to send air through your mouth to stop a fire or flame |

4 Read again. Answer the questions

- Paragraph 1: Who do we usually invite to birthday parties?
We usually invite a lot of family and friends.
- Paragraph 2: In which countries are 10 and 15 important birthdays?
- Paragraph 3: Who gets the first piece of birthday cake in India?
- Paragraph 4: How old are Chinese children when they are born?

5 Work with a partner. Discuss the questions

- Which birthday tradition from the text is the most interesting? Why?
- Are there any other special birthday traditions in your country?
- How do you celebrate birthdays in your family?



Egyptian people often sing songs at birthday parties.

My mom always makes *basbousa* when it's my birthday.



STUDENT'S BOOK

3 Look at the words in bold. What type of words are they? How do you know? Match them to their meanings

- Read aloud the instructions of the exercise and check that the students understand what they need to do to answer the exercise.
- Explain that they will need to match the words with their definitions.
- Remind them with the definition of *adult* before they do the exercise, then ask them to look at the exercise and tell them that *adults* is matched with its definition.
- Ask the students to complete the task individually.
- Ask students to check their answers in pairs.
- Check the answer as a class.

Answers:

1 c 2 e 3 a 4 b 5 d

4 Read again. Answer the questions

- Check that the students understand the instructions in the exercise.
- Ask the students to reread the text on page 64 and complete the task individually. Tell them that each question refers to a certain paragraph.

- Explain that the first question is related to the first paragraph in the text and so on.
- Ask students to check their answers in pairs.
- Check the answer as a class and ask them where they found the answers in the text.

Answers:

- We usually invite a lot of family and friends.
- In Holland and Nigeria, 10 and 15 are important birthdays.
- The child gives cake to all the guests at their party first.
- Chinese children are one when they are born.

5 Work with a partner. Discuss the questions

- Nominate two students to read and act out the questions and examples from the speech bubbles.
- Check that the students understand the language in the exercise.
- Put the students in pairs and ask them to discuss the questions.
- Check the answer as a class.

Students' own answers

Extra practice

- If there is access to the internet, put the students into small groups and ask them to look for more countries' birthday traditions.
- Ask groups to find images and write some information to present to the whole class, e.g., *How many people are involved?*, *What do they need?*, *What do they do?*
- Move around and help with the presentation as necessary.
- Ask the groups to come to the front of the class and present their birthday tradition. Encourage the students in the audience to ask questions.
- Hold a class vote on the most interesting, funniest, or, strangest tradition.

1 Look at the measuring tubes. Estimate how much water is in each one? How much water is there in total?

- 1 Read the *Tip!* box aloud and explain the words in bold. Allow two students to role-play the question and answer in the box.
- 2 Explain to students that they might not use an accurate number, they can often use "about" to give an estimate.
- 3 Read out the instructions of Exercise 1 and the first example. Check that students understand the concept.
- 2 Draw students' attention that we write *ml* but we say *millilitres* / 'mɪlə, lɪtərz/.
- 3 Ask the students to complete the task individually.
- 4 Ask them to check the answers in pairs.
- 5 Check the answer as a class and encourage some to read the answers using *There's about ...*

Answers:

- 1 There's about 200 milliliters.
- 2 There's about 270 milliliters.
- 3 There's about 250 milliliters.
- 4 There's about 300 milliliters.
- 5 There's about 150 milliliters.
- 6 There's about 1200 milliliters of water in total.

2 Glass a is full and has 400 milliliters of milkshake. Estimate how much milkshake is in glasses b–d. Use about

- 1 Read the instructions aloud and make sure that students understand what they will do.
- 2 Ask the students to complete the task individually.
- 3 Ask students to check the answers in pairs.
- 4 Check the answer as a class.

Suggested answer:

- Glass b: There's about 100 milliliters.
 Glass c: There's about 300 milliliters.
 Glass d: There's about 200 milliliters.

3 Work with a partner to match a–c to questions 1–3

- 1 Read the instructions and check that the students understand the language in the task. Explain the difference between *milliliters* and *liters* (1 liter is 1000 ml).
- 2 Put students in pairs and ask them to do the task.
- 3 Move around and monitor.
- 4 Check the answer as a class.

UNIT
4

CLIL

MATH

Estimating volume

Tip! When we talk about the amount of something, we don't always need to be exact. We can **estimate**, or guess, the amount. For example, if your mom asks you, "How much milk is there in the fridge?" You can say, "There's about half a liter" not, "There's 487 milliliters." We often use the word **about** when giving an estimation.

1 Look at the measuring tubes. Estimate how much water is in each one. How much water is there in total?

1 _____ 200 _____ ml

2 _____ ml

3 _____ ml

4 _____ ml

5 _____ ml

6 There's about _____ ml of water in total.

2 Glass a is full and has 400 milliliters of milkshake. Estimate how much milkshake is in glasses b–d. Use about

a

b

c

d

Glass b: _____

Glass c: _____

Glass d: _____

3 Work with a partner to match a–c to questions 1–3

a about 90 liters

b about 4 liters

c about a liter

- 1 To make an orange drink, you need about 1 part of juice to 4 parts of water. How much water do you need to make 5 liters of orange drink?
- 2 How much tea does an average Egyptian person drink in a day?
- 3 How many liters of water do you use when you take a shower?

Answers:

- 1 b - We need about 4 liters.
- 2 c - They drink about a liter.
- 3 a - We use about 90 liters.

Extra practice

- 1 Write on the board *How many students come to this school? How many people live in the local area? How many people live in the town/city? How many people live in this country?*
- 2 Put the students into small groups and ask them to discuss these questions and guess the answers, using *about*.

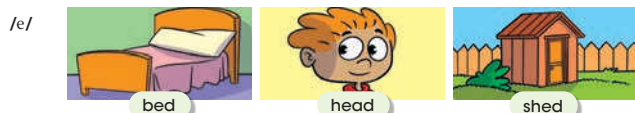
Students' own answers



PRONUNCIATION

UNIT
4

1 Look, listen, and repeat



2 Read the words and write them in the correct group

bake bread get ledge pay said stay wait

/ei/	/e/
bake	

3 Now listen, check, and repeat

4 Listen and circle the word that you hear

- Is this the main / men paragraph in the text?
- I think the tools are in the shed / shade.
- I want to sail / sell a boat!
- Gameela say / said that she's excited about her holiday.
- Hani has a pain / pen in his foot.

5 Listen, read, and repeat

- I baked a plate of tasty cakes.
- Let's get the pens from the desk.



67

2 Read the words and write them in the correct group

- Elicit the sounds for /ei/ and /e/, then explain the spelling patterns for each one, e.g., /ei/ a_e, ay, ai, /e/ e, ea. Explicitly teach the pronunciation of said /sed/.
- Ask the students to put the words in the table according to their sounds.
- Move around and monitor.

Answers:

/ei/ bake, pay, stay, wait
/e/ bread, get, ledge, said

3 Now listen, check, and repeat

- Play the audio and ask the students to listen and check their answers to Exercise 2.
- Play the audio again and pause the recording so that you can check the answers as a class.

Audioscript

/ei/ – bake, pay, stay, wait
/e/ – bread, get, ledge, said

4 Listen and circle the word that you hear

- Explain that /e/ is a pure vowel sound, while /ei/ is a diphthong which is two vowel sounds joined together in a single syllable. Explain and demonstrate that we start with the same mouth shape for both sounds so they are not confused. Tell the students that we need to pay special attention to our pronunciation to avoid mistakes.
- Give some examples of possible misunderstandings, e.g., *I've got some dates! I've got some debts!* To further explain the difference, show the phonemic transcription for dates /dets/ and debts /dets/.
- Play the audio and ask the students to listen and choose the correct option. If necessary, play the audio more than once.
- Ask students to check their answers in pairs.
- Play the audio again and this time pause the recording at each answer, and check the answers as a class.

Audioscript

1 Is this the main paragraph in the text?
2 I think the tools are in the shed.
3 I want to sail a boat.
4 Gameela said that she's excited about her holiday.
5 Hani has a pain in his foot.

Answers:

1 main 2 shed 3 sail
4 said 5 pain

5 Listen, read, and repeat

- As a class, look at the two phrases in the exercise. Elicit the pronunciation of individual words and praise the students' pronunciation.

73

STUDENT'S BOOK

page 67

1 Look, listen, and repeat

- Write on the board *I say let's have a cake on the train!*
- Drill the phrase, pointing to the images, make it as fun and challenging as possible by adding intonation and making students repeat it faster and faster.
- Write on the board *In my head I think about the bed in the shed* then drill this phrase in the same way as the first sentence.
- Explain that we are focusing on specific vowel sounds, ones that have multiple spellings. Play the audio and ask the students to repeat the isolated words.
- Point to an image and ask students to carefully read the word aloud, then put the students in pairs and ask them to do this together.

Audioscript

cake, train, say
bed, head, shed

Extra practice

- Play *Word whispers* (Games Bank, page 120), using the six words from Exercise 1.
- If you have a very big class, organize the students into smaller groups.
- Start with isolated words, then move to short phrases with one or more of the target words.

- 2 Play the audio and ask the students to listen and repeat.
- 3 Put the students in pairs and ask them to practice together.
- 4 Move around and monitor.

Audioscript

- 1 I baked a plate of tasty cakes.
- 2 Let's get the pens from the desk.

Closing

- Review all the /e/ and /eɪ/ words from the lesson and write them on the board. Brainstorm as many more as possible, allow the use of dictionaries, and, if possible, the internet.
- As a class, tell a story with at least one of these words in every sentence. Make sure all the students participate, and then conclude the story.

LESSON 4

pages 68-69

Objectives: To read an invitation and answer questions
To write a formal email

Vocabulary: *addressed to, attend, celebration, confirm, Dear, Yours sincerely,*

Language: We very much hope you can attend.
RSVP in writing to the email address above.

Materials: Student's Book pages 68-69

Opener

- Write *Celebrations*. As a class, brainstorm celebrations in the students' lives, e.g., *birthdays, Eid, Mother's Day, etc.*

Presentation

- Hold a whole-class discussion on why writing a formal email is different to writing an informal email, e.g., *we use a different greeting, we refer to the other person in a professional way, certain words and expressions are more formal, etc.*
- Ask the students if they have ever received a formal email regarding any of the annual celebrations talked about in the opener.

STUDENT'S BOOK

page 68

1 Work with a partner. Can you think of some examples of formal writing?

- 1 Read the *Tip!* box at the top of the page. Explain to students that we use formal writing when speaking to people we don't know and that we use certain language and correct grammar and spelling.
- 2 As a class, read the question and generate some ideas if necessary, e.g., *writing to business.*
- 3 Put the students in pairs and ask them to write some more examples.
- 4 Bring the class together and elicit the students answers.

LESSON 4 WRITING



Tip!

We use formal language when we speak or write to people we don't know very well. We use polite language and correct spelling and grammar in formal writing.

1 Work with a partner. Can you think of some examples of formal writing?

2 Read the invitation and answer the questions

- 1 What is the celebration?

The school's Mother's Day celebration

- 2 Who is the invitation addressed to?

- 3 When and where is the celebration?

- 4 When does Randa ask to receive Mr Ahmed's reply?

From:	celebrationgroup@newschool.com
To:	Mr Ahmed Hegazy
Subject:	Mother's Day Celebration

Dear Mr Ahmed,

I am writing to invite you to our school's Mother's Day **celebration** this year. We are organizing a special day for the event on Sunday March 21 (details below). As well as students and teachers, we are inviting people from the local community who often help our school. We very much hope you can **attend**.

Date: Sunday March 21
Time: 4:00 pm – 7:00 pm
Location: School Hall
RSVP in writing to the email address above

Please reply by February 20 to **confirm** if you can attend the celebration.

Yours sincerely,
Randa Gamal



68

Suggested answer:

Emails to teachers, emails or letters to adults you don't know well, writing an essay.

2 Read the invitation and answer the questions

- 1 Show the students the email and explain that it is a formal email about an annual celebration. Explain any new words, e.g., *addressed to, attend, RSVP, Yours sincerely.*
- 2 Ask the students to read the email and answer the questions individually.
- 3 Ask the students to check their answers in pairs.
- 4 Check the answers as a class.

Answers:

- 1 the school's Mother's Day celebration
- 2 Mr Ahmed
- 3 Sunday March 21 in the School Hall
- 4 by February 20

3 Find and write the phrases in the email for the functions 1–4

- 1 Opening phrase **Dear** _____
- 2 Reason for writing _____
- 3 A request _____
- 4 Closing phrase _____

4 Look at the words in bold. Match them to the more informal expressions

- | | |
|----------------------------|-----------------|
| 1 Sincerely, _____ | a say yes or no |
| 2 celebration _____ | b party |
| 3 attend _____ | c come to |
| 4 confirm _____ | d Hi! |
| 5 Dear _____ | e Bye for now. |

5 Write a formal invitation to a celebration in your school or community. Use Randa's email to help you. Write 50-60 words. Remember to include a subject heading, the name of the person you are inviting, and information about:

- what the celebration is for
- where it is
- when it is (time and date)
- when the person has to reply.



69

4 Check the answers as a class.

Answers:

1 e 2 b 3 c 4 a 5 d

5 Write a formal invitation to a celebration in your school or community. Use Randa's email to help you. Write 50-60 words. Remember to include a subject heading, the name of the person you are inviting and information about:

- what the celebration is for
- where it is
- when it is (time and date)
- when the person has to reply

- 1 Tell students to look at the email on page 68 and to use it as an example. Explain that they will write a formal email.
- 2 Remind the students about the annual celebrations and events they shared in the opener, and ask them to choose one. Ask students to choose a person to invite to the celebration.
- 3 Remind them to include a subject heading and to mention all the information they have to write about.
- 4 Allow students to complete the task individually.
- 5 Move around and help with spelling.
- 4 Encourage students to exchange emails and read their partner's email. Give some feedback on things such as content and spelling.

Students' own answers

3 Find and write the phrases in the email for the functions 1–4

- 1 Read aloud the question and the first example.
- 2 Ask the students to reread the email on page 68 and Ask them to find the the phrases in the email for the following functions.
- 3 Ask the students to check their answers in pairs.
- 4 Check the answers as a class.

Answers:

- 1 Dear
- 2 I am writing to invite you
- 3 Please reply
- 4 Yours sincerely

4 Look at the words in bold. Match them to the more informal expressions

- 1 Tell students to look at the words in bold in the email and explain that they need to match them with the informal expressions.
- 2 Ask the students to complete the task individually.
- 3 Ask the students to check their answers in pairs.

Closing

- Hold a reading gallery with the formal emails. Either place them physically around the classroom on walls or tables, or post them digitally on a class forum or online platform.
- Ask students to read their classmates' emails and make some notes about the different events.
- Bring the whole group together again and ask them to share some information about one celebration, e.g., *Sham El-Nessim is on Monday April 17th.*

LESSON 5

pages 70-71

Objectives: To design and present a poster about a celebration in the local community
To review language learned in the unit
To self-assess progress

Materials: Student's Book pages 70-71

Opener

- *Play Go to the word or letter (1)* (Games Bank, page 117) to revise the letter sounds from the previous lesson.
- On the board, write some language related to celebrations and invitations from the unit.
- Ask students to say the words, and use them in sentences.
- Put students into pairs and ask them to take turns choosing a word and mining it for their partner to guess.
- Move around and monitor.

Presentation

- Show examples of event posters from the local community, e.g., *circus, singing competition, etc*
- Hold a whole-class discussion on how appealing and informative these posters are, e.g., *Are the images attractive? Is the text clear? Do we have all the information we need to attend the event?*
- Ask the students to suggest ways to improve the posters to make them more attractive and informative, e.g., *bigger text, add a map, give a price and how to buy tickets.*
- Praise the students' work.

STUDENT'S BOOK

page 70

1 Work in small groups. Discuss and decide

- 1 Put the students into small groups and then, as a class, read the instructions and questions. Tell students that they're going to make a poster for a school or community celebration.
- 2 Remind the students that they can use any of the suggestions they brainstormed in the presentation.
- 3 Ask the students to complete the task together in their groups.
- 4 Move around and monitor. Check their spelling and grammar.

2 Read and do

- 1 Show the students the example poster and then, as a class, read the instructions.
- 2 Remind students to give a name to the celebration and write its title. Tell them to write a description of the event and to add photos.
- 3 Ensure that they include the information regarding place, date, and time.
- 4 Keep the students in the same groups as Exercise 1 and ask them to complete the task.
- 5 Move around and monitor. Encourage teams to divide up the work as equally as possible.

76

LESSON 5

PROJECT



1 Work in small groups. Discuss and decide



You are going to make a poster for a celebration at your school or in your community.

- 1 What are you celebrating? Who do you want to come?
- 2 Plan your poster. What information do you need to include? (place, date, time)
- 3 Think about the design. What can help make people notice and read your poster? (i.e. lots of color, different kinds of writing, photos)



2 Read and do

- 1 Read your poster. Look carefully at the title, text, and pictures.
- 2 Give your celebration a name and write a title.
- 3 Write a description of the event and the things people can do.
- 4 Add a photo/some photos.
- 5 Include information about the place, date, and time.
- 6 Check your writing: are the spelling, grammar, and punctuation correct?



Book Day Party!

Let's celebrate reading!

Dress up as your favorite character from your favorite book.

Figure out which character your friends are from the clothes they are wearing.

We have an amazing prize for the best costume.

Come and try our drinks and delicious snacks!

Thursday, 2 pm, in the school hall
Family members all welcome!



3 Show your poster to your classmates

- 1 Display your poster on a classroom wall.
- 2 Answer other students' questions about your poster.
- 3 Say which other posters you like and why.

70

3 Show your poster to your classmates

- 1 Ask students to prepare to present their poster to the whole group. Say: *Decide what to say, and who will say which part.*
- 2 While a group is presenting, ask the students who are watching to think of a question for each group.
- 3 Invite questions at the end of the presentations and then highlight positive aspects of the group's work. This can include content, teamwork, and presentation skills.

Closing

- Praise everyone for their hard work.
- Ask: Which celebration would you like to attend and why?
- If there is a lot of extra time, ask students to write an email to a friend inviting them to an event.

SELF-ASSESSMENT

UNIT
4

1 Look and match

- | | |
|---------------------|---------------------|
| 1 let off fireworks | 2 decorate a cake |
| 3 make a playlist | 4 write invitations |
| 5 blow up balloons | 6 hang up streamers |



2 Complete the sentences with the present continuous of the verbs in brackets

- I am not going home now. (go home)
- _____ you _____ the glasses? (wash)
- _____ he _____ the invitations at the moment? (write)
- Mom _____ the cake now. (not make)
- We _____ the decorations today. (buy)
- I _____ on a new project this weekend. (work)

3 Think about Unit 4

Write two things you enjoyed.

Write two things you learned.

71

Answers:

- I am not going home now.
- Are you washing the glasses?
- Is he writing the invitations at the moment?
- Mom is not making the cake now. Mom isn't making the cake now.
- We are buying the decorations today. We're buying the decorations today.
- I am working on a new project this weekend. I'm working on a new project this weekend.

3 Think about Unit 4

- Say: *Think about what you've learned in Unit 4. Look back through the unit to remind yourselves what you learned.*
- Say: *Write two things you enjoyed about Unit 4 and two things you learned.*
- Monitor and help with spelling.
- Put the students into small groups to share their answers.
- Invite volunteers to share their answers.

Students' own answers

SELF-ASSESSMENT

1 Look and match

- Say: *Look at the pictures and match the phrases to the photos.*
- Allow the students to check the answers by looking back through the unit.
- Ask students to check their answers with a partner.
- Check the answers as a class.

Answers:

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

2 Complete the sentences with the present continuous of the verbs in brackets

- Read the instructions and say: *You can use contractions or full forms.*
- Ask the students to complete the task individually.
- Ask students to check their answers in pairs.
- Check the answers as a class, and check the spelling of the verb + -ing.

UNIT 5

Introduction

pages 72-73

Objectives	To listen to and read about famous travelers To talk about traveling
Materials	Student's Book pages 72-73


Opener


- Play *Catch and say* (2) (Games Bank, page 118) to revise country names.
- Ask: *Do you like traveling? Where have you traveled within your country? Have you ever traveled to another country? If so, which one(s)?* Record students' answers on the board.
- If possible, display a map of the world or map of Egypt and encourage students to find the countries or regions that they have traveled to.

Presentation

- 1 Ask students to look at the main photo on page 72. Put the students in pairs or small groups and ask them to describe the photo together.
- 2 Move around and help with the pronunciation as necessary.
- 3 Bring the whole group together and elicit students' answers. Write new emerging language on the board.
- 4 Drill the pronunciation and stress of new words and phrases, e.g., *floating* /'flaʊtɪŋ/, *canoe* /kə'nu/.









In this unit I will ...

- listen, read, research, and write about famous travelers in the past.
- talk about things that happened in the past using common irregular verbs.
- understand the difference between the sounds /dʒ/ and /ʒ/.
- listen to understand specific details in a text.
- write a diary entry to express feelings and mood.
- research and make a poster about a famous traveler.




Look, discuss, and share

Look at the photo. What are they doing? Why?



Did you know?

The longest journey on foot was George Meegan's **walk** from Tierra Del Fuego in Argentina to Alaska. It was 30,608 km long and he completed it in 2,425 days between 1977 and 1983.



Find out

What is the record for the longest journey by sea? How many days was it?

73

- 3 Read the text aloud and ask the students to read along. Then ask some comprehensive questions, e.g., *How did George Meegan travel?* (He walked.) *Where did he go?* (from Argentina to Alaska) *How many kilometers did he walk?* (30,608km) *How many days did the journey take him?* (2,425 days) *When did he take this journey?* (between 1977 and 1983).
- 4 Write: *Do you like walking? How far do you walk every day? How far is the most you have ever walked?* Ask students to discuss these questions in pairs.



Find out

- 1 Check that students understand the term journey by sea and teach the synonym *voyage*. Then nominate a student to read the text in the *Find out* section.
- 2 Ask students to guess and write down their answers in their notebooks.
- 3 If there is access to the internet, allow pairs to look up the question online. Did they guess correctly?

Answer:

According to the Guinness World Records, on 17th June 2010, Reid Stowe completed the longest non-stop voyage at sea. It was 1,152 days.



Look, discuss, and share

- 1 Read the questions in *Look, discuss, and share*.
- 2 Draw students' attention again to the picture on page 72 and elicit their answers.
- 3 Praise the use of the new vocabulary from the presentation and help with pronunciation as necessary.
- 4 Ask students if they have ever gone canoeing or would like to go canoeing.

Suggested answer:

They are canoeing.
They are exploring new places. The only way to reach the floating communities is by water transportation.



Did you know?

- 1 Ask the students to describe the photo in the Did you know? section (mountains, sky, water, etc.).
- 2 Help them read the numbers in this text (30,608 = thirty thousand, six hundred and eight, 2,425 = two thousand, four hundred and twenty five, 1977 = nineteen seventy seven, 1983 = nineteen eighty three).

LESSON 1

pages 74-75

Objectives:	To listen to and read about famous travelers To talk about traveling
Vocabulary:	<i>canoes, travel diary, the west, trip, explorer, the 13th century, voyage</i>
Language:	Go/Went on a journey. Take/Took a trip. Travel/Traveled by ship. Ride/Rode a camel.
Materials:	Student's Book pages 74-75 Audio files The teacher's holiday photos

Opener

- Write explorer on the board. Ask: *What is an explorer?* and encourage students to share their ideas. Guide their thinking by asking questions, e.g., *Do they travel? Where do they travel? Why do they travel?*

Presentation

- Draw or show a picture of an old ship. Ask: *What is it?* Elicit or teach the word ship and write it on the board next to the picture.
- Draw a simple figure of a person next to the ship. Say: *He/She is an explorer. He/She travels by ship.*
- Ask: *What other ways can explorers travel?* Encourage students to share their ideas and write them on the board.

STUDENT'S BOOK

page 74

1 Work with a partner. Do you know these famous explorers from the past? Where did they go? Why are they all famous? Discuss

- Introduce the three famous explorers and check that the students remember how to read the dates.
- Read aloud the questions and make sure students understand them well.
- Read the names of the three explorers and their dates. Have students repeat the dates.
- Ask: *Do you know any of the explorers?* Elicit their answers and hold a mini discussion.
- Put the students into pairs and ask them to tell their partner what they know about these explorers. If there is access to the internet, allow pairs to look up further information online.
- Move around and help with pronunciation and vocabulary.
- Encourage students to say what the information they learned.

Suggested answer:

- Ibn Battuta visited many parts of Africa, Asia, and Europe. He is famous because he wrote a book about his travels.
- Vasco da Gama traveled to India in 1497–1499. His journey via the Cape of Good Hope was the first to link western Europe and Asia by an ocean route, connecting the Atlantic and Indian Oceans.

80

LESSON 1 HE WENT BY SHIP



- 1 **Work with a partner. Do you know these famous explorers from the past? Where did they go? Why are they all famous? Discuss**



Ibn Battuta
1304–1368



Vasco da Gama
1460–1524



Marco Polo
1254–1324

- 2 **Listen and read. Where did Injy go on vacation? What was her favorite thing during the trip?**

Rana: What are you reading, Injy?

Injy: Oh hi, Rana. It's my travel **diary**. I want to remember my family's vacation in Croatia a few years ago.

Rana: That's a good idea. What was your favorite thing about the vacation?

Injy: I think it was visiting the Marco Polo Museum.

Rana: Really? Where is that?

Injy: It's on an island in Croatia called Korcula. We took a **trip** there. It's a really interesting museum – all about the travels of Marco Polo.

Rana: Who was Marco Polo?

Injy: He was an Italian explorer and one of the first people from the West to visit China. He went there in the 13th century and wrote a diary about his experiences. It's called *The Travels of Marco Polo*.

Rana: How did people get to China in those days? It's very far away. You couldn't just fly there, or travel by train!

Injy: It was very difficult – the journey took years! Marco Polo went on a long **voyage** by sea. He sailed by ship from Venice to Korcula, and then on to Iran. When he got to Hormuz, he stopped and went across the desert. He rode a camel all the way to China!

Rana: Wow, what an adventure!

Injy: Yes, and imagine arriving in China almost 800 years ago! It was so different then. The museum had a lot of things from ancient China. It really made the story of Marco Polo come to life.

74

3 Between 1271 and 1295, Marco Polo traveled from Europe to Asia along the Silk Road and then around China. He later wrote a very successful book about his experiences.

- 2 **Listen and read. Where did Injy go on vacation? What was her favorite thing during the trip?**

- Tell students that they are going to listen and read a text about Injy going on vacation.
- Read the question aloud, then play the audio. Ask students to follow the text in their books while listening to the audio.
- Explain the meanings of the words in bold and make sure students understand them.
- Allow students to find the answers to the questions in the text. Ask them to check their answers in pairs.
- Check answers as a class.

Audioscript

Rana: *What are you reading, Injy?*

Injy: *Oh hi, Rana. It's my travel **diary**. I want to remember my family's vacation in Croatia a few years ago.*

Rana: *That's a good idea. What was your favorite thing about the vacation?*

Injy: *I think it was visiting the Marco Polo museum.*

Rana: *Really? Where is that?*

3 Read and write T (True) or F (False). Correct the false sentences in your notebook. Then listen and check (✓)

- 1 The museum was about a famous traveler.
- 2 He wrote a poem about his experiences.
- 3 He traveled all the way to China by train.
- 4 He went to China eight hundred years ago.
- 5 The museum had a lot of objects from ancient China.

4 Complete the travel expressions with words from the text

- 1 went on a journey
- 2 _____ a camel
- 3 _____ a trip
- 4 _____ a voyage
- 5 _____ by ship
- 6 _____ by train

5 Write expressions from Exercise 4 under the photos. Use the infinitive form without to



go on a voyage

6 Work with a partner. Discuss

- 1 Where was your last vacation or trip?
- 2 How long were you there for?
- 3 How did you travel there?



I went to Dahab with my grandparents. We went for a week.



I went to Hurghada with my family. We went by bus.

Extra practice

- 1 Put the students into pairs and ask them to role-play the dialog on page 74.
- 2 Encourage pairs to volunteer to perform their role play at the front of the class.

STUDENT'S BOOK

3 Read and write T (True) or F (False). Correct the false sentences in your notebook. Then listen and check (✓)

- 1 Nominate a student to read the instructions and check that the students understand the vocabulary in sentences 1–5.
- 2 Ask the students to complete this task individually, and tell them to correct the false sentences.
- 3 Ask the students to check their answers with a partner. They can go back to the text on page 74 to correct their answers.
- 4 Play the audio again and ask the students to read the dialog on page 74 as they listen, then pause the recording to check the answers as a class.
- 5 Elicit the correct answers for the false sentences.

Answers:

- 1 T
- 2 F. He didn't write a poem, he wrote a diary.
- 3 F. He didn't travel by train, he traveled by sea and then by camel.
- 4 T
- 5 T

4 Complete the travel expressions with words from the text

- 1 Read the instructions and explain that there might be one or two missing words.
- 2 Ask students to read the text and underline the travel expressions.
- 3 Allow them to do complete the exercise individually and check their answers with a partner..
- 4 Check answers as a class.

Answers:

- 1 went on (a journey)
- 2 rode (a camel)
- 3 took (a trip)
- 4 went on (a voyage)
- 5 sailed (by ship)
- 6 travel (by train)

5 Write expressions from Exercise 4 under the photos. Use the infinitive form without to

- 1 Read aloud Exercise 5 and explain to students that they will write the expressions from Exercise 4.
- 2 Tell them they will write the infinitive form of the verb without to. Read the first example to help them further understand.
- 3 Ask the students to look at the images and then complete the task.
- 4 Ask the students to check their answers with a partner.
- 5 Check the answers as a whole class and write the phrases on the board.

Injy: It's on an island called Korcula. We took a trip there. It's a really interesting museum – all about the travels of Marco Polo.

Rana: Who was Marco Polo?

Injy: He was an Italian explorer and one of the first people from the West to visit China. He went there in the 13th century and wrote a diary about his experiences. It's called The Travels of Marco Polo.

Rana: How did people get to China in those days? It's very far away. You couldn't just fly there, or travel by train!

Injy: It was very difficult – the journey took years! Marco Polo went on a long voyage by sea from Venice to Korcula, and then on to Iran. When he got to Hormuz, he stopped and went across the desert. He rode a camel all the way to China!

Rana: Wow, what an adventure!

Injy: Yes, and imagine arriving in China almost 800 years ago! It was so different then. The museum had a lot of things from ancient China. It really made the story of Marco Polo come to life.

Answers:

Injy went to Croatia.
Her favorite thing during the vacation was visiting the Marco Polo museum.

Answers:

- | | |
|-------------------|----------------|
| 1 go on a voyage | 2 ride a camel |
| 3 travel by train | 4 sail by ship |

Extra Practice

- 1 Say: *Think about last summer. Write: Where did you go? What did you do? Who did you travel with? How long did it take?*
- 2 Model some invented answers, e.g., *I went to China, I read a book, etc.* If necessary, remind students that questions require the infinitive whereas answers require the past simple tense.
- 3 Put the students into pairs and ask them to ask and answer the question for each photo in Exercise 5.
- 4 Move around and monitor.
- 5 Bring the class together and ask volunteer pairs to improvise in front of the class.

Students' own answers

6 Work with a partner. Discuss

- 1 As a class, look at the instructions and the examples, and then give an example from your last vacation. If possible, share some vacation photos.
- 2 Put the students into pairs and ask them to complete the task.
- 3 Move around and monitor.
- 4 Bring the whole class together again and ask students to share one thing their partner told them.

Students' own answers

Closing

- Write *Explorer* on the board and hold a whole-class discussion on the explorers of today.
- Generate discussion on the following themes: *How do today's explorers travel? What technology might help them? What is good and bad about being an explorer? Would you like to be an explorer? If you were an explorer, where would you go?*

LESSON 2

pages 76-79

Objectives:	To read about a surprising discovery To study the past simple
Vocabulary:	<i>discovery, clay, archaeologists, tools, advanced, inspiration, sculptures, mystery</i>
Language:	There was a very surprising discovery. Archaeologists went to the area. They had large eyes.
Materials:	Student's Book pages 76-79 Audio files

Opener

- Divide the board into two and write: *The past/The present.*

LESSON 2 A SURPRISING DISCOVERY



Listen and read. Which two cultures are mentioned?

Almost 100 years ago, local people in the small village of Nok in Nigeria, a country in West Africa, found some unusual objects under the ground. These objects were beautiful **clay sculptures** of humans. The sculptures were all in the same style: they had large eyes and complicated hair styles. They were usually in a sitting position with their hands on their legs. The quality of the work was incredible.



A team of **archaeologists** went to the area to find out more. They found many similar sculptures in an area of hundreds of kilometers around Nok. There were also iron and stone farming **tools**. The archaeologists agreed these were most likely from a very **advanced** culture from around 500 BCE to 200 CE. It was a civilization which had the ability to work iron and stone to make tools, and which made beautiful art.

They called this culture the "Nok" civilization, after the village where sculptures were found. Some believe that the sculptures were the **inspiration** for the famous works of art by the later Ife people, who were in Nigeria from the 11th to the 15th century CE. The Ife were famous for making beautiful metal sculptures of human heads. However, there is no written information about the Nok people, so we can only learn about them from their art. Their culture is still a **mystery** today.



- As a class, brainstorm language associated with the past and the present. The past can be as recent as a moment ago.
- If you have a particularly competitive group of students, you can put them in groups and set a time limit to write as many ideas as they can.
- Bring the whole group back together. Write the students' answers on the board.

Presentation

- 1 Show students the images of the sculptures on page 76. Ask them to describe what they can see.
- 2 Ask the students to guess the story accompanying these sculptures.
- 3 Put the students into pairs to complete these descriptions. Move around and help as necessary.
- 4 Hold whole-class feedback and write new emerging language on the board, explaining their meanings, and modeling pronunciation, e.g., *sculptures* /'skʌlptʃəz/.

STUDENT'S BOOK

page 76



Listen and read. Which two cultures are mentioned?

- 1 Tell students that they are going to listen to a text about two different cultures.
- 2 Play the audio and ask them to follow the text in their books.
- 3 Explain the meanings of new words in bold and ensure that students understand the text.

2 Read and write T (True) or F (False). Correct the false sentences. Then listen and check (✓)

UNIT
5

- The objects found at Nok were metal sculptures. **F**
They were clay sculptures.
- Archaeologists were the first to find the sculptures.
- The sculptures had unusual hair and eyes.
- The Nok people's tools were all made of stone.
- The Nok were in Nigeria for about 1000 years.
- The only information we have about the Nok people comes from their art.

3 Look at the bold words in the text. Match them to their meanings

- | | |
|-----------------|---|
| 1 clay | a objects we use to make or do things |
| 2 inspiration | b art made from stone or wood |
| 3 tools | c modern or well developed |
| 4 sculptures | d a type of earth that is sticky when wet |
| 5 advanced | e a person who studies very old objects that they find under the ground |
| 6 archaeologist | f something that people do not understand or cannot explain. |
| 7 mystery | g an example others use to help create new ideas |

4 Circle the correct words to complete the text

The area where the Nok people lived **1 was / were** in Nigeria. People **2 found / find** sculptures in this area, and archaeologists **3 go / went** there to study them. The Nok culture was advanced, and its people **4 make / made** sculptures from clay, and tools from stone and iron. Their sculptures were usually of humans. These **5 was / were** beautifully made and **6 had / has** unusual eyes and hair styles. There is no written information about the Nok culture, so we don't know much about the people even now.

77

- Ask: *Which two cultures are mentioned?* Allow them to write the answer quickly without looking at their books.
- Have students check their answer with a partner.
- Check answers as a class.

Audioscript

Almost 100 years ago, local people in the small village of Nok in Nigeria, a country in West Africa, found some unusual objects under the ground. These objects were beautiful clay sculptures of humans. The sculptures were all in the same style: they had large eyes and complicated hair styles. They were usually in a sitting position with their hands on their legs. The quality of the work was incredible. A team of archaeologists went to the area to find out more. They found many similar sculptures in an area of hundreds of kilometers around Nok. There were also iron and stone farming tools. The archaeologists agreed these were most likely from a very advanced culture from around 500 BCE to 200 CE. It was a civilization which had the ability to work iron and stone to make tools, and which made beautiful art. They called this culture the "Nok" civilization, after the village where sculptures were found. Some believe that the sculptures were the inspiration for the famous works of art by the later Ife people, who were in Nigeria from the 11th to the 15th century CE. The Ife were famous for making beautiful metal sculptures of human heads. However, there is no written information about the Nok people, so we can only learn about them from their art. Their culture is still a mystery today.

Answer:

Nok
The Ife

STUDENT'S BOOK

page 77

2 Read and write T (True) or F (False). Correct the false sentences. Then listen and check (✓)

- Read aloud the instructions and make sure students understand them.
- Ask students to try to answer the questions without looking at the text. Remind them to correct the false statements in their books.
- Allow fast finishers to check their answers in pairs.
- Read the text again and check answers as a class.
- Encourage students to read the corrected statements.

Answers:

- F. They weren't metal, they were clay sculptures.
- F. Archaeologists weren't the first to find them, local people were.
- T
- F. They weren't all made of stone, some were also made of iron.
- F. The Nok weren't in Nigeria for 1000 years, they were there for 700 years.
- T

3 Look at the bold words in the text. Match them to their meanings

- Ask students to read the words in bold again, help with their pronunciation.
- Ask them to try to guess their meanings from previous explanation and then to read the column of the definitions.
- Explain that they need to match the vocabulary 1-7 with their correct definitions a-g.
- Allow fast finishers to check their answers with a partner.
- Check answers as a whole class.

Answers:

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

Extra Practice

- Put the students into pairs and ask them to make sentences and questions with the new words from Exercise 3.
- Move around and monitor.
- Ask volunteer pairs to share their sentences and questions with the class.

Students' own answers

4 Circle the correct words to complete the text

- Recap the story of the Nok sculptures without looking at the text with the help of students.
- Read the instructions and then ask the students to complete the task individually.
- Ask the students to check their answers with a partner. Then allow them to refer to the text on page 76 to help them.
- Bring the class together and check the answers.

Answers:

- | | | |
|--------|---------|--------|
| 1 was | 2 found | 3 went |
| 4 made | 5 were | 6 had |

LANGUAGE FOCUS

- On the board, write *He is twelve years old*. Ask: *What tense is this?* (present simple) and underline *is*.
- Underneath the first sentence, write *Last year, he was eleven years old*. Ask students to identify how the second sentence is different. They should notice the addition of the time phrase (last year) and the change of tense (past simple). Underline *last year* and *was*.
- Draw students' attention to the *Language focus* box and read the explanation aloud.
- Write *be, go, find, have, and make* on the board. Elicit or teach the irregular past simple forms of these verbs.
- Encourage students to work, either individually or in pairs, to write new sentences using the past simple.

5 Complete the sentences with the past simple form of the verb in brackets

- Read the instructions and ensure that the students understand the past simple.
- Ask the students to complete the task individually.
- Ask the students to check their answers with a partner.
- Check the answers as a class.

Answer:

- | | | |
|--------|--------|---------|
| 1 was | 2 had | 3 made |
| 4 went | 5 were | 6 found |

6 Write sentences using the prompts. Use the past simple of the verbs

- Ask the students to look at the sentences in Exercise 5 and elicit what changes are needed to make accurate sentences in Exercise 6 (start with a capital letter, change the infinitive to the past, end with a period).
- Ask students to underline the verb in each sentence and to put it in the past simple tense.
- Model the first sentence on the board.
- Ask the students to complete the task individually.

Language focus

We use the past simple to talk about finished actions, or situations, in the past. We usually include a time phrase (*yesterday, last week, three years ago*) with the past simple, but not always.

Some common verbs are irregular in the past simple, for example *be, go, find, have, and make*:

(be) *Almost 100 years ago there **was** a very surprising discovery.*

(go) *Archaeologists **went** to the area to find out more.*

(have) *They **had** large eyes and complicated hair styles.*

The form of past simple verbs is the same with all subjects, apart from *be* which has two forms:

*I/he/she/it **was** you/we/they **were***

5 Complete the sentences with the past simple form of the verb in brackets

- Fares was angry with his brother yesterday. (be)
- We _____ a great time at the carnival! (have)
- Jana and Gameela _____ pizza for us last night. (make)
- My family _____ on vacation last year. (go)
- Nader and Walid _____ in my class last year. (be)
- The archaeologists _____ many old tools. (find)

6 Write sentences using the prompts. Use the past simple of the verbs

- she / go / to the library / last week

- he / be / very happy

- they / make / a cake

- he / have / a lot of homework

- Check answers as a class.

Answers:

- She went to the library last week.
- He was very happy.
- They made a cake.
- He had a lot of homework.

Language focus

To make the negative form of most past simple verbs, we use *didn't* + the infinitive without *to*: *We didn't have a vacation this year.*

To make questions in the past simple, we use *Did* + subject + the infinitive without *to*: *Did Dalida find her book? Yes, she did. / No, she didn't.*

We don't use *did* with the negative or question forms of *be* in the past simple. Instead, we use *was / were*:

Was she happy in New York? No, she wasn't happy there.

7 Circle the correct answer

- Hani didn't **go** / **went** on the palace tour with the guide.
- Did your mom **made** / **make** your dress, Laila? Yes, she **did** / **didn't**.
- We didn't **have** / **had** a good meal in that restaurant.
- The water in the sea **weren't** / **wasn't** warm.
- Where did you **find** / **found** your books? They **was** / **were** in my bag.

8 Complete the dialog with the correct past simple form of the verb in brackets

- Sameh:** How **1** was your trip, Kareem? (be)
Kareem: It **2** _____ really good, thanks. (be) We **3** _____ to the Western Desert. (go)
Sameh: Wow! **4** _____ you _____ with your parents? (go)
Kareem: No, I **5** _____ with my uncle. (be) We **6** _____ some very nice places. (find)
Sameh: **7** _____ there any other children on the trip? (be)
Kareem: No, there **8** _____. (be) But I **9** _____ fun! (have)

9 Work with a partner. Ask and answer questions with verbs from the box

be go make find have

Answers:

- | | | |
|----------|--------------|--------|
| 1 go | 2 make, did | 3 have |
| 4 wasn't | 5 find, were | |

Extra practice

- Play a game of past simple bingo with the class. Ask the students to draw a sixteen-square grid in their notebooks, and write positive or negative past tense verbs in each box.
- Call out the first past tense verb in context, e.g., *I went on vacation in June.*
- Students then cross the box if they have the verb *went*.
- Ask a student to call out the next past tense verb. Continue asking students to participate like this until someone has all their boxes crossed out and shouts bingo.

8 Complete the dialog with the correct past simple form of the verb in brackets

- Nominate a student to read the instructions then ask the students to complete the task individually.
- Ask students to check their answers with a partner.
- Bring the group together again and check the answers as a class.

Answers:

- | | | |
|-----------|-----------|---------|
| 1 was | 2 was | 3 went |
| 4 Did, go | 5 was | 6 found |
| 7 Were | 8 weren't | 9 had |

STUDENT'S BOOK

LANGUAGE FOCUS

- As a class, read the *Language focus* box line by line. Elicit or highlight the grammar involved in making negative statements and questions in the past simple.
- Elicit or highlight how the subject changes the past tense of *be* (*I wasn't/You weren't*), but main verbs are always in the infinitive no matter the subject (*I didn't eat/You didn't eat*).

7 Circle the correct answer

- As a class, read the *Language focus* box line by line. Elicit or highlight the grammar involved in making negative statements and questions in the past simple.
- Elicit or highlight how the subject changes the past tense of *be* (*I wasn't/You weren't*), but main verbs are always in the infinitive no matter what the subject is (*I didn't eat/You didn't eat*).
- Ask the students to look at sentences 1–5. Ask the students to complete the task individually.
- Ask students to check their answers with a partner.
- Bring the group together again and check the answers as a class.
- Praise the students for using accurate grammar.

Extra practice

- Ask pairs to role-play the dialog in Exercise 8.
- Ask volunteer pairs to role-play the dialog at the front of the class.

9 Work with a partner. Ask and answer questions with verbs from the box

- Ask the students to look at the verbs in the green box, then elicit questions in the past simple and write them on the board. Encourage the students to give two questions with *be* (*was, were*).
- Elicit answers to all the questions on the board and praise the students' use of the correct language.
- Put the students into pairs and ask them to ask and answer more questions using the verbs in the green box.
- Move around and monitor.
- Bring the group together again and elicit pairs' questions and answers.

Students' own answers

Closing

- Write *I went on vacation and I ...* and facilitate a memory game.

- Organize the students to sit in a circle and one by one they must continue this story about the vacation using past tense verbs, e.g., *I went on vacation and I ... took a plane, rode a camel, was happy, etc.*
- Each student must recite the previous activities and add their own phrase to the story.
- Continue until all the students have participated.

LESSON 3

pages 80-83

Objectives:	To read about Marco Polo To listen to a story about the mysterious island To listen for specific details
Pronunciation:	/dʒ/, /ʒ/
Vocabulary:	<i>fascinated, caravan, swaying, wasteland, legends, wandered</i>
Materials:	Student's Book pages 80-83 Audio files TR 5.6, 5.7, 5.8, 5.9, 5.10 Access to the internet, images, or videos showing different deserts

Opener

- Play a variation of *Stand up if ...* (Games Bank, page 119) using sentences in the past tense, for example: *I went to the park yesterday. I was angry with my brother yesterday. We made a pizza last night.*
- On the board, write *deserts*.
- Ask the students: *Have you ever visited a desert? Which deserts do you know? What do you know about deserts?*
- Elicit students' answers and write them on the board.
- If you have access to the internet, allow students to look for some deserts of the world (Sahara, Gobi, Kakahari, Arabian, Thar, etc.).

Presentation

- Show the students the photo on page 80 and say: *Imagine you are taking a trip across the desert on this animal.*
- Ask the students to work in groups and plan what they would need to take and consider for their trip across the desert with the animal in the photo.
- Move around and monitor.
- Ask groups to share their work with the rest of the class.

Suggested answers:

Hat, water, food, animal feed, tent, camping equipment, sunscreen, etc.

STUDENT'S BOOK

page 80

1 Work with a partner. Answer the questions

- Have students look at the photo again and then read aloud the questions.
- Ensure that students understand the language. Read the first question and elicit answers from students.

86

LESSON 3 MARCO POLO CROSSES THE DESERT



1 Work with a partner. Answer the questions

- Do you know the name of the animal in the picture?
- Which Egyptian animal does it look like?
- How is it different?
- Where do you think it lives? Why?



2 Listen and read. What did the desert look like to Marco Polo? Why?

Marco Polo was twenty-one when, in 1275, he went into the Gobi Desert for the first time. He was **fascinated** by the sand dunes, which moved with each step the camels made. Some of the dunes were sixty meters tall and twenty meters long, and their shapes were always changing. The wind made them move and roll like huge yellow waves. In fact, the local people called the Gobi Desert "the dry sea" in their language.

The dromedaries in the **caravan** moved slowly up and down the dunes, **swaying** like big ships over the ocean. They went toward Lop Nur, the last village before the empty **wasteland** of the desert. Marco knew that after this place, there was nothing for thousands of kilometers - no people, no plants, no water.

It was a mysterious and dangerous place. By day, it was boiling hot, by night, it was freezing cold - sometimes there was snow. They went on silently, but often the wind made strange noises, like voices singing and drums playing far away. There were many strange **legends** about this desert. People said that travelers who were lost long ago in the desert **wandered** there still ...

Before they left Lop Nur, Marco made sure they had enough food and water for the men and the animals to last for one month. After exactly thirty days of traveling across that frightening, empty land, they finally saw the green line of Noah Oasis on the horizon. They had no water and no food left and the animals were exhausted, but their desert adventure was over. They were in China!

80

- Put students into pairs and allow them to complete the task.
- Move around and monitor. If possible, allow the students to access the internet to look for the information online.
- Check the answers as a class.

Answers:

- It's a two-humped camel.
- It looks like an Egyptian camel.
- It has two humps instead of one. It has thick, woolly fur.
- It lives in the deserts of Asia, particularly Mongolia and China because it can endure heat and go on days without any liquids.

2 Listen and read. What did the desert look like to Marco Polo? Why?

- Tell students that they are going to listen and read about Marco Polo. Read the question *What did the desert look like to Marco Polo? Why?*
- Play the audio and ask the students to listen and read the text.
- Explain the meanings of new words in bold to students and ensure that they understand them.
- Remind the students of the question and encourage them to try to answer without looking at their books.
- Allow students to check their answers in pairs.
- Check the answers as a class.

3 Look at the words in bold in the text. Match them to their meanings

- | | |
|-----------------|---|
| 1 fascinated by | a moving from side to side |
| 2 caravan | b a very old and famous story |
| 3 swaying | c very interested in |
| 4 wasteland | d walked about without a direction |
| 5 wandered | e a group of camels and people traveling together |
| 6 legend | f a landscape where nothing lives |

4 Read again and answer the questions. Write full sentences in your notebook

- How big were the sand dunes in the Gobi Desert?
They were sixty meters tall and twenty meters long.
- What was the name the local people called this desert?
- What moved like big ships over the ocean?
- What was the weather like there?
- What was strange about the wind?
- How long were they in the desert?

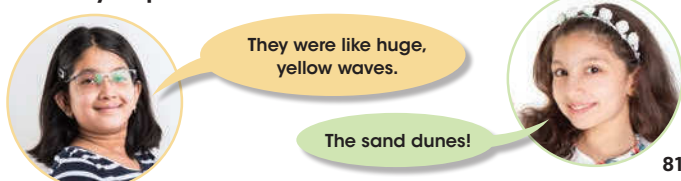
5 Find these words in the text. What type of words are they? Nouns, adjectives, or adverbs?

dangerous empty frightening lost mysterious silently slowly

6 Look again at the words in Exercise 5. Why does the writer use them in the story? You can check more than one answer

- Adjectives and adverbs help the reader imagine what's happening in their mind.
- Adjectives and adverbs help the reader understand how the characters feel.

7 Work with a partner. Describe something from the text. Can your partner remember what it is?



Audioscript

Marco Polo was twenty-one when, in 1275, he went into the Gobi Desert for the first time. He was fascinated by the sand dunes, which moved with each step the camels made. Some of the dunes were sixty meters tall and twenty meters long, and their shapes were always changing. The wind made them move and roll like huge yellow waves. In fact, the local people called the Gobi Desert 'the dry sea' in their language.

The dromedaries in the caravan moved slowly up and down the dunes, swaying like big ships over the ocean. They went toward Lop Nur, the last village before the empty wasteland of the desert. Marco knew that after this place, there was nothing for thousands of kilometers – no people, no plants, no water.

It was a mysterious and dangerous place. By day, it was boiling hot, by night, it was freezing cold – sometimes there was snow. They went on silently, but often the wind made strange noises, like voices singing and drums playing far away. There were many strange legends about this desert. People said that travelers who were lost long ago in the desert wandered there still ...

Before they left Lop Nur, Marco made sure they had enough food and water for the men and the animals to last for one month. After exactly thirty days of traveling across that frightening, empty land, they finally saw the green line of Noah Oasis on the horizon. They had no water and no food left and the animals were exhausted, but their desert nightmare was over. They were in China!

Answers:

The desert looked like a dry sea.
The wind made them move and roll like huge yellow waves.
The local people called the Gobi Desert "the dry sea" in their language

STUDENT'S BOOK

3 Look at the words in bold in the text. Match them to their meanings

- Remind students of the words in bold in the text and their meanings.
- Ask the students to complete the task individually. Tell them that they have to read the words in the context of the text on page 80.
- Ask students to check their answers in pairs. Allow access to dictionaries if necessary.
- Check the answers as a class and drill the words' stress and pronunciation of new words.

Answers:

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

4 Read again and answer the questions. Write full sentences in your notebook

- Read aloud the instructions and the first example. Allow students to answer the questions without referring back to the text.
- If necessary, tell them to read the text on page 80 again and underline the answers of the questions.
- Allow fast finishers to check their answers in pairs.
- Check answers as a class.

Answers:

- They were sixty meters tall and twenty meters long.
- Local people called the Gobi Desert the dry sea.
- The caravan moved like big ships over the ocean.
- By day it was boiling hot, by night it was freezing cold.
- The wind made strange noises.
- They were in the desert for thirty days.

5 Find these words in the text. What type of words are they? Nouns, adjectives, or adverbs?

- Nominate a student to read the instructions. Make sure students know the difference between nouns, adjectives, and adverbs.
- Read aloud the words in the box and tell students that they need to mention which type of words they are.
- Allow students to answer the exercise on their own.

- Allow fast finishers to check their answers in pairs.
- Check the answers as a class.

Answers:

Dangerous, empty, frightening, lost, mysterious - adjectives used to describe things.
Silently, slowly – adverbs used to describe actions.

6 Look again at the words in Exercise 5. Why does the writer use them in the story? You can check more than one answer

- Read the instructions, then ask the students to complete the task individually.
- Ask the students to check their answers in pairs.
- Bring the class together and collect the students' answers. Elicit some actual examples for both reasons we use adjectives and adverbs, e.g., 1) to help us imagine what's happening: the caravan moved slowly, 2) to help us understand how characters feel: the animals were exhausted.

Answers:

1, 2

7 Work with a partner. Describe something from the text. Can your partner remember what it is?

- Allow two students to read the speech bubbles to the class.
- Ask the students to prepare some descriptions in their notebooks, then put the students in pairs to role-play the examples.
- Move around and monitor.
- Bring the class together and ask volunteers to come to the front of the class and read a description for the class to guess. If you have time, encourage all the students to participate.

Students' own answers

1 Listen to a page from an 18th century writer's diary. Where was he when he wrote it?

- Tell students to open page 82 in their books. They are going to listen to an audio about a page from an 18th century writer's diary.
- Make sure they understand what a diary is. (A book in which you write down the things that happen to you each day.)
- Play the audio and ask students to listen carefully.
- Ask: *Where was the writer when he wrote the diary?* Elicit answers.

1 Listen to a page from an 18th century writer's diary. Where was he when he wrote it?

- on a beach
 on a ship
 on an island

2 Listen again and complete the sentences

- The writer feels _____ on Day 1 because the ship can't _____.
- The writer wants to go to _____.
- The writer can see it through his _____.
- The island has _____ beaches with many _____.
- At the center of the island, there are _____.
- On Day 2, the writer spends his time _____.
- The writer feels _____ on Day 3.
- The ship will leave the _____ on Day 4.

3 Work in pairs. Talk about what you think happens on Day 4

How does the writer feel when he arrives on the mysterious island?
What does he do on the island?
Where does he go next?

4 Work in pairs. Talk about a journey you went on in the past. Think about the questions below

Where did you go?
What happened?
How did you feel?



Audioscript

January 17th

Today was a long, boring, day with terrible weather. The ship didn't leave the port, so my journey to the mysterious island wasn't possible. I can see the island through my telescope. The beaches are white and sandy with many palm trees and there are green mountains at its center. It's exciting to imagine what I could find there. I'm sure I'll travel there soon.

January 19th

I was sad all day yesterday. The weather was still bad and there were strong winds. I went for long walks around the ship to pass the time during the day. In the evening, I had nothing to do but read my book by the light of a candle in my small cabin. Today the sky is a bit clearer – there is some hope for my journey perhaps – but time seems to move very slowly in this place.

January 21st

I had quite a relaxing sleep in my cabin last night, and this morning I had breakfast with the others on the ship. In the afternoon, there was good news from the captain: tomorrow, the weather will be good with no wind, so we can go to the island in the morning. The ship will leave when the sun comes up. I'm very excited: soon I can explore the mysterious island!

Answer:

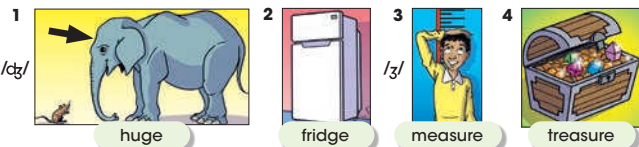
He was on a ship.



PRONUNCIATION

UNIT
5

1 Look, listen, and repeat



2 Listen. Underline the sound /dʒ/ or /ʒ/. Then write the words in the correct column in the table

- | | | |
|------------|--------------|-------------|
| 1 usually | 2 age | 3 joke |
| 4 leisure | 5 Asia | 6 dangerous |
| 7 language | 8 television | 9 cage |

/dʒ/	/ʒ/

3 Can you think of more words to add in the table? Work with a partner

4 Listen, read, and repeat

- The bridge in the village is damaged and dangerous.
- On television, they said that in Asia they found too much treasure to measure.
- Jerry just arranged to send his luggage to Japan.
- I usually play games for leisure and pleasure.

83

- Ask the students to put the information in the format of a few diary entries, like the ones they have been listening to in Exercise 1. Remind the students to use the past tense.
- Move around and help students clarify and express their information with correct grammar and spelling.

3 Work in pairs. Talk about what you think happens on Day 4

- Read the instructions, then ask: *Which kinds of words show how someone feels?* (adjectives) *Which kind of words describe actions?* (adverbs).
- Read aloud the questions and put students in pairs to do the task.
- Ask the students to use adjectives and adverbs to help them.
- Encourage students to share their answers with the class.
- Praise the students' imagination.

Students' own answers

4 Work in pairs. Talk about a journey you went on in the past. Think about the questions below

- Read aloud the questions, then model the task yourself with your own experience of a journey.
- Allow students time to think of a journey they have been on. Put them in pairs to do the task.
- Remind them to answer all the questions.
- Move around and monitor, helping when necessary.
- Bring the class together and ask students to tell the class one thing about their partner's journey.

Students' own answers

2 Listen again and complete the sentences

- Tell students that they will listen again to the audio from Exercise 1.
- Play the audio and allow students to complete the exercise individually.
- Allow them to check their answers in pairs.
- Play the audio again and pause to check answers as a whole class.

Answers:

- The writer feels bored on Day 1 because the ship can't leave the port.
- The writer wants to go to the island.
- The writer can see it through his telescope.
- The island had white and sandy beaches with many palm trees.
- At the center of the island, there are green mountains.
- On Day 2, the writer spends his time reading his book in his small cabin.
- The writer feels excited on Day 3.
- The ship will leave the port on Day 4.

Extra practice

- Ask students to think of a difficult journey or a bad vacation that they have had in the past. Instruct them to make notes about this in the first person.

STUDENT'S BOOK

page 83

1 Look, listen, and repeat

- As a class, look at the pictures and ask students to describe what they see.
- Play the audio and ask the students to look and listen and repeat.
- Drill the phonemes and words containing /ʒ/ and /dʒ/ and then ask the students to practice in pairs.
- Move around and monitor.

Audioscript

huge, fridge

measure, treasure

Extra practice

- Ask the students to say aloud both /dʒ/ and /ʒ/ sounds and pay attention to the physical differences in the mouth.
- Elicit or explain that /dʒ/ requires contact between the front of the tongue and the roof of the mouth. This contact stops the air from flowing freely, and the sound is created when the tongue breaks this contact, releasing a puff of air.
- Elicit or explain that /ʒ/ requires near contact between the front teeth. The tongue is in a mid, central, non-contact position and air flows freely. The sound is created by pushing air between the teeth in a continuous vibration.

89

- Put the students into pairs and ask them to practice these sounds, focusing on the physicalities you just showed them.
- Move around and help when necessary.

2 Listen. Underline the sound /dʒ/ and /ʒ/. Then write the words in the correct column in the table

- Read the instructions and, if necessary, model the first answer.
- Play the audio and ask the students to listen to underline and categorize words 1–9.
- Ask the students to check their answers with a partner.
- Play the audio again and pause the recording to check the answers as a class. Write these answers on the board and practice them as a class.

Audioscript

1 usually	2 age	3 joke
4 leisure	5 Asia	6 dangerous
7 language	8 Television	9 cage

Answer:

/dʒ/ age, joke, dangerous, language, cage
/ʒ/ usually, leisure, Asia, television

3 Can you think of more words to add to the table? Work with a partner

- Review the different spelling combinations which result in the /dʒ/ and /ʒ/ sounds, e.g., /dʒ/ j as in Japan, g as in Germany, dg as in edge, /ʒ/ s+u as in usual, s+i as in vision.
- Read the instructions and put the students into pairs to complete the task. Offer the students dictionaries to use.
- Move around and monitor, helping when necessary.
- Bring the class together and collect answers from each pair.

Students' own answers

4 Listen, read, and repeat

- Read the instructions and elicit which words belong in which category, e.g., /dʒ/ bridge, village, damaged, dangerous, etc.
- Play the audio and ask the students to listen and read, using the right pronunciation for the target sounds.
- Put the students into pairs and ask them to practice these sentences together.
- Circulate, monitor and help when necessary.

Audioscript

- The bridge in the village is damaged and dangerous.
- On television, they said that in Asia they found too much treasure to measure.
- Jerry just arranged to send his luggage to Japan.
- I usually play games for leisure and pleasure.

Closing

- Elicit how /dʒ/ and /ʒ/ sounds are spelt in the language from page 83, e.g., /dʒ/ g, dge, ge, and j, /ʒ/ s, si.
- Put the students into pairs and ask them to look in the dictionary and find some more words with these sounds.



1 Read the Tip! box and the diary entry. Find examples in the text of the features of diary writing

Tip!

A diary has features that are different from other types of text. It usually:

- has short paragraphs, each one about what happened on a single day.
- is written in an informal style and uses first person pronouns (I, we, my, etc.).
- describes the writer's thoughts, feelings, and opinions.
- describes people, places, and experiences.

6 January

Today, I had an amazing experience ... I went on a *felucca* on the River Nile! A felucca is a traditional Egyptian sailing boat. It's made of wood.

A tall man called Kareem was the captain of the boat. A felucca is difficult to sail, but Kareem was very strong and had the **skills** to do it. The trip was amazing. We went slowly down the river in the warm sunshine. The boat had two white **sails** which moved gently in the wind. It was so quiet and peaceful – a lovely way to travel.

We stopped to see some incredible things along the way, too. I saw the Pyramids of Giza for the first time in my life. They were awesome! The pyramids were huge and the stones were the color of gold. The Great Pyramid, the tallest of the three pyramids, is 147 meters high. It was wonderful.

In the afternoon, we had a delicious lunch on board the felucca and there was a man playing traditional Egyptian music on an *oud*. He played beautifully and the music was **magical** and relaxing. What a day! I had such a wonderful experience!



- Bring the class together and collect the students' answers, identifying which words contain the target sounds and writing those ones on the board. Acknowledge that there are two pronunciations for the letter g and many pronunciations for the letter s.
- Facilitate a group storytelling session with each line containing the target sound at least once. Continue until each student has contributed something to the story. Elicit a conclusion and congratulate the students' efforts and imagination.

LESSON 4

pages 84-85

Objectives: To read a diary entry
To write a diary entry
To be able to differentiate between and use adjectives and adverbs

Language: Adjective + noun: amazing experience, tall + man, white sails.
To be + adjective: is + difficult, was + amazing, were + awesome.
Verb + adverb: went + slowly, played + beautifully.

Materials: Student's Book pages 84-85

Opener

- Play *Circle it* (Games Bank, page 116) to revise some of the letter sounds from the last lesson

4 Read the diary again. Underline all the adjectives and adverbs. Then copy and complete the table in your notebook

- 1 Write **beautiful beautifully**, and ask: What is the difference between these two words?
- 2 Explain that *beautiful* is an adjective, which we use to describe objects, e.g., It's a *beautiful* day, and *beautifully* is an adverb, which we use to describe actions, e.g., *You write beautifully*.
- 3 Read the instructions and then ask the students to reread the diary entry on page 84 and complete the task individually.
- 4 Ask students to check their answers in pairs. Allow them to check their answers in a dictionary.
- 5 Check the answers as a class.

Answers:

Adjectives: amazing, traditional, Egyptian, tall, difficult, strong, warm, white, quiet, peaceful, lovely, incredible, awesome, huge, tallest, high, wonderful, delicious, magical, relaxing.

Adverbs: slowly, gently, beautifully.

5 Work in pairs. Read and discuss how adverbs and adjectives help improve the diary

- 1 Read the sentence that is between inverted commas and get students to discuss it. Allow them time to discuss it and say if they agree or disagree with it.
- 2 Allow two students to read the examples in the speech bubbles.
- 3 Put the students into pairs and ask them to complete the task.
- 4 Move around and monitor.
- 5 Elicit an example from each pair.

Students' own answers

6 Write a diary entry about a trip. Use the past simple, adjectives, and adverbs. Include information about:

- how and when you went there
- the atmosphere of the place
- what the weather was like
- your feelings/mood when you were there

- 1 Nominate students to read the instructions, then model the task with information about a trip you went on.
- 2 Ask students to complete the task individually. Remind them to use the past simple, adjectives, and adverbs when writing the diary.
- 3 Ask pairs to share their work with a partner and give feedback to each other.
- 4 Move around and monitor.
- 5 Praise students' work and encourage them to read their diaries.

Closing

- Once all the students have written a second draft of their diary entry, facilitate a reading gallery. This can either be physically in the classroom, on the walls or tables, or digitally on a school forum or online platform.



1 Work in pairs. Think and research

You are going to make a poster about a famous traveler.

- Choose a traveler. Find out where and when they went and how they got there.
- Find a map of the places the traveler went.
- Find a picture of the traveler and of some of the places they went.

2 Read and do

- 1 Draw the route(s) the traveler followed on the map.
- 2 Stick the pictures and draw arrows to the places on the map.
- 3 Write a short paragraph about the traveler and their travels.
- 4 Check your writing: are the spelling, grammar, and punctuation correct?

3 Show your poster to the class

- 1 Display your poster on a classroom wall.
- 2 Walk around and ask questions about your friends' posters.
- 3 Answer other students' questions about your work.



- Ask students to go around the gallery and read their classmates' work. Ask them to keep notes of experiences they liked hearing about and why.
- Bring the group back together and ask the students to share something positive about one of their classmates' diary entries.

LESSON 5

Objectives: To make a poster about a famous traveler
To do a self-assessment

Materials: Student's Book pages 86-87
Images or websites about famous explorers
The internet
Materials to make posters

Opener

- Play a version of *Mime it* (Games Bank, page 118) using adjectives or adverbs from the last lesson, e.g., *go slowly down a river, see some incredible things, eat a delicious lunch*. Students mime the actions.
- Play this until a substantial number of students have participated.

Presentation

- 1 Prepare some images or websites containing information about famous explorers and ask students who stands out as particularly worth investigating more.

SELF-ASSESSMENT

UNIT
5

1 Look and write. Use words from each box

go ride **sail** travel camel ship train voyage



1 sail by 2 _____ 3 _____ on a 4 _____
by _____ by _____ a _____

2 Write sentences in your notebook in the past simple

- they / go / to the desert / in 1275
They went to the desert in 1275.
- the scientists / have / an amazing / experience
- be / you / very happy / in Cairo?
- I / not be / angry / with him
- the travelers / find / treasure / last year?
- we / not make / tea / this morning

3 Think about Unit 5

Write two things you enjoyed.

Write two things you learned.

87

- Write some of the students' comments and questions on the board.

STUDENT'S BOOK

page 86

1 Work in pairs. Think and research

- Put the students into pairs and either let them choose a famous traveler, or assign them randomly.
- As a class, read the instructions and allow the pairs to access the internet or digital encyclopedias to complete the task.
- Go around, monitor, and help when needed.

Students' own answers

2 Read and do

- Choose an explorer that hasn't been chosen by the students and show one of their routes either on a globe or a world map.
- As a class, read the instructions and allow the pairs to access the internet and other materials they might need to complete their search and make their poster.
- Move around, monitor, and check the first drafts of their paragraphs, then ask pairs to write a final draft.

Students' own answers

3 Show your poster to the class

- Ask the students to display their posters, either in the

physical classroom, on the walls or tables, or digitally on a school forum or online platform.

- Ask students to go and look at their classmates' work, and think of at least one question about each poster.
- Bring the group back together and ask each pair to present their poster to the class, then facilitate a question and answer session. Any questions which the students can't find answers for can be set as homework.

Students' own answers

STUDENT'S BOOK

page 87

SELF-ASSESSMENT

1 Look and write. Use the words from each box

- Elicit what the students can see in the photos. Then say: Complete the phrases with the words in the green box
- Allow the students to check the answers by looking back through the unit.
- Ask students to check their answers with a partner.
- Bring the class together and check the answers as a class.

Answers:

- | | |
|------------------|-------------------|
| 1 sail by ship | 2 travel by train |
| 3 go on a voyage | 4 ride a camel |

2 Write sentences in your notebook in the past simple

- Read the instructions and check that the students understand the changes made in the example sentence, e.g., the sentence starts with a capital letter, the verb is in the past tense.
- As the students to complete the task individually.
- Ask students to check their answers in pairs.
- Check the answers as a class.

Answers:

- They went to the desert in 1275.
- The scientists had an amazing experience.
- Were you very happy in Cairo?
- I wasn't angry with him.
- Did the travelers find treasure last year?
- We didn't make tea this morning.

3 Think about Unit 5

- Say: *Think about what you've learned in Unit 5. Look back through the unit to remind yourselves what you learned.*
- Say: *Write two things you enjoyed about Unit 5 and two things you learned.*
- Monitor and help with spelling.
- Put the students into small groups to share their answers.
- Bring the whole class together again and invite volunteers to share

Students' own answers

93

UNIT 6

Introduction

pages 88-89

Objectives: To talk about personal care routines
To learn and talk about making things at home

Materials: Student's Book pages 88-89

Opener

- *Play Teacher says* (Games Bank, page 119) to revise giving instructions.
- *Say: Think about your daily routine. How do you take care of yourself? What things do you use to take care of yourself? Do you make any of them at home?* Record some answers on the board.

Presentation

- Ask students to look at the photo on page 88. Put students in pairs and ask them to describe the people in the photo, e.g., *appearance, age, clothes*, etc.
- Move around and help with vocabulary and pronunciation as necessary.
- Bring the whole class together and elicit students' answers. Write some answers on the board.







In this unit I will ...

- listen, read, research, and write about making things at home and how to take care of one's self.
- talk about quantities.
- find the meaning of words in a text.
- learn about personal care in Ancient Egypt.
- write instructions to make something and quantities of ingredients.
- research and create a poster about different spices.



Look, discuss, and share

Look at the photo. What are they doing? How often do you do this? Why is it an important thing to do?



Did you know?

When you brush your hair, it spreads the natural oils from your skin through your hair from the roots to the ends. This protects your hair from heat and dirt, and makes it look shiny and healthy.



Find out

Which other personal care routines do most people do every day?

89

- brushing your hair spread?* (natural oils) *Where do they spread?* (from the roots to the ends) *What are the benefits of spreading natural oils through your hair?* (it protects your hair from heat and dirt and makes it look shiny and healthy).
- 4 If time allows, put the students into pairs and ask them to talk about haircare, e.g., *How often do you brush/wash/style/cut your hair?*

 **Find out**

- 1 Check that students understand the term *personal care routine* and then nominate a student to read the text in the *Find out* section.
- 2 Ask students to write down their answers in their notebooks.
- 3 Move around and monitor.
- 4 Ask the students to check their answers with a partner.
- 5 Bring the class together and elicit students' answers. Write the students' answers on the board and praise good answers. Accept answers which might not apply daily to everyone, e.g., *apply sunscreen*.

Suggested answer:

have a shower, wash their face, apply face cream, brush their hair.

Closing

- Direct students' attention to the top of page 89.
- Read the list of *In this unit I will ...* objectives as a class.
- Tell students that in the next lesson they will learn about how to make candles. Ask: *Have you ever made something like this before?* Elicit their answers.

1 Look, discuss, and share

- 1 Direct students' attention to the photo on page 88. Use their previous answers from the *Presentation*.
- 2 Read aloud the questions in *Look, discuss, and share*.
- 3 Ask: *When do you brush your teeth?* Elicit answers. (In the morning and at night before bed)
- 3 Allow students to answer the questions in pairs.
- 4 Encourage students to share their partners' answers.

Suggested answer:

They are brushing their teeth.
Twice a day.
It is important to keep our teeth healthy and clean.



Did you know?

- 1 Ask the students to describe the photo in the *Did you know?* section, e.g., *There is a girl with long dark hair. She is holding a hairbrush*, etc.
- 2 Read the text aloud and ask the students to read along. Check that the students understand key vocabulary, e.g., *spread*.
- 3 Ask some comprehension questions, e.g., *What does*

LESSON 1

pages 90-91

Objectives:	To learn about making candles and soap To learn about quantities To give clear instructions
Vocabulary:	<i>stir, squeeze, press, heat, wax, drops, wick, popsicle sticks, perfume oil, soap crystals, flower petals.</i>
Language:	Put the ingredients in a bowl. Heat the ingredients on a cooker. Next, stir the ingredients with a wooden spoon. Press them into a soap container.
Materials:	Student's Book pages 90-91 Audio files Realia to show measurements

Opener

- Show students pictures of some homemade crafts, e.g., jam jar candle holders, knitted coasters, etc. to get students thinking about the concept of making things at home. Ask: *What are they? What are they made of? Could you make one of these at home?*
- Find out if students have ever made something similar at home and write their answers on the board.

Presentation

- Show students pictures of the ingredients to make candles mentioned in Exercise 1: perfume oil, wax, flowers, a wick, a popsicle stick, and a glass jar.
- Ask: *Image you have these things at home. What could you make with them?* Encourage students to share their ideas.

STUDENT'S BOOK

page 90

1 Listen and read. What do Laila and her mom make?

- Nominate a student to read the instructions. Then play the audio and ask the students to listen and read to answer the question.
- Ask students to check their answer in pairs.
- Bring the class back together and check the answer.
- Ask: *Do you like the idea of making candles? Have you ever made anything like that? What would you like to try and make yourself?*

Audioscript

Mom:	<i>Hi, Laila. I love making things. Why don't we make something new?</i>
Laila:	<i>That's a great idea. Do you have something in mind?</i>
Mom:	<i>I have some perfume oil. We can use it to make candles.</i>
Laila:	<i>Candles? Wow! I love it!</i>
Mom:	<i>Here are the instructions. Can you read them out to me?</i>

96

LESSON 1 LET'S MAKE CANDLES!



1 Listen and read. What do Laila and her mom make?

Mom:	Hi, Laila. I love making things. Why don't we make something new?
Laila:	That's a great idea. Do you have something in mind?
Mom:	I have some perfume oil. We can use it to make candles.
Laila:	Candles? Wow! I love it!
Mom:	Here are the instructions. Can you read them out to me?
Laila:	Right. First, we need some wax .
Mom:	Here it is. It's palm wax from Egyptian palm trees. It makes really nice candles. How much do we need?
Laila:	It says, "Use 450 grams of wax to make three candles."
Mom:	Okay, there's about 500 grams here. That's enough. What's next?
Laila:	We need some perfume oil.
Mom:	Here. These are little bottles of lemon oil. Mmm ... they smell lovely. How much do we need?
Laila:	The instructions say, " Squeeze in about 40 drops of oil."
Mom:	Fine. And we can take about 15 flowers and press them on the tops of the candles.
Laila:	Yes, good idea. Then we need one glass for each candle and one wick - that's the little cotton rope inside the candle.
Mom:	Oh, yes. And we need some popsicle sticks to hold the wicks up in the glasses.
Laila:	So that's three glasses, three wicks, and three popsicle sticks, right? Now, what do we need to do first?
Mom:	Let's see ... "Step one: Heat the wax to melt it, then stir it well."

2 Find the four nouns in bold in the text. Match them to the pictures



90

1 _____ 2 _____ 3 _____ 4 _____

Laila:	<i>Right. First, we need some wax.</i>
Mom:	<i>Here it is. It's palm wax from Egyptian palm trees. It makes really nice candles. How much do we need?</i>
Laila:	<i>It says, "Use 450 grams of wax to make three candles."</i>
Mom:	<i>Okay, there's about 500 grams here. That's enough. What's next?</i>
Laila:	<i>We need some perfume oil.</i>
Mom:	<i>Here. These are little bottles of lemon oil. Mmm ... they smell lovely. How much do we need?</i>
Laila:	<i>The instructions say, "Squeeze in about 40 drops of oil."</i>
Mom:	<i>Fine. And we can take about 15 flowers and press them on the tops of the candles.</i>
Laila:	<i>Yes, good idea. Then we need one glass for each candle and one wick - that's the little cotton rope inside the candle.</i>
Mom:	<i>Oh, yes. And we need some popsicle sticks to hold the wicks up in the glasses.</i>
Laila:	<i>So, that's three glasses, three wicks, and three popsicle sticks, right? Now, what do we need to do first?</i>
Mom:	<i>Let's see ... "Step one: Heat the wax to melt it, then stir it well."</i>

Answer:

Laila and her mom make candles.

3 Listen and read again. Write the quantities Laila and her mom need of these things

- | | |
|-------------------------|---------------------|
| 1 wax _____ | 2 perfume oil _____ |
| 3 flowers _____ | 4 glasses _____ |
| 5 popsicle sticks _____ | |

Tip!

When you listen for quantities, remember to listen/look for numbers and words about measurements. For example, *kilograms, grams, liters, milliliters, spoons, packages, cans.*

4 Match the verbs in bold from the text to the pictures

- 1 stir 2 squeeze 3 press 4 heat



5 Work with a partner. Look at the list. Which do you think you need to make soap? Listen and check

salt	oil	sugar
perfume oil	soap crystals	water
wax	flower petals	

I think you need perfume oil.

6 Now complete the instructions for making soap

add bowl heat press stir

- Put the ingredients for your soap in a _____.
- _____ the ingredients on a cooker.
- Next, _____ the ingredients with a wooden spoon.
- Take the ingredients off the cooker.
- When the ingredients are hard and cool, _____ them into a soap container.
- You can _____ flower petals to make the soap look and smell lovely.

91

Extra practice

- Put the students into pairs and ask them to role-play the dialog on page 90.
- Ask volunteer pairs to perform their role play in front of the class.

2 Find the four nouns in bold in the text. Match them to the pictures

- Read the question and if needed remind students of what the terms *bold* and *noun* mean.
- Ask students to reread the dialog in Exercise 1 and complete the task.
- Ask students to check their answers with a partner.
- Bring the class back together and check the answers.
- If you have access to the internet, show the students a video where people are making candles. Pause the video when language from this exercise is depicted on screen. Ask: *Are there any differences between this video and the way Laila is making candles?*

Answers:

- | | |
|-------------------|---------|
| 1 popsicle sticks | 2 drops |
| 3 wax | 4 wick |

3 Listen and read again. Write the quantities Laila and her mom need of these things

- Nominate a student to read the instructions and check that the students understand the concept of quantities (how much of something).
- As a class, read the *Tip!* box. If possible, bring realia to class to demonstrate measurements, e.g., cans, packages, spoons, measuring jugs, scales, etc.
- Drill pronunciation of difficult words, e.g., *milliliters* /mɪlɪˈlɪtəz/.
- Play the audio and ask the students to listen and read to complete this task individually.
- Ask the students to check their answers with a partner.
- Play the audio again and pause the recording to check the answers as a class.

Answers:

- | | |
|---------------------|-------------|
| 1 450 grams | 2 40 drops |
| 3 15 flowers | 4 3 glasses |
| 5 3 popsicle sticks | |

4 Match the verbs in bold from the text to the pictures

- Read the instructions and ask the students to look at the photos. Explain that the words are from the dialog.
- Ask students to complete the task individually.
- Ask students to check their answers with a partner.
- Bring the class back together and check the answers.

Answers:

- 1 d 2 b 3 a 4 c

5 Work with a partner. Look at the list. Which do you think you need to make soap? Listen and check

- Ask students to close their books, write *What do you think you need to make soap?* and generate a whole-class discussion.
- Ask the students to open their books and look at the list in Exercise 5. Put the students into pairs and ask them to predict which ingredients in the list are needed. Allow pairs to use dictionaries if they are unfamiliar with the vocabulary.
- Play the audio and ask the students to listen and check their answers.
- Check the answers as a whole class and praise the students for correctly predicting some ingredients.

Audioscript

To make soap, you need salt, oil, perfume oil, soap crystals, and water.

Answers:

salt, oil, perfume oil, soap crystals, and water.

6 Now complete the instructions for making soap

- As a class, look at the instructions then check that the students remember the vocabulary in the green box.
- Ask the students to complete the task individually.
- Ask pairs to share their answers.
- Bring the whole class together again and check the answers, elicit key information that students used to complete this task, e.g., *heat relates to cooker*.

Answers:

1 bowl	2 Heat	3 stir
	5 press	6 add

Closing

- If you have access to the internet, find some tutorials on making things. Try to find things which will interest your students, e.g., *greeting cards, elaborate hairstyles, desserts*, etc.
- Generate discussion on the following themes regarding making things yourself: *measurements, order of steps, simplification, cost, what's essential/non-essential*, etc.
- Put the students into small groups, and ask them to write step-by-step instructions for one of the processes they've seen in the tutorials, or something they know about personally.
- Ask groups to present their ideas and encourage the audience to ask questions.

LESSON 2

pages 92-93

Objectives: To learn about Ancient Egyptian cooking
To study countable/uncountable nouns
To use language related to quantity
To write a recipe

Vocabulary: *barley, festivals, herbs, preserve, wheat, geese, dates, figs, vanilla essence*

Language: How much oil do we need?
How many students are there?
I know a lot of people.
We need a little oil.
We need a few lemons.
I have some questions.
I don't have any questions.

Materials: Student's Book pages 92-95
Audio files
Empty food and drink packaging

Opener

- Ask the students: *Do you like cooking? Do you like Egyptian food? What's your favorite dish?*
- As a class, brainstorm language associated with preparing

98

LESSON 2 ANCIENT EGYPTIANS ATE WELL!



1 Listen and read about food in Ancient Egypt. What did families use to make their cooking taste better?

Paintings from Ancient Egyptians show that people at this time took care of their bodies and ate very well! So what did the Ancient Egyptians eat and drink?

The water of the Nile has always helped Egyptian farmers to grow a lot of fruit and vegetables. At this time, the vegetables they could grow often depended on how much water came from the Nile floods. Ancient Egyptian farmers usually grew onions, garlic, lentils, and beans, and people cooked with all these vegetables. Farmers also grew wheat and **barley**. People used this to make bread and they ate a lot of this every day.

Most people in Ancient Egypt only ate a little meat, usually at **festivals**. They probably ate a few fish and birds like ducks, geese, and chickens. They also ate some eggs and cheese from cows or goats.

There were a lot of bees in Ancient Egypt, and that means there was honey! People often used honey with bread and cream to make cakes. They also used a few dates or figs to make sweet fruit drinks.

Some families also knew how to use spices and **herbs** to make their cooking taste better, and they also knew how to **preserve** food. For example, they dried fish or used salt to preserve it, and used jars to keep fruit and vegetables for the winter.



2 Listen and read again. Match the food with where it can come from

- | | | | |
|---------|-------------------|---------|---------|
| 1 cream | 2 eggs | 3 honey | 4 bread |
| a bees | b wheat or barley | c geese | d cows |



3 Look at the words in bold in the text. Match them to their meanings

- a plant whose seeds we can use to make bread and other things
- plants with a strong taste often used in cooking
- a special occasion when people play music and eat nice food
- add something to food to make it last for longer

92

food.

- If you have access to the internet, show the students images or videos of different ways of cooking traditional Egyptian cuisine.

Presentation

- As a class, revise food and drink vocabulary, and verbs for cooking, e.g., *salt, oil, stir, heat*. Write the vocabulary on the board.
- If possible, bring packaging from processed food and drink into the class.
- Put the students into small groups, issue one packaging per group and ask them to look at information such as ingredients and cooking instructions. Allow students to look up new words.
- Ask the groups to prepare a very short presentation about their food or drink to the class.
- Move around and monitor.
- Facilitate presentations and encourage the audience to ask questions.

STUDENT'S BOOK

page 92



1 Listen and read about food in Ancient Egypt. What did families use to make their cooking taste better?

4 Use the expressions in the box to complete the sentences from the text. Then read and check

a few a little a lot of some

- The water of the Nile has always helped Egyptian farmers to grow _____ fruit and vegetables.
- Most people in Ancient Egypt only ate _____ meat, usually at festivals.
- They also ate _____ eggs and cheese from cows or goats.
- They also used _____ dates or figs to make sweet fruit drinks.

Language focus

We use **How many ...?** to ask about quantities of countable things, like leaves, lemons, cars, or people. We can reply to the question with a number (**a/an/one, five, twenty**), or an approximate amount (**some, a few, a lot of**).

We use **How much ...?** to ask about quantities of uncountable things, like tea, sugar, oil, or grass. We can only reply to this question with an approximate amount (**some, a little, a lot of**).

How many lemons do we need for the lemonade?

We need **five** lemons. / We need **a few** lemons.

How much oil do we need? We need **a little** oil.

5 Look at the words in the list. Write **C** (countable) or **U** (uncountable)

- | | | | |
|--------------------|-----------------------|---------------------|--------------------|
| 1 sugar <u>U</u> | 2 mango <u> </u> | 3 traffic <u> </u> | 4 store <u> </u> |
| 5 oil <u> </u> | 6 student <u> </u> | 7 juice <u> </u> | 8 money <u> </u> |
| 9 ticket <u> </u> | 10 homework <u> </u> | 11 cow <u> </u> | 12 honey <u> </u> |

93

- Nominate a student to read the instructions then play the audio and ask the students to listen and read the text in order to answer the question.
- Ask the students to check their answers with a partner.
- Check the answers as a class. Elicit and explain any new words from the text.

Audioscript

Paintings from Ancient Egyptians show that people at this time took care of their bodies and ate very well! So what did the Ancient Egyptians eat and drink?

The water of the Nile has always helped Egyptian farmers to grow a lot of fruit and vegetables. At this time, the vegetables they could grow often depended on how much water came from the Nile floods. Ancient Egyptian farmers usually grew onions, garlic, lentils, and beans and people cooked with all these vegetables. Farmers also grew wheat and barley. People used this to make bread and they ate a lot of this every day.

Most people in Ancient Egypt only ate a little meat, usually at festivals. They probably ate a few fish and birds like ducks, geese, and chickens. They also ate some eggs and cheese from cows or goats.

There were a lot of bees in Ancient Egypt, and that means there was honey! People often used honey with bread and cream to make cakes. They also used a few dates or figs to make sweet fruit drinks.

Some families also knew how to use spices and herbs to make their cooking taste better, and they also knew how to preserve food. For example, they dried fish or used salt to preserve it, and used jars to keep fruit and vegetables for the winter.

Answer:

Families used spices and herbs to make their cooking taste better.

2 Listen and read again. Match the food with where it can come from

- Read the instructions and check that the students understand the language in 1–4 and a–d. Check that the students understand the concept of food and drink coming from an origin, e.g., *peanut butter is made from peanuts*.
- Play the audio again and ask the students to listen and reread the text to complete the task.
- Ask the students to check their answers in pairs.
- Bring the class back together and check the answers.
- Generate conversation about other foods and origins in the text, e.g., *cheese comes from cows and goats*.

Answers:

1 d 2 c 3 a 4 b

3 Look at the words in bold in the text. Match them to their meanings

- Ask the students to look at the words in bold in the text in Exercise 1 and the definitions in Exercise 3 and match them together to complete the task.
- Ask the students to check their answers with a partner. Allow them to use a dictionary to help them if they still have doubts.
- Bring the students back together and check the answers as a class.

Answers:

1 barley 2 herbs 3 festivals 4 preserve

Extra practice

- Put the students into pairs and ask them to make sentences and questions with the new words from the text in Exercise 1.
- Go around and monitor.
- Ask volunteer pairs to share their sentences and questions with the class.

Students' own answers

4 Use the expressions in the box to complete the sentences from the text. Then read and check

- Read the instructions and elicit or explain that the words in the green box are unspecified quantities.

- Ask the students to complete the sentences, then check their answers by looking at the text on page 92.
- Check the answers as a class. If needed, hold a short lesson on these quantifiers, giving examples from around the classroom or related to the students' lives and interests, e.g., *There are a lot of chairs but only a few desks.*

Answers:

1 a lot of 2 a little 3 some 4 a few

LANGUAGE FOCUS

- Read the *Language focus* box aloud, highlighting that certain quantifiers are used with both countable and uncountable nouns, e.g., *a lot of, lots of, some, any, etc.*
- Remind the students if the item is packaged, that could change its countability, e.g., *water is uncountable, but a bottle of water is countable.*
- Draw a table of two columns on the board and write *a few/a little* in each column. Explain that, although these expressions both describe a low, unspecified quantity, some nouns collocate with *a few*, and other nouns collocate with *a little*. Reference the examples in Exercise 4 and write them in the corresponding category (*a few dates or figs, a little meat*).
- Write *How dates and figs did they use for sweet drinks? How meat did they eat at festivals?* Explain the questions to ascertain the quantity of each. (*How many dates and figs did they use for sweet drinks? How much meat did they eat at festivals?*)
- Explain that using different terms is due to nouns being classified as countable (they can be isolated and counted) or uncountable (an indivisible amount, such as a liquid, grains, some types of food which are shared).





5 Look at the words in the list. Write C (countable) or U (uncountable)

- Divide the board into two and write *a few/a little*. Explain that, although these expressions both describe a low, unspecified quantity, some nouns collocate with *a few* and other nouns collocate with *a little*. Reference the examples in Exercise 4 and write them in the corresponding category (*a few dates or figs, a little meat*).
- Write *How dates and figs did they use for sweet drinks? How meat did they eat at festivals?* Elicit or explain the full questions to ascertain quantity. (*How many dates and figs did they use for sweet drinks? How much meat did they eat at festivals?*)
- Explain that using different terms is due to nouns being classified as countable (they can be isolated and counted) and uncountable (an indivisible amount, such as a liquid, grains, some types of food which is shared).
- As a class, read the *Language focus* box, and write all pertinent information on the board. Specifically highlight that certain quantifiers are used with both countable and uncountable nouns, e.g., *a lot of, lots of, some, any, etc.*
- Read the instructions and remind the students that they must

6 Complete the dialogs with *How much* or *How many*

- Hani:** _____ milk do you want in your coffee, Grandma?
Grandma: Just a little milk, thanks Hani.
- Fareeda:** _____ students are there in your English class, Dalia?
Dalia: There are about forty, I think.
- Sherif:** _____ math problems did you do yesterday?
Karim: Just a few. They were difficult!
- Rana:** I'm going to the market now. _____ tomatoes do we need?
Mom: Please get a kilo of tomatoes and some fruit.
- Hana:** _____ honey do we have, Ayman?
Ayman: We have a lot. See the jar on the left.

7 Look at the photos. Complete the sentences with *a lot of, a little, or a few*

-  1 There's _____ traffic.
-  2 There's _____ oil.
-  3 There are _____ leaves.
-  4 There are _____ fish.

Tip!

Remember, we use **some / any** to talk about quantities, too.
For countable nouns:
*There are **some** girls from Luxor in my class.*
*There aren't **any** tigers in Egypt.*
For uncountable nouns:
*Is there **any** honey left in the jar?*
*Yes, there is **some**, but not much.*

not assume that the item is packaged as this changes its countability, e.g., *water is uncountable but a bottle of water is countable.*

- Ask the students to complete the task individually.
- Ask the students to check their answers with a partner.
- Check the answers as a class.
- Generate conversation with the words from the exercise, e.g., *How many pencils do you have? A few or many?*

Answers:

1 U 2 C 3 U
4 C 5 U 6 C
7 U 8 U 9 C
10 U 11 C 12 U

6 Complete the dialogs with *How much* or *How many*

- Nominate a student to read the instructions and then ask the students to complete the task individually.
- Ask students to check their answers with a partner.
- Bring the group together again and check the answers as a class.

8 Circle the correct answer

- 1 Please hurry. We don't have **a lot of** / **a few** time.
- 2 Can I have **a little** / **a few** sugar in my coffee, please?
- 3 There isn't **some** / **any** bread. Can you buy **some** / **a few**?
- 4 There are **a few** / **a little** lemons in the fridge, so we don't need any more.
- 5 How **many** / **much** candles does 450 grams of wax make?
- 6 How **many** / **much** cooking oil do I need to put in the pan?

9 Complete the first part of the recipe with expressions from the box

a few a little a lot of an half a cup

How to Make Chocolate Chip Cookies
(makes 12 cookies)

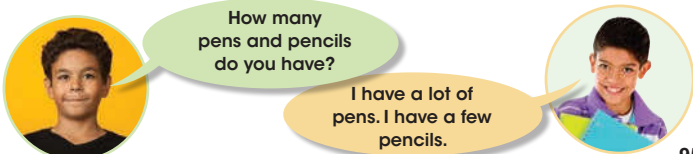
Take 1 _____ of flour and add
2 _____ salt. Mix with 120 grams of butter
and 150 grams of sugar. Add 3 _____ egg
and 4 _____ drops of vanilla essence. Cut
150 grams of dark chocolate into 5 _____
small pieces. Stir the chocolate pieces into the
mixture. Then, ...



10 Write a recipe for Egyptian hibiscus tea. Find out the ingredients and the quantities you need, then write the instructions

11 Work with a partner. Ask and answer about the things in the box. Use expressions for quantity

pens and pencils homework perfume socks video games



Answers:

- | | |
|------------|------------|
| 1 How much | 2 How many |
| 3 How many | 4 How many |
| 5 How much | |

Extra practice

- 1 Put the students in pairs and ask them to role-play the dialog in Exercise 6.
- 2 Go around and monitor.
- 3 Ask volunteer pairs to role play the dialog at the front of the class.

7 Look at the photos. Complete the sentences with *a lot of*, *a little*, or *a few*

- 1 Nominate a student to read the instructions and check they remember these terms and how they collocate.
- 2 Ask the students to complete the task individually.
- 3 Ask students to check their answers with a partner.
- 4 Bring the group together again and check the answers as a class.
- 5 As a class, read the *Tip!* box. Explain the points discussed in the box further, making sure to refer back to the *Language focus* box in the previous page as needed.

Answers:

- | | |
|------------|------------|
| 1 a lot of | 2 a little |
| 3 a few | 4 a lot of |

STUDENT'S BOOK

8 Circle the correct answer

- 1 Read the instructions then ask the students to complete the task.
- 2 Ask the students to check their answers in pairs.
- 3 Check the answers as a class, and elicit why the answers are correct, e.g., *time is uncountable so it doesn't collocate with a few.*

Answers:

- | | | |
|------------|------------|--------------|
| 1 a lot of | 2 a little | 3 any / some |
| 4 a few | 5 many | 6 much |

9 Complete the first part of the recipe with expressions from the box

- 1 Ask the students: *Do you like cookies? Do you know how to make them? What are the ingredients?*
- 2 Read the instructions and the words in the green box, check that the students know *half a cup* is a cooking measurement, and if possible, show them how much that is.
- 3 Ask the students to complete the task individually.
- 4 Put the students into pairs to check their answers.
- 5 Bring the group together again and check the answers.

Answers:

- | | | |
|--------------|------------|------|
| 1 half a cup | 2 a little | 3 an |
| 4 a few | 5 a lot of | |

10 Write a recipe for Egyptian hibiscus tea. Find out the ingredients and the quantities you need, then write the instructions

- 1 Ask the students: *Do you like hibiscus tea? Do you know how to make it? What are the ingredients?* Listen and discuss the students' answers. Write precise information on the board such as *tablespoon*, *teaspoon*, *a few*, *a little*, *half a cup*, etc.
- 2 Read the instructions, then put the students into pairs to investigate this online.
- 3 Move around and monitor.
- 4 Bring the group together again and check the answers. It doesn't matter if the students have different answers. Praise them for finding any hibiscus tea recipe.

Suggested answer:

One tablespoon of dried hibiscus flowers, one cup of boiling water, and one teaspoon of honey.

11 Work with a partner. Ask and answer about the things in the box. Use expressions for quantity

- 1 Read the instructions and the words in the green box, then nominate two students to read the example dialog in the green and orange speech bubbles.
- 2 Look at the example question, and elicit alternatives so that most possible versions have been attempted, e.g., *How much homework do you have? How many pencils do you need?, How many pens can I borrow? etc.*
- 3 Put the students in pairs and ask them to complete the task.
- 4 Circulate and monitor.
- 5 Bring the group together again and hold an open question-and-answer session between members of the class.

Students' own answers

Closing

- Put the students into small groups and ask them to imagine that they are planning a class party. Ask them to make notes about the kinds of food, drink, decorations, and activities that they would want at the party.
- Then ask students to prepare a dialog about planning this party. Encourage them to use the language from this lesson such as *How much, How many, some, any, a little, etc.*
- Move around and monitor.
- Ask the groups to perform their dialogs in front of the class.

Students' own answers

LESSON 3

pages 96-97

Objectives: To read about *The Missing King*
To learn about the parts of speech: nouns, verbs, and adjectives

CLIL: To learn about Ancient Egyptian traditions

Vocabulary: *caretakers, crown, scepter, leaning, dust, astonished, throne, soap, shampoo, hairbrush, toothpaste, toothbrush, cream, perfume, cardamom, cinnamon, stick, powder*

Materials: Student's Book pages 96-99
Audio files

Opener

- Write *kings and queens* on the board.
- Ask the students: *Did Egypt ever have a king or queen? Which other countries have kings or queens?*
- Discuss students' answers and write some of the details on the board.
- If you have access to the internet, show some images of international kings and queens.
- *Play Point to it* (Games Bank, page 118) with real food and drink items. Say, for example, *Point to some sugar/a lot of lemons/a little water, etc.*

Students' own answers

LESSON 3 STORY: THE MISSING KING

1 Listen and read. Why does the king leave his painting?



The Missing King

- 1 Peter lives in a big palace where his parents are the **caretakers**. The palace is old and no one lives there now. Peter likes to explore the rooms. They are full of interesting and precious things – old paintings, statues, carpets, and furniture.
- 2 One day, Peter notices something strange about the big painting in the dining room. Usually, this colorful painting shows one of the old kings sitting on the **throne** with a **crown** on his head and a long **scepter** in his hand. The queen and the royal children – the prince and the princess – are next to him. But today, the king's place in the painting is empty: he is missing!
- 3 Peter is surprised and looks carefully at the painting again. He can see the crown and scepter, but not the king. Also, the scepter is **leaning** dangerously over the princess's head. Peter knows he must find the king at once!
- 4 He goes through all of the rooms in the palace. He looks behind doors and curtains. Finally, he comes to the royal bathroom. He hears singing and knocks on the door. "Who is it?" says the king. "Please be quiet! I'm enjoying a hot bath!" Peter is **astounded**. When the king comes out, he says to him, "I spend years sitting in that painting and no one ever comes to wash the **dust** off me. Dust damages the painting, so I simply had to have a bath."
- 5 Peter understands but explains to the king that his scepter is about to fall on the princess. "Thank you, my boy," the king says. "I will hurry back. But in the future, please clean the paintings in the palace. Otherwise, they'll be damaged forever!" and he runs back to the painting to pick up the scepter.
- 6 Peter now cleans all the paintings in the palace so that they aren't damaged – and so that no one has to leave their painting to have a good bath!



Presentation

- Ask the students to cover up the story and look at the image on page 96. Ask: *What can you see?* Then write students' answers on the board.
- Put the students into pairs and ask them to predict what the story is about, based only on the image.
- Go around and monitor.
- Ask pairs to stand at the front of the class and share their predictions.

Students' own answers

STUDENT'S BOOK

page 96

1 Listen and read. Why does the king leave his painting?

- 1 Nominate a student to read the instructions.
- 2 Play the audio and ask the students to listen and read the text and complete the task individually.
- 3 Ask the students to check their answers in pairs.
- 4 Check the answers as a class, and elicit where in the text they found this information (paragraph 4).

2 Look at the words in bold in paragraph 2. Find and circle the objects in the picture

Tip!

You can use pictures in a story to help you understand new words. You can also look at the words around an unknown word in a text to help you understand it. For example, is there an article (*a/an/the*) before the word, or an adjective? If there is, it's a noun. You can then look at the sentences around it and think what the noun could mean in the context.

3 Look again at the words in bold in paragraph 2. Answer the questions

- 1 What word comes before each word in bold? What type of words are they?
- 2 What type of word are the words in bold?

4 Look at the other words in bold in the story. Are they nouns, verbs, or adjectives? What do they mean?

	Type of word	Meaning
1 caretakers	noun	people who look after and clean a building
2 leaning		
3 astonished		
4 dust		

5 Listen and read again. Answer the questions. Write full sentences in your notebook

- 1 Why does Peter live in a palace?
- 2 Who is usually in the painting?
- 3 Why is the princess in danger?
- 4 Where does Peter find the king?
- 5 Why does Peter start to clean all the paintings in the palace?
- 6 Why do you think it is important to look after old things?

6 Work in pairs. Choose a scene from the story. Draw it and explain what is happening in the scene to your partner. Can your partner guess the paragraph?

97

king comes out, he says to him, "I spend years sitting in that painting and no one ever comes to wash the dust off me. Dust damages the painting, so I simply had to have a bath." Peter understands but explains to the King that his scepter is about to fall on the princess! "Thank you, my boy," the king says. "I will hurry back. But in the future, please clean the paintings in the palace. Otherwise, they'll be damaged forever!" and he runs back to the painting to pick up the scepter. Peter now cleans all the paintings in the palace so that they aren't damaged – and so that no one has to leave their painting to have a good bath!

Answer:

The king leaves his painting because he has to have a bath.

STUDENT'S BOOK

page 97

2 Look at the words in bold in paragraph 2. Find and circle the objects in the picture

- 1 Nominate students to read the instructions, the words in bold, and the *Tip!* box. Check the students' comprehension, e.g., *What kind of word is dust?* (A noun because it follows 'the'.)
- 2 Put students into pairs and ask them to complete the task. If possible, allow the students to use dictionaries to help them.
- 3 Check the answers as a class.

Answer:

throne, crown, scepter.

3 Look again at the words in bold in paragraph 2. Answer the questions

- 1 Nominate students to read the instructions and questions, then model the bold word in paragraph 1 to demonstrate exactly what the students have to do, e.g., *1 the caretakers* (article), *2 caretakers* (plural countable noun).
- 2 Ask students to complete the task individually.
- 3 Allow fast finishers to check their answers in pairs using dictionaries if necessary.
- 4 Check the answers as a class and drill the pronunciation of new words.

Answers:

- 1 the throne (article), a crown (article), long scepter (adjective), caretakers (noun)
- 2 throne (singular countable noun), crown (singular countable noun), scepter (singular countable noun)

Audioscript

Narrator: *The Missing King*

Narrator 2: *Peter lives in a big palace where his parents are the caretakers. The palace is old and no one lives there now. Peter likes to explore the rooms. They are full of interesting and precious things – old paintings, statues, carpets, and furniture.*

One day, Peter notices something strange about the big painting in the dining room. Usually, this colorful painting shows one of the old kings sitting on the throne with a crown on his head and a long scepter in his hand. The queen and the royal children – the prince and the princess – are next to him. But today, the king's place in the painting is empty: he is missing!

Peter is surprised and looks carefully at the painting again. He can see the crown and scepter, but not the king. Also, the scepter is leaning dangerously over the princess's head. Peter knows he must find the king at once! He goes through all of the rooms in the palace. He looks behind doors and curtains. Finally, he comes to the royal bathroom. He hears singing and knocks on the door. "Who is it?" says the king. "Please be quiet! I'm enjoying a hot bath!" Peter is astonished. When the

4 Look at the other words in bold in the story. Are they nouns, verbs, or adjectives? What do they mean?

- 1 Read aloud the instructions and the example.
- 2 Do the second example as a class and allow students to do the rest individually.
- 3 Ask the students to check their answers with a partner.
- 4 Bring the class together and check the answers.

Answers:

- 1 noun: people who look after and clean a building
- 2 verb: bend or move from a vertical position
- 3 adjective: very surprised
- 4 noun: dry dirt inside a building

5 Listen and read again. Answer the questions. Write full sentences in your notebook

- 1 Read the instructions, then ask the students to reread the story on page 96 to answer the questions.
- 2 Move around and monitor, and help students make *full sentences*.
- 3 Ask the students to check their answers with a partner.
- 4 Bring the class together and check the answers.

Answers:

- 1 Peter lives in the palace because his parents are the caretakers.
- 2 An old king is usually in the painting.
- 3 The princess is in danger because the scepter is leaning above her.
- 4 Peter finds the king in the royal bathroom.
- 5 Peter cleans all the paintings so they aren't damaged.
- 6 Suggested: We should look after old things because they can tell us about the past and they might be valuable or easily broken.

6 Work in pairs. Choose a scene from the story. Draw it and explain what is happening in the scene to your partner. Can your partner guess the paragraph?

- 1 Nominate a student to read the instructions, and if necessary draw an example scene on the board.
- 2 Ask the students to draw a scene in their notebooks, then put the students in pairs to complete the task.
- 3 Move around and monitor.
- 4 Bring the class together and ask volunteers to come to the front of the class and describe their partner's scene.

Students' own answers

Ancient Egyptian Traditions

1 Look at the things in the photos. What do we use them for? Discuss



2 Read the text. Which of the things from Exercise 1 are mentioned?

PERSONAL CARE IN THE PAST

Many of the products we use today for personal care were first used in Ancient Egypt!

Perfumes

The Ancient Egyptians loved strong perfumes. The most popular perfume was called *kapef*. It was expensive because it had a lot of ingredients, some of which were difficult to find. But it also had a few common herbs in it, like rosemary and mint, and spices like **cardamom** and **cinnamon**.

Cheaper perfumes were made from flowers, herbs, and some types of minerals, then mixed with oil to make a **cream**. Or they pressed the dry ingredients into a cone shape to make **incense**. In Ancient Egyptian paintings you can often see men and women wearing these perfume cones on their heads at festivals!

Toothpaste

To clean their teeth, Ancient Egyptians used a type of toothbrush – a **stick** with small pieces of papyrus tied to it at one end. The ingredients of their toothpaste were a mint, rock salt, pepper, and dried iris flowers. They put this dry **powder** directly onto their teeth and rubbed it with their toothbrushes.

Breath Mints

To keep their mouths fresh all day, the Ancient Egyptians made mint candies. They mixed cinnamon, melon, pine seeds, and some nuts together with honey. Then they heated the mixture over a fire, left it to cool, and cut it into small square candies.

Ancient Egyptian Traditions

1 Look at the things in the photos. What do we use them for? Discuss

- 1 Read aloud the vocabulary in Exercise 1. Allow students to repeat them to drill pronunciation.
- 2 Make sure students understand the vocabulary.
- 3 Hold a whole class discussion for the uses of each of the things in the exercise.
- 4 If necessary, allow students to work in groups to write short sentences about the usage of each item.
- 5 Move around and monitor.
- 6 Ask each group to present one or two items.

Suggested answers:

- We use toothpaste and a toothbrush to clean our teeth.
- We use soap to wash.
- We use a hairbrush to brush our hair/make our hair tidy.
- We use perfume to smell nice.
- We use shampoo to wash our hair.
- We use cream to protect our skin.

3 Look at the words in bold in the text. Write them under the photos



4 Put the words from the box in the correct columns in the table. Can you add any other words? Which are countable and uncountable?

cardamom cinnamon copper lemon melon mint
orange pepper rosemary salt

Fruit	Herbs	Spices	Minerals

5 Read the sentences. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

- Kapef* was one expensive ingredient in Ancient Egyptian perfume. F
- Cheaper perfumes had a lot of spices in them. _____
- Ancient Egyptians often put cream perfume on their heads. _____
- They used pine seeds to make toothbrushes. _____
- Their toothpaste had salt and pepper in it. _____
- The candies to keep their mouths fresh had nuts in them. _____

99

2 Read the text. Which of the things from Exercise 1 are mentioned?

- Tell students that they will read a text and they will underline which of the items in Exercise 1 are mentioned. If necessary, revise the difference between spices and herbs: A spice is a type of powder or seed that is taken from plants, while a herb is a small plant. Both are used to improve the taste of food.
- Read the text as a class and allow them to underline the vocabulary mentioned.
- Explain the meanings of new words in bold and drill pronunciation.
- Allow students to check their answers in pairs.
- Check answers as a class. Ask students to comment on how these items were different to the modern equivalents.

Answers:

Perfume, cream, and toothpaste

Extra practice

- Put the students into pairs and ask them to improvise a scene from an Ancient Egyptian market stall. Nominate one student from each pair to be a merchant selling the personal care items from Exercise 2, and nominate one student from each pair to be a customer.
- Ask the students to act out the scene and include as much

information from the text as possible, e.g., the ingredients, etc.

- Move around and monitor.
- Ask volunteer pairs to recreate their improvisations in front of the whole class.

STUDENT'S BOOK

page 99

3 Look at the words in bold in the text. Write them under the photos

- As a class, look at the pictures and ask students to describe what they see.
- Ask the students to reread the text on page 98 and label the photos.
- Ask students to check their answers with a partner.
- Check the answers as a class. Drill the word stress and pronunciation of new words.

Answers:

1 stick 2 cones 3 powder
4 cardamom 5 cinnamon 6 cream

4 Put the words from the box in the correct columns in the table. Can you add any other words? Which are countable and uncountable?

- Read the instructions and the words in the green box. If necessary, revise the concept of countability, and model the first answer (*cardamom is a spice, it is uncountable*). Tell students to put the words in the box in the right columns.
- Ask the students to reread the text on page 98 and think of more examples.
- Ask the students to check their answers with a partner.
- Check the answers as a class. Elicit any other words students added to the columns and write them on the board.
- Generate conversation with the words from the exercise, e.g., *Do you like cardamom?*

Answers:

Fruit: lemon, melon, orange (all countable)
Herbs: mint, pepper, rosemary, salt (all uncountable)
Spices: cardamom, cinnamon (all uncountable)
Minerals: copper (uncountable)

5 Read the sentences. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

- Read the instructions and check the students understand the language in questions 1–6.
- Ask the students to reread the text on page 98 and complete the task.
- Allow the students to check their answers in pairs.
- Check the answers as a whole class.

Answers:

- 1 F. The most popular perfume was called kapet.
- 2 F. Cheaper perfumes were made from flowers, herbs, and some types of minerals.
- 3 F. Ancient Egyptians wore perfume cones on their heads at festivals.
- 4 F. They used a stick with small pieces of papyrus as a toothbrush.
- 5 T.
- 6 T.

Closing

- Put the students into pairs and ask them to choose one of the Ancient Egyptian personal care products from today's lesson.
- Ask pairs to write a customer review letter to the company, explaining why they are satisfied or unsatisfied with the product.
- Move around and monitor. Help with the formal language necessary.
- Bring the whole class together and ask volunteers to read their letter aloud. Encourage the audience to ask questions about the product and the user experience.

LESSON 4

pages 100-101

Objectives: To read a recipe for salt dough
To write a recipe for soap
To learn about verb forms, punctuation, and numbering

Language: Heat the oven on a low temperature.
Put the ball of dough on a flat surface.

Materials: Student's Book pages 100–101

Opener

- Ask the students: *Do you like crafts? What crafts do you do? What material do you need to do these crafts?*
- If there is access to the internet, search for images or videos of the crafts that students mentioned.
- *Play Memory* (Games Bank, page 118) using real food items. Try to include those items that they will learn in the lesson (flour, salt, water) and other common ingredients.

Presentation

- Ask the students to look at the photo on page 100 and say: *What can you see in the photo?* Elicit students' answers.
- Hold a whole class discussion on what can students' see and which crafts they like doing.
- Move around and monitor.

LESSON 4 WRITING



1 Look at the picture of the boy making a salt dough model. What would you make with salt dough?

2 Read the recipe. Add the headings from the box

Ingredients Method Preparation time

Salt dough recipe

Like Save

1 10 minutes + 3 hours for cooking

2 1 cup of plain flour (about 250g)
½ a cup of salt (about 125g)
½ a cup of water (about 125ml)

3 1. Heat the oven on a low temperature.
2. Mix the flour and salt in a large bowl. Add a little water, then a little more, and stir the mixture until it starts to form a ball.
3. Put the ball of dough on a flat surface and work it into the shape you want. You can roll it flat and cut out shapes, numbers, or letters, or use the dough to make 3D objects.

4. Put your finished items on a **baking tray** and bake in the oven for 3 hours until it is hard.
5. Leave the items to cool, then paint them.



3 Find these numbers in the text. Write the ingredients

- 1 125 milliliters _____
- 2 250 grams _____
- 3 125 grams _____

100

Suggested answer:

A boy is painting a model.
The original material is white and the boy is using red and orange paint at the moment.
He is painting very carefully.
The boy is between 7–10 years old and he is wearing a blue T-shirt.
He has short brown hair.

STUDENT'S BOOK

page 100

1 Look at the picture of the boy making a salt dough model. What would you make with salt dough?

- 1 Explain that the white clay-like material in the photo is called *salt dough* /'sɔlt doʊ/.
- 2 Nominate a student to read the instructions, and then put the students into pairs to discuss.
- 3 Move around and monitor.
- 4 Bring the whole group together and ask students to explain what their partners would make with salt dough.

Students' own answers

4 Match the expressions to their functions in the recipe

UNIT
6

- | | |
|------------------|---------------------------------------|
| 1 Heat the oven | a a quantity of an ingredient |
| 2 1 cup of flour | b the time it takes to make it |
| 3 10 minutes | c an instruction about how to make it |

5 Work in pairs. You are going to write the instructions to make soap at home. What things do you need to make it? Make notes in the table. Think of the time it takes to make it

Preparation time	
Ingredients	
Method	

6 Work in pairs. Choose from the verbs in the box and write 5-6 instructions for making soap in your notebook. Think about:

add chop melt pour press put stir

- the form of the verbs
- the punctuation
- the numbering of instructions



Tip!

When we write instructions for the steps in a process, we often number them. This shows the reader that they have to do the steps in order to complete the process correctly.

101

Answers:

- 1 water 2 plain flour 3 salt

STUDENT'S BOOK

page 101

4 Match the expressions to their functions in the recipe

- 1 Read the instructions and then ask the students to complete the task individually.
- 2 Ask students to check their answers in pairs.
- 3 Check the answers as a class. Ask: *Does it sound like an easy recipe?*

Answers:

- 1 c 2 a 3 b

5 Work in pairs. You are going to write the instructions to make soap at home. What things do you need to make it? Make notes in the table. Think of the time it takes to make it

- 1 Remind the students that they learned to make soap on page 91, then brainstorm the information that they can remember.
- 2 Put the students into pairs, read the instructions for this exercise and then ask the students to complete the task. Allow them to look at page 91
- 3 Check the answers as a class. Praise the students' efforts.

Suggested answers:

Preparation time: 4-6 hours
 Ingredients: salt, oil, perfume oil, soap crystals, water
 Method: Put your ingredients in a bowl, heat, and stir them. When they are cool, press them into a soap container.

6 Work in pairs. Choose from the verbs in the box and write 5-6 instructions for making soap in your notebook. Think about:

- the form of the verbs
- the punctuation
- the numbering of instructions

- 1 Read the instructions and check that the students understand the verbs in the green box.
- 2 As a class, read the *Tip!* box, then look at recipes in previous lessons and elicit or explain the use of the verbs in the infinitive, the punctuation, and the numbering.
- 3 Put the students into pairs and ask them to complete the task.
- 4 Check the answers as a class.

2 Read the recipe. Add the headings from the box

- 1 Read the instructions as a class and check that the students understand the language in the green box.
- 2 Do the first one as an example. Ask: *What takes 10 minutes? Elicit making the dough.* Ask *What takes 3 hours?* and elicit *cooking the dough.* Ask the students if this is the preparation time, ingredients, or the method? Elicit *Preparation time* and get students to write it in their books.
- 3 Ask the students to complete the rest of the task individually.
- 4 Ask students to check their answers in pairs.
- 5 Check the answer as a class.

Answers:

- 1 Preparation time
 2 Ingredients
 3 Method

3 Find these numbers in the text. Write the ingredients

- 1 Read the instructions and then ask the students to complete the task individually.
- 2 Ask students to check their answers in pairs.
- 3 Check the answers as a class. Praise students for remembering the measurement abbreviations.
- 4 If necessary, explain the correct way to say these numbers in spoken English, e.g., 250 g = *two hundred and fifty grams.*

107

Suggested answers:

- 1 Put your ingredients in a bowl.
- 2 Heat the ingredients on the cooker to melt them and stir them together.
- 3 Take the melted mixture off the cooker.
- 4 When the mixture is cool, pour and press it into a soap container.
- 5 Chop and add flower petals if you like.

Closing

- If you have access to the internet, find some images and videos showing people making soap. It would be best to have a selection of types, e.g., *organic patties, industrially made foaming soap, etc.*
- Hold a whole-class discussion on the different ingredients and method employed in the videos.
- Write *Which types of soaps do you have at home? Do you use different types of soaps for different things? Which types of soaps in the videos would you like to use? Why?* Put the students into groups and ask them to discuss these questions.
- Bring the group back together and ask the students to share some of their answers.

LESSON 5

pages 102-103

Objectives: To make a poster about using spices
To do a self-assessment

CLIL: To research spices and their uses

Materials: Student's Book pages 102–103
Images or websites about spices
The internet
Materials to make posters

Opener

- *Play Color spot* (Games Bank, page 116) to revise colors.
- Ask: *What's your favorite and least favorite flavor?*
- Hold a whole-class discussion and write the students' answers on the board.

Presentation

- Ask the students to look at the photo on page 102 and put the students into pairs to discuss what they see.
- Bring the whole class back together again and write some of the students' answers on the board. If they students don't have knowledge on spices, explain that they will learn something new today.

Suggested answers:

Chili, cumin, cardamom, sumac, fenugreek, turmeric, paprika, cinnamon, etc.

LESSON 5



PROJECT

1 Read the text. What do we use spices for?

Egyptian flavors!

Like Save

Egypt is famous for its spices that are used in home cooking and restaurants all across the country. Special combinations of different spices are a **secret** ingredient in many recipes. But what else can we make with spices, besides delicious dishes? We can also use them to make perfume and medicine, and to color cloth. They also make great souvenirs, and are beautifully packaged for tourists visiting spice stores and souks.



2 Work in groups. Make a poster about the different things you can make with spices. Do the following

- 1 Research the names of different spices.
- 2 Find out what you can make with the spices.
- 3 Plan your poster. What information do you need to include? Think about the names, colors, and uses of the spices.
- 4 Design your poster. Find and stick your pictures on the poster, and add labels to the pictures.
- 5 Check your text with your teacher before you write it on the poster.

3 Show your poster to the class. Talk about the spices you chose. What are they? What colors are they? What are they used for?

4 Talk about the posters with your classmates. Which has the best writing? Which is the best design? Say which is your favorite, and why

STUDENT'S BOOK

page 102

1 Read the text. What do we use spices for?

- 1 Read the instructions then ask the students to read the text and find the answers to the question.
- 2 Ask students to check their answers in pairs.
- 3 Check the answers as a class.

Answers:

We can use spices for many reasons, like home cooking for cooking for restaurants. We can also use them as secret ingredients in many recipes. Spices can also be used in perfumes, medicine, and colored cloth. We can put them in bottles and bags and give them away as souvenirs as well.

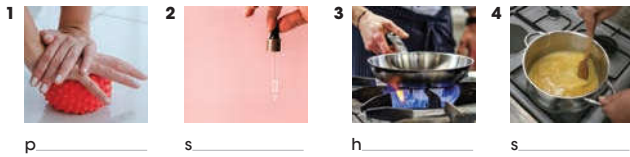
2 Work in groups. Make a poster about the different things you can make with spices. Do the following

- 1 As a class, brainstorm spices used in the students' lives and communities. Write some of this information on the board.
- 2 Read the instructions, then put the students into pairs to complete their investigation and make their poster. Allow pairs access to the internet, an encyclopedia or reference documents.

SELF-ASSESSMENT

UNIT
6

1 Look and write



1 p _____ 2 s _____ 3 h _____ 4 s _____



5 d _____ 6 s _____ 7 a kind of s _____ 8 a kind of h _____

2 Circle the correct expression of quantity to complete the sentences

- How **much** / **many** students are in your class?
- Can I have **a little** / **a few** sugar please?
- Hani has **a lot of** / **a little** computer games.
- How **much** / **many** time do we have left?
- We need **a few** / **a little** lemons for the recipe.
- I like **a lot of** / **a few** milk in my tea.

3 Think about Unit 6

Write two things you enjoyed.

Write two things you learned.

103

- Move around, monitor, and check the first drafts, then ask pairs to write a final draft.

Students' own answers

3 Show your poster to the class. Talk about the spices you chose. What are they? What colors are they? What are they used for?

- Read the instructions then ask pairs to present their posters to the class.
- Tell the audience to ask each pair at least one question about their spices.

Students' own answers

4 Talk about the posters with your classmates. Which has the best writing? Which is the best design? Say which is your favorite, and why

- Ask the students to reflect on all the posters they've seen.
- Read the instructions and tell the students to write the name of the students who made the poster with the best writing, and the name of the students whose poster had the best design.
- Bring the group back together and hold a whole-class discussion on the quality of the writing and design. Ask

- students to give specific reasons for choosing their favorites.
- Hold a vote to see the most popular poster.

Students' own answers

STUDENT'S BOOK

page 103

SELF-ASSESSMENT

1 Look and write

- Ask the students to look at the photos then ask them to label each picture.
- Allow the students to check the answers by looking back through the unit.
- Ask students to check their answers with a partner.
- Bring the class together and check the answers as a class.
- Ask: *What kind of spice is number 7? (cinnamon) What kind of herb is number 8? (mint)*

Answers:

- | | | |
|---------|-----------|---------|
| 1 press | 2 squeeze | 3 heat |
| 4 stir | 5 drops | 6 stick |
| 7 spice | 8 herb | |

2 Circle the correct expression of quantity to complete the sentences

- Read the instructions and ask the students to complete the task individually.
- Ask students to check their answers in pairs. Allow the students to check the meaning of these quantifiers by looking back through the unit.
- Check the answers as a class.

Answers:

- | | | |
|--------|------------|------------|
| 1 many | 2 a little | 3 a lot of |
| 4 much | 5 a few | 6 a lot of |

3 Think about Unit 6

- Say: *Think about what you've learned in Unit 6. Look back through the unit to remind yourselves what you learned.*
- Say: *Write two things you enjoyed about Unit 6 and two things you learned.*
- Monitor and help with spelling.
- Put the students into small groups to share their answers.
- Bring the whole class together again and invite volunteers to share their answers.

Students' own answers

LESSON 1

pages 104-105

Objectives: To revise the vocabulary and language from Units 4, 5, and 6.

Vocabulary: *places, celebrations, travel, personal care*

Language: past simple, present simple, *how much, how many*

Materials: Pages 104–105
Audio files

Opener

- Greet the students as they come into the class.
- Encourage students to think about any trips they've taken and places they've been to.
- Ask: *Where did you go? What did you do there? How did you feel?*
- Discuss the students' answers and write some information on the board.

STUDENT'S BOOK

page 104

1  **Work with a partner and play a game. Then listen and point**

- 1 Nominate a student to read the instructions then ask the students to look at images 1–9 and elicit a few examples of what they see.
- 2 Put the students into pairs and ask them to play the game.
- 3 Play the audio and have the students listen and point at each image.
- 4 Review the answers as a class and praise correct pronunciation.

Audioscript

Narrator: 1

Narrator 2: *sculpture*

Narrator: 2

Narrator 2: *ship*

Narrator: 3

Narrator 2: *soap*

Narrator: 4

Narrator 2: *fireworks*

Narrator: 5

Narrator 2: *sand dune*

Narrator: 6

Narrator 2: *camel*

Narrator: 7

REVIEW 2

LESSON 1



1  **Work with a partner and play a game. Then listen and point**

- 1 Look at the pictures and write the words.
- 2 Race your partner.
- 3 Compare your answers with your partner.



2  **Listen to the story and complete**

Last summer, we 1 _____ on a very special holiday. We 2 _____ into the desert by car. Then, we 3 _____ a very different type of transportation. Can you guess what it 4 _____? We 5 _____ horses across the sand dunes! The views 6 _____ beautiful. At night, we 7 _____ under the stars. It 8 _____ an amazing adventure!

104

Narrator 2: *roof*

Narrator: 8

Narrator 2: *palm tree*

Narrator: 9

Narrator 2: *desert*

Answers:

- | | | |
|-------------|-------------|----------|
| 1 sculpture | 2 ship | 3 soap |
| 4 fireworks | 5 sand dune | 6 camel |
| 7 roof | 8 palm tree | 9 desert |

2  **Listen to the story and complete**

- 1 Tell the students that they are going to hear about someone's special vacation.
- 2 Play the audio and ask the students to listen and read the text and to complete the gaps.
- 3 Play the audio a second time if the students need this.
- 4 Ask students to share their answers with a partner.
- 5 Check the answers as a class and praise the students for correct spelling and pronunciation.



3 Complete the sentences

- I wrote an i _____ to my cousin for my birthday party.
- There were lots of b _____ at the celebration.
- My brother decorated a c _____ with my mom.
- We had f _____ for my grandmother's 70th birthday.

4 Write three sentences

Think and write about a celebration you went to.

- _____
- _____
- _____

5 Write a question or answer to these sentences

- _____ ?
There's a lot of shampoo, there are three bottles!
- Do we have a lot of cake left?
_____.
- _____ ?
There are a few tomatoes but no onions.
- Do you have any homework tonight?
_____.

6 Imagine your friend went on a journey and you want to find out more. Write three questions to ask them

- _____
- _____
- _____

105

Audio-script

Last summer, we went on a very special holiday. We went into the desert by car. Then, we took a very different type of transportation. Can you guess what it was? We rode horses across the sand dunes! The views were beautiful. At night, we camped under the stars. It was an amazing adventure!

Answers:

- | | | |
|----------|--------|--------|
| 1 went | 2 went | 3 took |
| 4 was | 5 rode | 6 were |
| 7 camped | 8 was | |

3 Complete the sentences

- Read the instructions and explain that the students have to understand the context of the situation to guess the missing words. Draw the student's attention to the first letter of the missing word that is in the sentence. Guide students to use it as a clue, help them guess the missing word.
- Ask the students to complete the task individually.
- Ask the students to share their answers with a partner. Allow students to look at Unit 4 to check the vocabulary related to celebrations if they have doubts.

- Check the answers as a class and praise students for correct answers.

Answers:

- | | |
|--------------|-------------|
| 1 invitation | 2 balloons |
| 3 cake | 4 fireworks |

4 Write three sentences

- Read the instructions and ask the students to think back to a celebration they attended.
- Ask the students to complete the task individually. Allow students to look at Unit 4 to check the vocabulary related to celebrations if they have doubts.
- Move around and help with spelling and sentence structure.
- Ask the students to share their answers with a partner.
- Ask volunteers to read their sentences to the class.

Students' own answers

5 Write a question or answer to these sentences

- Review the two types of questions and answers: 1) Closed questions that start with an auxiliary and are answered with yes or no, e.g., *Do you have a pet?* Yes, I do. *Is it winter?* No, it isn't. *Can you swim?* Yes, I can. 2) Open questions which start with a question word and are answered with specific information, e.g., *What time is it?* It's quarter to four. *How many cousins have you got?* I've got 6. *Why are you smiling?* I just passed that exam.
- Read the instructions then ask the students to complete the task individually.
- Ask the students to share their answers with a partner.
- Check the answers as a class and praise the students for accurate grammar, e.g., using the correct subject.

Answers:

- How much shampoo is there?
- Yes, we do/No, we don't.
- How many tomatoes and onions are there?
- Yes, I do/No, I don't.

6 Imagine your friend went on a journey and you want to find out more. Write three questions to ask them

- Read the instructions and ask the students to consider the two types of questions that were discussed in the previous exercise, closed questions and open questions.
- Ask the students to complete the task individually.
- Ask the students to share their answers with a partner.
- Bring the whole class together and elicit the students' questions. Write as many as possible on the board and highlight.

Students' own answers

LESSON 2

pages 106-109

Objectives: To revise the vocabulary and language from Units 4, 5, and 6

Vocabulary: places, celebrations, travel, recipes, personal care
50 grams, 40 milliliters, 20–30 drops

Language: blow out candles - blow up balloons -
decorate a cake - hang up streamers - let off fireworks - send invitations

Materials: Student's Book pages 106–109
Audio files

Opener

- Greet the students as they come into the class.
- Mime different actions and ask *What am I doing?*
- Play *Be teacher* (Games bank 116) using the celebration vocabulary.

STUDENT'S BOOK

page 106

1 Look at the pictures and match them to the party phrases

- 1 Read the instructions and ask the students to read the expressions in the green box and look at the photos.
- 2 Ask the students to complete the task individually.
- 3 Ask pairs to compare their answers.
- 4 Check the answers as a class. Highlight the connection and difference between blow up and blow out, e.g., *both use air from our mouth, 'blow' up is to inflate, but 'blow' out is to extinguish.*

Answers:

- | | |
|---------------------|--------------------|
| 1 hang up streamers | 2 send invitations |
| 3 let off fireworks | 4 decorate a cake |
| 5 blow out candles | 6 blow up balloons |

2 Look and match the phrases below

- 1 Read the instructions and ask the students to match 1–5 with a–e.
- 2 Ask the students to complete the task individually.
- 3 Ask the students to check their answers with a partner.
- 4 Check the answers as a class.

Answers:

- 1 a 2 c 3 b 4 e 5 d

3 Write sentences using the past simple

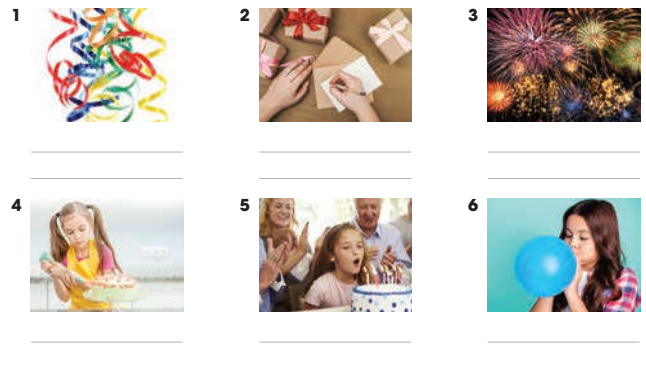
- 1 Read the instructions and remind the students to start the sentences with a capital letter.
- 2 Advise them to change the verb to the past tense and make any other necessary changes. Remind them to add a period to the end of the sentence.

LESSON 2



1 Look at the pictures and match them to the party phrases

blow out candles blow up balloons decorate a cake
hang up streamers let off fireworks send invitations



2 Look and match the phrases below

- | | |
|-----------------|--------------|
| 1 traveled | a by train |
| 2 rode on | b by sea |
| 3 made a voyage | c a camel |
| 4 sailed in | d the desert |
| 5 crossed | e a ship |

3 Write sentences using the past simple

- 1 she / eat / shawerma / lunch
- 2 I / do / my homework / after school
- 3 he / visit / grandma / in / Ismailia / last / summer

106

- 3 Ask students to complete the task individually.
- 4 Ask the students to check their answers with a partner.
- 5 Check the answers as a class.

Answers:

- 1 She ate shawarma for lunch.
- 2 I did my homework after school.
- 3 He visited grandma in Ismailia last summer.

Answers:

/dʒ/
huge
fridge
bridge

/ʒ/
treasure
leisure
measure

LESSON 3

pages 108

Objectives: To give a presentation

Vocabulary: *face cream, bowl, pan, whisk, grams, milliliters, stir, ingredients, equipment, quantities, method*

Materials: Student's Book page 108

Opener

- Greet the students as they come into the class.
- Remind them that they've learned many words related to personal care routines. Ask *What do you do in the morning? What do you do at night?*
- Write the students' answers on the board and encourage them to think about the personal care products they use.

STUDENT'S BOOK

page 108

1 Why do you think we need face cream? Check the best option for you

- 1 Read the instructions and check the students understand all the language in the exercise, e.g., *pollution*.
- 2 Ask the students to complete the task individually.
- 3 Ask students to share their answers with a partner.
- 4 Bring the class together and collect the students' answers. Students may have different answers because their own motivations are different.

Students' own answers

2 How do you make face cream? Read the instructions and put the sentences in order 1-6

- 1 Read the instructions then elicit or explain unfamiliar language, e.g., *whisk, shea butter, etc.*
- 2 Ask the students to complete the task individually, say: *Pay attention to words signaling order such as 'first', 'then', and 'finally'.*
- 3 Ask the students to check their answers in pairs.
- 4 Check the answers as a class, and ask: *Would you like to make your own face cream? Why or why not?*

Answers:

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

PRESENTATION

1 **Why do you think we need face cream? Check the best option for you**

- a To protect our skin from the sun. b To protect our skin from pollution.
c To make our skin look healthy. d All of the above.

2 **How do you make face cream? Read the instructions and put the sentences in order 1-6**

Kitchen equipment

- a bowl
- a pan
- a wooden spoon
- a whisk

Ingredients

- 50 grams shea butter
- 40 milliliters coconut oil
- 40 milliliters almond oil
- 20-30 drops perfume oil



- a Take the bowl off the cooker. Stir the ingredients and add the perfume oil.
- b First, put the shea butter, coconut oil, and almond oil into a bowl.
- c Take the bowl out of the fridge. Use a whisk to stir the ingredients until they are a soft, white cream.
- d Then, put the bowl over a pan and slowly heat it until the shea butter melts.
- e Finally, put the face cream in a jar and stick a label on it.
- f Put the bowl in the fridge until the ingredients are hard.

3 **Do a presentation to your partner about how to make face cream**

- 1 First, say what equipment you need.
- 2 Then, list the quantities of each ingredient you need.
- 3 Next, explain the method in the correct order.
- 4 Finally, answer any questions.

You need a bowl, a pan, a wooden spoon, and a whisk.



3 Do a presentation to your partner about how to make face cream

- 1 As a class, review what the previous exercise contained (a list of ingredients, some images, a list of steps to follow). Ask the students to use this information to prepare a presentation for their partner. If there is access to the internet, allow them the option of presenting their work online. Set a time limit for the presentations.
- 2 Circulate and help when needed.
- 3 Put the students into pairs and say: *Now take turns giving your presentations to your partner.*
- 4 Circulate and monitor.
- 5 Bring the class back together and elicit how the students felt about presenting this information.

Students' own answers

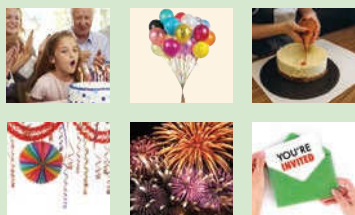
SELF-ASSESSMENT

REVIEW
2

Now I can ...

1 Talk about celebrations

blow out candles
blow up balloons
decorate a cake
hang up streamers
let off fireworks
send an invitation



2 Talk about going on a journey or voyage

sail by ship
ride a camel
take a trip
travel by train



3 Talk about taking care

soap
hairbrush
perfume
shampoo
toothbrush
toothpaste
cream



4 Understand and use the present continuous

They're decorating the birthday cake at the moment.

5 Understand and use the past simple

My family went on vacation last year.

6 Understand and use *How many ...?* and *How much ...?*

109

2 Talk about going on a journey or voyage

- 1 Write *sail by ship* on the board. Ask students to raise their hands if they ever take a trip this way. Where to? Do they enjoy it?
- 2 Repeat the previous step for *ride a camel* and *travel by train*.
- 3 Ask students what other ways to travel they can think of, e.g. *fly on a plane*, *travel by car*.

3 Talk about taking care

- 1 Draw students' attention to the pictures. Ask: *What can you see?*
- 2 Put students into pairs to talk about ways that they take care of themselves. Nominate a few pairs to share their ideas with the class.

4 Understand and use the present continuous

- 1 Write the example sentence on the board: *They're decorating the birthday cake at the moment.*
- 2 Ask: *What tense is this?* (the present continuous) Ask students to identify the parts of the sentence that form the present continuous, then underline them on the board.
- 3 Ask students to explain when we use the present continuous. Guide their thinking by asking: *Is the action happening now or around now?*
- 4 Work together as a class to form other sentences using the present continuous, e.g. *We are studying English. We are talking to our classmates.*

5 Understand and use the past simple

- 1 Write the example sentence on the board: *My family went on vacation last year.*
- 2 Ask: *What tense is this?* (the past simple) Ask students to identify the parts of the sentence that form the past simple, then underline them on the board.
- 3 Ask students to explain when we use the past simple. Guide their thinking by asking: *Is the action happening now? When did it happen?*
- 4 Work together as a class to form other sentences using the past simple, e.g. *Yesterday, I went to the cinema. Last month, I visited my grandparents.*

6 Understand and use *How many ...?* and *How much ...?*

- 1 Write *How many ...?* and *How much ...?* on the left-hand side of the board.
- 2 On the right-hand side of the board, write the ingredients for a recipe. Make sure that they include both countable and uncountable nouns. For example, the ingredients for chocolate pancakes could include *flour, milk, sugar, salt, butter, eggs, chocolate chips*.
- 3 Point to one of the ingredients and encourage students to form a question using *How many ...?* or *How much ...?*
- 4 If there is time, encourage students to answer the questions using the approximate amounts *some, a few, a little, a lot of*.

LESSON 4

pages 108

Objectives: To read and understand the I can ... objectives for Units 4, 5, and 6
To evaluate their own progress in Units 4, 5, and 6

Materials: Student's Book page 109

STUDENT'S BOOK

page 109

SELF-ASSESSMENT

Now I can ...

1 Talk about celebrations

- 1 Draw students' attention to the pictures and ask questions to help students describe what they can see, e.g. *What is the girl doing?* (*She's blowing out candles.*)
- 2 Put students into small groups and ask them to imagine they are getting ready for a party. What are they doing? Give students time to discuss their ideas, then encourage them to share them with the class.

Games bank

Animal names

Put a picture or flashcard in each corner of the room (clear furniture a little) and split the class into 4. Give each group an animal and when you call the animal that group should go to the correct corner and chant their animal name. Do this outside if it is too noisy for the classroom. Extend it by swapping animal names and playing again.

Be the teacher

Use calling sticks to select a student to come to the front of the class. Encourage them to be the teacher and ask the class to do something (for example: *stand up, clap your hands, touch your head, write your name*, etc.). When they have asked for 2 things and the class has done them, choose a different student to be teacher.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. *toys*. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student, or to another student who tries to think of a different word.

Use for all kinds of vocabulary, including places in town, different homes, places in a house and directions.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Circle it 2

Use words students know mixed in with new words. Students circle and say. Add a level of difficulty by listing the words found but without all the letters so students have to complete the words.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow/red/blue/green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Directions game: Ask a student to shut their eyes and the rest of the group direct them to another part of the classroom. Play in a hall with empty space and no hazards for safety. Use a scarf as a blindfold for confident students but make sure students are ok with it first as some will not be! This is good for practicing directions, both giving and listening to and following them.

Describe and draw

In pairs one student has a piece of paper and pencil/felt pens. The other student describes something – their bedroom, what their house looks like, where they live and the other student draws what they describe. Then compare how close the drawing is to the description and swap over. Good for listening skills, description and practicing prepositions and directions.

End of term round up game

A variation on *Sorting*. Get all known flashcards and mix them up. Then get the students help you sort them into different piles – numbers, letters, food, colors, classroom objects, living things, people, animals etc. Then do some pictures and simple sentences based around them to round off the year and summarize learning that has taken place.

Find a ...

Use this game to review and practice body parts and facial features, as well as classroom objects. Show a flashcard and students point or move towards the target word.

Find a picture, tell a story

Either bring in a picture or photo (of a place, or a person, an animal. It can be anything as long as it's interesting enough for students to make a story out of!). Show the picture to the class, pinning it up where all can see it and ask the class to write a story. This is great for higher grades and for students to use their imagination and practice some free writing.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all the students get to the other side of the room, they repeat with the other student leading.

Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing, e.g. *ear/beard*, *air/chair*, *ph/photo* and *wh/whale*, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, the students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the animal

Divide the class into 2 teams. Describe an animal to the class, giving one clue at a time. For example, *It has no legs. It has no arms. It is long.* Encourage students to guess and give a point to the team that guesses correctly first.

Guess who?

Use flashcards of known characters/family members and do a slow reveal, getting the class to guess before the whole picture is shown. Use a timer to add urgency to the game.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

How does it work/What does it do?

Use this game when teaching practical vocab and language eg talking about items that use electricity at home. A student describes an object – for instance a plug and the rest of the group guess what it is. Use *What does it do* to describe items like those found in the kitchen, like a washing machine and follow the same procedure.

I like...

Have a pile of known vocabulary flashcards and students say *I like* or *I don't like*. If they say *I don't like* then they have to choose another card until they find an *I like*.

Kim's game

You will need a tray and a cloth to cover it. Also objects like classroom things, toy animals or toy food also works well. Students look at the tray for a minute (time this) and then it's covered and you take away an object. Uncover it and students tell you what's missing. A variation on this is to try and remember everything on the tray and recall as many items as possible.

Look and draw

Get students into two teams. Divide the board in half with your pen and ask a volunteer to come forward from each team. You have two sets of the vocabulary to be revised as prepared cards with the words on, but it must be vocabulary that can be easily drawn, e.g. *toys, parts of the body, furniture*, etc.

Ask for one person from each team to come forward and give them a card and a board pen. They cannot reveal what's on their card to their team. They should draw the word's meaning on the board and their team should try to guess what the word is (this can be done by simply shouting out the word or raising their hands - whichever you think is best). The first team to guess correctly gets a point. The game then continues with new team members at the front. NB: Don't insist that every team member should

Games bank

come to the front as not everyone feels comfortable about drawing in front of others, but make sure that one team member (who might be particularly good at drawing!) doesn't dominate.

Matching

Similar to *Snap*, match numbers and words to a time limit. Variations on *Matching*: Find someone who likes the same animal. Then find others, so there's a group of students.

Meet and greet

Use *Hello, I'm ...* and *Goodbye* in a natural way. Give students a minute and they have to greet and speak to as many others as possible. This is great for new classes.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. *a doll, a teddy bear, a robot, a balloon, a car, a ball*. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime a word or phrase for the class to guess. The class says the word or phrase for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *air/chair, ear/beard* and *r/robot*, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask: *What's the missing sound?* Students tell you the missing sound.

Move it

This works very well with facial features or clothes but is pretty versatile so you could use it as a warmer with statements such as *Move if you have one sister, Move if you're nine*, etc. Have the children sitting on chairs in a circle around you. If working with facial features say something like *Move if you have green eyes*. Everyone with green eyes needs to get up and move, but while they're moving you should take one chair out of the circle, so when they go to sit down, one person is unable to and is consequently out of the game. To stop that person feeling sad, bring them to the front to lead the next one, and whisper a facial feature for them to say, e.g. *Move if you have brown hair*. If working with clothes say, for example, *Move if you have a blue T-shirt*. The game continues, with you removing a chair each time and the students scrambling to sit down. Make sure there are no students getting overly excited and being aggressive towards each other at this stage. Continue, giving instructions and removing chairs until just one student remains in the game. They are then declared the winner.

Point to it

Use this game to practice vocabulary when you have real items, e.g. *food (or toy food), classroom items, parts of the body, clothes*. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture/card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *course characters, family members, animals, numbers*. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Great for any maths or number work and pronunciation.

Shopping!

Use play food to practice food and drink vocabulary and make interactions more 'real world'. Language can be simple: *I like apples. Two apples please/Thank you*. Swap roles so everyone gets to be both shopper and shopkeeper.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils*, *crayons* and *books*. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Simple color dictation

Draw a simple face and photocopy it so all students have a copy. Students in pairs say *Draw blue eyes please, red mouth* etc and the other colors in. Then swap over and talk about the pictures.

Slow reveal

Use flashcards or magazine pictures of recent vocabulary and put a piece of card over them. Reveal slowly. Put the class in 2 teams. 1 point for a correct guess, 2 for a correct guess before the whole image is revealed.

Snap

The classic simple matching game can be used to practice all vocabulary and is very good for numbers, colors and all lexical sets and can be used to match words to pictures to make it more challenging. You can use it in many different ways:

Color Snap: using multiples of colors or matching colors to color words

Number Snap: Using multiple cards for numbers 1 to 10, simple matching or match numbers to words and use for simple addition

Moving Snap: Put color/number/vocabulary flashcards around the classroom. Students take a card and find a match. Good for restless classes.

Job Snap: Using multiple cards or pictures find matching jobs and say the job to gain the point.

Places in a house Snap: use multiple cards or pictures (can be physical ones or on the IWB) and get students to match rooms in a house and say the correct room to gain a point.

Homes Snap: a variation on Places in a house. Practice different places to live as the above.

Places in town Snap: a variation on Places in a house. Practice different places in town as above.

Student says

A variation on *Teacher Says*. One student gives the rest of the class commands. If anyone doesn't do the mime and say the word they are out of the game. Go faster until only a few students are left. Great practice for classroom language and for restless classes for a change of focus!

Stand up if ...

Tell students to sit in their chairs but to pull them back a little from their desks. When you say a phrase that's true for them, they should stand up. If you are working with family vocabulary, say phrases like *My family is big*, *I have two brothers*, *I don't have sisters*, *I have three cousins*, etc. Once you have one vocabulary area you could add with some more language from earlier in the book, e.g. *I have black hair*, *I have brown eyes*, etc. As the game continues you could invite students, one by one, to come to the front of the class and say a phrase for the others to react to. Continue until the pace starts to drop.

Stand up, Sit down!

Play this like *Teacher Says* (see above) but start off with just the commands and students responding to the commands. Once they are familiar with basic classroom commands vary it and up the level of difficulty or just for a fun game.

Teacher Says

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says... touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye*, *hair*, *ear*, *mouth* and *hand*. Then say: *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying: *Touch your nose*.

Think of a number!

To practice new numbers, use flashcards and call out a number. Students point to the number you call and get a point. Divide the class into teams and the one with most points wins.

What's/Who's missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel*, *elephant*, *giraffe*, *lion*, *monkey*, *snake*. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

Games bank

What's my job?

Use this to practice any new job vocabulary. Ask a confident student to mime the job and the rest of the group guess it. If you have any props or hats etc this makes the process easier but students need to get creative and use their acting skills for many jobs. Good for people who help us like plumbers/builders etc.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. *board, book, chair, crayon, pencil* and *table*. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Where in the world?

This game can be used to practice vocabulary and language for units about culture or tourism. Show partial pictures of sites and places students have learnt about and ask them to say what/where it is. A bonus point if they can give you a fact about the place too.

Word whispers

Use this game to practice vocabulary. You need a pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll*, without letting the rest of the group see. The first student whispers *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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