



# CONNECT

## PRIMARY 6

Teacher's Guide  
Term 2

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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**

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# SCOPE AND SEQUENCE

## Theme 3 | discover myself

	<b>Unit 7</b> <b>Amazing artifacts</b> 	<b>Unit 8</b> <b>Toys and games</b> 	<b>Unit 9</b> <b>What's the story?</b> 
<b>Vocabulary</b>	<p><b>Ancient artifacts:</b> artifacts, durable, fascinating, glass, gold, granite, preserve, stone</p> <p><b>Animals in Ancient Egypt:</b> baboon, crocodile, falcon, hippo, ibis, monkey, snake, rat</p>	<p><b>Childhood toys and games:</b> action figure, board game, cuddly toy, doll's house, hide and seek, hopscotch, marbles, rollerblades, skateboard, skipping, train set</p>	<p><b>Features of a story:</b> characters, ending, event, moral, narrator, setting</p>
<b>Language</b>	<p><b>Using the past simple tense</b> to talk about actions in the past</p> <p><b>Prepositions of place:</b> <i>on, in, in front of, between, under, next to, behind</i></p>	<p><b>Using intensifiers</b> to give a stronger meaning to other words and phrases</p> <p><b>Verbs + -ing:</b> <i>I just enjoy looking at the market stalls.</i> <i>I stopped playing with my train set.</i></p>	<p><b>Using the past continuous</b> to say what was happening at a particular time in the past</p> <p><b>Adverbs of sequencing:</b> <i>First, Next, Then, After that, Finally</i></p>
<b>Skills</b>	<p><b>Reading:</b> A dialog at a museum of ancient history An online article about animals in Ancient Egypt An online article about metals in Ancient Egypt Story: <i>King Midas and the Golden Touch</i> A fact file about iron in Ancient Egypt</p> <p><b>Listening:</b> A dialog about weekend activities A presentation about metals in Egypt</p> <p><b>Speaking:</b> Asking and answering questions about animals in Ancient Egypt</p> <p><b>Writing:</b> Writing a quiz about animals in Ancient Egypt Writing a fact file about a metal or material from Ancient Egypt</p> <p><b>Project:</b> Make an artifact display board</p>	<p><b>Reading:</b> A dialog about childhood toys A story about a toy stall A project about video games</p> <p><b>Listening:</b> A dialog about childhood games</p> <p><b>Speaking:</b> Talking about favorite childhood toys Asking and answering questions about childhood games</p> <p><b>Writing:</b> Writing a description of a favorite childhood toy Writing a project about a favorite video or board game</p> <p><b>Project:</b> Design and make a board game</p>	<p><b>Reading:</b> A dialog about Goha's stories A story about a message in a bottle Story: <i>The Boy Who Cried Wolf</i></p> <p><b>Listening:</b> A dialog about stories</p> <p><b>Speaking:</b> Role-playing an interview about what happened in a story Giving feedback about a story beginning</p> <p><b>Writing:</b> Writing the beginning of a story</p> <p><b>Project:</b> Complete a story</p>
<b>Pronunciation</b>	/er/	Silent gh and /f/	/w/
<b>Life skills</b>	Appreciating family relationships		Comprehending and writing stories
<b>Values</b>	Valuing Ancient Egyptian history	Understanding the value of play to social and emotional well-being	Learning from mistakes and being truthful
<b>Issues and challenges</b>	Showing respect to and pride in national heritage		
<b>Integrated cross-curricular topics</b>		<b>Math:</b> Using graphs	

## Theme 4 Myself and others

	<b>Unit 10</b> <b>Free as a bird</b> 	<b>Unit 11</b> <b>How can I help?</b> 	<b>Unit 12</b> <b>Fiction reader: Atemu and Amethyst</b> 
<b>Vocabulary</b>	<b>Bird and animal proverbs/bird migration:</b> successful, similar, careful, sensible, real, pelican, kingfisher, swift, eagle <b>Eco-tourism:</b> sustainable, simple accommodation, ideal, respect, camp, coral reefs, protected area	<b>Volunteering and charity work:</b> donate, participate, support, volunteer, help out, starting up, donated, been kind to, look after, day center, confidence, fundraising, give back <b>Explaining technology:</b> controller, button, joystick	Amethyst, carpenter, carrier pigeon, coo, dome, dovecotes, jewelry, order, pigeon, yard, grain, flock, beaks, merchant
<b>Language</b>	<b>Using <i>must/mustn't</i></b> to talk about something we have to do <b>Using the first conditional</b> to talk about things that are likely to happen in the future	<b>Using -ly adverbs</b> <b>Infinitives of purpose</b> <i>Why?... To protect ...</i> <b>Talking about technology.</b> <i>What is this part? It's the part that goes over your ears.</i>	Simple past/simple present verbs
<b>Skills</b>	<b>Reading:</b> A dialog about bird and animal proverbs A guidebook for eco-tourism in Egypt Ads for vacations in Egypt An online article about bird migration <b>Listening:</b> A dialog about animal and bird proverbs <b>Speaking:</b> Discussing what proverbs mean Discussing activities on an eco-tourism vacation <b>Writing:</b> Write a blog about animal habitats <b>Project:</b> Make an information leaflet about the Nile Delta	<b>Reading:</b> An article about a volunteer project A story about two brothers Read a text about mystery objects <b>Listening:</b> Articles about different volunteering projects Listen to a dialog about how to use technology An interview about volunteering <b>Speaking:</b> Talking about how we help at home Ask and answer questions about how things work <b>Writing:</b> Write a biography of a volunteer <b>Project:</b> Create a leaflet about being a good citizen	<b>Reading:</b> Read, understand and enjoy a fiction text Comprehension and critical thinking questions <b>Listening:</b> Identifying who said what from the story <b>Speaking:</b> Discuss the story and the moral <b>Writing:</b> Notes on what happened next Writing a letter to Mr Akhon
<b>Pronunciation</b>	Words with two or three syllables	Digraphs and trigraphs: sh, ch, tch	
<b>Life skills</b>	Using proverbs to teach and reinforce morals	Talking about and describing technology and how things work	Reading, understanding, and appreciating a story
<b>Values</b>	Understanding and applying proverbs	Being a good citizen	Being merciful to animals
<b>Issues and challenges</b>	Appreciating the benefits of eco-tourism	Volunteering and helping people	Appreciating Ancient Egyptian history
<b>Integrated cross-cultural topics</b>	<b>Science:</b> Bird migration		

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



<p><b>Autism</b></p>	<ul style="list-style-type: none"> <li>- Deficiency in attention, memory, and motivation</li> <li>- Difficulty of shifting from one topic or task to another</li> <li>- Need for clues (prompts) to help them remember and retrieve information</li> <li>- Better retention of visual information</li> <li>- Poor listening and speaking skills</li> <li>- Overreacting to noise (discomfort with bright lights)</li> <li>- Difficulty in distinguishing the relationship between figures and ground or background in pictures</li> <li>- Aversion if touched by others</li> </ul>	<ul style="list-style-type: none"> <li>- Providing enough re-explanation of the activity</li> <li>- 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)</li> <li>- Focusing on sensory activities rather than on words and phrases (employing pictures and activity charts in daily activities)</li> <li>- 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</li> </ul>
<p><b>Attention Deficit Hyperactivity Disorder (ADHD)</b></p>	<ul style="list-style-type: none"> <li>- Lack of attention, concentration, remembering and organization skills, and difficulty completing assigned tasks</li> <li>- Excessive physical movements and tendency to climb and swing</li> <li>- Difficulty making friends with peers, as well as difficulty playing games or engaging with others in activities that are done quietly</li> <li>- Difficulty with adaptive behavior and developing life skills</li> </ul>	<ul style="list-style-type: none"> <li>- Checking that instructions and directions are received correctly</li> <li>- Using activities and instructional aids that attract the students' attention</li> <li>- Dividing tasks and duties into less complex units and providing incentives for successfully completed tasks</li> <li>- Helping students sit in specific places while learning, to limit distraction and movement within the classroom</li> <li>- Allowing frequent breaks or time to move around</li> <li>- Assigning tasks that will be easily grasped by such students</li> </ul>
<p><b>Learning Disability</b></p>	<ul style="list-style-type: none"> <li>- Difficulty paying attention, concentrating, remembering and forming concepts, difficulty in verbal and visual perception, and deficiency in short-term memory</li> <li>- Difficulty in understanding audible materials; and in following verbal instructions</li> <li>- Difficulty in associating vocabulary with behavior and in distinguishing between similar words</li> <li>- Difficulty in choosing and remembering words that express their thoughts</li> <li>- Continuous movement</li> <li>- Rapid emotional changes or extreme calmness</li> <li>- Unwillingness to participate in class activities</li> </ul>	<ul style="list-style-type: none"> <li>- Breaking up long sentences and using most common words</li> <li>- Varying the tone of voice and providing adequate warming-up before new tasks</li> <li>- Taking into consideration the spaces between words and spelling errors</li> </ul>

## Inclusive Support to students with disabilities: language skills development

<b>Writing Skills</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Underline or highlight key phrases that are important for answering questions.</li> <li>3. Summarize written texts into short paragraphs supported by expressive pictures; and answer the questions on each paragraph separately.</li> <li>4. For visually impaired students, answers to written activities are provided with the help of the teacher or colleagues, or in Braille.</li> <li>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.</li> <li>6. Provide the students with key words to help them write and compose sentences in the writing section (write sentences).</li> </ol>
<b>Reading skills</b>	<ol style="list-style-type: none"> <li>1. When displaying new vocabulary, each should be accompanied by pictures, photos or illustrations.</li> <li>2. Underline or highlight key vocabulary and phrases in long reading texts.</li> <li>3. Provide short summaries of enclosed reading texts.</li> <li>4. Present reading texts orally for blind students and use a magnifying glass for low vision students.</li> <li>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).</li> </ol>
<b>Memory support</b>	<ol style="list-style-type: none"> <li>1. Revise previously studied concepts, vocabulary, structures, etc., before starting CLIL activities.</li> <li>2. Provide inclusive support to students with disabilities by regularly checking their understanding.</li> </ol>
<b>Attention and understanding support</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. For language presented in visual illustrations, it is necessary to use touchable models, especially for blind and low vision students.</li> <li>3. Sometimes, it might be necessary to state the purpose of the questions clearly and directly.</li> <li>4. Whenever possible, use the resources room for introducing and practicing key concepts, structures, etc., before teaching them in the classroom.</li> <li>5. When explaining new concepts, ideas, rules, etc., focus on the key points and place some cues around them (frame / circle)  For example: eat<u>s</u>                      catch<u>es</u>                      fl<u>ies</u></li> <li>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.</li> <li>7. Make use of textured boards and other tools in the resources room.</li> </ol>

<p><b>Working in Groups</b></p>	<ol style="list-style-type: none"> <li>1. For group work activities, place differently abled students in pairs or in small groups supervised by the teacher.</li> <li>2. Adopt one of the inclusion strategies for each group and ensure that the students are assigned appropriate tasks to perform.</li> <li>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"> <li>- 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)</li> <li>- 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</li> <li>- 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</li> </ul> </li> </ol>
<p><b>Listening</b></p>	<ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>3. Summarize the content of listening passages into short sentences, and then repeat them more than once.</li> <li>4. Repeat the whole word more than once when doing missing letters completion activities.</li> <li>5. For auditory impaired students, present the listening texts in written form to help them read while colleagues are listening.</li> <li>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.</li> <li>7. When repeating target words in the phonics class, make sure that differently abled students are participating.</li> </ol>

# Introduction

## Techniques supporting inclusive teaching of students with disabilities (Student's Book)

### Unit 7: Amazing artifacts

#### Lesson 1

##### Visual Impairment:

1. Support students with models of granite stones.
2. Replace *Listen and circle* with *Listen and choose* in Exercise 3.

##### Auditory Impairment:

1. Display a picture list on the board with the words (*artifact, preserve, .....*) and ask students to look at it throughout the duration of the lesson and use it when performing Exercise 2, or using written and picture word cards.
2. Pause the listening text *Why are Tamer and Tamara at the Museum?* when there is information relevant to the exercise following the listening text and direct students to underline and number it while reading and listening.

##### Learning Difficulties:

1. Read the conversation in a clear voice and change your tone of voice to distinguish between each person in the conversation. Raise your voice when reading the sentences related to the questions that contain the new words to activate the student's auditory attention. Repeat them more than once. Then write the new words on the board and divide them into audio clips, and ask students to re-read the conversation with the participation of one of their colleagues in Exercise 1.
2. Write a table on the board containing the names of the metals mentioned in the exercise and examples of tools made from each material, and help students spell the phonetic syllables of the words in Exercise 2.
3. Ask students to identify the important sentences in the conversation related to the questions and underline them in their books. Help them read them again and determine the correct answer, taking into account only two choices from the choices mentioned in the question to reduce their attention being distracted by Exercise 3.

##### Intellectual Disability and Slow Learning, Autism, and ADHD:

1. Display real models of granite stone, clay, and glass whenever possible, supporting them with pictures and writing their name under each picture card.
2. Underline or circle around the words shaded in black in the text *Visit to the Museum* and write them on the board. Draw students' attention to them either physically or by raising your voice when reading them while reading the text.
3. Ask students to listen to the text, write the main ideas, underline and highlight them in the student's book, and write the main sentences in a sequence of information contained in the text on the board.
4. Ask students to directly answer the question about the reading part, then continue reading in the same way as previously done and answer the questions in the Exercise *Listen and read again*.

#### Lesson 2

##### Visual Impairment:

1. Use the anthropomorphic animals included in Exercise 1, then present an anthropomorphic model of the animal for students to touch while pronouncing the name of the animal and a brief description of it while touching the model.

##### Auditory Impairment:

1. Monitor students and ensure that every word is copied in its place and corrected in Exercise 1.
2. Write the main idea for each paragraph of the passage on page 7 on the board, and ask students to write it in their books so that they can write each idea in front of the relevant paragraph in the passage in Exercise 2.

3. Read the questions in Exercise 3. Explain them and ask students to select the appropriate paragraph for each question in the passage on page 7, guided by the main idea of each paragraph. Make sure students deduce the correct answer, and correct them when necessary.
4. Write the rule for the regular past tense verb on the blackboard using the following:  
**Regular verbs: base verb + ed**
5. Draw a table on the board with two columns. The first column is for the verb in the infinitive, and the second column is for the irregular past tense verb. Then Write the irregular past verbs on the passage in the table and draw the students' attention to the fact that they do not follow a rule, but every present tense verb has its own irregular past.
6. Ask students to use the tables drawn on the blackboard when performing Exercises 5 and 6.
7. Draw a two-column table on the board. At the top of the first column, write *Past tense verb*, and at the top of the second column, write *past verb in the negative*. Distinguish each example by writing the word *didn't*, and the syllable *ed* in a distinctive color. Ask students to draw an "x" on the syllable *ed*. Draw the attention of students by deleting and replacing it with the word *didn't* and its place before the infinitive of the verb. Likewise, he does the same procedures with *was, were*.
8. Write the infinitive of verbs on separate cards, each verb on a card, and the syllable *ed* on a separate card, as well as *didn't*, and ask students to use them to form the verb in the affirmative form once and in the negative form again. Use the same card strategy with *was, were*.
9. Put words between brackets so that students can choose the word in the appropriate space in Exercise 12.
10. Give students the written conversation while listening to match answers and correct mistakes.

### Learning Difficulties:

1. Write a table on the board that includes the words mentioned in the exercise and the meaning of each word. Help students spell it and use the table to write the word under the correct picture in Exercise 1.
2. Read the text on page 7 and identify the new words and explain them in a table on the board. Then identify the important sentences related to the questions. Help students spell the questions and determine the correct answer in Exercises 2 and 3.
3. Select only two choices for students from the column corresponding to each word to reduce visual distraction and help them choose the correct answer using the previous table in Exercise 4.
4. Remind students of the rule for the past simple tense and write a table of some verbs in the first and second conjugations, then select the sentences from the paragraph that contain verbs in the past tense and ask students to identify the correct verb in Exercise 5.
5. Explain the difference between regular and irregular verbs by coloring the last syllable in the regular verbs in a different color and coloring the different letters in the second conjugation of the irregular verbs. Help students spell the words and correct mistakes. Write a table that includes different examples of verb conjugation in addition to the words mentioned in the paragraph in Exercise 6.

### Language Focus:

1. Write a mind map explaining how to formulate negation in the past tense sentence, and how to formulate the question while coloring the words *were/weren't - did/didn't - was/wasn't* in each sentence in a different color.
2. Write options and help students read the questions and determine the correct answer by referring to the rule and the previous verb conjugation table in Exercise 7.
3. Help students spell the sentences and explain to them the meanings of the new words and how to determine the appropriate question word to write the question in the correct form. Provide them with a model of the answer so that they can imitate it in Exercise 8.
4. Remind students of the rule for negation in the simple past tense and identify the verb in the sentence to be negated so that they can determine the appropriate formula mentioned in the rule in Exercise 9.
5. Read the entire conversation to students and write answer choices for them, then ask them to spell the questions on their own and choose the correct answer based on their auditory memory in Exercise 11.

# Introduction

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Illustrate the *look and write* Exercise with a set of animal picture cards supported by the words for each animal and paste them on the felt board. Ask students to return to the book again and answer the exercise individually.
2. Ask students to refer to the main ideas that were written in a sequence of parts of the text read and use them to answer the exercise *Read again and match headings*.
3. Show expressive pictures of the words mentioned in Exercise 4 and return to the exercise and answer it.
4. Write the rule of the *past simple tense* within a frame and in clear handwriting on the board. Point it out to students throughout the duration of the lesson, and show the words that express the tense.
5. Show pictures that express the past simple tense to make it easier for students to understand.
6. Draw a table on the board and write the uses of the past simple tense in a short, simple sentence. Write examples of sentence formation while coloring the words that express the tense in different colors from the rest of the sentence so that students pay attention to them and distinguish them.
7. Draw a table on the board and explain the *simple past tense* as follows.

Affirmative	
Regular	Irregular
Add "d" to the verbs ending in "e": love <del>e</del> > love <del>e</del> d smoke <del>e</del> > smoke <del>e</del> d	They are verbs that have no base, with many examples given, such as: do > did see > saw go > went win > won swim > swam
- Add "ed" if the verb ends with a consonant. (Remind students of the consonants.) work > worked add > added	
- Add "ied" if the verb ending in the letter "y" and preceded by a consonant. Delete "y" and add 'ied' instead: carry > carried cry > cried	

8. Write the rule for making negative verbs in the simple past tense within a frame on the board as follows:  
**(didn't + the infinitive)** Show this in all the examples that will be explained and written later.
9. Write the rule for forming the question in the simple past tense within a frame on the board as follows:  
**(Did + subject + the infinitive)**  
**Did Dalia find her book?**  
**Yes, she did. No, she didn't.**
10. Help students to use the examples and tables that were presented when explaining the simple past tense and answer Exercises 7, 8, and 9.
11. Replace *Complete the conversation* to be *Choose the correct answer* and give two choices from which students choose one correct answer.

## Lesson 3

### Visual Impairment:

1. Support students with a prominent painting of pharaonic drawings so that they can recognize them sensually.

### Auditory Impairment:

1. Give students the text of *Injy's and Dalia's class presentation* while listening to do Exercise 1.
2. Ask students to underline the information relevant to the questions in Exercises 1 and 2.

3. On the board, write the words *trade*, *metal*, *weapon*, and *economy* in Exercise 3 and explain them, using hints at the meaning through the picture. Help students read the phrases on the opposite side and deduce the appropriate answer.
4. Use picture cards to explain and clarify *Prepositions of place*, and give examples from the classroom environment.
5. Use tangible sensory objects, as well as the students' own bodies, to train students on *Prepositions of place*. Use interactive software if possible.
6. Repeat the audio part of *What did king Midas do?* again to students and write the new words on the board using colored syllables. Help students read them using audio syllables in Exercise 6.
7. Write the main ideas of the text related to Exercise 7 on the blackboard. Explain them using representational performances and pictures, which express the content, in explaining the phrases and directing students to match the phrases while performing the exercise and to conclude whether they are true or false.
8. Help students read the phrases in Exercise 8, using expressive acting performances in explaining these phrases to them and guiding them to deduce the correct answer.

## Pronunciation:

1. Repeat the words *there*, *share*, *hair*, and *bear* for as long as possible in the classroom for students to hear them for the longest possible period through audio training devices and through direct communication within the resource room. Use written word cards with colored audio syllables.
2. Through practical demonstration, explain the movement of the lips when pronouncing syllables, and support this with written and illustrative letter cards for the position of the tongue during pronunciation to remain in front of students throughout the presentation of Exercise 1. Have students perform each syllable with correction.
3. Show students the written and picture word cards for the vocabulary in Exercises 2 and 3. Keep them in front of students throughout the presentation period for each exercise.
4. Allow students to look at the lip movements as you pronounce the words in Exercises 2 and 3 to deduce the correct answer every time.

## Learning Difficulties:

1. Read the listening text slowly and divide it into short parts. Repeat the important sections and raise the level of your voice, then ask students to spell the questions and understand their meaning. Repeat the listening part again and help students determine the answer. Provide appropriate feedback to correct mistakes in Exercises 1 and 2.
2. Determine two choices for each question. Help students spell the question. Explain the meanings of words they do not know and allow them the appropriate time to choose the correct answer through their understanding of the sentence in Exercise 3.

## Language Focus:

1. On the board, write a table in which you compare the words indicating the adverbs of place: on, in, in front of, between, under, next to and behind. Explain the meaning of each of them and write examples, highlighting the words in a different color.
2. Help students spell the paragraph and explain to them the meanings of the new words. Then give them two choices to complete each blank in the conversation in Exercise 4.
3. Read the story in a clear and slow voice, then show the important points related to the questions and identify them for the student in the Student's Book. Help them spell the important sentences and questions that were identified and determine the correct answer in Exercises 6, 7, and 8.

## Pronunciation:

1. Write the words and their meanings on a table on the board and color the last syllable in a different color, then help students spell the questions. Give them only two choices for each question, so they can choose the correct answer using the table in Exercise 2.
2. Read the words slowly, explaining the origins of similar letters, and repeat the words more than once so that students can write them. Allow them the appropriate time to do Exercise 3.

# Introduction

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Ask students to listen carefully to the text. Repeat the sentences more than once. Draw the students' attention to the important words and write them on the board so that they can use them to answer Exercises 1 and 2.
2. Use the practical demonstration strategy to explain prepositions of place illustrated by picture cards.
3. Use the strategy of drawing a story and creating a map of its events and ideas. In order to fill in the map data, divide the story into 4 to 5 events.
4. Write the main idea so that students can come up with the central idea extracted from the events.
5. Draw a table and identify the characters and their roles in the story, the causes and consequences, and the ideas mentioned in the story.
6. Use story analysis to improve students' understanding of the necessary information, improve reading for understanding, and then answer Exercises 2 and 3 independently.

## Pronunciation:

1. Stand in front of students when pronouncing the sound of the letters *ea - ai - are and ere* and repeat their pronunciation more than once. Then have students pronounce each one individually to ensure that it is pronounced correctly.
2. In clear, large handwriting on the board, write the words *bear, hair, share* and *there* in the exercise *Look and say*. Say the syllables and ask students to repeat. Then ask them to look at the syllables carefully and ask them to close their eyes and pronounce each syllable alone, then pronounce it with the rest of the word. Show students other different words to check their understanding.
3. Show sticky cards that contain the letters *ea, ai, are* and *ere*, then pronounce them and ask students to stick the word on the felt board under the special part *ea, ai, are* and *ere*.
4. Show students a set of sticky letters that make up words and ask them to listen to the pronunciation of the word and choose the missing letters from *ea, ai, are* and *ere* and paste them.

## Lesson 4

### Visual Impairment:

1. Display examples of the types of metals mentioned in the lesson: *iron, bronze* and *copper* so that students can recognize them sensorily.

### Auditory Impairment:

1. Through a board or magnifying screen, show students the reading text in the lesson. Then read the text.
2. Refer to each word with a pointer.
3. Take time to read so that students can follow the movement of your lips to the words being read. Then ask them to look at the words written in the text on the display screen or board.
4. Use the pointer to point at the main ideas in the written text and help students read them. Then ask students to identify them in their books. Make sure they understand the phrases. Explain difficult phrases when necessary. Ask students to refer to them when answering Exercises 2 and 3.
5. In a mind map on the board, summarize the information contained in the lesson about the metal iron (when and where the ancient Egyptians used it, the reason for believing that iron is special, and its uses). You can refer to the pictures for the phrases written on the map.
6. Explain the question words: *why, where, when, and what*. Use visual aids for clarification before starting Exercise 2.
7. Monitor students and make sure they do Exercise 2 well. Correct mistakes when needed.
8. Ask students to work in pairs to do Exercise 5.



## Learning Difficulties:

1. Help students read the questions. Give them only two choices for each question, and ask them to refer to the important sentences to determine the correct answer in Exercise 3.
2. Summarize the steps of searching using the Internet. Write the keywords to be written in the search box and specify the required information so that they can summarize it from the results shown to them and provide them with appropriate feedback in Exercise 4.
3. Present a simple written model about one of the metals used by the ancient Egyptians. Provide students with some helping sentences and keywords. Help students write short sentences, imitating the previous model, and review with them the rule for correct sentence formation in Exercise 5.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Draw a mind map whose main title is *Iron in Ancient Egypt*. In short and simple phrases, explain when iron *began to be used*, *where iron was found*, *why the ancient Egyptians considered it special*, and *why the ancient Egyptians used it*.
2. Ask students to do Exercises 2 and 3 using the previously presented mind map about iron in Ancient Egypt.
3. Demonstrate writing facts about a specific substance or mineral when doing Exercises 4 and 5. Make sure to write the correct subject.
4. Read the email well before sending it.
5. Make sure there are no spelling mistakes.
6. Capitalize the first letters of sentences and end them with the correct punctuation mark.

## Lesson 5

### Visual Impairment:

1. Show students a model of the scarab stone.

### Learning Difficulties:

#### Self-Assessment:

1. Remind students of the rule for using the adverbs of place and the past simple. Help them spell the questions, supporting them with choices. Allow them the appropriate time to answer Exercises 1 and 2 individually. Provide feedback.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

### Project:

1. Refer to the general rules when working in groups at the beginning of the guide in the section on integrating disabled students.

#### Self-Assessment:

1. Change the question style from *Complete* to *Choose the correct answer*.
2. Place a circle or line at the first word that begins the sentence to be arranged.

# Introduction

## Unit (8): Toys and games

### Lesson 1

#### Visual Impairment:

1. Describe the games simply to students.

#### Auditory Impairment:

1. Use colored pencils to write the words of Exercise 1 and explain the meaning of each of them. Support your explanation of the meaning with a simplified drawing or expressive pictures to help students do Exercise 1.
2. Pause the listening text after each phrase that describes one of the games in Exercise 1.
3. Ask students to underline key words after every audible and written phrase. Explain these phrases.
4. Help students identify the intended game in each phrase of the listening text and allow them to point to the picture of the game that expresses the audible phrase.
5. On the board, write the words introduced in bold in the text using colored syllables, and help students read them using audio syllables, explain these words, and support your explanation with expressive physical performance.
6. Help students read the phrases in Exercise 3. Make sure they understand them, and deduce the appropriate answer. Correct their answers when necessary.
7. Help students read the phrases in Exercise 4 and guide them to underline the key words in each phrase. Then search for them in the text given in Exercise 2. Guide students to deduce the appropriate answers. Support students and correct mistakes when necessary.

#### Learning Difficulties:

1. Write the new words and their meanings in a table on the blackboard and introduce their phonetic syllables in different colors. Help students spell them. Then ask them to complete the missing letters of the word under the appropriate picture after listening to it. Provide appropriate feedback to help students correct their mistakes in Exercise 1.
2. Read the conversation in a clear voice. Change your tone of voice to distinguish between each person in the conversation and raise your voice when reading the words related to the questions to activate the auditory attention of students. Then ask them to read individually and number the pictures according to their order in the conversation in Exercise 2.

#### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Write full words on the board or use photocopies with different colors of the two-part words.
2. Show pictures accompanied by words beneath them in a clear line and ask students to look at each picture and say the word. Then have students close their eyes and try to spell the word again, and then write it in the book in the exercise, *Look and write*.
3. Ask students to listen to the conversation the first time, then read the sections of the conversation, write the key ideas, and put a line under them in the student's book. Then Write the main sentences in a sequence of the parts of the conversation on the board.
4. Have students read the conversation and number the toys they hear in the dialog in Exercise 2.
5. Help students understand and do Exercises 3 and 4.
6. Write down a list of important words in the conversation: *action, figure, made up, train set, and rollerblades* and make sure students know them well.

## Lesson 2

### Auditory Impairment:

1. Display the words of Exercise 1 through picture cards supported by the written words with colored syllables.
2. Help students spell words slowly and give them appropriate feedback on the phonemes where they make a mistake. Then help them receive training on these syllables through the audio training devices in the resource room.
3. With a colored pencil, ask students to shade the words written in bold in the Listening and Reading texts in Exercise 2. Then explain these words.
4. While reading and listening in Exercise 2, ask students to underline the main phrases that express the content of the conversation related to Exercise 3. Monitor students and give support when necessary.
5. In a table on the board, Explain the uses of Intensifiers and give more examples from the student's surrounding environment.
6. Write examples of *intensifiers*. Distinguish the words expressing intensifiers and their position in the sentence in different color.
7. Make sure students understand the phrases in Exercises 4 and 5. Help them do these exercises correctly.
8. Ask students to underline the key words in the text. Explain these words, and make sure students understand them while doing the relevant exercises.

### Learning Difficulties:

1. In a table on the board, write the new words and their meanings and help students read them. Read the conversation clearly and change your tone when reading the important words and sentences. Then allow students the proper time to read individually and identify the sentences associated with the questions by placing a line under them in Exercise 2.
2. Help students understand the sentences and determine whether they are true or false. Then underline the wrong part and help students correct it by pointing at the important sentences identified in the conversation. Provide the appropriate feedback after Exercise 3.

### Language Focus:

1. Show the rule of intensifiers in the form of a mind map with coloring the words: really, very, and so in different colors. Show that the phrase, at all, is used in negative and that quite reflects the less powerful adjective. Provide examples and help students read and copy them for use when doing their exercises.
2. Identify the first word in the sentence and give students examples of correct sentences to imitate them to get the right order. Support students when necessary to do Exercise 4.
3. Help students read the questions and choose the right answer with reference to the previous mind map. Give them the proper feedback on Exercise number 5.
4. Read the paragraph and explain the meaning of the new words. Then summarize them by placing them under the important sentences associated with the questions. Allow students time to reread them on their own in Exercise 6.
5. Help students read the questions and understand their meaning. Have them identify the correct answer from the sentences that have already been identified. Then ask them to copy them in Exercise 7.
6. Help students read the questions and allow them to give the answer orally. You can support students with some helpful words and sentences when doing Exercises 8 and 9.

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Show games through photocopies supported by their relevant words.
2. Write the names of persons given in the conversation in the table: *Rania* and *Sarah* and write their favorite games for use when doing Exercise 3.

# Introduction

3. Draw a table on the board showing the words that come with the adjectives, the words that come with the verbs, the less strong words, and the words that come with the negative sentence. This is clearly supported and written under each sentence distinguishing the word that is expressed from the strength of the adjective in a distinct color from the rest of the sentence, such as:

The weather is **very** cold today

The show was **quite** beautiful.

He didn't like skipping **at all**.

Ali was **really** sad.

4. Identify the first word with which the sentence begins as an assistance to students in re-arranging the words to form each sentence.
5. Underline the adjective or the verb in the sentence so that students can choose the correct answer.
6. Draw a table on the board and write the information contained in the text: My favorite toy.  
Help students answer the questions to do Exercise 7.
7. Give students key words to help them do Exercises 8 and 9.

## Lesson 3

### Auditory Impairment:

1. Give students a worksheet (for Exercise 1) of a written listening text so that they can follow it with their eyes while listening, and ask them to put a line under the main phrases that express the content of the story. Monitor and praise good work.
2. On the board, write the rule for verbs followed by *ing* as follows:

enjoy stop finish imagine prefer	>> <b>ing</b>
--	---------------

Write short sentences as examples of verbs followed by *ing* using a distinctive color to write the verbs followed by *-ing* in each example:

I **enjoy reading** short stories.

My father **prefers traveling** by train.

### Auditory Impairment:

1. Draw the attention of students to the syllables *augh* and *ugh* introduced in the words of the lesson in Exercise 1.
2. Give due care to students when you say the words in Exercises 1 and 2.
3. Through practical demonstration -simulation-, show the movement of the lips when pronouncing the syllable *augh*, showing that these letters are pronounced like the letter *F*.
4. Have students look at the words including *augh* and ask them to put a circle around this syllable which is pronounced *F*.
5. Repeat the words in Exercise 2 more than once, taking into account the clarity of the lips each time and making sure students choose the correct answer. Monitor and give feedback when necessary.
6. Write the words required in the lesson on cards and have students listen to them inside class or in the resource room using auditory training devices through direct communication. Accept the level of the students' pronunciation, giving support when necessary.
7. Use more examples that are close to the students' environment to explain the meaning of *favorite* and *often*.
8. Use diagrams and illustrations to increase students' understanding of *favorite*, *often*.
9. Help students read Exercises 2, 3, and 4 and guide them to deduce the appropriate answer.

## Learning Difficulties:

1. Read the text slowly and repeat the important sentences associated with the questions more than once. Allow students to repeat them again in order to remember the content of the text when answering question of Exercise 1.
2. Help students read the questions. Explain the meaning of the words they didn't know. Determine only two choices available to students to reduce their distraction and allow them enough time to answer, depending on their hearing memory of Exercise 2.
3. Give students two choices from the opposite column. Help them spell out the questions and explain the meaning of the words. Allow them enough time to choose the right answer. Provide them with the proper feedback on Exercises 2 and 3.

## Language Focus:

1. Write the verbs that end in the syllable *-ing* on the board and make the last syllable in a different color. Give students examples of different verbs and write them in a table on the board, mentioning the meanings of the words.
2. Write two choices for students to answer each question. Help them spell correctly. Explain the meanings of the new words in Exercise 5.

## Pronunciation:

1. Show the rule of pronunciation of the syllable *ugh* with the voice of *F* and the cases of non-pronunciation of *ugh*, considering introducing the syllable *ough* in different color through examples on the blackboard. Read these examples and have students repeat more than once. Then help them read exercises 2 and 3 and determine the correct answer. Give support and feedback.

## Math:

1. Help students read the chart. Explain the meaning of the symbols and colors used. Help them understand the questions. Explain the meaning of words and give them the right time to answer. Provide appropriate feedback on Exercises 1, 2, and 3.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. On the board, write and explain the difficult words before starting the text *We loved playing with our train set*. While students are reading, summarize the key idea from the story and then write down the central ideas contained there.
2. Use the textual ideas on the board to guide students in doing Exercises 1 and 2.
3. Write the special part of *Language Focus* on the board within clear framework and give simple examples through which students can understand the rule:  
I **enjoy looking** at the market stalls.  
Adel **prefers playing** football.
4. Change the pattern of the question of the Exercise *Read and complete* to *Choose the correct answer*. Ask students to choose the correct answer out of two options only.
5. Give students some words to help form the sentence when doing Exercise 5.

## Pronunciation:

1. Write the syllables, *ugh* and *ough*, in clear and big handwriting on the board and pronounce the syllables to students. Write the sound of the syllable next to each syllable: augh-/f/. Ask students to repeat the sound of the letters again.
2. Write the words with a literal distinction of *ough* or *ough* in a different color. Then ask students to read the letters of the word slowly and close their eyes to visualize the syllable and its pronunciation, for example: **Laughed - daughter - brought - thought - drought**
3. Write the words on the board and hide the syllables *ough* and *ugh*. Then pronounce the word to students and ask them to repeat them again, write the missing letters and focus on their pronunciation.
4. Put a line under the words in the exercise *Listen, read and repeat* which contains *ough-ough* and ask each student to direct his/her hand to indicate it or raise the voice when pronouncing the word.

# Introduction

## Math:

1. Present a big display of the bar graph and pie chart on the board. Insert pictures of the types of games (*hide and seek – hopscotch – board games – marbles – skipping*) under each name in the graph. Present its own questions and clarify them to students.
2. Help students use the bar graph and pie chart on the board to do Exercise 2.
3. Ask students to use the bar graph and pie chart on the board to help them perform a bar graph or a pie chart in Exercise 3.

## Lesson 4

### Visual Impairment:

1. Describe the content of the information recorded in graphic form for students to answer the questions in Exercises 2 and 3.

### Auditory Impairment:

1. Write and explain the important information about My Favorite Video Game text on the board and identify it in the student's book. Ask students to use colored pens to highlight the information related to Exercises 1 and 2.
2. Write the rule of *because* on the board and explain it as follows: **result** << **because** >> **cause**
3. Write examples on the blackboard and draw a circle around the word *because*. Write reason over the previous part of *because* and *cause* over the next part of *because*.
4. Ask students to put a circle around *because* before they start doing Exercise 3.

### Learning Difficulties:

1. Read the paragraph and divide it into short parts. Write the new words and their meanings on the board. Then help students reread them. Have them identify the important sentences associated with the questions by underlining them in their book. Have students answer the questions after referring to these sentences. Provide students with appropriate feedback on Exercises 1 and 2.
2. Write examples on the board to distinguish cause and opinion with different colors of each part and draw a circle around the word *because* which is used to explain cause and allow students to use it as a model for doing Exercises 3 and 4.
3. Help students read the questions and explain what they are meant to be. Allow them to express their remarks orally. Help them write their thoughts in the slow spelling of the audio syllables and provide them with some key words to do Exercise 5.
4. Write a model of a simple topic for students to copy. Give them some short, helpful sentences. Allow them to write fewer words in proportion to their level of ability to do Exercise 6.

### Self-Assessment:

1. Help students read. Then correct their mistakes in pronunciation, reminding them of the meaning of the words. Determine only two choices for each question. Then provide them with appropriate feedback on Exercise 1.
2. Show students the idea of Exercise 2. Give them the right time to answer the questions of Exercise 2. Provide support when necessary and praise good work.

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Ask students to listen to the text: My favorite video game, then read the parts of the text. Ask them to listen carefully and write down the key ideas in the student's book. Have them write the main sentences in a sequence of text parts on the board.
2. Ask students to read the part of the text related to each question, then continue reading in the same way as before and choose the correct answer in Exercise 2.
3. Write down a list of important words in the text: *My favorite video game*.

4. Write sentences on the board with distinct cause and result colors that distinguish each other from blue and red, with a line under the word(s) preceding *because*. Then ask students to do Exercises 3 and 4.  
**I like these games because you can be creative and make something new.**
5. To help students do Exercise 6, support them with key words and the proper time to write a description of their favorite video game within 50 to 60 words.

## Lesson 5

### Project:

#### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Refer to the general rules when working in groups at the beginning of the guide in the part related to integrated students.

### Self-Assessment:

1. Use the tables and mind maps supplied when explaining the lessons. Help students do Exercises from 1 to 4.

## Unit (9): What's the story?

### Lesson 1

1. Show the reading and listening texts on the board through a plate or a magnifying screen.
2. Refer to an index of characters, place and time and important events in the text. Then ask students to determine them in his book when reading.
3. Draw a table on the board to show the characters of the story, the place, the time, and the important events. Show the meaning, using the proper pictures to help students do Exercise 2.
4. On the board, explain and write the important information for the story: *Why do the man and his son carry the donkey?* Help students distinguish the information relevant to each exercise using colored pens when doing Exercises 2, 3, and 4. Provide support when necessary.
5. Provide a list of the required vocabulary based on the graphic word and ask students to use it when doing Exercise 3.
6. Ask students to prepare for Exercise 5 at home with the help of one of the parents.

### Learning Difficulties:

1. Summarize the events of the story and identify the important sentences associated with the questions in the student's book. Write a table on the board with new words and their meanings to help students do Exercise 1.
2. Help students read the summary of the previous story, understand the questions and extract the correct answer. Help them identify the wrong parts and correct them with reference to the sentences identified in Exercise 2.
3. Allow students the right time to read and understand the sentences. Support them in doing Exercise 3.
4. Write a table of notes related to the story on the board. Give students the right time to read it and understand its content. Then have them answer Exercise 4 by visualizing the content of the table on the board. Ask them to correct their answer by comparing the table written with Exercise 4.
5. Allow students to express their favorite story orally and then provide them with some simple phrases to express their thoughts in short sentences that are correct in Exercise 5, using the previous table of notes in Exercise 4.

#### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Use the strategy of drawing a story, creating a map of its events and ideas, and filling out the data on the map. Divide the story into 4 to 5 events.
2. Write the main idea of the story for students to come up with the central idea from the events.
3. Draw a table where you determine time, characters and their roles in the story, the reasons, the result, and the ideas that came up with the story.

# Introduction

4. Use story analysis to improve the students' understanding of the necessary information and to improve reading for comprehension to help them do Exercises 2 and 3 independently.
5. Use the map of drawing a story that was previously used for designing the characters and events of the story to help students do Exercises 1 to 4.
6. Use the strategy of practical demonstration to help students do Exercise 5.
7. Write the main idea of the story for students to come up with the central idea from the events.

## Lesson 2

### Auditory Impairment:

1. Show students the audio script, and the reading text on the board through a plate or a magnifying screen.
2. Use an indicator to point at characters, place and time and the important events in the text. Ask students to determine these elements for Exercise 2.
3. Use an indicator to point at the key ideas in the text and help students read them. Then ask them to determine these ideas in the student's book. Make sure they understand the difficult words. Ask students to go back to them when they do the relevant exercises.
4. Use an indicator to point at the key ideas in the text and help students read them. Then ask them to determine these ideas in the student's book. Make sure they understand the difficult words. Ask students to refer to them when they do the relevant exercises.
5. Summarize the verbs given in the lesson through a table showing the form of the verb in the infinitive and the continuous past as follows:

do	was/were <b>doing</b>
look	was/were <b>looking</b>
play	was/were <b>playing</b>
read	was/were <b>reading</b>
write	was/were <b>writing</b>

Ask students to look at the table and do Exercises 5, 6 and 7.

6. Remind students of the rule of *the past simple tense*. Summarize the verbs given in the lesson through a table showing the verb in the infinitive and in the past simple:

arrive	<b>arrived</b>
call	<b>called</b>
come	<b>came</b>
find	<b>found</b>
get	<b>got</b>
ring	<b>rang</b>
score	<b>scored</b>
see	<b>saw</b>

Show that some regular past simple tense verbs end with *d-ed*. Ask students to refer to this table when they do the exercise(s) on the rule of *when*.

7. Explain the rule of *when* on the board as follows: **When** >> **past simple**, **past continuous** >> **When** >> **past simple**  
When my dad **came** home, I **was doing** my homework.  
The children **were playing** in the park **when** they **saw** a strange bird.
8. Train students through more examples that are close to their environment. Use colored pens to distinguish between the past simple and the past continuous tense.
9. Allow students to do Exercise 8 with the participation of a classmate or prepare it at home.
10. Give students some helpful words and help them read them, arrange them and conclude the appropriate answer to Exercise 9.



## Learning Difficulties:

1. Summarize the story in the form of a mind map. Draw it on the board and write down the basic elements of the story: characters, setting, narrator, ending, morals, and events. Then determine the important sentences for students in the student's book to use when doing Exercises 1 and 2.

## Language Focus:

1. Show the past continuous rule in the form of a mind map and refer to the words that it indicates. Make a table comparing the phrases that contain only past continuous and which contain past continuous and past simple. Color the word(s) distinguishing each tense in different colors and the syllable *-ing* in the verb. Help students read examples of different sentences of the rule.
2. Help students read the questions and provide them with two choices for each space, allowing them to refer to the mind map when doing Exercise 5. Give the appropriate feedback and praise good work.
3. Write a sentence to express the first usage of *the past continuous* as a model that students can copy in the rest of the sentences, considering the coloring of the words referring to tense in different colors, and reminding them of the previous rule, summarized in Exercise 6.
4. Help students read the paragraph. Remind them of the rule of the past continuous, and the past simple. Also remind them of the key words of each tense to make it easier for them to search for and distinguish them when doing Exercise 7.
5. Help students write the required notes needed to answer the relevant exercise. Allow them to write simple sentences to express the beginning of the story in their own way and to use the correct tense to do Exercises 7 and 8.

## Intellectual Disabilities and Slow Learning, Autism and ADHD:

1. Use the strategy of drawing a story already presented in lesson 1.
2. Use an analysis of the story in presenting important events and characters to do to the exercises of the story: 1 and 2 independently.
3. Write the rule of *the past continuous tense* within a frame with clear handwriting on the board and draw students' attention to it throughout the course presentation and focus on the word(s) expressing the tense.
4. Show pictures that express *the past continuous tense* to make it easier for students to understand.
5. Draw a table on the board and write the use of *the past continuous* tense in a simple short sentence and write examples with the coloring of the verb expressing the tense in colors different from the rest of the sentence for students to observe and distinguish.  
I **was** **walking** home when I met Ali.
6. Draw a table comparing the past simple and the past continuous tense, showing the usage and composition of each tense to help students do Exercises 4 to 7.
7. Use some picture cards that support pupils in doing Exercise 8.

## Lesson 3

### Visual Impairment:

#### Pronunciation:

1. Support students with sensors for each of the new vocabulary: *whale* and *wolf*.
2. Practice whispering practically with students until they realize what the word means.
3. Train students on the four directions: *north*, *south*, *east*, and *west*.

### Auditory Impairment:

1. Show the words of Exercise 1 through picture cards supported by the word written in colored syllables.
2. Give students a working sheet with the audio text written on it so that they can follow it with their eyes. Ask them to underline the key words of the story. Monitor them and give support.

# Introduction

3. Draw a table on the board to summarize the characters of the story, the place, the time, the important events, and its sequence, using pictures to show the meaning of difficult words to help students do Exercises 3, 4 and 5.
4. Summarize sequence adverbs: *first*, *second*, *then* and *finally* in a table on the board, and describe them through examples.
5. Show the story through the serial cards of pictures and drawings. Use those cards to deepen students' understanding of sequence adverbs. Ask students to use these adverbs when doing Exercise 5.
6. Present specific events of the story through cards and ask students to choose the right card from the words of sequence adverbs.

## Pronunciation:

1. Repeat the words in Exercises 1 and 2 more than once, taking into account the clarity of the movement of lips each time and making sure they can choose the right answer. Correct their mistake and give proper support.
2. Write the required words on cards and repeat them to students inside the classroom and in the resource room using audio training devices and direct communication. Accept students' level of speech.
3. Write the words required in Exercises 5, 6, and 7 on the board with a different color. Ask students to use them when doing these exercises.

## Learning Difficulties:

1. Read the text of listening with a clear voice, focusing on important sentences and repeating them more than once to increase the students' listening attention. Write new words and meanings in a table on the board for students to help them do Exercise 1
2. Identify only two choices for students and help them read the questions. Explain the meaning of words. Then ask them to reread the important sentences in the listening text once again after reading the questions so that they can remember them. Provide appropriate assistance to students' levels so that they can do Exercise 3.

## Language Focus:

1. Write the words (first, next, then, after that, finally) that show sequencing in stories in a table on the board, explaining the meaning of each and write examples distinguishing the words in different colors. Help students read them.
2. Read the audioscript again for students and help them order the sentences according to the story events. Explain the meanings of words to them, specifying only two choices for each blank to reduce the attention deficit. Help them read the questions and choose the correct answers in Exercise 5.

## Pronunciation:

1. Distinguish the letters *w/wh* in the words in different colors and clarify the sound of each. Help students read the words in the exercise and provide them with extra examples for Exercise 1.
2. Read the words more than once for students and repeat the syllable they should complete. Allow students to complete using their auditory attention and give them feedback for Exercise 2.
3. Help students read the sentences and repeat the words in bold. Write them on the board, clarifying the stressed syllable in the words in different color. Provide students with extra examples, then help them answer the exercise depending on their visual imagination of the words in Exercise 5.
4. Write the rule of the stressed syllable on the board in a diagram with examples for each case. Help students read the questions and apply the rule to choose the correct answer in Exercise 6.
5. Write the words in the box and their meanings on the board. Specify two choices for each blank for students and help them read the questions and answer them in Exercise 7.

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Present the words with pictures for students and ask them to carefully examine them and pronounce the word. Then, hide the words and ask them to say what the picture is and answer Exercise 1 individually.
2. Ask students to listen carefully to the story, then write the main ideas and underline them in their books. Write the main sentences in sequence on the board.
3. Direct students to answer the question related to the part they read, then continue the rest in the same way in *Choose the correct answer*.
4. Present flashcards that show the sequence of events (first, next, then, after that, finally) and number them accordingly. Write a short sentence below each picture, distinguishing it in different color than the rest of the sentence. Direct students' attention to it during explaining.

### Pronunciation:

1. Write (water, whale, wolf, whisper) in big, clear handwriting on the board. Read /w/ sound to students, writing the syllable next to it. Ask students to repeat the sound alone once and another time with the word.
2. Write the words (water, whale, wolf, whisper) distinguishing the letters in different colors than the rest of the letters. Ask students to read the words sequentially and close their eyes to imagine the letter and its sound.
3. Write the words on the board, deleting the letters (\_ater, \_hale, \_olf, \_isper). Then read the word to students and allow them to repeat it and write the missing letters and focus on their sounds.
4. Write the sentences in Listen, read, and repeat on the board as follows: A white whale went west. Then ask students to look at the letters in red during reading. Allow them to read after listening and correct their mistakes, if any, during reading.
5. Draw a table on the board as follows and explain the rule of prefixes that they give an opposite meaning to the word.

The prefix			
in	re	un	dis
In active In complete In correct		un happy un fit un lucky	dis appear dis connect dis like

### Lesson 4

#### Auditory Impairment:

1. Present flashcards for the sequence of story events previously presented on page 38 to help students deduce the answer of Exercises 1 and 2.
2. Provide students with words and phrases. Explain it to them and help them to write the words in their suitable place in Exercise 4.

#### Learning Difficulties:

1. Help students read the text and highlight the important sentences related to the questions in their books. Repeat them more than once. Write the new words and their meanings on the board for students to copy them in their books in Exercise 1.
2. Help students read the questions and explain their meanings to them. Help them highlight the answer by referring to the highlighted sentences in their books and copy them in their books in Exercise 2.
3. Allow students to orally express their ideas and help them write short sentences. Remind them of the correct sentence order and give them key words and helping sentences in Exercise 4.

# Introduction

## Self-Assessment:

1. Help students read the questions and write the meanings of the words on the board. Specify two choices only for each question in Exercise 1.
2. Remind students of the meanings of (first, then, next, after that, finally) and write them on the board with their meanings. Write examples of sentences that show the sequence of events and help students choose the correct answer using the examples as a guide in Exercise 2.
3. Remind students of the rule and allow them choices for verb conjugations, then write the a model of a correct sentence on the board for students to model as an answer for Exercise 3.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Draw the story, its ideas, events, setting, and characters and their roles.
2. Write the main idea for students to extract the central idea of the events.
3. Use the drawing previously created to help students answer Exercises 1 and 2.
4. Direct students to use the story on page 46 as a model to answer *Write another ending to the story.*

## Lesson 5

### Auditory Impairment:

1. Help students read the phrases of Exercise 2 and present a table for (first, second, then, after that, finally) which was previously presented in Lesson 3 to help students answer Exercise 2.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

### Project:

1. Refer to the general rules of group work at the beginning of the book for Special Needs

## Self-Assessment:

1. Use the tables and mind maps previously presented during explaining to answer Exercises 1, 2, 3, and 4.

## Review (3):

### Auditory Impairment:

1. Remind students of the rules and meanings of words in every exercise before answering them.

### Learning Difficulties:

#### Lesson 1

1. **Exercise 1:** Remind students of the meanings of the words in the exercise and write them on the board. Help students read and copy them in their notebooks before answering the exercise through their visual perception. Allow them to correct their mistakes.
2. Put two choices for each question and help students read them. Remind students of the meanings of the words in Exercise 4.

#### Lesson 2

1. Help students read the story and understand the meanings of the words. Specify two choices for each question and remind students of the grammar rules in Exercises 4 and 5

#### Lesson 3

1. Help students orally express what they imagine, then read the questions and answer them. Allow them to write short sentences and remind them of the correct sentence order. Give them feedback for Exercise 3.

## Self-Assessment:

1. Remind students of the information related to the questions and allow them to do the exercise in groups or at home. Give them key words and helping sentences.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

### Lesson 1

1. Present the pictures supported by words. Allow students the chance to remember the words, starting with the easy and familiar ones in Exercise 1, then answer the exercise individually.

### Lesson 2

1. Allow students to listen carefully to you and direct them to the answer of the part they listened to. Continue reading in the same way for students with intellectual disabilities and slow learning in Exercises 1, 2, and 3.

### Lesson 3

1. Draw a table on the board to explain the setting and events of Our museum visit, using the table to answer Exercises 2 and 3.

## Unit (10):

### Lesson 1

## Auditory Impairment:

1. Direct students to underline the important information in Exercise 2 that is related to the questions in the lesson. Ask them to refer to them to answer the questions.
2. Present flashcards to express the meanings of the words in bold in Exercise 2. Use them to answer Exercise 3.
3. Help students to slowly read the example cards and explain their meanings through the pictures, facial expressions, and body language.
4. Direct students to underline each example in their books from the flashcards presented to them.

## Learning Difficulties:

1. Write the sentence that expresses the examples on the board and help students read it and explain the meanings of the words. Then read the question and choose the answer. Give feedback for Exercise 1.
2. Read the conversation aloud and clear. Repeat the important sentences, changing your tone. Write the new vocabulary and their meanings on the board. Allow students time to read the conversation highlighting the important sentences of proverbs and use them to answer Exercise 2.
3. Specify choices to students and help them read and choose the correct answer by referring to the highlighted sentences in Exercise 3.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Ask students to listen to the conversation the first time, then read parts of it and write the examples inside a frame on the board. Explain their meanings by life situations for students to understand.
2. Change *Read the dialog and complete* to *Choose the correct answer* for students to choose the answer and fill in the blank.
3. Write a list of the important words that were in the text (careful, real, sensible, similar, successful) and direct students' attention to them during reading.

# Introduction

## Lesson 2

### Visual Impairment:

1. Describe the environmental elements that make up wildlife, supporting students by some of the available ones, like stones, sand, bird sounds, etc.

### Auditory Impairment:

1. If possible, present an explanatory video of eco-tourism, posters, or illustrative pictures.
2. Present the words in bold in the text in Exercise 1 (the picture of the word and the syllables written in colors). Direct students to use them in Exercise 3.
3. Present flashcards of the environmental activities and their locations in Egypt. Direct students to use them in Exercise 2.
4. Help students slowly read and explain the sentences in Exercise 4. Help them deduce the suitable answer.
5. Explain and write the important information for *Ads for vacations* on the board and highlight them in the book using colored pens to distinguish the information in each ad 1-4 that are related to Exercises 7, 8, and 9.
6. Draw a mind map for the uses of *must* and *mustn't*, supporting them with illustrated examples for the phrases in the lesson. Use them to answer Exercise 10.
7. Give students some words and key phrases and ensure their understanding to help them answer Exercise 11

### Learning Difficulties:

1. Help students read the questions and explain the meanings of words, then specify two choices for each question from the opposite column for students to choose from by referring to the previously summarized sentences in Exercise 2.
2. Specify two choices to answer each question. Help students read and choose the correct answer in Exercise 3.
3. Help students read the words and explain their meanings to them. Draw a table on the board that includes examples of environmental tourism. Allow students time to answer Exercise 4 using this table.
4. Help students read the paragraphs and remind them of the meanings of unfamiliar words. Highlight the words that indicate the picture to tie the picture with the explanation in Exercise 7.

### Language Focus:

1. Draw a table to compare between the uses of *must* and *mustn't*. Give examples and distinguish the words that highlight the negative in different colors.
2. **Exercise 11:** Remind students of the steps of using Google and enrich them of key words for search. Draw a table on the board that summarizes the actions they *must* or *mustn't* do for them to copy it in their notebooks and use them for answer. Allow them to write short sentences

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Present a short video about environmental tourism if possible.
2. Present flashcards for touristic places and their related activities.
3. Draw a mind map of the reasons for bird immigration, supporting it with pictures of birds and their places.
4. Use flashcards to express the text in Exercise 7. For example, in Exercise 1, use flashcards for lizards, turtles, crocodiles.
5. Support students with flashcards and key words to help them answer Exercise 9.
6. Write the Language Focus inside a big, clear frame on the board and write the examples as follows:  
We **must** bring a tent.  
We **mustn't** swim because there might be crocodiles.
7. Present illustrative cards for the usage of *must/mustn't*, supported with short sentences under each card. Distinguish *must/mustn't* in different colors from the rest of the sentences and use them to answer Exercise 10 if necessary.

## Lesson 3

### Auditory Impairment:

1. Summarize the text of *Why is eco-tourism a good idea?* in Exercise 1 in a table on the board supported by pictures. Make sure that the sentences are simple and concise. Underline the key words for each reason and explain them to the students. Have them use it as a guide to answer Exercises 1 and 2.
2. Write the *if* rule for students in the form of an equation on the board using colored pens. Leave it on the board throughout the lesson.
3. Give them more examples on *if*, provided that the examples are from the student's surroundings. Make sure to distinguish the verbs in the simple present tense, will, and the infinitive verb that follows will in each example by the same colors used to write the rule on the board.
4. Draw a table for the students on the board that has the following 3 columns: the verb in the infinitive, the verb in the simple present tense, and the verb with will.
5. Use facial expressions and physical performance to enhance their understanding of the phrases in Exercise 3.
6. Have the students prepare for Exercise 4 with the help of their parents at home.

### Science:

#### Learning Difficulties:

1. Repeat the words thumb, think, spring, and grass as much as possible in the class. Make sure they listen to them as much as possible through the auditor training equipment. Use flash cards that shows each word.
2. Present the text *Bird Migration* on the board through a large poster or a magnifying display.
3. Slowly read the text so that the students can see the movement of your lips while pronouncing. Make sure to read each word with the pointer at each one.
4. Draw a table on the board, summarizing the important information in the text of *Bird Migration*, using hints at the meaning in the pictures to deduce the answer of Exercise 4.

#### Pronunciation:

1. Repeat the words (successful, flamingo, weather, pelican) for auditory impaired students for the longest inside the class. Allow them to also hear the words for the longest through the auditory training devices and through direct communication in the resource room using cards for the words.
2. Allow auditory impaired students to look at the movement of the lips and the position of the tongue when pronouncing the words in Exercises 1, 2, 3, and 5 to deduce the correct answer every time.
3. Accept their slow reading level in Exercise 4.

#### Learning Difficulties:

#### Language Focus:

1. Write the If conditional rule in the form of a mind map, coloring the main words, and write examples for the rule. Read the examples for students to copy them in their notebooks and use them to answer the exercise.
2. Write choices for students for each question. Help them read the questions and answer them using the rule in the mind map in Exercise 3.
3. Help students read the questions, write the meanings of the words they don't know, and choose the suitable answer that expresses their opinions and help them explain its meaning in Exercise 4.

### Science:

1. Read the paragraph to students in a clear tone, then extract the new words and write them in a table on the board. Then, highlight the important sentences in their books to help them answer Exercise 3.

# Introduction

- Write choices for each question and help students read and specify the sentence that expresses in the answer in the paragraph. Give feedback for Exercise 4.

## Pronunciation:

- Read the highlighted words for students in a clear voice, distinguishing the syllables by pausing for a second. Then, write the words on the board, coloring the syllables in different colors for students to copy them in their notebooks in Exercise 1.
- Read the words, clapping after each syllable. Give students a chance to do the same to understand the number of syllables in each word, then write the words on the board, coloring the syllables in different colors in Exercise 2.
- Draw a table on the board and allow students to read the words, classifying them in the table using their visual perception in Exercise 3.
- Read the words clearly and distinguish between the words that have a strong syllable by clapping louder than the weak syllable to activate students' auditory attention. Then draw a table on the board to classify the words according to the strength of syllables for students to use the table to answer Exercises 4 and 5.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

- Draw a mind map for the importance of environmental tourism using flashcards if possible.
- Write the Language Focus in a big, clear frame on the board, giving simple examples for students to understand the rule. Write it as follows:  
If + present simple + will + infinitive  
If I'm hungry, I'll eat a snake.
- Explain the objective of the quiz and that there are no right or wrong answers.
- Explain the quiz questions to students and their meanings, then ask students to answer. Correct the quiz and explain the mark they got and what it means in the correction box.

## Science:

- Present short videos if possible about the birds (eagle, pelican, kingfisher, swift) and where they live. Use them to answer Exercise 3.
- Draw a table divided into columns to explain bird immigration and its reasons (where birds migrate from, where birds immigrate to, reasons for immigration, examples of immigrating birds) in short, simple sentences supported by pictures of birds and where they immigrate to.
- Use the previous table to answer Exercise 4.

## Pronunciation:

- Draw a table on the board to compare between two syllables and three syllables, explain the differences between them and give examples for each.
- Write more illustrative examples for two syllables and three syllables as follows:

	1 <sup>st</sup> syllable stress	2 <sup>nd</sup> syllable stress	3 <sup>rd</sup> syllable stress
Two syllables	Flash - light Jeal - ous Pro - cess	Sur - round App - roach Re - quire	
Three syllables	For - mu - la Champ - i - on Com - pa - ny	Op - in - on Con - sis - tent De - vel - op	Vol - un - teer Dis - a - gree In - der - stand



## Lesson 4

### Auditory Impairment:

1. Show the audioscript in the lesson on the board or a magnifying screen for the students. Read the script from the screen or board.
2. Point to each word using a pointer.
3. Slowly read the script to allow the students to follow the movement of your lips when pronouncing the words. Then make sure they read the written words in the script from the board or the screen.
4. Use the pointer to point at the main ideas in the text and help the students read them. Ask them to determine them in their book. Make sure they understand the phrases and explain it to them. Ask them to use it as a guide when answering the Exercises related to the lesson.
5. Summarize the environmental facts and their causes that are related to animal and plant habitats mentioned in the lesson through a table. Give hints through the images in the lesson. Direct the students to use the table as a guide to answer Exercise 3.

### Learning Difficulties:

1. Read the blog slowly and make sure to distinguish the syllables for the words. Make sure to repeat the important sentences that are related to the questions, then write the new words and their meanings on the board on a table so the student can copy them in their notebook. After that help the student to read the blog himself and summarize it by highlighting the important sentences in their books in Exercise 3.
2. Determine only 2 choices for each question and help the students in saying and understanding their meaning and the content of the questions. Allow them time to choose the correct answer by going back to the summary of the blog in his book for Exercise 3.
3. Remind the students with the rules of (*with - but - because - so*) and write examples for each on the board while distinguishing them in different colors. Determine two choices for question to allow them to focus better and give them the appropriate feedback in Exercise 4.
4. Help the students read the questions in Exercise 5 and make sure they understand its meaning. Help them say the words and explain their meanings. Allow them time to express their ideas orally then write short sentences according to their ability. You can give them some helpful sentences.

### Self-Assessment:

### Learning Difficulties:

1. Help the students read the questions and the words in the box in Exercise 1. Explain the meaning of any words they don't understand. Give two choices for each question and provide them with the appropriate feedback.
2. Remind the students with tables that were previously made throughout the lesson to answer Exercise 2. Help them read and choose the right answer.

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Support the text with flash cards illustrating the animal habitats.
2. Draw a mind map on how to keep the animal habitats safe, supporting the map with pictures, flash cards and simple sentences.
3. Write any new or challenging words on the board during the reading of the text. Direct students' attention to these words in the text and have them underline them in their Student's Book.
4. Change the heading of the question of Exercise 4 from *Complete these sentences with and, but, because, or so* into *Choose the correct answer*. Allow them time to answer it on their own.
5. Use flash cards of the animal habitats in Exercise 5 supported by keywords to help the students write. Make sure to allow them enough time.

# Introduction

## Lesson 5

### Visual impairment:

1. Provide the students with a 3D map of the Nile Delta.

### Auditory Impairment:

1. Summarize for the students the important information about The Ras Mohammed National Park in short and simple sentences on the board. Help the students read them. Make sure to use appropriate facial expressions, nods, and expressive physical cues. Guide them to use these phrases when answering the related exercise.

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

#### Project:

1. Make sure to use the inclusive techniques in the introduction of the book.

## Unit (11):

### Lesson 1

#### Auditory Impairment:

1. Explain the words in the box and make sure to use examples from the student's surroundings. You can also use expressive pictures to hint on the meaning.
2. Have the students underline under the opening words in the phrases in Exercise 1. Help them read it slowly. Make sure they grasp their meanings. Have them predict the appropriate word for each definition from the box.

#### Learning Difficulties:

1. Read and write the words in the lesson on a table on the board. Help them pronounce them and determine two choices to answer the questions in Exercise 1 using the table.
2. Read the paragraphs aloud to the students and explain the meaning of any new word. Help them reread the text and determine the important sentences in Exercise 4.
3. Write the related words of the phrasal verbs: *kind to, kind at, help on, help out, look after, look for, look after, start on, start up* on the board and their meanings. Distinguish the preposition in different colors for the students to copy in their notebooks. Help them read the questions and choose the correct answer in Exercise 5.

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Have the students work in pairs or ask for your help when looking for words in the dictionary in answering the exercise *Match the words in the box to their meanings. You can use a dictionary.*
2. Ask the students to listen to the audio well and to determine the main ideas while listening. They can use that to answer Exercise 3.

### Lesson 2

#### Visual impairment:

1. Describe the pictures that are in Exercises 8, 11, and 12.

#### Auditory Impairment:

1. Pause the audio track of Exercise 1 when it reaches "We use this to pick up the trash." And any part that hints to the answers of Exercises 1 and 2. Have the students underline and number them while reading and listening.
2. Summarize the language uses of the preposition *to* in a table on the board. In one column: *Why we do something* and the other *To answer a why question*. Make sure to write more examples and make sure to use the appropriate body language and correct visual cues.

## Learning Difficulties:

1. Write the new words with their definitions on the board and show clearer images for the tools in Exercise 1. Read the paragraphs for the students and have them reread them on their own. Summarize it for them and have them highlight the key words in their Student's Book. They can use them to answer the exercise.

## Language Focus:

1. Write the rule of *To* and its uses (answering a why-question and clarifying a reason) on the board and make sure to give examples on each. Make sure to distinguish it in a different color in each usage and to also color the infinitive verb that follows it.
2. Help the students read the questions and remind them of the rule. Give them two choices only from the second column in Exercise 3. Give them the appropriate feedback.
3. Highlight the first word of each sentence in Exercise 4 for the students and remind them of the correct order of each sentence and write a model on the board for them to imitate. Help as necessary.
4. Help the students read the questions and give them two choices for each question. Allow them enough time to answer the questions. They can use the summarized sentences of the conversation in Exercise 7.
5. Show clearer images for each equipment in the exercise on the board. Help them read the paragraphs and explain the meanings of any new words. Help them choose the correct words and give the appropriate feedback when answering Exercise 8.
6. Help the students choose a picture from Exercise 9 that they have enough information about to write notes on. Have them answer the questions of the exercise and allow them time to say them out loud. Help them write short sentences to describe their ideas. You can also give them sentences and words to help answer the exercise.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Show the pictures in the lesson on cards and write the usage of each one in short sentences under each card. Use these cards to answer Exercises 1 and 2.
2. Write the part of the Language Focus inside a big and clear frame on the board. Write the examples as follows: We wear gloves **to protect** our hands. Make sure to show each example with cards showing the cause and the effect.
3. Underline the word that the sentence starts with to guide the students in arranging the sentences in the *Put the words in order to make sentences* Exercise.
4. Ask the students to listen to the conversation for the first time then read it out loud to them. Write the main ideas on the board and have them underline them in their Student's Book. Make sure to write the main ideas in the same sequence they are mentioned in the text.
5. Have the students answer the questions of the *Read the dialog again and complete the definitions with the words in bold* in the same manner followed with previous text questions.
6. Support the words in bold in the dialog with pictures, making sure to caption each picture with its name. Have the students repeat the words.
7. Draw the *controller* on the board and label each part and buttons and their uses by drawing arrows pointing to each one. Write their usage in short simple sentences.
8. Show the pictures in Exercise 8 with a simple descriptive sentence for each picture so the student can differentiate between each.
9. Support the students with key words to help them write in Exercises 9 and 10..

# Introduction

## Lesson 3

### Auditory Impairment:

1. Pass out sheets of papers that have the audioscript of the interview with Rawan Ibrahim text so the students can follow script while listening.
2. Pause the audio on the parts that have information that answers the questions about the following exercise. Help students underline them and number them in their paper while reading and listening.
3. Explain the role of making adverbs from adjectives by adding **-lee** to most adjectives and **-ily** to adjectives that end in a consonant followed by y.
4. Write simple examples for the adverbs making sure to distinguish the ending in different color. Clarify that the adverbs come after the verb by underlining or putting a circle around it.
5. Give out a list of the important vocabulary and the two brothers' text before the students read it. Make sure to use physical performance to explain their meaning.
6. Divide the text in Exercise 6 into small paragraphs.
7. Present the main ideas of the text in Exercise 6 into small phrases on the board. I have the students read them and use visual cues, facial expressions, and physical performance to explain their meanings. Have them use these phrases to answer the exercise.
8. Help the students find the key words to answer Exercises 5 and 7.

### Pronunciation:

1. Write the words in Exercises 1, 2, 3, and 4 on the board and make sure to use different colors to distinguish the syllables for the words that has the *ch* and the words that have *sh*. Direct the students' attention to the words on the word and have them underline it in their books.
2. Demonstrate showing the students how the lips move differently when pronouncing *sh* or *ch*.
3. Make sure to face the students when reading the words in Exercises 1 and 2.
4. Make sure to repeat the words in Exercises 2 and 3 more than once, taking care to show the lip movement each time. Check their choices and correct as necessary.
5. Write the words in Exercise 4 on flashcards that have pictures on them. Repeat that for the students in the classroom and in the resource room by using the necessary auditory equipment.

### Learning Difficulties:

1. Write the highlighted words in the text on the board and explain their meanings. Have the students read them and copy them in their notebooks. Read the text out loud for the students and divide it into small paragraphs and explain each one's meaning. Allow them enough time to read the passage themselves and determine only two choices for each question in Exercise 3.

### Language Focus:

1. Write the rule of making adverbs on the board and the form of a mind map make sure to use a different color with the suffix *-ly* or *-ily*. Give out different examples for the exception to the rule and simple sentences as examples of how the adverb was placed in the sentence. Make sure to use different colors to distinguish them.
2. Draw a table on the board that has a list of adjectives and their adverbs. Make sure to use the words in the exercise and help the student read the table and copy it in their notebooks. Read the questions and answer them by going back to the table in Exercise 4.
3. Read the text out loud for the students and summarize it by highlighting the important sentences that answer the questions in the exercise. Help them read them out loud more than once and allow them the time to read the questions and choose the right answer in Exercise 6.

## Pronunciation:

1. Write the words that are in the exercise on the board and distinguish the syllables *ch/sh/tch* in a different color. Read the words more than once and allow them time to repeat them. Correct any mistakes, if necessary, in Exercises 1 and 2.
2. Write the words of Exercise 3 on the board and have the students look at them and read them out loud then copy them into their notebooks. Have them answer the questions of the exercise through their visual perception of the words and correct any mistakes if necessary.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Write the difficult words on the board before playing the audio of the interview with Rawan Ibrahim. Summarize the main ideas on the board then write the central ideas of the text.
2. Allow students to use the text summary on the board to answer Exercises 2 and 3.
3. Use flash cards to explain the meanings of (socialize, give back, fundraising, confidence).
4. Write the *Language Focus* in a frame on the board, giving simple examples for students to understand the rule.
5. Summarize the story in Exercise 6 *Two Brothers, Two Rewards* in short, simple sentences. Use flash cards to explain the meanings of the words in bold (jealous, sparrow).
6. Use the summarized ideas to answer Exercise 7.

## Pronunciation:

1. Stand in front of the students when pronouncing the sounds (sh, ch, tch). Repeat them more than once and ask them to pronounce the sounds individually to make sure they're correct.
2. Write the words (sh: shoe) (ch: chip) (tch: watch) in Look, listen, and repeat exercise clearly on the board. Pronounce the syllables and ask students to repeat them. Then ask them to look carefully at the syllables and close their eyes and read the syllables individually then pronounce it with the rest of the word. Present different words to ensure students' understanding.
3. Write words containing (*sh, ch, tch*) on stick-on cards and ask students to stick them on the felt board below (sh, ch, tch).
4. Present a group of letters that form the words on stick-on cards and ask students to listen to the pronunciation of the word and choose the missing letters and stick them below (sh, ch, tch).
5. Pronounce the words in *Listen and complete* exercise and write them on the board, coloring the missing letters of the words (sh, ch, tch). Ask students to look carefully at the words and pronounce them sequentially and form a visual imagination of the word while pronouncing it. Then ask them to close their eyes and pronounce the words then refer to the book to answer the exercise individually.

## Lesson 4

### Auditory Impairment:

1. Draw a mind map illustrated with pictures to explain the biography of Fareeda Hassan. Direct students to use it to answer related exercises.

### Learning Difficulties:

1. Summarize the biography in the exercise to students and highlight the key words and important sentences in their books. Help them read it and copy the sentences that answer Exercises 1 and 2.
2. Present a summary of the biography to students and allow them time to orally express it. Draw a timeline for the biography simulating the previous model. Write short sentences that express their ideas and provide further help to write correct sentences in Exercises 5 and 6.

# Introduction

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Draw a timeline on the board to explain the chronological order of events in the biography (date of birth, important events, and dates)
2. Ask students to use the timeline to answer Exercises 2 and 3.
3. Give students helping key words to write the biography in Exercises 5 and 6. Allow them enough time and reduce the words to be 50-60.

## Lesson 5

### Auditory impairment:

1. Summarize the ways of how to help your community in short sentences on the board and help students read them. Use flash cards, facial expressions, and body language to explain the meanings of the phrases and direct students to use these phrases to answer related exercises.

### Learning Difficulties:

#### Project:

1. Present a leaflet model illustrated with pictures for students to simulate in writing a leaflet individually. Help them read the text and questions, and answer in short sentences. Provide help if necessary to answer Exercises 2 and 3.

#### Self-Assessment:

1. Remind students of the meanings of the words, rules summary, and mind maps previously made in the previous exercises in the unit.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Present illustrative pictures for respecting others, protecting the environment, and helping the community for students to visualize the ideas and understand their meanings.
2. Present flash cards for ways to be a good citizen with words to help students answer Exercise 2.
3. Write the part related to *Read and do* in short sentences on the board and explain them to students.

## Unit (12): Fiction Reader: Atemu and Amethyst

### Lesson 1

#### Visual Impairment:

1. Present a list of the vocabulary in the story, describing each with a 3D model.
2. Help students put the story events in order in Exercises 1 and 2 by modeling the first two and ask them to continue in the same way.

#### Auditory Impairment:

1. Present a list of the vocabulary in the story with flash cards. Ask students to use them to answer the exercises.
2. Present the text on the board in divided paragraphs through a slideshow.
3. Use a pointer to point at the characters, setting, and main events in the text.
4. Explain and write the main events of the story on the board. Direct students to highlight them in their books using different colors to distinguish between the answers of different exercises.
5. Draw a table on the board to summarize the characters and setting of the story using flash cards for students to use to in answering related exercises.

## Learning Difficulties:

1. Help students read the questions and use the summary previously written to answer Exercises 1, 2, and 3.
2. Remind students of the past simple rule and draw a table on the board including infinitive and past. Write the verbs in the exercise. Allow students to read and copy the table in their notebooks, using it to answer Exercises 4 and 5.
3. Help students read the paragraph and allow them two choices for each question. Remind students of the summary of events in Exercise 7.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Divide the story into parts, dividing each part into events to create a mind map of the events and ideas of the story.
2. Write the main idea of the story for students to get the central idea of the events.
3. Draw a table, highlighting the characters and their roles, factors, reasons, and ideas in the story.
4. Put the events of the story in order by numbering them so students understand the sequence of events.
5. Use the analysis of the story for students to further understand the necessary information and enhance their reading for understanding, then answer the exercises individually.

## Lesson 1

1. Use the analysis to answer Exercises 1, 2, 3, and 4.
2. Remind students of the past simple tense before answering Exercises 5 and 6.
3. Change the form of Exercise 7 to be *Choose the correct answer* by adding two choices next to each number in the paragraph for students to choose the correct one.

## Lesson 2

1. Use the analysis to answer Exercises 1, 2, 3, and 4.
2. Change the form of Exercise 6 to be *Choose the correct answer* by adding two choices next to each number in the paragraph for students to choose the correct one.

## Lesson 3

### Visual Impairment:

1. Exercise 4 is difficult for students to answer.

## Learning Difficulties:

1. Remind students of the meanings of the words and help them read the questions. Specify two choices only for them and remind them of the story events to choose the correct answer. Give feedback for Exercises 2 and 3.
2. Remind students of the meanings of the words mentioned in the exercise and help them write the words in their correct places in the puzzle. Have them deduce the word in yellow and help them read it and explain its meaning in Exercise 4.
3. Write a model for a short message for the students and allow them time to express their ideas, then write short sentences simulating the previous model. Help when necessary in Exercise 6.

## Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Use the previously presented analysis to answer Exercises 1, 2, and 3.
2. Start with the easy and familiar words for students and write the first letter of each word in its place to help students answer Exercise 4.
3. Give helping words to students when writing the message of Exercise 5. Give them enough time to answer.

# Introduction

## Review (4):

### Lesson 1

1. Remind students of the meanings of previously studied vocabulary in the units and help them read the questions. Specify only two choices for the questions and remind them of the rules summarized in tables and mind maps.

### Lesson 2

1. Read the sentences related to answering the questions for students, give them choices for answers, and help them read and explain the meanings of unfamiliar words to them in Exercise 2.
2. Read the story and write the meanings of new words on the board. Help students read the story individually, summarizing it by highlighting the important sentences in their books. Then draw an illustrating chart to summarize the characters, beginning, ending, and morals on the board for students to copy in their notebooks in Exercise 4.
3. Help students read the questions and highlight the correct answer by going back to the summary for Exercises 5 and 6.

### Self-Assessment:

1. Remind students of the previously studied and allow them to orally express their ideas. Give them helping sentences to write their ideas in short sentences. Provide feedback for Exercises 1, 2, and 3.

## Term 2 Project 2

1. Allow students to do the project in mixed-ability groups.

### Intellectual Disabilities and Slow Learning, Autism, and ADHD:

1. Use the previously made tables and mind maps to remind students of the lessons and help them answer the exercises in Lessons 1, 2, and 3.



# UNIT 7

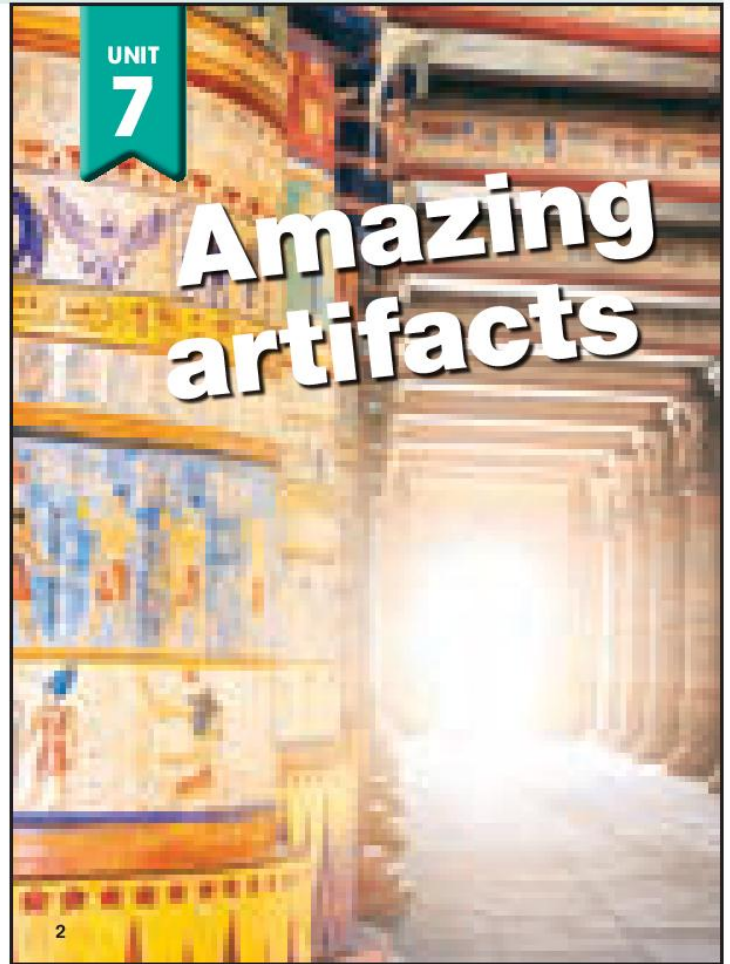
## Introduction


pages 2-3

- Objectives:** To listen, read, and write about important ancient artifacts
- Materials:** Student's Book pages 2-3  
Flashcards or photos of different Ancient Egyptian artifacts

## Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Show students flashcards or photos of a few Ancient Egyptian artifacts. Ask: *What can you see in the picture?* Tell students that this lesson is about Ancient Egyptian objects, and that objects from history are called *artifacts*. Ask students where we can see artifacts (in a museum). Write the word on the board.






UNIT  
7


**In this unit I will ...**

- listen and read about artifacts in the Museum of Ancient History.
- listen, read, research, and write about important ancient artifacts.
- listen to a presentation about Ancient Egyptian metals.
- use the past simple.
- do a quiz about Ancient Egyptian artifacts.
- read about animals in Ancient Egypt.
- use prepositions of place.
- say words with the sound /er/.
- write a fact file about a metal or material in Ancient Egypt.
- research and write display boards for artifacts from Ancient Egypt.

**Look, discuss, and share**




What can you see in the image?  
How do you think it got there?  
Why is it important to study this type of object?  
What's your favorite Egyptian artifact?  
Do you know any famous artifacts from other countries?



**Did you know?**

An artifact is an object that was made by humans in the past. The Khufu solar ship is an artifact from Ancient Egypt. It is the world's oldest intact ship.



**Find out**

Which other Egyptian artifacts do your classmates know about? Which are the most famous?

3



### Find out

- 1 Either let students use the internet or, if this is not practical, show some pictures of different Ancient Egyptian artifacts, such as King Tutankhamun's Golden mask and the Great Sphinx of Giza.
- 2 In pairs, students look at pictures of, and share any knowledge about, different Ancient Egyptian artifacts.

### Closing

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



### Look, discuss, and share

- 1 Ask students to look at the photo on page 2.
- 2 Read through the questions with the class. Use the flashcards or photos to reinforce *artifact*.
- 3 Direct students to ask and answer the questions with a partner. Elicit responses from pairs and share the best answers.

*Students' own answers*



### Did you know?

- 1 Direct students' attention to the photo and elicit what it shows (an ancient ship). Explain to students that this is a special artifact and elicit why it might be special (it's a whole ship).
- 2 Ask a student to read the *Did you know?* fact to the class, then check students' understanding of *intact* (whole and without any damage; not broken).

## LESSON 1

pages 4-5

<b>Objectives:</b>	To use words for different materials To listen, read, and answer questions about a museum visit To talk about what material things are made with
<b>Vocabulary:</b>	<i>artifact, clay, cloth, durable, fascinating, glass, gold, granite, preserve</i>
<b>Materials:</b>	Student's Book pages 4-5 Audio files Photos or flashcards to illustrate the words in the vocabulary list

### Opener

- Ask students if they have been to a museum. Ask: *What artifacts did you see? What are they made with?* Use flashcards and photos to help, if necessary. Elicit any materials students know and write these words on the board.

### Presentation

- Use the flashcards to present the new vocabulary for the different materials. 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.
- Play a short game either by pointing randomly to different cards and asking students to give you the correct word, or by saying the word and asking students to show you the correct picture.
- For extra practice if your class needs it, play a matching game with the words and pictures from the new vocabulary. Students read and match. Set a time limit for extra challenge.
- Ask students to say one thing they know made with each of the materials, e.g. *clay bowl, glass window, gold ring, granite statue.*

### STUDENT'S BOOK

page 4

#### 1 Listen and read. Why are Tamer and Tamara at the museum?

- Students listen and follow the audio, reading the dialog transcript as they do so.
- Elicit the answer to this initial check question (They would like to learn more about Ancient Egyptian artifacts).
- Ensure students understand any unknown words or phrases. Ask: *If we preserve something, does it last for a short time or a long time?* (a long time); Ask: *If something is fascinating, is it interesting or boring?* (interesting) *Is it a bit interesting or very interesting?* (very interesting); Ask: *If something is durable, is it strong?* (yes). Ask confident students to say a sentence using each of the new words.

4

## LESSON 1 A VISIT TO THE MUSEUM



### 1 Listen and read. Why are Tamer and Tamara at the museum?

**Mr Tarek:** Good morning and welcome to the Museum of Ancient History. My name is Mr Tarek and I am your guide today.

**Tamer:** Good morning, Mr Tarek. I'm Tamer and this is my sister Tamara. We're students at Egyptian Eagle Primary School, and these are our parents.

**Tamara:** We're excited to learn more about Ancient Egyptian artifacts.

**Mr Tarek:** Great! What would you like to know?

**Tamara:** Well, first of all, why do we have so many **artifacts**?

**Mr Tarek:** That's an interesting question. One reason is the climate. We have a hot, dry climate here in Egypt, so artifacts aren't damaged by cold and wet weather. This helps to **preserve** them. The Ancient Egyptians also knew that certain materials could last a long time. That's why they built the Pyramids with **granite**, a very hard and **durable** stone.

**Tamer:** That's **fascinating**! What other materials did they use?

**Mr Tarek:** They used a lot of **glass**, which lasts forever. They also used **clay**, which is found close to the River Nile, to make pots.

**Tamer:** I also heard they used a lot of **gold** in Tutankhamun's tomb.

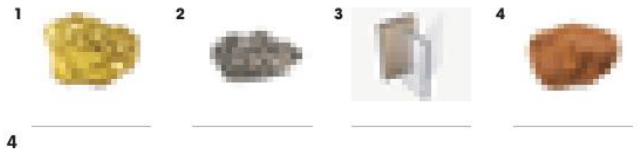
**Mr Tarek:** Yes, the Ancient Egyptians liked to use gold because it is valuable, but it is also very durable. When they covered artifacts in gold, they kept them in good condition.

**Tamer:** I'm happy about that! It's exciting to enjoy the things they made.



### 2 Listen and read again. Look and write

clay glass gold granite



- Encourage the class to say if the sentence is correct, or if not, to try to correct the sentence.

### Audioscript

**Mr Tarek:** *Good morning and welcome to the Museum of Ancient History. My name is Mr Tarek and I am your guide today.*

**Tamer:** *Good morning, Mr Tarek. I'm Tamer and this is my sister Tamara. We're students at Egyptian Eagle Primary School, and these are our parents.*

**Tamara:** *We're excited to learn more about Ancient Egyptian artifacts.*

**Mr Tarek:** *Great! What would you like to know?*

**Tamara:** *Well, first of all, why do we have so many artifacts?*

**Mr Tarek:** *That's an interesting question. One reason is the climate. We have a hot, dry climate here in Egypt, so artifacts aren't damaged by cold and wet weather. This helps to preserve them. The Ancient Egyptians also knew that certain materials could last a long time. That's why they built the Pyramids with granite, a very hard and durable stone.*

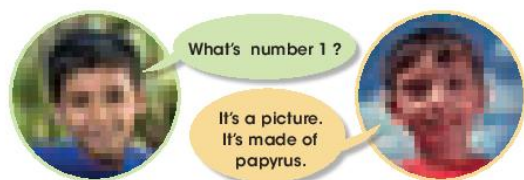
**Tamer:** *That's fascinating! What other materials did they use?*

**Mr Tarek:** *They used a lot of glass, which lasts forever. They also used clay, which is found close to the River Nile, to make pots.*

**3 Listen and read again. Which option is correct? Circle a, b, or c**

- Tamer and Tamara
  - are parents.
  - work at the museum.
  - go to Egyptian Eagle Primary School.
- Mr Tarek
  - is a teacher.
  - knows the students.
  - works at the museum.
- Ancient Egyptians made the Pyramids from
  - clay.
  - granite.
  - gold.
- The Egyptian climate is good for preserving artifacts because
  - it's too hot.
  - it's wet and cold.
  - it's hot and dry.
- Ancient Egyptians used gold for artifacts because
  - it doesn't last for a long time.
  - it is valuable and durable.
  - it makes good pots.

**4 Work in pairs. Ask and answer questions about the artifacts in the pictures. What are they made of?**



5

**Tamer:** *I also heard they used a lot of gold in Tutankhamun's tomb.*

**Mr Tarek:** *Yes, the Ancient Egyptians liked to use gold because it is valuable, but it is also very durable. When they covered artifacts in gold, they kept them in good condition.*

**Tamer:** *I'm happy about that! It's exciting to enjoy the things they made.*

**Answers:**

*They would like to learn more about Ancient Egyptian artifacts.*

**STUDENT'S BOOK page 5**

**2 Listen and read again. Look and write**

- Ask students to look at the photos, and ask a student to read out the words in the box. As a class or in pairs, students try to match the words and photos before listening, but ask them not to write the answer yet.
- Students listen and read the dialog a gain, then write the words as they hear them.
- For mixed-ability classes, pause the recording after each answer to give students time to write.

- Go through the answers around the class. During class feedback, nominate a more confident student to say which part of the text they found the answer in.

**Answers:**

1 gold      2 granite      3 glass      4 clay

**3 Listen and read again. Which option is correct? Circle a, b, or c**

- Read the instruction to the class.
- Ask students to go through the questions and options in pairs, and decide which options they are sure about before reading a gain. If there is time, pairs can then join another pair to compare answers.
- Either play the recording a third time, or ask students to read the dialog in pairs to find the answers. Monitor and give help where needed.
- Go through answers around the class.

**Answers:**

1 c      2 c      3 b      4 c      5 b

**4 Work in pairs. Ask and answer questions about the artifacts in the pictures. What are they made of?**

- Look at the pictures together as a class. Ask students what they think they are and what they are made of.
- Monitor and help with any vocabulary. Note any interesting conversations for pairs to share with the class.

**Answers:**

2 A What's number 2?  
B It's a vase. It's made of glass.

3 A What's number 3?  
B It's a statue. It's made of gold.

4 A What's number 4?  
B It's a temple. It's made of granite.

5 A What's number 5?  
B It's a pot. It's made of clay.

**Extra practice**

- Put students in groups of three to role-play the dialog.

LESSON 2

pages 6-9

**Objectives:** To use words for animals in Ancient Egypt  
To read and match headings and paragraphs in a text about Ancient Egyptian pets  
To use the regular and irregular past simple tense

**Vocabulary:** *baboon, crocodile, falcon, hippo, ibis, monkey, snake, rat*

**Language:** *The Ancient Egyptians loved animals. Were there a lot of mummies? Which was their favorite animal? Did the Ancient Egyptians only keep cats as pets? What did they feed their cats?*

**Materials:** Student's Book pages 6-9  
Audio files

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 111) with the flashcards from Lesson 1.

Presentation

- 1 Ask: *Do you have a pet at home?* Elicit answers from a confident student. Follow up with: *What kind of pet do you have?* Write any new pet animal words on the board for students to write in their notebooks.

STUDENT'S BOOK

page 6

1 Look and write. Use the words in the box. Listen and check

- 1 Point to each picture in turn and elicit the name of the animal. If students know any of the words, say: *Yes, that's right.* Go through the example with the class.
- 2 Ask students to complete the activity in pairs.
- 3 Check answers around the class. Then model each word and ask students to repeat as a class and then individually. Take care with the pronunciation of *ibis* /i.a.bis/ (plural = ibises).

Audioscript

1 baboon	2 monkey	3 rat
4 crocodile	5 hippo	6 falcon
7 ibis	8 snake	

Answers:

1 baboon	2 monkey	3 rat
4 crocodile	5 hippo	6 falcon
7 ibis	8 snake	

LESSON 2 THEY LOVED ANIMALS



1 Look and write. Use the words in the box. Listen and check

**baboon** crocodile falcon hippo ibis monkey snake rat



2 Read the text on page 7. Why were cats important to Ancient Egyptian farmers?

3 Read again and match headings (a-d) with paragraphs (1-4)

- Did the Ancient Egyptians keep birds as pets as well?
- What animals are popular pets in Egypt today?
- What other animals did the Ancient Egyptians keep?
- What was the Ancient Egyptians' favorite animal?

4 Look at the words in bold in the text. Then match the words to their meanings

- |           |   |
|-----------|---|
| 1 grain   | a an object made of stone or another material to look like a person or animal |
| 2 adored  | b to cover in oils and cloth to preserve for a very long time                 |
| 3 wisdom  | c using your knowledge to make good decisions                                 |
| 4 mummify | d seeds from plants used to make flour and bread                              |
| 5 statue  | e loved something very much   |
| 6         |   |

2 Read the text on page 7. Why were cats important to Ancient Egyptian farmers?

- 1 Draw students' attention to the web page text on page 7. Ask the class what picture they can see in the background of the text (Ancient Egyptian cats).
- 2 Read the question to the class, and ask them what word in the question students should look for in the text to find the answer (farmers). Students read the text quickly to find the *farmers* (first paragraph) and find the answer.

Answers:

Farmers produced a lot of grain. They needed cats to kill the rats who came to eat the grain.

3 Read again and match headings (a-d) with paragraphs (1-4)

- 1 Draw students' attention to the web page text again and explain that the four gaps are for the four headings.
- 2 Read through each heading with the class and elicit which are the important keywords in each one (a birds; b today; c other animals, keep; d favorite).
- 3 Students complete this task with a partner then compare answers with another pair. Check the answers as a class.

Answers:

1d      2c      3a      4b

UNIT  
7

1 —  
The Ancient Egyptians loved animals and kept many as pets. They particularly **adored** cats, and there was a cat in almost every house. The Ancient Egyptians believed that cats looked after them and kept them safe. They were also good pets because they cleaned themselves and kept the houses free of pests like rats and snakes. This was particularly important for farmers, who produced a lot of **grain**. The rats didn't eat the grain because the cats ate the rats!

2 —  
As well as cats, many people kept monkeys and baboons. Some people even kept crocodiles, hippos, and lions, which were dangerous and difficult to look after. They weren't popular pets!

3 —  
Yes, they did. The Ancient Egyptians loved birds too, especially falcons and the ibis, which represented **wisdom**. There are thousands of **mummified** ibises in Saqqara alone. All these pets weren't only important for the Ancient Egyptians' everyday life - they were also important in the afterlife. It is therefore common to find mummified pets and **statues** of animals in the tombs.

4 —  
Today, cats are still popular pets in Egypt. Other animals that people keep today include, turtles, fish, and birds, which are of course much smaller and easier to look after than baboons and crocodiles.

**5** Circle all the past simple verbs in the first paragraph of the text

**6** Look again at the circled verbs in the text. Are they regular or irregular? Complete the chart

Regular	Irregular
loved	was

7

**4 Look at the words in bold in the text. Then match the words to their meanings**

- Find the words in the text with the class and ask a different student to read each of the sentences containing the words. Elicit students' ideas around what each word might mean using the context of the sentence for clues. Don't confirm any ideas at this stage.
- Students complete the task individually, or with a partner for support.
- Fast finishers can write example sentences for each new word.
- Elicit answers from the class, along with the example sentences from the fast finishers.

**Answers:**

1d      2e      3c      4b      5a

**STUDENT'S BOOK**

**5 Circle all the past simple verbs in the first paragraph of the text**

- Read the first sentence in the text to the class as you write it on the board. Elicit the two verbs in the sentence (*loved* and *kept*).

- Ask students to carry on circling all the verbs in the paragraph. They can then check with a partner to see if they have the same number of verbs. Circulate and monitor, offering support as necessary.
- Fast finishers can carry on and circle the verbs in the remaining paragraphs, and compare with a partner.

**Answers:**

The Ancient Egyptians **loved** animals and **kept** many as pets. They particularly **adored** cats, and there **was** a cat in almost every house. The Ancient Egyptians **believed** that cats **looked after** them and **kept** them safe. They were also good pets because they **cleaned** themselves and **kept** the houses free of pests like rats and snakes. **This was** particularly important for farmers who **produced** a lot of **grain**. The rats **didn't eat** the grain because the cats **ate** the rats!

**6 Look again at the circled verbs in the text. Are they regular or irregular? Complete the chart**

- Read the first sentence in the text to the class as you write it on the board. Elicit the two verbs in the sentence (*loved* and *kept*). Draw students' attention to the verb *loved*. Elicit the rule for forming this past tense verb (add *-d*). Ask: *Is this verb regular or irregular?* (regular). Now draw students' attention to the verb *kept* and do the same. Ask: *Is there a rule for this past tense verb?* (no). Elicit that this is an *irregular verb*.
- Draw students' attention to the verb table in Exercise 6. Ask students to copy the table into their notebooks, then complete it with the regular and irregular verbs in the first paragraph of the text. For mixed-ability classes, go through the paragraph as a class and locate the verbs. Students can also work in pairs. Circulate and monitor, offering support as necessary.
- Fast finishers can categorize the verbs in the second paragraph as well. Elicit those answers as well when you conduct class feedback.

**Answers:**

Regular: loved, adored, believed, looked after, cleaned, produced

Irregular: was x 2, kept x 3, were, ate

**LANGUAGE FOCUS**

- 1 Read through the *Language focus* box with the class. This should be revision for students, so for regular verbs, elicit some examples of verbs that follow each rule, then ask students to say some example sentences using the positive and negative form of *was/were*. If students struggle, provide prompts on the board, e.g., *we / (not) be / at school yesterday*.
- 2 Ask students to name as many irregular verbs (present and past form) as they can. Write them on the board.

**Extra practice**

Instead of eliciting irregular present and past verbs from the class, split the class into two teams and ask individual students from each team in turn to say one irregular verb. If you have time, the student can come to the board to write the word. The team gets one point for a correct present tense irregular verb and an extra point for the correct past tense form as well, which the same student can write on the board. The team with the most points when neither team can think of any more irregular verbs, wins.

**7 Complete the sentences with the past simple form**

- 1 Ask students to complete the sentences individually. Some students may benefit from working in mixed-ability pairs. If students have difficulty, they should look back over the *Language focus* box and/or find the answers in the text.
- 2 Check answers as a class.

**Answers:**

- 1 loved    2 taught    3 became    4 represented

**8 Write a question for each sentence**

- 1 Read the instruction as a class and explain that students are going to form questions. If necessary, read the section on forming questions in the *Language focus* box again with the class.
- 2 Go through the sentences and elicit the verb in each sentence. Ask students to say the present simple form of the verb for each one.
- 3 Students work individually to write the sentences, then practice saying them with a partner. Go round and monitor, offering support as necessary and checking for errors.
- 4 Check the answers as a class by asking pairs to role-play the questions and answers.

**Answers:**

- 1 Where did you grow up?
- 2 What kind of school did you go to?
- 3 What did you study at university?
- 4 What did you become after university?

**9 Now make the sentences negative**

- 1 If necessary, read the section on forming negatives in the *Language focus* box again with the class.

8

**Language focus**

**The past simple**

If the verb is regular, we can make the past simple in the following ways:

love - loved; need - needed; drop - dropped; try - tried

Some irregular past simple verbs are:

be - was / were; become - became; keep - kept

To make the **negative**, we use two main forms:

■ for was / were, we use *wasn't / weren't*: They **weren't** popular pets!

■ for other verbs, we use *didn't + infinitive without to*: Rats **didn't** eat the grain.

To make **questions**, we use *was / were* or *did*.

**Were** there a lot of mummies? Which **was** their favorite animal?

**Did** the Ancient Egyptians only **keep** cats as pets? What **did** they **feed** their cats?

**7 Complete the sentences with the past simple form**

- 1 The Ancient Egyptians loved (love) their pets.
- 2 They \_\_\_\_\_ (teach) their monkeys different tricks.
- 3 The crocodiles quickly \_\_\_\_\_ (become) dangerous pets.
- 4 The ibis \_\_\_\_\_ (represent) wisdom.

**8 Write a question for each sentence**

- 1 I grew up in Cairo. Where did you grow up?
- 2 I was a student at the local school. \_\_\_\_\_
- 3 At university, I studied math. \_\_\_\_\_
- 4 After university, I became a teacher. \_\_\_\_\_

**9 Now make the sentences negative**

- 1 I didn't grow up in Cairo.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

8

- 2 Students complete the task individually and swap answers with a partner for peer-checking.

**Answers:**

- 1 I didn't grow up in Cairo.
- 2 I wasn't a student.
- 3 At university, I didn't study math.
- 4 After university, I didn't become a teacher.

**Extra practice**

Students write two untrue sentences about their partner, one with a regular verb and one with an irregular verb, e.g. *You carried my bag. You ate the teacher's sandwich*. This can be done for homework, if necessary. Students swap sentences (at the beginning of the next class) and reply orally in the negative: *I didn't carry your bag. I didn't eat the teacher's sandwich*. Fast finishers can add a follow-up sentence, e.g., *I didn't eat the teacher's sandwich. I ate your sandwich!*

**10 Work in pairs. Say four sentences about yourself: two true and two false. Can your partner guess the incorrect sentence?**

- 1 Model the activity. Say one true sentence about yourself to the class and one false sentence. Ask students to guess the incorrect sentence. If a student guesses correctly, follow up by asking him/her to correct the sentence.

**10** Work in pairs. Say four sentences about yourself: two true and two false. Can your partner guess the incorrect sentences?

A: I grew up in Alexandria.

B: You didn't grow up in Alexandria. You grew up in Cairo.

**11** Read the dialog below. Who had a good weekend and why?

**12** Complete the conversation with the past simple. Then listen and check

**Mayar:** Hi Nesma! 1 Did you have a nice weekend?

**Nesma:** Hi Mayar! Yes, I 2                     . I went to Al-Azhar Park with my family.

**Mayar:** What 3                      you do there?

**Nesma:** We 4                      a picnic. Then we went on a boat ride. It 5                      great!

**Mayar:** 6                      you go hiking?

**Nesma:** No, we didn't. We wanted to, but it started to rain. 7                      you 8                      a good weekend?

**Mayar:** No, I 9                     . I fell over and hurt my arm, so I 10                      in bed the whole time!

**13** Work in pairs. Write eight questions and answers about the text on page 7. Work in pairs to make a quiz

Q: What did the Ancient Egyptians believe about cats?

A: They believed that cats looked after them and kept them safe.

**14** Work with another pair. Take turns to ask and answer your quiz questions. Follow these instructions

If the other pair answers correctly, they get one point.

If they can't answer your question, you get one point.

The pair with the most points wins the quiz.

9

- Students write their four sentences individually in their notebooks. Circulate and monitor, offering support as necessary.
- Students take turns to say their sentences to their partner as you demonstrated in the model.
- Nominate a pair to share their sentences and answers with the class.

**Students' own answers**

**11** Read the dialog below. Who had a good weekend and why?

- Draw students' attention to the dialog. Explain that one of the students had a good weekend and one of them had a bad weekend. Ask students to read the conversation with a partner, with one student taking a part each.
- Elicit the answer from the class. Follow up by asking who had a bad weekend and why (Mayar had a bad weekend because she fell over and hurt her arm and was in bed the whole time).

**Answers:**

Nesma had a good time because she went to Al-Azhar Park and had a picnic with her family.

**12** Complete the conversation with the past simple. Then listen and check

- Before starting the activity, read through the conversation with the class. Discuss what type of word could be missing in each space.
- Elicit the answer to the second space (*did*), then give students time to complete the rest of the conversation. Students can work individually or, if more support is needed, in pairs.
- Play the audio for students to listen and check their answers.

**Audioscript**

**Mayar:** Hi Nesma! Did you have a nice weekend?

**Nesma:** Hi Mayar! Yes, I did. I went to Al-Azhar Park with my family.

**Mayar:** What did you do there?

**Nesma:** We had a picnic. Then we went on a boat ride. It was great!

**Mayar:** Did you go hiking?

**Nesma:** No, we didn't. We wanted to, but it started to rain. Did you have a good weekend?

**Mayar:** No, I didn't. I fell over and hurt my arm, so I stayed in bed the whole time!

**Answers:**

- |       |       |        |          |           |
|-------|-------|--------|----------|-----------|
| 1 Did | 2 did | 3 did  | 4 had    | 5 was     |
| 6 Did | 7 Did | 8 have | 9 didn't | 10 stayed |

**13** Work in pairs. Write eight questions and answers about the text on page 7. Work in pairs to make a quiz

- Refer students back to the text on page 7. Ask the class if they will write questions in the first person or the third person (the third person as the questions are about the Ancient Egyptians and Ancient Egyptian pets). If necessary, read through the section on making past simple questions in the *Language focus* box on page 8 again.
- In pairs, students go through the text and highlight eight sentences they can make into questions. Students write their questions in their notebooks. If students need more support, or you are short on time, students can work with four questions instead of eight.

**Suggested answers:**

Q: What did Ancient Egyptians love?

A: They loved animals.

Q: What did they absolutely adore?

A: They absolutely adored cats.

Q: Why were cats good pets?

A: Because they cleaned themselves and kept the house free of pests.

Q: Why were cats important for farmers?

A: Because they ate the rats that ate the grain.

Q: What other pets did they keep?

A: They kept monkeys and baboons.



**14 Work with another pair. Take turns to ask and answer your quiz questions. Follow these instructions**

- 1 Pairs can either check their sentences with a teacher or join together with another pair to peer-check their work before taking turns to ask and answer the quiz questions about the text. Alternatively, conduct the quiz as a class competition, with two or more groups competing against each other.

**Closing**

- In pairs, students think about what they did last weekend and role-play the conversation in Exercise 12, making the information true for them. Alternatively, ask students to write the dialog for homework and ask students to role-play at the beginning of the next lesson.

**LESSON 3**

pages 10-13

**Objectives:** To read and complete a summary of a text about trade in Ancient Egypt  
Use prepositions of place to say where things are  
To read and answer true/false questions on a story about King Midas.  
To practice saying words with the sound /ai/

**Vocabulary:** *economy, metal, trade, weapon; between, in, in front of, next to, on, under*

**Language:** *The Ancient Egyptians first found metal in rocks thousands of years ago.  
They could hunt and grow things on the land.*

**Materials:** Student's Book pages 10-13  
Audio files  
Photos of different metal objects in use today, e.g. car.

**Opener**

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.
- If students rewrote the dialog in Exercise 1 at the end of the last lesson for homework, then ask a few pairs to role-play their dialogs for the class now.

**Presentation**

- 1 Refer the class to the photo of gold on page 5 and elicit *gold*. Explain that gold is a type of *metal*. Elicit other objects made from metal that we use today and/or teach metal using photos of metal objects. There is no need to teach the names of the different metals.
- 2 Draw students' attention to the text in exercise 1 on page 10. Ask students to look at the picture and say what they think is happening (Ancient Egyptians are melting gold).

**LESSON 3 METAL IN ANCIENT EGYPT**

- 1 Listen to Injy's and Dalia's class presentation. What do you think the Ancient Egyptians found around 7,000 years ago? Choose, then listen and check

- a stone
- b glass
- c metal

- 2 Listen to the presentation again and complete the summary



The Ancient Egyptians **traded** with other countries, and **metal** was one thing they traded. They first found metal **1** \_\_\_\_\_ rocks. Metal was harder than **2** \_\_\_\_\_, and they could melt and form it into different **3** \_\_\_\_\_. They used metal to make tools and **weapons**, so that they could hunt **4** \_\_\_\_\_ the land, and grow food. Gold was a popular metal for making jewelry and art to sell. Silver was also used, but was rarer. Trade with other countries helped the Ancient Egyptian **economy** to **5** \_\_\_\_\_.

- 3 Match the words in bold in Exercise 2 with the meanings below

- 1 trade
- 2 metal
- 3 weapon
- 4 economy
- a the system of how a country's money and goods are produced and used
- b something, like gold or iron, that is hard and strong
- c buying and selling things between countries
- d an object used for fighting or hunting animals

**STUDENT'S BOOK**

page 10

**1 Listen to Injy's and Dalia's class presentation. What do you think the Ancient Egyptians found around 7,000 years ago? Choose, then listen and check**

- 1 Read the question, and ask students how they think the Ancient Egyptians used metal before they read. Accept any reasonable answers, but don't confirm any answers at this point.
- 2 Play the recording of the text for the class to read along. Pause the recording after the answer for more support, then play till the end.
- 3 Nominate students to give the answers.

**Audioscript**

**Injy:** Our class presentation is about trade in Ancient Egypt. I'm Injy, and this is Dalia. The Ancient Egyptians bought from and sold many things to different countries. This is called trading. Dalia, can you tell us what kinds of things the Ancient Egyptians traded?

**Dalia:** Thanks, Injy. Well, one of the most interesting things they traded with other countries was metal! The Ancient Egyptians first found metal in rocks around thousands of years ago. They heated the rocks and took out the metal parts. They learned that metal was harder than stone, and that they could melt and make different shapes with it.

Language focus

We use prepositions of place to say where things are:

The Ancient Egyptians first found metal **in** the rocks thousands of years ago.

They could hunt and grow things **on** the land.

Here are some common prepositions of place:



**Tip!** To practice prepositions of place, take a few small objects, such as an eraser, a pencil, and a book. Arrange them on the desk, then ask a partner: *Where is the eraser?* Your partner should answer: *It's under the book.* Repeat with other objects and prepositions.

4 Complete the text using the prepositions in the box

between in on under

One of the most beautiful artifacts from Ancient Egypt is Tutankhamun's mask, which was found **1** his tomb. The mask is gold, with blue lines **2** gold lines. **3** his chin is a thin beard. There is also a snake **4** the top of his head.



5 Work in pairs. Talk about where things are in your school or classroom

The whiteboard is under the clock.

The library is next to the computer room.

11

**Injy:** That's fascinating, Dalia, thank you. What did they use the metal for?

**Dalia:** They used it to make tools and weapons, so that they could hunt on the land, and grow things like food more easily. Gold was a popular metal for making jewelry and decorations. Silver was also used, but was rarer. As art and culture were very important to the Ancient Egyptians, many of their craftsmen used different types of metal to make statues and sculptures to sell.

**Injy:** That's right. But they didn't just sell metal to other countries. They also bought some metals, like silver, which they got through trade with countries. And as they traded more, this helped the Ancient Egyptians develop their economy, until Ancient Egypt was one of the strongest economies in the world.

**Dalia:** Yes, you only need to look at the Ancient Egyptian artifacts in museums today to see that this is true.

**Injy:** Well, that's the end of our presentation. Does anyone have any questions, please?

Answers:

They made tools, weapons, jewelry, statues, sculptures, and wheels from them, amongst other things.

2 Listen to the presentation again and complete the summary

- 1 Before starting the activity, read through the summary with the class. Go through what type of word (noun, adjective or verb) could be missing in each space.
- 2 Ask students try to complete the task in pairs before listening for a more challenging activity. Otherwise, play the recording for students to complete the answers.
- 3 Fast finishers can find and highlight the answer justifications in the text.
- 4 Nominate students to read their completed sentences to check answers. Ask fast finishers to read out the justification from the text.

Answers:

1 in                      2 stone                      3 shapes  
4 on                      5 grow

3 Match the words in bold in Exercise 2 with the meanings below

- 1 Put students into pairs, and ask them to read through the definitions together, then find the words in the text and try to match them to the definitions using the context of the sentence to help them. Remind them to match the easier ones first, then come back to the more difficult ones.
- 2 Pairs check answers with another pair. If they have any differing answers, they should try to work out together which one is the correct answers.
- 3 Check the answers around the class.

Answers:

1 c                      2 b                      3 d                      4 a

STUDENT'S BOOK

page 11

LANGUAGE FOCUS

- 1 Draw a box on the board and draw a circle (for a ball) next to the box. Ask: *Where is the ball?* and elicit: *It's next to the ball.* Erase the ball and redraw in front of the box. Elicit: *The ball is in front of the box.* Then ask: *Where is the box?* Elicit: *The box is behind the ball.* Repeat for *in*, *on*, *between* and *under*.
- 2 Read the Language focus box with the class.
- 3 Read the *Tip!* box with the class and ask students to find and arrange a handful of small objects, which they know the names for, on the desk in front of them. Put students in pairs to complete the activity. Circulate and monitor, offering support as necessary.

**4 Complete the text using the prepositions in the box**

- 1 Read the instruction and draw students' attention to the words in the box. Then draw students' attention to the picture and elicit what it shows (Tutankhamun's mask). Explain to students that the text is about the mask and that they can find some of the answers by looking at the picture.
- 2 Allow students time to complete the sentences individually, then check answers as a class.

**Answers:**

- |         |           |
|---------|-----------|
| 1 in    | 2 between |
| 3 Under | 4 on      |

**5 Work in pairs. Talk about where things are in your school or classroom**

- 1 Model the task for the class, then ask a confident student to have a turn.
- 2 Put students in pairs to take turns. Encourage them to use all the prepositions in the *Language focus* box.
- 3 Elicit some sentences from some volunteer pairs.

**STUDENT'S BOOK**

**6 Listen and read. What did King Midas wish for? How did he feel about his wish at the end of the story?**

- 1 Read the instruction and check students' understanding of *wish*.
- 2 Play the recording for students to read along.
- 3 Check the answers with the class. Ask a confident student to read out the answer justification for each answer in the text.

**Answers:**

*He wished that everything he touched turned to gold.  
He felt bad.*

**7 Read again and answer T (True) or F (False)**

- 1 Students read the text again first if they need to, otherwise they can try to answer and then check their answers in the text.
- 2 Fast finishers should correct the false statements in their notebooks.
- 3 Check the answers around the class, asking fast finishers to read out their corrected false statements.

**Answers:**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 F | 2 T | 3 T | 4 F |
|-----|-----|-----|-----|

**6 Listen and read. What did King Midas wish for? How did he feel about his wish at the end of the story?**

**KING MIDAS AND THE GOLDEN TOUCH**

Many years ago, there lived a king called King Midas. He loved three things more than anything else: his daughter, Marigold, his rose garden, and gold. His favorite thing was to spend time in his garden with Marigold. But he also liked to look at all the gold in his castle.



One night, he was walking in his garden when he **tripped over** something on the ground. It was a strange-looking goat. It looked very sick. King Midas was a kind man, so he took the goat into his castle. There, he gave it food and a warm bed. In the morning, the goat felt much better.

"I would like to thank you, King Midas," said the goat. "What would you like more than anything else in the world?"

King Midas thought for a minute, then said, "I would like everything I touch to turn into gold."

"OK," said the goat, and made the king's wish come true.

King Midas was very excited. After the goat left, he walked around the castle. When he touched a chair, it turned to gold. When he touched his bed, it turned to gold, too. To celebrate, he asked for a special meal. But when he touched the food, he couldn't eat it because it turned to gold. Then, he went outside into the garden to find Marigold. When he **hugged** her, she also turned to gold!

King Midas started crying. "Please come back, goat!" he said. "I can't lose Marigold."

His **tears** fell on his precious roses and they turned to gold. But he didn't care about roses or gold any more – he just wanted to save his daughter.

The goat heard King Midas and returned to change everything back to how it was before.

"Thank you so much!" said King Midas. "I will never think gold is so important again!"

**7 Read again and answer T (True) or F (False)**

- 1 King Midas only loved gold.
- 2 King Midas helped the goat.
- 3 King Midas was sad when everything changed to gold.
- 4 The goat didn't change Marigold back into a human.

**8 Read again and choose the moral a, b, or c**

- a It's good to have a lot of gold and be rich.
- b You will always get a reward if you are unkind.
- c Your family is more important than money and material things.

12

**8 Read again and choose the moral a, b, or c**

- 1 Read the instruction and check students' understanding of *moral* by asking for a word that means the same (lesson).
- 2 Do the activity as a class, or ask students to discuss in pairs. Once students have decided on the correct answer, ask them to justify their answer by saying why each of the incorrect options is false.


**Answers:**

c


UNIT  
7

## PRONUNCIATION


**1 Look and say. Then listen and repeat**



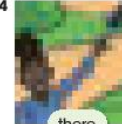
bear



hair




share




there

**2 Look at the pictures and complete the sentences with the words in the box. Then listen, check, and repeat**


air pair pear ~~rare~~ tear wear




1 That gemstone is very rare - it's not easy to find.




2 This pear looks delicious.




3 There's a pair of brown shoes.



4 I like walking in the fresh air.



5 Don't pull that - you'll tear it!



6 What do you want to wear today?

**3 Listen and write**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

13

- 3 Play the audio again for students to check their answers.
- 4 Students practice saying the sentences in pairs. Monitor and correct any pronunciation errors. Then ask some confident students to model the sentences to the class.

### Audioscript

- 1 That gemstone is very rare - it's not easy to find.
- 2 This pear looks delicious.
- 3 There is a pair of brown shoes.
- 4 I like walking in the fresh air.
- 5 Don't pull that - you'll tear it!
- 6 What do you want to wear today?

### Answers:

- |        |        |        |
|--------|--------|--------|
| 1 rare | 2 pear | 3 pair |
| 4 air  | 5 tear | 6 wear |

### 3 Listen and write

- 1 Tell students to listen without writing. Play the recording, pausing after each word, and have students repeat the words, chorally first then individually.
- 2 Play the audio again for students to write the words.
- 3 Elicit the answers from the class, demonstrating any distinctions students found difficult. Write the answers on the board so students can check spelling.

### Audioscript

- |        |              |             |
|--------|--------------|-------------|
| 1 rare | 2 where/wear | 3 bear/bare |
| 4 air  | 5 pear/pair  | 6 hair      |

### Answers:

- |        |              |             |
|--------|--------------|-------------|
| 1 rare | 2 where/wear | 3 bear/bare |
| 4 air  | 5 pear/pair  | 6 hair      |

## PRONUNCIATION

### 1 Look and say. Then listen and repeat

- 1 Ask students to look at the pictures and the words.
- 2 Students listen to the audio and point to each picture in turn.
- 3 Play the audio once more and ask students to repeat the word after the audio. Then drill the words, chorally then individually.

### Audioscript

bear  
hair  
share  
there

### 2 Look at the pictures and complete the sentences with the words in the box. Then listen, check, and repeat

- 1 Read the words in the box, pausing after each one for students to repeat.
- 2 Students work in pairs to look at the pictures and read the sentences. Tell them to match the ones they are sure about first.

## LESSON 4

pages 14-15

**Objectives:** To use headings and sections to write a fact file  
To use formal language  
To research facts

**Materials:** Student's Book, pages 14-15

### Presentation

Draw students' attention to the fact file model text in Exercise 1. Ask: *What is a fact file?* (it's a text that gives us information or facts). Ask: *Where you can find a fact file?* (on a website, in a book, in a museum pamphlet). Explain to the class that they are going to research facts and write a fact file in this lesson.

## STUDENT'S BOOK

page 14

### 1 Read the fact file. Why did Ancient Egyptians call iron "the metal of heaven"?

- 1 Read the instruction with the class and ask students which is the important keyword to look for in the text (*heaven*). Explain that students should read the text quickly and try to find words that are the same or similar. When they find these, they will find the answer.
- 2 Students do the task individually. Fast finishers can compare answers. Check the answers with the class and ask fast finishers which words they found in the text that helped them find the answer (*thought, special*).

**Answers:**

They thought iron was special because they believed it came from the sky (because of the meteorites).

### 2 Read the fact file again. Answer the questions

- 1 Students work individually to answer the questions. For extra writing practice, students can write full sentences in their notebooks.
- 2 Go through the answers around the class, with different students saying answers and others providing the justification from the text.

**Answers:**

- 1 They used copper and bronze.
- 2 They started using it more than 5,000 years ago.
- 3 Because it needed a very high heat to melt it.
- 4 They made a dagger.
- 5 Trade with other countries helped them.

## LESSON 4 WRITING: A FACT FILE

### 1 Read the fact file. Why did Ancient Egyptians call iron "the metal of heaven"?

### Iron in Ancient Egypt

**When did the Ancient Egyptians start using iron?**

The Ancient Egyptians started using iron more than 5,000 years ago. Before iron, they worked with copper and bronze.

**Where did they find iron?**

Amazingly, some of their early iron was from meteorites. Ancient Egyptian craftsmen made a famous dagger for Tutankhamun's tomb from a meteorite. They also mined iron from the ground. But they found it quite difficult to use because it needs a very hot fire to melt, which often wasn't possible.

**Why did they think iron was special?**

They thought iron was special because they believed it came from the sky (because of the meteorites). They called it "the metal of heaven". For them, iron was more precious than gold because it was rarer.

**What did they use iron for?**

Early on, the Ancient Egyptians used iron for small items, like jewelry. Copper and bronze were common metals for tools because they were easier to find. But later on, iron agricultural tools and weapons began to appear. This was the result of the Ancient Egyptians getting more iron through trade with other countries.





### 2 Read the fact file again. Answer the questions

- 1 What metals did the Ancient Egyptians use before iron?
- 2 When did they start using iron?
- 3 Why was iron difficult to work with?
- 4 What did Ancient Egyptian craftsmen make for Tutankhamun's tomb using iron from a meteorite?
- 5 What helped the Ancient Egyptians get more iron for agricultural tools and weapons?

14

### Extra practice

- 1 Students write their own question for a partner to answer. They should make sure that there is at least one keyword in the question to help their partner to find the answer in the text.
- 2 Students swap questions and underline the key word before looking for the answer in the text.
- 3 After the activity, students feedback to each other on whether the key word was helpful.

**3 Look at the fact file template below. Match the headings (a-d) to the paragraphs (1-4)**

- a Where did they find the silver?
- b Why don't we find many silver Ancient Egyptian artifacts?
- c When did the Ancient Egyptians start using silver?
- d What did the Ancient Egyptians use silver for?

- 1 ... They started using silver thousands of years ago.
- 2 ... There weren't many silver mines in Egypt, so we think they brought it from other countries through trade.
- 3 ... They used it to make jewelry and mirrors. They also used sheet silver to decorate statues.
- 4 ... Because silver is not very durable. Sadly, the salts in the tombs destroyed a lot of it, so we cannot see very much of it today.

**4 Choose and research another metal or material from Ancient Egypt that interests you. Make notes under the following headings**

When...? Why...? Where...? What...?

**5 Write a fact file about your chosen metal or material. Use your notes from Exercise 4 and the fact file on page 14 to help you**

**6 Work in pairs. Read each other's fact files. Did your partner:**

- research facts?                      ■ use formal language and the past tense?
- use correct English?                ■ divide the text into questions?

**7 Tell your partner one thing you liked about their fact file, and one thing they could improve**

15

do not have the resources to research in class, students can either research at home or the whole class can research one item with you on the board, or you can provide the facts for them under each of the headings on the board.

- 2 Ask the class to compare the question words in Exercise 4 with the headings in Exercise 3. What is the same? (they are the same question words). Tell students to make notes under these four headings in pairs as these will be the headings for their fact file.

*Students' own answers*

**5 Write a fact file about your chosen metal or material. Use your notes from Exercise 4 and the fact file on page 14 to help you**

- 1 Ask class what tense they need to use for talking about Ancient Egypt (past simple). If necessary, go over the *Language focus* box on the past simple again on page 11. Ask: *Do we use formal or informal language in a fact file?* (formal language). If students aren't sure, ask them if we are writing to our friends or people we don't know (people we don't know).
- 2 Ask a student to read the fact file to the class and answer any questions students might have.
- 3 Tell students they are now going to complete their fact file individually. Draw their attention to the checklist in Exercise 6 and remind them to check their fact file included these four things.
- 4 Monitor and help as needed. Fast finishers can check their writing. Alternatively, students complete the task for homework.
- 5 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), using the bullet list as a guide for marking. Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class.

*Students' own answers*

**6 Work in pairs. Read each other's fact files. Did your partner:**

- research facts?
  - use correct English?
  - use formal language and the past tense?
  - divide the text into questions?
- 1 Go through the questions for discussion together as a class, then put students into pairs to read each other's fact files and make notes on any things they notices.

**7 Tell your partner one thing you liked about their fact file, and one thing they could improve**

- 1 On the left-hand side of the board, draw a smiley face. On the right-hand side of the board, draw a question mark. Point to the smiley face and explain that, in their pairs, students should tell their partner one thing they liked about their fact file. Then, point to the question mark and explain that they should also tell them one thing they could improve about it.
- 2 Encourage students to share their ideas and write them on the correct part of the board.

15

**3 Look at the fact file template below. Match the headings (a-d) to the paragraphs (1-4)**

- 1 Direct students' attention to the fact file. Point to the gap next to 1 and ask: *What is missing?* (a heading).
- 2 Go through the instruction and read the four headings with the class. Decide as a class which key words in the headings might help them match them to the sections.
- 3 Students read the text individually or in pairs to match the headings with the sections. Put students in mixed-ability pairs. Monitor and assist if necessary.
- 4 Go through the answers as a class. Ask strong students to provide the sentences in the text that helped them find the answer.

Answers:

- 1 c                      2 a                      3 d                      4 b

**4 Choose and research another metal or material from Ancient Egypt that interests you. Make notes under the following headings**

- 1 Elicit from the class the other metals and material from Ancient Egypt that they have learned about in this unit (*clay, cloth, copper, glass, gold, granite, iron*). Ask pairs to choose one of these and research them in class. Alternatively, if you

Closing

- Ask students to think about any fact files they have read recently. How are they different from their fact files on Ancient Egypt? Ask students to look out for fact files at home and to tell you about them at the next lesson.
- Ask students to find two facts about where we get copper, gold or iron today in Egypt (they can choose one metal). They should ask a parent or caregiver to help them.

LESSON 5

pages 16-17

**Objectives:** To complete a project making an artifact display board  
To revise vocabulary from the unit  
To reflect on what students have learned in the unit

**Materials:** Student's Book, pages 16-17  
Paper, felt pens/colored pencils  
Facts about Ancient Egyptian artifacts and photos for students to copy and draw.

Opener

- Greet students and have them greet each other in pairs or groups.
- Revise the vocabulary of metals (*copper, gold, iron*).

Presentation

- 1 Ask students to think about the artifacts they have learned in this unit, and which ones they liked.
- 2 Tell students they are going to work together to produce a display board for an artifact and write some information about it.

STUDENT'S BOOK

page 16

1 Work in groups of three. Think and research

- 1 Put students into mixed-ability groups.
- 2 Read the display board for the scarab amulet with the class, then elicit which picture it refers to (the one on the left).

2 Read and do

- 1 Read through the instruction and the questions with the class.
- 2 Ask students to research the objects online. They should do this as a group, then write about one of the objects each, using the scarab amulet display board as a model.

3 Show your display boards to the class

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

LESSON 5

PROJECT

MAKE ARTIFACT DISPLAY BOARDS



1 Work in groups of three. Think and research

Look at the artifacts in the museum gallery. Then, read the display board for the scarab amulet.

You are going to make display boards for the other artifacts in the gallery.



2 Read and do

- 1 Find out about the other artifacts in the gallery and make notes.  
What is it?                      Where is it from?                      How old is it?  
What is it made of?                      What was it used for?
- 2 Choose an artifact to write about. Each group member writes about a different artifact.
- 3 Share and check your display boards as a group.



3 Show your display boards to the class

- 1 Display your boards on the classroom wall.
- 2 Walk around and read the display boards.
- 3 Say which boards you like the most and why.

16

Suggested answers:



This canopic jar is from Ancient Egypt. Early canopic jars were made from clay. Ancient Egyptians put these special jars in a box and then placed them in the tomb with the mummy.



This Ancient Egyptian papyrus was made around 2500 BCE. It shows women playing the harp, a musical instrument. Papyrus breaks very easily so this example is special because there are not many left today.



This is a crook, which was the Ancient Egyptian symbol of power. It was usually held by a king along with a flail. You can see them on Tutankhamun's mummy. This one is from around 3150 BCE.

## SELF-ASSESSMENT

UNIT  
7

## 1 Complete the sentences about the classroom

- The board is under the clock.
- The books are \_\_\_\_\_ the shelves.
- The calendar is \_\_\_\_\_ the board.
- The teacher's desk is \_\_\_\_\_ the board and the plant.
- The chair is \_\_\_\_\_ the desk.
- The pens are \_\_\_\_\_ the pen pot.
- The students' desks are \_\_\_\_\_ the board.



## 2 Write the sentences in the past simple

- she / not arrive / on time  
She didn't arrive on time.
- you / understand / the exercise  
\_\_\_\_\_
- they / buy / a new car  
\_\_\_\_\_
- she / not be / at school / last week  
\_\_\_\_\_
- be / Mom and Dad / at work / yesterday?  
\_\_\_\_\_

## 3 Think about Unit 7. Write in your notebook

Write two things you enjoyed and two things you learned.

17

## Answers:

- She didn't arrive on time.
- You understood the exercise.
- They bought a new car.
- She wasn't at school last week.
- Were Mom and Dad at work yesterday?

## 3 Think about Unit 7

- 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.
- Go over any areas of difficulty from the unit if there is time. Ask students to think about areas they found difficult personally and how they can practice them at home with a parent or caregiver. Answer any questions students might have.

*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 7.

## SELF-ASSESSMENT

## 1 Complete the sentences about the classroom

- Draw students' attention to the picture and ask check questions, e.g: *Where is the teacher's chair?* (It's behind the teacher's table).
- If necessary, go through the *Language focus* box on prepositions on page 11 again.
- Students work individually to complete the sentences with the prepositions. Check answers around the class.

## Answers:

- |               |          |           |
|---------------|----------|-----------|
| 1 under       | 2 on     | 3 next to |
| 4 between     | 5 behind | 6 in      |
| 7 in front of |          |           |

## 2 Write the sentences in the past simple

- Students work individually to write the sentences and questions using the correct form of the past simple. Remind them to use capital letters and correct punctuation.
- Monitor and check for any difficulties, then check answers around the class.



# UNIT 8

## Introduction

pages 18-19

<b>Objectives</b>	To listen, read, and discuss games, toys, and activities
<b>Materials</b>	Student's Book pages 18–19 Flashcards or photos of different games and toys; photo of the game of senet

## Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Show students flashcards or photos of a few different games and toys from the class's age group. Ask: *What can you see in the picture?* and accept all answers. Ask: *What's your favorite game or toy?* Write any new and interesting vocabulary on the board.





UNIT  
8



**In this unit I will ...**

- listen, read, discuss, and write about games, toys, and activities.
- listen to and read a dialog about old toys and games.
- use verb intensifiers.
- listen to and understand a story about a toy.
- use verbs that are followed by *-ing*.
- spell and say words containing *gh* or *ght*.
- use pie charts and bar graphs.
- write a description of your favorite game.
- design and make a simple board game.




**Look, discuss, and share**

Where are the children in the photo? How do you think they feel? Would you like to join them? Why?



**Did you know?**

Playing is good for us in lots of different ways. When we play, we feel happy. We also learn about the world and ourselves. When we play, we learn to solve problems and make friends.



**Find out**

What games did people in Ancient Egypt play? Are they similar to the games we play today?

19

## STUDENT'S BOOK

page 18-19

**Look, discuss, and share**

- 1 Ask students to look at the photo on pages 18-19. Ask:  
*What are the children doing? What things can you see in the photo?*
- 2 Read through the questions with the class and put students into small groups to discuss the questions together.
- 3 Give students two minutes to discuss the questions, then elicit responses from pairs and share the best answers.

*Students' own answers*

**Did you know?**

- 1 Direct students' attention to the photo and elicit what is happening (some people are playing a game).
- 2 Ask a student to read the *Did you know?* box to the class. Ask a confident student to say how they feel when they play a game.

**Find out**

- 1 Students either research using the internet or, if this is not practical, have some information available to share with the class. Alternatively, students can look the information up at home.

**Closing**

- Focus on the *In this unit I will ...* unit objectives and read through the objectives with the class. Answer any questions students might have.

LESSON 1

pages 20-21

<b>Objectives</b>	To use words for different toys and games To listen, read and answer questions about a conversation To use verbs for playing games
<b>Vocabulary</b>	<i>action figure, board game, cuddly toy, doll's house, marbles, rollerblades, skateboard, train set</i>
<b>Materials</b>	Student's Book pages 20–21 Audio files Photos or flashcards to illustrate the words in the vocabulary list

Opener

- Ask students what games they play at home. Ask: *What was your favorite game last year? What was your favorite toy when you were young?* Time permitting, have a class vote on the best game/toy.

Presentation

- Use the flashcards to present the new vocabulary for the different toys and games. 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.

STUDENT'S BOOK

page 20

1 Look and write. Then listen and check

- Draw students' attention to the photos. Ask students to say what they can see in each photo. Can anyone name any of the toys and games in the pictures.
- Students match the words to the pictures individually and write the words. They can then compare answers in pairs.
- Check answers around the class and drill the pronunciation of each word.

Answers:

1 doll's house	2 rollerblades	3 action figure
4 marbles	5 board game	6 cuddly toy
7 train set	8 skateboard	


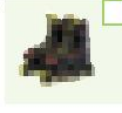






2 Listen and read. Number the toys in Exercise 1 in the order you hear them in the dialog

- Direct students' attention back to the photos. Tell students

LESSON 1 A BOX OF TOYS

1 Look and write, then listen and check

action figure board game cuddly toy doll's house  
marbles rollerblades skateboard train set

a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/> 1	d  <input type="checkbox"/>
d _____ h _____	r _____	a _____ f _____	m _____
e  <input type="checkbox"/>	f  <input type="checkbox"/>	g  <input type="checkbox"/>	h  <input type="checkbox"/>
b _____ g _____	c _____ t _____	t _____ s _____	s _____

2 Listen and read. Number the toys in Exercise 1 in the order you hear them in the dialog

**Fares:** Did you visit your grandma on the weekend, Yaseen?  
**Yaseen:** Yes, I did. I found a box of my old toys at her house, actually.  
**Adam:** What did you find in there?  
**Yaseen:** There was an **action figure**. I loved playing with it!  
**Fares:** I loved playing with my old action figures, too! I **made up** lots of games for them.  
**Adam:** When I was younger, my favorite toy was a **train set**.  
**Yaseen:** I didn't have a train set, but my sister had a big **doll's house**. We both played with it. I don't know where it is now. I found my old **rollerblades**, though.

to write the number of the toy in the order they hear the toys mentioned on the recording.

- Students listen and read the dialog, then write the number as they hear the toy mentioned.
- For mixed-ability classes, pause the recording after each answer to give students time to write.
- To check the answers, read through the dialog as a class, giving each of the roles to a different student. Ask the speaker to pause after each answer for the class to check.

Audioscript

**Fares:** Did you visit your grandma on the weekend, Yaseen?  
**Yaseen:** Yes, I did. I found a box of my old toys at her house, actually.  
**Adam:** What did you find in there?  
**Yaseen:** There was an action figure. I loved playing with it!  
**Fares:** I loved playing with my old action figures, too! I made up lots of games for them.  
**Adam:** When I was younger, my favorite toy was a train set.  
**Yaseen:** I didn't have a train set, but my sister had a big doll's house. We both played with it. I don't know where it is now. I found my old rollerblades, though.  
**Adam:** Brilliant! Did you have a go on them?  
**Yaseen:** No, I wanted to, but they were too small.  
**Fares:** I didn't have rollerblades, but I had a skateboard. I could go really fast after a while!

- Adam:** Brilliant! Did you **have a go** on them?
- Yaseen:** No, I wanted to, but they were too small.
- Fares:** I didn't have rollerblades, but I had a **skateboard**. I could go really fast after a while!
- Yaseen:** Cool! Did you play **board games** when you were younger?
- Fares:** Yes, we played board games. I played with my older brother, but he usually **beat** me!
- Adam:** We didn't play board games very often, but we played **marbles**.
- Fares:** So did I! I think I'll look for some of my old toys later. I'd love to see my favorite **cuddly toy** again.

**3 Find these words in bold in the text. Match them to their meanings**

- |             |   |
|-------------|---|
| 1 beat      | a try something                             |
| 2 have a go | b thought of or invented                    |
| 3 made up   | c be more successful than someone in a game |

**4 Read the conversation again. Write Yaseen, Fares, or Adam**

- |  |       |
|--|-------|
| 1 I made up lots of games for my action figures. | _____ |
| 2 My favorite toy was a train set.               | _____ |
| 3 My sister and I played with a doll's house.    | _____ |
| 4 My old rollerblades are too small for me now.  | _____ |
| 5 I could go really fast on my skateboard.       | _____ |
| 6 I often played marbles.                        | _____ |

**5 Work in pairs. Read and answer**

- Did you play with any of the toys from Exercise 1 when you were younger? Which ones?
- When you were younger, what was your favorite toy?

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**Yaseen:** Cool! Did you play board games when you were younger?

**Fares:** Yes, we played board games. I played with my older brother, but he usually beat me!

**Adam:** We didn't play board games very often, but we played marbles.

**Fares:** So did I! I think I'll look for some of my old toys later. I'd love to see my favorite cuddly toy again.

**Answers:**

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

**3 Find these words in bold in the text. Match them to their meanings**

- Read the three verbs to the class and explain that these are verbs students can use when talking about toys and playing games.
- In pairs, students find the words in the text and read the whole sentence. They should then try to work out the meaning from the sentence before trying to match the verbs to the meaning in Exercise 3.
- Fast finishers can write example sentences with the word in pairs in their notebooks.

**Answers:**

1c 2a 3b

**4 Read the conversation again. Write Yaseen, Fares, or Adam**

- Ask a student to read the instruction.
- Put students into pairs to find the important key words in each sentence that will help students locate the answer in the text. Students then read the text together to decide the answer.
- Check the answers around the class, asking students to read out the sentence in the text which gave them the answer.

**Answers:**

1 Fares 2 Adam 3 Yaseen  
4 Yaseen 5 Fares 6 Adam

**Extra practice**

- Put students in groups of three to role-play the dialog.

**5 Work in pairs. Read and answer**

- Students discuss the questions in pairs. Monitor and help with any vocabulary. Note any interesting conversations for pairs to share with the class.

*Students' own answers*

**Extra practice**

- For extra writing practice, students can either write notes on their answer before speaking to help them formulate their ideas or write up their answer for homework.

*Students' own answers*

## LESSON 2

pages 22-23

**Objectives:** To use words for games  
To read and answer true or false questions on a dialog about skipping  
To use intensifiers to give a stronger meaning to words  
To use *quite* to make the meaning of words less strong

**Language:** I was very good at hiding!  
I really liked playing hopscotch.  
Some skipping games are so difficult.  
He didn't like skipping at all!

**Vocabulary:** *hide and seek, hopscotch, skipping*

**Materials:** Student's Book pages 22-23  
Audio files  
Lesson 1 flashcards  
Lesson 2 flashcards

### 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 111) with the flashcards from Lesson 1.

### Presentation

- 1 Hold up each flashcard and model the word. Take care with *hopscotch*. Students repeat chorally, then ask a few students to repeat individually. Hold up the flashcard showing *skipping*. Ask: *Do you like skipping?* and elicit one or two answers from students and a reason why or why not. Do the same for the other flashcards and write any difficult vocabulary on the board such as *hop* and *skipping rope*.
- 2 Ask a confident student: *How do you play hide and seek?* and *How do you play hopscotch?* Tell students they are going to talk about games in this lesson.

### STUDENT'S BOOK

page 22-23

#### 1 Look and write. Then say what you think the dialog is about

- 1 Ask students to complete the first part of the activity individually and check the answers. This should be a relatively straightforward activity after the presentation. However, if your class needs more support, you may want to model each word again and ask students to repeat as a class and then individually.
- 2 Put students into pairs or small groups to predict what the people will talk about in the dialog (toys and games).

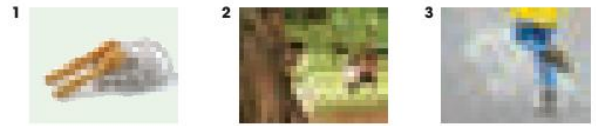
**Answers:**

1 skipping rope      2 hide and seek      3 hopscotch  
Suggested answer: the dialog is about toys and games.

## LESSON 2 I WAS VERY GOOD AT HIDE AND SEEK

### 1 Look and write. Then say what you think the dialog is about

hide and seek    hopscotch    skipping



### 2 Listen and read. Who doesn't like skipping?

- Sarah:** Hi Rania, have you started the project about toys and games yet?  
**Rania:** Hi Sarah. Yes, I started it on the weekend. It's really interesting!  
**Sarah:** Yes, it is. What games did you like playing when you were younger?  
**Rania:** I thought **hide and seek** was fun. I was very good at hiding!  
**Sarah:** I was good at it, too! I could hide for a very long time. I also really liked playing **hopscotch** with my friends. We used different colored chalk to draw the squares.  
**Rania:** I thought hopscotch was quite good, but I preferred **skipping**.  
**Sarah:** I liked skipping, but I wasn't very good at it. Some skipping games are so difficult!  
**Rania:** Yes, they are. I had to practice a lot with my sister!  
**Sarah:** Ah, my brother didn't practice with me. He didn't like skipping at all! We often played marbles together, though.

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

- 1 Sarah wasn't good at hide and seek. \_\_\_\_\_
- 2 Rania thinks skipping is better than hopscotch. \_\_\_\_\_
- 3 Rania and her sister practiced skipping together. \_\_\_\_\_
- 4 Sarah played marbles with her sister. \_\_\_\_\_

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### 2 Listen and read. Who doesn't like skipping?

- 1 Read the instruction with the class and ask them which is the most important word in the question (doesn't) and reinforce that they are looking for the person who doesn't like skipping.
- 2 Play the recording to the end and check the answer with the class. Ask a confident student to read out the sentence in the dialog that gave them the answer (*... my brother didn't practice with me. He didn't like skipping at all!*).

### Audioscript

- Sarah:** Hi Rania, have you started the project about toys and games yet?  
**Rania:** Hi Sarah. Yes, I started it on the weekend. It's really interesting!  
**Sarah:** Yes, it is. What games did you like playing when you were younger?  
**Rania:** I thought **hide and seek** was fun. I was very good at hiding!  
**Sarah:** I was good at it, too! I could hide for a very long time. I also really liked playing **hopscotch** with my friends. We used different coloured chalk to draw the squares.  
**Rania:** I thought hopscotch was quite good, but I preferred **skipping**.

Language focus

We use **intensifiers** to give a stronger meaning to adjectives and verbs. We can use *really*, *very*, or *so* to strengthen an adjective:

*I was **really** / **very** good at hiding!*

*Some skipping games are **so** difficult.*

We can also use *really* to strengthen a verb: *I **really** liked playing hopscotch.*

We can use *at all* to strengthen negative sentences: *He **didn't** like skipping **at all**!*

We can also use *quite* to make the meaning of an adjective less strong:

*I thought hopscotch was **quite** good, but I preferred skipping.*

4 Put the words in the correct order to make sentences

- board games. / I / like / really / playing
- quite / Skateboarding / good. / is
- football / think / I / so / is / exciting.
- Nadia / marbles. / pretty / very / some / has
- didn't / Asser / train sets / at all. / like

5 Choose the correct word to complete the sentences

- I (**really** / **very**) liked playing with cuddly toys when I was younger.
- I thought action figures were (**quite** / **at all**) good, but I preferred train sets.
- My brother was (**very** / **at all**) good at football. He always beat me!
- You're (**quite** / **so**) good at hide and seek - you always hide in the best places!
- This book is not funny (**at all** / **quite**).
- I (**really** / **very**) enjoyed playing marbles with my friends.

23

**Sarah:** *I liked skipping, but I wasn't very good at it. Some skipping games are so difficult!*

**Rania:** *Yes, they are. I had to practice a lot with my sister!*

**Sarah:** *Ah, my brother didn't practice with me. He doesn't like skipping at all! We often played marbles together, though.*

Answer:

Sarah's brother

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

- Students read the text again first if they need to, otherwise they can try to answer, then check their answers in the text.
- For mixed-ability classes, ask students who need more support to write true or false and the fast finishers to correct the false statements.
- Check the answers around the class, asking fast finishers to read out their corrected false statements.

Answers:

- F, she could hide for a very long time.
- T
- T
- F, she played with her brother.

STUDENT'S BOOK

page 23

LANGUAGE FOCUS

- Draw students' attention back to the dialog on page 22 and read the first two lines. Write the sentence: *It's really interesting.* on the board. Ask students: *What is interesting?* (the project about toys and games). Ask: *Is it a bit interesting or very interesting?* (*very*). *How do we know?* (the speaker uses *really* to make the sentence stronger).
- Tell students that *really* is an intensifier, and we can use it to make the meaning of other words stronger. Continue reading the dialog and ask students to stop you when they see another intensifier (*I was very good at hiding!*).
- Explain to students that we can also use *quite* to make the sentence less strong. Continue reading the dialog and ask students to tell you when they see *quite* used in this way (*I thought hopscotch was quite good*).
- Read through the *Language focus* box with the class.

4 Put the words in the correct order to make sentences

- Read the instruction and elicit how students find the first and last words of the sentence (the first word has a capital letter and the last word has a full stop).
- Ask students to complete the task individually, but allow students who need more support to work in mixed-ability pairs. If students have difficulty with the word order, they can refer to the *Language focus* box where the intensifiers are in bold.

Answers:

- I really like playing board games.
- Skateboarding is quite good.
- I think football is so exciting.
- Nadia has some very pretty marbles.
- Asser didn't like train sets at all.

5 Choose the correct word to complete the sentences

- Ask students complete the sentences individually. Some students may benefit from working in mixed-ability pairs. If students have difficulty, they should look back over the *Language focus* box and/or find the answers in the text.
- Check answers as a class.

Answers:

- 1 I **really** liked playing with cuddly toys when I was younger.
- 2 I thought action figures were **quite** good, but I preferred train sets.
- 3 My brother was **very** good at football. He always beat me!
- 4 You're **so** good at hide and seek – you always find the best places!
- 5 This book is not funny **at all**.
- 6 I **really** enjoyed playing marbles with my friends.

**6 Read the description. Check (✓) the correct picture**

- 1 Look at the pictures with the class and ask three different students what they can see in each picture, then ask the class to list the differences in each picture (colour and pattern).
- 2 Students work individually to read the text and decide which picture describes the text.
- 3 Ask a student to say which is the correct picture, and another student to give the sentence in the text which provides the answer [my skateboard was black with orange and yellow stickers on it).

Answers:

Picture 1 [✓]

**7 Read the description again and answer the questions in your notebook**

- 1 As before, remind students to look for the keyword in each question to help them find the answer in the text.
- 2 Ask the class to complete the task individually, and ensure they write full sentences with capital letters and full stops.
- 3 Students swap answers in mixed-ability pairs for peer-checking. Students should check they have written complete sentences. Check answers around the class.

Answers:

- 1 At the park.
- 2 His friends.
- 3 Go very fast.
- 4 A helmet and knee pads.
- 5 When he was eight.

**8 Read the questions and make notes in your notebook**

- 1 Model the activity by telling students what your favorite toy was when you were slightly younger than they are now. Answer each question.

**6 Read the description. Check (✓) the correct picture**



**My Favorite Toy**  
by Youssef

When I was younger, my favorite toy was my skateboard. I loved going to the park and playing with my friends. They had skateboards, too, and it was really good fun. We all wanted to go so fast! My skateboard was black, with orange and yellow stickers on it. I had to wear a helmet and knee pads. It really hurts if you fall off a skateboard! I got my first skateboard when I was eight, and it was quite small. I don't use it at all now, because I have a bigger one.

**7 Read the description again and answer the questions in your notebook**

- 1 Where did Youssef play with his skateboard?
- 2 Who did he play with?
- 3 What did they want to do?
- 4 What did he have to wear?
- 5 When did he get his skateboard?

**8 Read the questions and make notes in your notebook**

- 1 What was your favorite toy when you were younger?
- 2 Where did you play with it?
- 3 Did you play with it on your own, or with other people?
- 4 What did your toy look like?
- 5 Do you still have it?

**9 Write a description of your toy. Use your notes from Exercise 8 and words from the Language focus**

- 2 Students work individually to write notes, then swap with a partner for peer-correction. Monitor and help/correct as necessary.
- 3 Ask one or two students to share their ideas with the class.

*Students' own answers*

**Extra practice**

- 1 For extra speaking practice, ask students to work in pairs and ask and answer the questions before writing their notes. Alternatively, students can ask and answer after writing notes, to improve their fluency.

**9 Write a description of your toy. Use your notes from Exercise 8 and words from the Language focus**

- 1 To make time in class for the extra speaking activity in Exercise 8, students complete the writing task for homework, then peer-correct each other's work at the beginning of the next lesson.
- 2 Students then rewrite their work before handing in for marking. Ask one or two students to read their corrected work to the class.

*Students' own answers*

**10 Work in pairs. Read, then ask and answer the questions**

UNIT  
8



When Amina was little, she really liked games that used a lot of imagination. She was very good at making up stories. She had a doll's house, some cuddly toys, and some action figures.



Nour really enjoyed playing outside when she was younger. She liked running, climbing, and playing tennis. She was quite good at football, too.

- 1 What did Amina like?
- 2 What was Amina good at?
- 3 What did Nour like?
- 4 What was Nour good at?

**11 Work in pairs. Ask and answer about when you were younger**



What did you enjoy playing when you were younger?

I really enjoyed riding my bike.



What were you good at?

I was very good at making up stories.



**12 Make a note of your partner's answers. Then write about the games you each enjoyed, and what you were good at**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

25

- give them an age range, e.g. 6–7 years.
- 2 If necessary, go over the unit language in the *Language focus* box on page 23 and remind students of the new vocabulary on pages 22 and 23.
- 3 Demonstrate the activity with a confident student by role-playing the dialog in the speech bubbles.
- 4 Put students in pairs to complete the activity and remind them to talk about what they *liked* and what they were *good at*.
- 5 While students are speaking, monitor and note any errors in using intensifiers to correct during class feedback, but otherwise allow students to talk without correcting them as this will increase their fluency.

*Students' own answers*

**12 Make a note of your partner's answers. Then write about the games you each enjoyed, and what you were good at**

- 1 Students make notes about what they remember from their conversations in Exercise 11.
- 2 For homework, students write 2–3 sentences about what they enjoyed and what they were good at, taking care to use intensifiers correctly.
- 3 Students swap their sentences at the beginning of the next lesson for peer-correction. Their partner should carefully check their work against the *Language focus* box on page 23. Collect students work for marking.

*Students' own answers*

**10 Work in pairs. Read, then ask and answer the questions**

- 1 Remind students to look for the key word(s) in each question to help them find the answer in the text.
- 2 For mixed-ability classes, confident pairs can ask and answer all the questions, then split the rest of the class into pairs who will ask and answer about Amina and pairs who will answer about Nour.
- 3 Ask pairs to share their answers with the class.

**Answers:**

- 1 She liked games that used a lot of imagination.
- 2 She was good at making up stories.
- 3 She liked playing outside, running, climbing and playing tennis.
- 4 Football

**11 Work in pairs. Ask and answer about when you were younger**

- 1 Tell students they are going to talk about the games and activities they liked when they were younger. If students have difficulty pinpointing a time in their life to talk about,

**Closing**

- Put students' written work up around the classroom, and find out as a class what the top three most popular activities were when students were younger. Ask individual students: *Were you good at [skipping]?* and elicit answers with intensifiers, e.g. *I was quite/really/very good at [skipping]. I wasn't good at [skipping] at all.* If students are still struggling with this, write some identifiers on the board to remind them.



LESSON 3

pages 26-27

- Objectives** To read and summarize a story  
To use verbs which are followed by + *ing*  
To distinguish and practice saying words with the /f/, /au/, and /a:/ sounds  
To use a pie chart and bar graph to present information about popular sports
- Vocabulary** *button, cloth sails, stall, trunk*
- Materials** Student's Book pages 26-27  
Audio files  
Photo of a toy train set

Opener

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.

Presentation

- Hold up the photo of the toy train set and elicit *train set*. Ask students if they have ever played with a train set. Ask: *What did you like about it? What didn't you like?* Encourage students to use intensifiers from the previous lesson.

STUDENT'S BOOK

page 26

1 Listen and read. Who bought a toy?

- Read the title and the question to the class and ask students to guess where they think the people are in the story. It doesn't matter what answers students give; the object is to get them predicting what they will read in the text.
- Play the recording of the text for the class to read along, then elicit the answer. Ask a strong student to read out the part of the text with the answer and/or teach *I'll take it* meaning 'I will buy it'.

Audioscript

**Narrator:** *Ali was tired. His parents were shopping at the market. It was a hot day. Ali's feet hurt, and he really wanted to go home.*  
*"Are you OK, Ali?" asked Mom. "We've almost finished. We need tomatoes from this stall. Wait here, then I'll get you some lemonade."*  
*"Thanks, Mom," said Ali. He waited, and then he saw a stall with toys made from wood and metal. There were boats, trains, and animals. Ali's parents were choosing vegetables, so Ali asked if he could look at the toys.*  
*"OK," said Dad. "But we aren't buying toys today!"*  
*"That's OK," said Ali. "I enjoy looking."*  
*An old man was sitting behind the stall, making a small cat out of wood. He saw Ali looking at the toys and smiled.*

LESSON 3 WE LOVED PLAYING WITH OUR TRAIN SET



1 Listen to the story. Who bought a toy?



2 Read the summary. Choose the correct word a, b, or c

Ali was 1 \_\_\_\_\_ with his parents at the 2 \_\_\_\_\_. He saw a stall that sold 3 \_\_\_\_\_. A man showed him how a(n) 4 \_\_\_\_\_ moved. Ali thought the toys were 5 \_\_\_\_\_. Ali's 6 \_\_\_\_\_ came to see the toys, too. He liked the 7 \_\_\_\_\_, so he bought it. He said Ali 8 \_\_\_\_\_ play with it.

- |              |            |          |
|--------------|------------|----------|
| 1 a shopping | b working  | c buying |
| 2 a stall    | b store    | c market |
| 3 a wood     | b lemonade | c toys   |
| 4 a boat     | b elephant | c train  |
| 5 a old      | b amazing  | c small  |
| 6 a mom      | b brother  | c dad    |
| 7 a train    | b animal   | c boat   |
| 8 a could    | b couldn't | c didn't |

3 Listen to the story again and match the words to the definitions

- |          |  |
|----------|--|
| 1 stall  | a strong pieces of cloth that make a boat move               |
| 2 button | b a large table that you use to sell things from at a market |
| 3 trunk  | c the long nose of an elephant                               |
| 4 sail   | d what you touch to make a machine work                      |

*The man picked up a train. "Look at this," he said. He pushed a button under the train, and the wheels turned. When he put it down on the floor, it started to move.*

*"Do you like trains?" he asked.*

*"I stopped playing with my train set a few years ago," Ali replied. "But this is brilliant."*

*Ali looked at the train again. It was small, but very beautiful. The other toys on the stall were amazing, too. There was an elephant which moved its trunk. There was a boat with beautiful cloth sails.*

*Ali's dad came to see. "Wow! My brother and I had a train like this when I was a child!" he said. "We loved playing with our train set."*

*He picked up the train, smiling. "I'll take it!" said Dad.*

*Ali laughed. "I thought you said we weren't buying toys today, Dad!"*

*Dad laughed, "You can play with it too!"*

*He picked up the train and looked at it carefully, smiling. "I'll take it," said Dad.*

*Ali laughed. "I thought you said we weren't buying toys today, Dad!"*

*Dad laughed, too. "Well, I don't think you're ever too old for a train set. I'll let you play with it, too!"*

Answer:

Ali's dad

Language focus

Some verbs are followed by verb + *-ing*, for example:

*I enjoy looking at the market stalls.*

*I stopped playing with my train set a few years ago.*

Other verbs followed by verb + *-ing* include, *continue, finish, hate, imagine, like, and prefer.*

4 Read and complete the sentences with the correct form of the verbs in brackets

- Amal imagined \_\_\_\_\_ (fly) in a plane.
- Ghada prefers \_\_\_\_\_ (play) board games to skipping.
- We enjoy \_\_\_\_\_ (make up) stories for our action figures.
- My sister stopped \_\_\_\_\_ (let) me share her doll's house because I broke it.
- They finished \_\_\_\_\_ (paint) the posters and tidied up.

5 Complete the sentences using verb + *-ing* and your own ideas

- Last night I finished doing my homework at 8 pm.
- On weekends I like \_\_\_\_\_.
- I think people should stop \_\_\_\_\_.

6 Work with a partner. Do you prefer playing with old toys or new toys? Why?



27

2 Read the summary. Choose the correct word *a*, *b*, or *c*

- Explain to students that the text is a summary of the story that they just heard.
- Students complete the task individually, or with a partner for support.
- Elicit answers from the class. Ask confident students why each of the incorrect options is incorrect.

Answers:

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

3 Listen to the story again and match the words to the definitions

- Allow students to try to match the words with the definitions before listening. They can do this with a partner, and compare answers with another pair.
- Play the recording. If you are checking students work, pause after each word in the questions to elicit the answer. If students are matching while listening, pause after each word and say the sentence again. Ask comprehensive questions for each word and read through each definition with the class to find the most appropriate one.

Answers:

1 b    2 d    3 c    4 a

LANGUAGE FOCUS

- Explain to students that there are some verbs that can't be verbs on their own – they do with another verb: write *like + skipping* on the board to demonstrate. When we use these verbs together, the second verb is + *-ing*. Underline *-ing* in *skipping* on the board. Explain that it doesn't matter what the tense is in the first verb – the second verb is always *-ing*.
- Read the Language focus box with the class and check students understanding by asking confident students first to make sentences with the verbs in brackets.

4 Read and complete the sentences with the correct form of the verbs in brackets

- Allow students time to complete the sentences individually. Fast finishers can make new sentences with the verbs in the *Language focus* box.
- Allow students to compare answers and see if they can correct any mistakes.
- Check answers as a class and ask fast finishers to share their sentences.

Answers:

1 flying            2 playing            3 making up  
4 letting            5 painting

Extra practice

- Divide the class into two teams for a game. Call out an *-ing* verb. A student from the first team should say a sentence using the verb. The second team decides if it's correct. If it is correct, the first team get two points. If it's incorrect, the second team has a chance to correct it for one point. The winner at the end of the game is the team with the most points.

5 Complete the sentences using verb + *-ing* and your own ideas

- Students should try to do this task individually. Refer students to the *Language focus* for support if needed, and remind them that there is a list of verbs which they could use. Circulate and check for understanding, and that students are forming verb + *-ing* correctly.
- When students have finished, encourage them to swap their sentences with a partner for peer-checking. Partners should check the sentences against the *Language focus* box.
- Elicit one or two examples from students.

6 Work with a partner. Do you prefer playing with old toys or new toys? Why?

- Allow students to talk freely with a partner without interruption in order to promote fluency, but monitor and check for any issues to address during class feedback.
- Give students 2–3 minutes then elicit one or two ideas from some volunteer students.

**Objective:** To distinguish and practice saying words with the /f/, /au/ and /a:/ sounds

**Materials:** Student's Book page 28  
Audio files

## Opener

- Greet students and have them greet each other in groups of three.
- To revise + *-ing* verbs from the last lesson, ask one or two students what they *like/love/prefer* doing in the mornings. Ask one or two different students something that they have *started/stopped* doing recently.

### 1 Look and listen. Then listen again and repeat

- 1 Play the recording for students to read the two illustrated sentences.
- 2 Play the recording again and repeat the words, emphasizing the different shape of your mouth for the 'f' and /a:/ sounds. Students repeat after you.

#### Audioscript

- 1 *This game is called draughts.*
- 2 *Wael bought some marbles yesterday.*

### 2 Listen. Do you hear the sound /f/ in these words? Circle Y (Yes) or N (No)

- 1 Model the /f/ sound in *draughts* again, then tell students to listen for this sound in the words they are going to hear.
- 2 Play the recording again, twice if necessary, for students to choose the correct answer. Alternatively, say the words to the class so that they can see the difference in the shape of your mouth when you say the /f/ and /au/ or /a:/ sounds.
- 3 Check answers around the class. Then model and drill the words with the /f/ sounds together (1, 4, 6) and then the /a:/ sounds together (2, 3, 7, 8). 5 – drought is pronounced with the /au/ sound.

#### Audioscript

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1 <i>laughed</i> | 4 <i>coughed</i> | 7 <i>daughter</i> |
| 2 <i>thought</i> | 5 <i>drought</i> | 8 <i>brought</i>  |
| 3 <i>bought</i>  | 6 <i>enough</i>  |                   |

**Answers:**

1 Y 2 N 3 N 4 Y 5 N 6 Y 7 N 8 N

### 3 Listen and underline the /f/ sound in each word

- 1 Play the recording and pause after each word. Play more than once for students to listen to the words.

#### Audioscript

- |                |                   |
|----------------|-------------------|
| 1 <i>rough</i> | 3 <i>laughter</i> |
| 2 <i>tough</i> | 4 <i>draughts</i> |



## PRONUNCIATION

### 1 Look and listen. Then listen again and repeat

1



This game is called **draughts**.

2



Wael **bought** some marbles yesterday.

### 2 Listen. Do you hear the sound /f/ in these words? Circle Y (Yes) or N (No)

- |                         |                        |
|-------------------------|------------------------|
| 1 <i>laughed</i> Y / N  | 2 <i>thought</i> Y / N |
| 3 <i>bought</i> Y / N   | 4 <i>coughed</i> Y / N |
| 5 <i>drought</i> Y / N  | 6 <i>enough</i> Y / N  |
| 7 <i>daughter</i> Y / N | 8 <i>brought</i> Y / N |

### 3 Listen and underline the /f/ sound in each word

- 1 *rough*
- 2 *tough*
- 3 *laughter*
- 4 *draughts*



### 4 Listen, read, and repeat

- 1 We laugh when we play draughts.
- 2 She thought about the toy that she bought.
- 3 A drought is when there isn't enough rain.



**Answers:**

1 rough 2 tough 3 laughter 4 draughts

### 4 Listen, read, and repeat

- 1 Read the sentences, then decide as a class which one describes the picture (3).
- 2 Play the recording for students to read along. Pause after each sentence for students to repeat.
- 3 Then ask students to repeat around the class. Check for correct pronunciation. Finally, ask students to practice saying the words in pairs. Circulate and monitor for any issues in pronouncing the /f/ sound.

#### Audioscript

- 1 *We laugh when we play draughts.*
- 2 *She thought about the toy that she bought.*
- 3 *A drought is when there isn't enough rain.*

### Extra practice

- 1 Students write one sentence with at least two of the words from Exercise 2. They then swap sentences for their partner to say. Students should listen to and correct each other's pronunciation. Pairs can then join another pair so that all four students have a turn practicing the sentences from the group.

**CLIL MATH**

UNIT 8

**USING GRAPHS**

**1 Look at the graphs. What do they show? Label a or b**

a How often children in our class play computer games on the weekend  
b What the favorite game in our class is

**2 Look at the graphs again and answer the questions**

**Bar graph**

- Which group is the biggest? \_\_\_\_\_
- Which group is the smallest? \_\_\_\_\_
- How many children answered the question? \_\_\_\_\_

**Pie chart**

- Which group is the biggest? \_\_\_\_\_
- Which group is the smallest? \_\_\_\_\_
- What is the total of the numbers? \_\_\_\_\_

**3 Make a bar graph or a pie chart**

- As a class, choose five popular sports, and have a class vote on the favorite sport in the class. The teacher will write the student numbers on the board.
- Present the information in a pie chart or a bar graph in your notebook.

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- Monitor and correct pronunciation, noting any good sentences for class feedback.
- During class feedback, ask students to share any good sentences and go over any areas of difficulty with pronunciation that you noticed while you were monitoring.

**STUDENT'S BOOK**

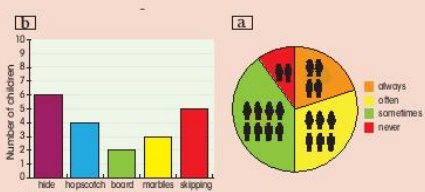
page 29

**CLIL**

**1 Look at the graphs. What do they show? Label a or b**

- Draw students' attention to the graphs in Exercise 1 and explain that they are two different ways to show information. Write *pie chart* and *bar graph* on the board and elicit from students which one is which. Teach *pie* if necessary, using a photo.
- Read the question as a class, and ask a different student to read the titles for each chart/graph.

**Answers:**



**2 Look at the graphs again and answer the questions**

- Go through the questions as a class to ensure that students understand. For question 1, check students understand that they are looking for the game the most students liked and for 2, it's the game the least students liked. Elicit how students work out how many students answered the question (they add all bars together as this represents the numbers of students that chose each game).

**Answers:**

**Bar graph**

- the group who answered 'hide and seek'
- the group who answered 'board games'
- 20

**Pie chart**

- the group who answered 'sometimes'
- the group who answered 'never'
- 20

**Extra practice**

- In pairs, students write one question about the graph or pie chart in Exercise 1. (For the purpose of the task, we can say that 20 students responded to the pie chart question as well as the graph question.)
- Students then swap questions with another pair and answer the question. Time permitting, students can then swap questions with a different pair or write another question and start the process again.

**3 Make a bar graph or a pie chart**

- Ask the class to call out their favorite sports. Write the first five mentioned on the board. Then say: *Raise your hand if your favorite sport is* [one of the sports on the board]. Count the students and write the number next to the sport. Repeat for all five sports on the board.
- For students who need extra support, draw the horizontal and vertical axis of the graph on the board for students to copy. Add intervals of two or five students, depending on how large your class is. You need to include intervals up to the number of students who chose the most popular sport, i.e. if 14 students chose the most popular sport, then the intervals will need to go up to 14 on the vertical axis.
- Students work in pairs or small groups to copy the graph from the board into their notebooks and complete the bar graph with the sports along the bottom of the bar graph (the horizontal axis). Then they can use the information on the board to add in the bars for the number of students for each sport.
- Circulate and monitor, offering support where students need it. Tell fast finishers to color in their bar chart when they have finished.
- Display students work around the class.

*Students' own answers*

LESSON 4

pages 30-31

**Objectives** To write a description  
To use *because* to give reasons for your opinion

**Materials** Student's Book pages 30-31

STUDENT'S BOOK

page 30

1 Read Belal's description. Check (✓) how often he plays video games

- 1 Draw students' attention to the photo. Ask the class if they think Belal likes playing video games (yes). How do we know? (He is smiling).
- 2 Read the question with the class, and ask students to predict how often he plays video games before reading.
- 3 Ask students to read individually to find the answer to the question.
- 4 Wait until most students have found the answer, then elicit the answer and the sentence in the text which gave students the answer.

Answer:

2 once a week (✓)

2 Read the description again and circle the correct answer

Students do this simple text comprehension tasks individually, then check answers with a partner.

Answers:

1 board games      2 cities      3 graphics  
4 find                  5 creative

LESSON 4 WRITING: A DESCRIPTION OF MY FAVORITE GAME

1 Read Belal's description. Check (✓) how often he plays video games

- 1 an hour a day
- 2 once a week
- 3 every day after school

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



My favorite video game  
by Belal

I love playing all kinds of games. I play games outside with my friends, and at school we play hopscotch and board games. I also enjoy playing board games with my sister, although she often beats me!

My favorite games are video games. I don't play them very often, though. I play for about an hour on the weekend. It's fun! My favorite games are ones where you build cities. I've made a really big city using different bricks. It has animals and plants in it, too. I like these games because you can be creative and make something new.

Some of the images in modern video games are amazing. I've got a new **games console**, which I share with my sister. She enjoys playing adventure games, where you can go to different places to find something important or solve a problem. They can be difficult, but I think they can be fun, too, because they're so exciting.



Video games can be a problem when you play them too much. However, I think they can be great when you do something that is very creative or exciting. You can often play with your friends, too.

2 Read the description again and circle the correct answer

- 1 Belal plays **board games** / **hopscotch** with his sister.
- 2 Belal's favorite video games are ones where you build **plants** / **cities**.
- 3 Some of the **consoles** / **graphics** in modern video games are amazing.
- 4 Belal's sister enjoys playing games where you **find** / **make** something important.
- 5 Belal thinks video games are great when they are **creative** / **difficult**.

3 Read these sentences from the description. In each sentence, underline the opinion in red and the reason in blue

- I like these games because you can be creative and make something new.
- I think they can be fun, too, because they're so exciting.

4 Circle the word that Belal uses to introduce his reasons in the sentences in Exercise 3

5 Think about your favorite video or board game and make notes

What is it called? \_\_\_\_\_  
 How do you play it? \_\_\_\_\_  
 How often do you play it? \_\_\_\_\_  
 Who do you play with? \_\_\_\_\_  
 Why do you like it? \_\_\_\_\_

6 In your notebook, write a description of your favorite video or board game. Use your notes from Exercise 5. Write 60-80 words

7 Work in pairs. Ask and answer questions about your favorite video or board game



3 Read these sentences from the description. In each sentence, underline the opinion in blue and the reason in red

- Do the first sentence as a class. 1 Ask which comes first, the opinion or the reason (the opinion).
- Now ask students to underline the opinion in the first sentence, then elicit the answer. Do the same for the reason.
- Students repeat the process for the second sentence.

Answers:

- [opinion] I like these games because [reason] you can be creative and make something new.
- [opinion] I think they can be fun, too, because [reason] they're so exciting.

4 Circle the word that Belal uses to introduce his reasons in the sentences in Exercise 3

- Elicit which word in both sentences links the person's opinion and their reason (because).

Answer:

because

5 Think about your favorite video or board games and make notes

- Elicit some ideas from the class and write any new vocabulary on the board for students to use.
- Students can write in their notebooks if they need more space.
- Give students 3-4 minutes to write notes individually. Provide support where needed. Fast finishers can make a start on Exercise 6.

*Students' own answers*

6 In your notebook, write a description of your favorite video or board game. Use your notes from Exercise 5. Write 60-80 words

- Explain to students that they should use the questions and notes from Exercise 5 to write their descriptions using full sentences.
- Students can write their descriptions in class or for homework.
- Ask students to swap work with a partner for peer correction. Partners should look for correct use of giving reasons for their opinion using *because*.
- Students rewrite their descriptions to improve them based on their partner's feedback.

*Students' own answers*

7 Work in pairs. Ask and answer questions about your favorite video or board games

- Students can use the information from their written description to describe their favourite game to their partner. However, they should try to talk without reading. Encourage students to ask each other questions about their favorite games.

*Students' own answers*

## LESSON 5

## Project

<b>Objectives</b>	To design and make a board game
<b>Materials</b>	Student's Book page 32 Dice, counters Paper, cardboard and coloured pens

### Opener

- Greet students and have them greet each other in pairs or groups.
- Play *Describe and draw* to revise the words for toys and games from the unit (Games Bank, page 109)

### Presentation

- 1 Ask students to think about the games they have learned about in this unit, and in particular, board games that they play at home. Ask individual students to say what their favorite board game is and why it's good. Put all good ideas on the board.
- 2 You may like to play a short game. For example, a vocabulary game where students have to say the English word for the picture or answer a question. This will help students start to think about the good characteristics of a board game in preparation for making their own game.

## STUDENT'S BOOK

page 32

### 1 Work in pairs. Think and plan

- 1 Ask students to work in pairs for three to four minutes to think of their game. Alternatively, you may choose a game as a class so that everyone is working on the same thing.

### 2 Answer the questions

- 1 Students answer each question in their pair. Once they have this information, they should have the basis for their board game.

*Students' own answers*

### 3 Read and do

- 1 Distribute the materials that students need to create their board game.
- 2 You might like to get pairs to write the rules of the game in their notebooks.
- 3 Students carefully check their board games for spelling, grammar and punctuation. Fast finishers can then color their games using felt pens or colored pencils.

### 4 Play your game

- 1 Once all the games are finished, students can swap games with another pair and explain to them how to play it.
- 2 Once the new pair has played the game, they can feed back to the game creators on what worked well and what needs improving. The game creators then make any improvements necessary.

## LESSON 5

## PROJECT

### DESIGN AND MAKE A BOARD GAME

- 1 Work in pairs. Think and plan



You are going to design and make a board game. First, look at the example above. How does this game work? Then look at some of the other games in this unit for ideas. What other ideas do you have? Be creative!

- 2 Answer the questions

- 1 How many players are there?
- 2 Do you need a dice?
- 3 How many counters do you need?
- 4 Do you answer questions or do actions to move around the board?
- 5 How do you win?

- 3 Read and do

- 1 Make your board game using materials such as cardboard, paper, and colored pens.
- 2 Make or choose counters. Find a dice if you need one.
- 3 Write the rules so they are clear and easy to use.
- 4 Check your writing: are the spelling, grammar, and punctuation correct?

- 4 Play your game

- 1 Check that your game works. Do you need to change anything?
- 2 Swap games with another pair. What do they think of it?

- 3 Display the games around the classroom. The class can ask and answer questions about their classmates' games. Remind students that their comments/questions should be positive and useful.

**SELF-ASSESSMENT**

**1 Complete the sentences with the expressions from the box**

action cuddly hide hopscotch rollerblades stall

- You can go quite fast on \_\_\_\_\_.
- My little sister always takes her favorite \_\_\_\_\_ toy to bed.
- At school, we use chalk to make a \_\_\_\_\_ game.
- I like making up games for my \_\_\_\_\_ figures.
- There are some wooden toys on the toy \_\_\_\_\_.
- My brother is really good at \_\_\_\_\_ and seek.

**2 Circle the correct answer**

- Shaimaa **very** / **really** enjoys playing marbles.
- I don't like playing football **at all** / **quite**.
- I finished **playing** / **plays** with my doll's house when my sister got home.
- I think hopscotch is **quite** / **all** good, but I prefer hide and seek.
- We imagined **be** / **being** in a plane over the city.
- Does he enjoy **reading** / **reads** adventure books?

**3 Check the words with the /f/ sound**

- rough
- thought
- laughed
- daughter

**4 Think about Unit 8. Write in your notebook**

Write two things you enjoyed and two things you learned.

*Language focus* box again. The self-assessment page is a good time for students to recognize what they learned well and what they might need more guidance/practice on.

**Answers:**

- 1 really 2 at all 3 playing 4 quite 5 being 6 reading

**3 Check the words with the /f/ sound**

- Students read the words and decide which have the /f/ sound.

**Answers:**

- 1 (✓) 3 (✓)

**4 Think about Unit 8**

- 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.
- Go over any areas of difficulty from the unit if there is time. Ask students to think about areas they found difficult personally and how they can practice them at home with a parent or caregiver. Answer any questions students might have.

*Students' own answers*

**SELF-ASSESSMENT**

**1 Complete the sentences with the expressions from the box**

- Draw students' attention to the words in the box and ask check questions, e.g., *What kind of things are 'cuddly'?* (teddies).
- Students work individually to complete the sentences.
- Check answers around the class.

**Answers:**

- 1 rollerblades 2 cuddly 3 hopscotch  
4 action 5 stall 6 hide

**2 Circle the correct answer**

- Students work individually to complete the sentences and question using the correct word.
- Monitor and check for any difficulties.
- Allow students to compare in pairs and try to resolve any different answers they might have between them, then check answers around the class. Ask students if there was anything they weren't sure about and if necessary, go through the

**Closing**

- Give praise for the effort put into their presentations, their project and the unit as a whole.
- Ask the class about their favorite parts of Unit 8.



# UNIT 9

## Introduction

pages 34-35

**Objectives** To listen, read, write, and research important folk and fairy tales

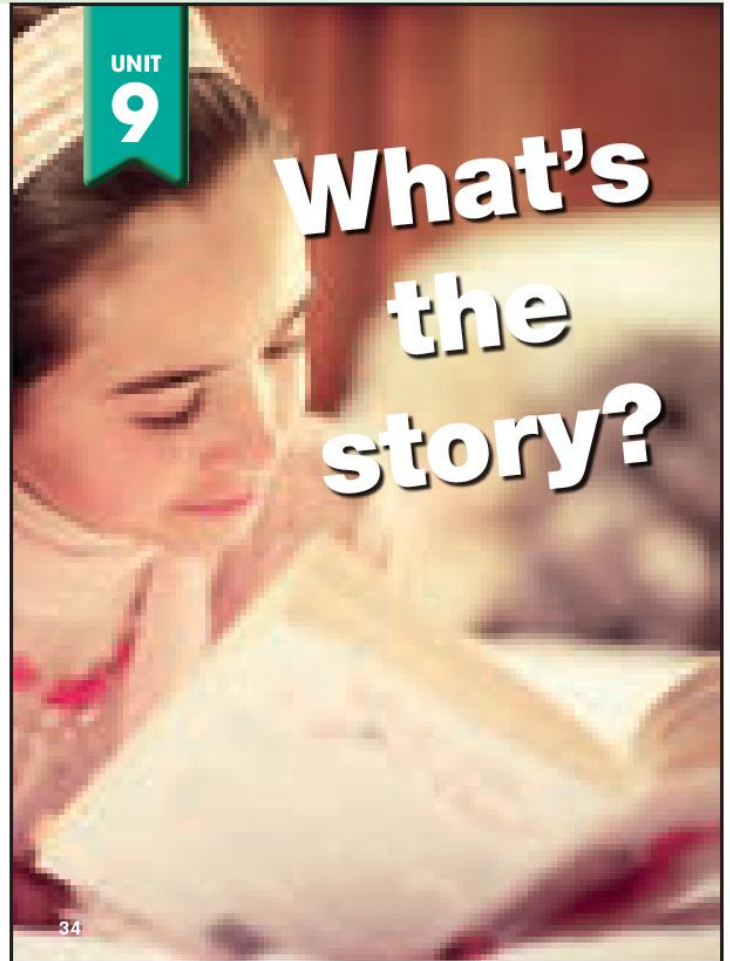
**Materials** Student's Book pages 34-35

## Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Play *Slow reveal* (Games Bank, page 112) to revise vocabulary from the previous unit.

## Presentation

- 1 Read the unit title *What's the story?* to the class and explain that this unit is about stories.
- 2 Ask: *Do you like stories? What's your favorite story?* and elicit a few answers around the class. Ask: *Do you read at home? Do you like to read on your own or with a family member?*



**In this unit I will ...**

- listen and read about Goha and his stories.
- understand and discuss what makes a good story.
- use the past continuous.
- write the beginning and ending of a short story.
- listen to a short story about a boy and a wolf.
- use sequencing adverbs.
- learn how to say words with the sound /w/.
- take part in a cooperative storytelling project.

**Look, discuss, and share**

- What is the girl in the photo doing?  
Why is reading an important activity?  
Do you like reading? Why?  
What other ways do people tell stories?

**Did you know?**

People have told stories for thousands of years. The Ancient Egyptians **carved** pictures to tell stories.

**Find out**

Which children's stories do your classmates know? Which ones do they like best? Why?

35

**Did you know?**

- 1 Teach *carve*. Tell students that 30,000 years ago, in the Stone Age, people were making a lot of art and even making statues, some of which we still have today. They used art to tell stories, like this one.
- 2 Ask to describe the photo. *What story do you think they are telling here?*

**Find out**

- 1 Ask students to think of three stories and to write them down in their notebooks. One story should be their favorite story.
- 2 Students then join a group of four. They can do this by turning round and talking to the students behind them as well as the student next to them. Students share their stories in their groups and say which one is their favorite.
- 3 Move around and monitor. Help with any new language.
- 4 Bring the class together. Groups nominate one student to feedback on the group's choices. *Is there a group favorite?* Write students' answers on the board. Is there a clear class favorite?

*Students' own answers*

**Extra practice**

Revise the CLIL lesson on bar graphs and pie charts in Unit 8, page 29.

- 1 Using the stories you wrote on the board in *Find out*, have a class vote on the five most popular children's stories. Write the numbers on the board as you did in the CLIL lesson.
- 2 Allow confident students to start their bar graph. For students who need extra support, draw the horizontal and vertical axis of the graph on the board for students to copy. Add the student number intervals on the vertical axis.
- 3 Students work in pairs or small groups to copy the graph from the board into their notebooks and complete the bar graph with the names of the stories along the bottom of the bar graph (the horizontal axis). Then they can use the information on the board to add in the bars for the number of students for each story.
- 4 Go around and monitor, offering support where students need it. Tell fast finishers to color in their bar graph or pie chart when they have finished.
- 5 Display students work around the class.

**STUDENT'S BOOK**

page 35

**Look, discuss, and share**

- 1 Ask students to look at the main photo on page 35. Put the students in pairs or small groups and give students two minutes to discuss the questions.
- 2 Circulate and help with vocabulary and pronunciation as necessary. If students use a dictionary in class, they can use the dictionary to check any new vocabulary.
- 3 Bring the whole group together and elicit students' answers. Write new language on the board.

**Suggested answers:**

She is reading a book.

Reading is important as it helps us learn information, learn how to spell and it helps us relax.

Students' own answers.

People tell stories in books, poems, theater (plays), art, music, and in the movies. People can also tell stories to each other by memory.

## LESSON 1

pages 36-37

<b>Objectives</b>	To listen, read, and understand a conversation about Goha To answer true/false questions about a text To make notes about a text To use vocabulary for stories
<b>Vocabulary</b>	<i>character, ending, moral, narrator, setting</i>
<b>Materials</b>	Student's Book, pages 36-37 Audio files

### Opener

- Ask students to tell their partner what happens in their favorite story that they chose during the class opener.
- Bring the class together and ask one or two students to share their ideas.

### Presentation

- 1 Direct students' attention to the lesson title. Ask the class if anyone has heard of Goha. *Who is he?* (He is a character in many traditional Egyptian stories. He also appears in stories in other countries.) *Can anyone name any stories with Goha in?* Explain that students are going to hear about one of Goha's stories in this lesson.

### STUDENT'S BOOK

page 36

#### 1 Listen and read. Why do the man and his son carry the donkey?

- 1 Students listen and follow the audio, reading the dialog transcript as they do so.
- 2 Ask students to check their answers in pairs and find the part of the conversation that gave them the answer.
- 3 Elicit the answer to this initial check question.

#### Audioscript

**Mom:** What are you doing, Lama?

**Lama:** I'm writing a review of one of Goha's stories. The one about a man who goes to the market with his son and a donkey. The setting is the countryside, many years ago. Two of the characters – the man and his son – take turns riding the donkey because it's a long journey. When the boy rides the donkey, the people they pass say he should let his father ride. When the man rides the donkey, they say that he should let his son have a turn. Then, they say the donkey must be tired. So, in the ending of the story, they both carry the donkey!

**Mom:** Haha! His stories are both funny and clever, aren't they?

**Lama:** Yes, they are. He's a great narrator, too. I love the details he gives about the characters, the setting, and everything that happens.

## LESSON 1 GOHA'S STORIES



### 1 Listen and read. Why do the man and his son carry the donkey?

**Mom:** What are you doing, Lama?

**Lama:** I'm writing a review of one of Goha's stories. The one about a man who goes to the market with his son and a donkey. The setting is the countryside, many years ago. Two of the characters – the man and his son – take turns riding the donkey because it's a long journey. When the boy rides the donkey, the people they pass say he should let his father ride. When the man rides the donkey, they say that he should let his son have a turn. Then, they say the donkey must be tired. So, in the ending of the story, they both carry the donkey!

**Mom:** Haha! His stories are both funny and clever, aren't they?

**Lama:** Yes, they are. He's a great narrator, too. I love the details he gives about the characters, the setting, and everything that happens.

**Mom:** So do I. In fact, his stories are popular all over the world. But he's known by different names. For example, in Sudan, he's Jawha. In Algeria, he's Jaha, and in Morocco, he's Jha.

**Lama:** Are the stories the same in every country?

**Mom:** There are some differences, but they all have a moral that Goha wants to teach us. What do you think is the moral of this story?

**Lama:** That you can't make everyone happy.

**Mom:** I think Goha is right about that!

**Lama:** Me, too. I'm happy that I know which story to write about, though!

**Mom:** So do I. In fact, his stories are popular all over the world. But he's known by different names. For example, in Sudan, he's Jawha. In Algeria, he's Jaha, and in Morocco, he's Jha.

**Lama:** Are the stories the same in every country?

**Mom:** There are some differences, but they all have a moral that Goha wants to teach us. What do you think is the moral of this story?

**Lama:** That you can't make everyone happy.

**Mom:** I think Goha is right about that!

**Lama:** Me, too. I'm happy that I know which story to write about, though!

**Answer:**

They carry the donkey because they think it must be tired.

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

- 1 The setting of the story is a market.
- 2 There are three main characters in the story.
- 3 Goha is known as Jeha in Morocco.
- 4 Goha's stories are not the same all over the world.
- 5 Lama and her mom disagree with the moral of the story.

**3 Write the words in bold in the dialog next to their meanings**

- 1 the people or animals in a story \_\_\_\_\_
- 2 the last part of a story \_\_\_\_\_
- 3 the time and place where a story happens \_\_\_\_\_
- 4 the lesson you learn from a story \_\_\_\_\_
- 5 the person who tells the story \_\_\_\_\_

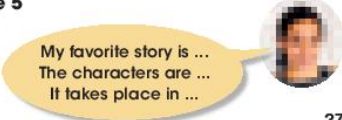
**4 Complete the notes with information about the story**

Characters:	
Setting:	
Narrator:	
Ending:	
Moral:	

**5 Make notes about your favorite story. Think about the:**

- characters    setting    narrator    ending    moral

**6 Work in pairs. Tell your partner about your favorite story. Use your notes in Exercise 5**



- 3 Fast finishing pairs can write example sentences with the word in their notebooks.

**Answers:**

- 1 characters    2 ending    3 setting  
4 moral    5 narrator

**4 Complete the notes with information about the story**

- 1 Explain to students that they need to find the example for each one of the words in the conversation. Do the first one as a class, asking a confident student to give you the answer and also read out the sentence where they found the answer in the dialog.
- 2 Students do the task individually, then check answers with a partner. Alternatively, weaker students can do the task in a mixed-ability pair.
- 3 Check the answers around the class, asking students to read out the sentence in the text which gave them the answer.

**Answers:**

- Characters: the man, his son, the donkey  
Setting: at the countryside many years ago  
Narrator: Goha  
Ending: They both carry the donkey.  
Moral: That you can't make everyone happy

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

- 1 Students read the text again first if they need to, otherwise they can try to answer, then check their answers in the text.
- 2 Play the recording and check the answers around the class. Pause the recording after each answer. Ask confident students to read out their corrected false statements.

**Answers:**

- 1 T  
2 T  
3 F. Goha is known as Jha in Morocco.  
4 T  
5 F. Lama and her mom agree with the moral of the story.

**3 Write the words in bold in the dialog next to their meanings**

- 1 Explain to students that these words are all to do with stories.
- 2 In pairs, students find the words in the text and read the whole sentence. They should then try to work out the meaning from the sentence before trying to match it to the meaning in Exercise 3.

**5 Make notes about your favorite story. Think about the:**

- 1 Explain to the class that some of the students' stories might not have an obvious moral. Explain that in this case, students can leave that part of the exercise out or select a different story.
- 2 Students make notes individually. Monitor and help with any vocabulary. Write any helpful vocabulary on the board during the activity.

*Students' own answers*

**6 Work in pairs. Tell your partner about your favorite story. Use your notes from Exercise 5**

- 1 Put students into similar ability pairs to complete this activity. Students should try to speak without looking at their notes to encourage fluency.
- 2 Give pairs 3–4 minutes to share their stories, then bring the group together and nominate a couple of pairs to share their ideas with the class. Praise effort.

*Students' own answers*

**Extra practice**

- For extra writing practice, students write up their notes from Exercise 5 and any further ideas from Exercise 6 in full sentences. They can do this in class or for homework. Students can then peer-check each other's work to make sure they have used the new vocabulary correctly.

**LESSON 2**

pages 38-41

<b>Objectives</b>	To make notes on a story To write the beginning of a story To use the past continuous to say what was happening at a particular time in the past
<b>Language</b>	One day, they <b>were playing</b> in the park when they <b>found</b> a note. <b>I was reading</b> a book when my dad <b>came</b> home.
<b>Materials</b>	Student's Book pages 38-41 Audio files

**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 111) with the flashcards from Lesson 1.

**Presentation**

- Find a photo of a message in the bottle in the sea or on the beach and elicit what students think is on the paper and why people write a message in a bottle. Write any interesting ideas on the board. Explain to the class that they are going to read the beginning of a story about a message in the bottle.

**STUDENT'S BOOK**

page 38

**1 Listen and read the beginning of the story**

- Ask students to read the text as they listen. Ask students to find out what happens to the message that Tom writes (they put the message in the bottle and throw it into the sea).

**Audioscript**

Tom's grandparents lived by the sea. The beach near their house was quiet and beautiful, and he loved to go there with them. They swam, surfed, and played games on the sand.

One day, they were swimming in the sea when Tom saw a glass bottle in the water. "Look, Granddad," he said. "Let's put it in the trash."

"I have a better idea," said Granddad. "Let's write a message in a bottle."

"What's a message in a bottle?"

"You write a message on a piece of paper, fold the paper and put it in the bottle, then throw the bottle out to sea for someone else to find."

**LESSON 2 A MESSAGE IN A BOTTLE**

**1 Listen and read the beginning of a story**

Tom's grandparents lived by the sea. The beach near their house was quiet and beautiful, and he loved to go there with them. They swam, surfed, and played games on the sand.

One day, they were swimming in the sea when Tom saw a glass bottle in the water. "Look, Granddad," he said. "Let's put it in the trash."

"I have a better idea," said Granddad. "Let's write a message in a bottle."

"What's a message in a bottle?"

"You write a message on a piece of paper, fold the paper, and put it in the bottle, then throw the bottle out to sea for someone else to find."

Back at the house, Granddad washed the glass bottle and gave Tom a pen and a piece of paper. Tom was writing his message when Grandma came in the room.

"What are you doing, Tom?" asked Grandma.

"I'm writing a message in a bottle," answered Tom. "Do you want to read it?"

Hello!

My name's Tom. I'm 11 years old and I'm from the USA. My favorite things are space, animals, and the color blue.

What are your favorite things? Please email back to tell me! My email address is tom@beachnet.usa

From Tom



The next day, Tom and his grandparents went to the beach to throw the bottle into the sea.

Many years passed, and Tom grew up. He and his grandparents forgot about the message in a bottle. Then, one day, Tom was working when Granddad sent him a message...

**2 Listen and read again. Make notes about the beginning of the story**

The characters are \_\_\_\_\_.

The setting is \_\_\_\_\_.

The first important event is \_\_\_\_\_.

**3 Work in pairs. What do you think happens next in the story?**

Back at the house, Granddad washed the glass bottle and gave Tom a pen and a piece of paper. Tom was writing his message when Grandma came in the room.

"What are you doing, Tom?" asked Grandma.

"I'm writing a message in a bottle," answered Tom. "Do you want to read it?"

Hello!

My name's Tom. I'm 11 years old and I'm from the USA. My favourite things are space, animals, and the color blue.

What are your favorite things? Please email back to tell me!

From Tom

The next day, Tom and his grandparents went to the beach to throw the bottle into the sea.

Many years passed, and Tom grew up. He and his grandparents forgot about the message in a bottle. Then, one day, Tom was working when Granddad sent him a message...

**2 Listen and read again. Make notes about the beginning of the story**

- Review the story vocabulary from Lesson 1 (character, setting), and elicit the meaning of the words from students. Ask students what an 'important event' in a story is and accept reasonable answers.
- Students listen again and take notes on the characters, the setting, and what they think the first important event is.
- Play the recording to the end and check the answer with the class. Ask a confident student to justify why the first event is important (because it gives Tom a reason to write a message).

Language focus

We use the past continuous in stories to say what was happening at a particular time in the past.

We form it with *was/were* + the *-ing* form of the verb: *Yesterday afternoon, John was walking his dog.*

We can also use the past continuous with *when* and the past simple to show when one action interrupted another in the past:

*One day, they were playing in the park when they found a note.*

*I was reading a book when my dad came home.*

LANGUAGE FOCUS

- 1 Draw students' attention back to the story on page 38 and read the first four lines. Ask the class what the purpose of these four lines is (to describe what was happening around the time the events in the story began).
- 2 Draw the class's attention to the sentence: *One day, they were swimming in the sea when Tom saw a glass bottle in the water.* and write this sentence on the board, underlining the verbs. Ask a confident student to say what tense the first verb is in this sentence (*they were swimming*) and what the purpose of the tense is (past continuous – to say what was happening). Ask another confident student to say what verb tense the second verb is and what the purpose of it is (*past simple – this verb starts during the action of the first verb; it 'interrupts' the first verb*). Explain this to the class using a time line where the continuous verb is a long line and the interrupting verb is line through the long line representing an interruption. Finally, ask a third student to say what word connects the two verbs together (*when*). Underline this word on the board as well, and explain that the past continuous verb always comes first when we use *when*. Leave the sentence on the board so that students can refer to it later.
- 3 Read through the Language focus box with the class. Answer any questions that the students might have.

4 Find and underline the past continuous forms in the story

5 Complete the sentences with the past continuous or past simple form of the verbs in brackets

- 1 Fatima \_\_\_\_\_ (do) her homework when she \_\_\_\_\_ (get) a text message from her friend.
- 2 Ghada and I \_\_\_\_\_ (play) computer games when her brother \_\_\_\_\_ (arrive) home.
- 3 I \_\_\_\_\_ (not watch) TV when you \_\_\_\_\_ (call) me.
- 4 \_\_\_\_\_ you \_\_\_\_\_ (look) at your phone when I \_\_\_\_\_ (see) you in the street?

6 What was happening yesterday? Use the past continuous to describe the pictures



1 Hazem watch football match/Egypt score goal

2 Dad/read newspaper/ Lina come

3 Ayman ride bike/phone ring

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answers:

The characters are Tom, Granddad, and Grandma.  
The setting is the beach.  
The first important event is finding the bottle.

3 Work in pairs. What do you think happens next in the story?

- 1 Put students into mixed-ability pairs to discuss what might happen next. Allow students a couple of minutes for discussion then bring the class together for feedback. Elicit some ideas but accept the idea that someone has written back to Tom. Ask different students to say what the reply might say.

Extra practice

- 1 For extra writing practice in class or for homework, students can write a reply to Tom's message. At the beginning of the next lesson, students swap replies and peer-check each other's work. They should say one thing they like about the reply and one thing to improve.

4 Find and underline the past continuous forms in the story

- 1 Read the instruction with the class. To help weaker students, tell the class that there are three examples in the story.
- 2 Students read the text individually to find the answer, but allow weaker students to work in mixed-ability pairs. If students have difficulty, they can refer to the *Language focus* box. Ask confident students to also underline the present simple and the word *when* and elicit these as well during class feedback.

Answers:

One day, they were swimming in the sea when Tom ...  
Tom was writing his message when Grandma came in the room.  
Tom was working when Granddad sent him a message ...

5 Complete the sentences with the past continuous or past simple form of the verbs in brackets

- 1 Ask students to complete the sentences individually. Some students may benefit from working in mixed-ability pairs. If students have difficulty, they should look back over the Language focus box and/or find the answers in the text. They can also refer to the sentence and timeline on the board.
- 2 Monitor and help students with any questions or difficulties in using the past continuous and past simple for interrupted action.

3 Check answers as a class.

**Answers:**

- 1 Fatima was doing her homework when she got a text message from her friend.
- 2 Ghada and I were playing computer games when her brother arrived home.
- 3 I wasn't watching TV when you called me.
- 4 Were you looking at your phone when I saw you in the street?

**6 What was happening yesterday afternoon? Use the past continuous to describe the picture**

- 1 Look at the picture with the class and ask three different students what they can see in the picture. Tell them to use the present tense. Write any new vocabulary on the board to help the class.
- 2 Tell students that this picture was taken yesterday. Ask students to work in pairs to describe the events using the past continuous. Ask students if they can also come up with one interrupted action sentence. Refer students back to the last paragraph of the *Language focus* box if they aren't sure.
- 3 Give students 2–3 minutes then nominate one student from each pair to say a sentence. Encourage the class to say if the sentence is correct. Then ask if anyone was able to make an interrupted action sentence. Write one or two good examples on the board.

**Answers:**

- 1 Hazem was watching a football match when Egypt scored a goal.
- 2 Dad was reading a newspaper when Lina came home.
- 3 Ayman was riding his bike when his phone rang.

**7 Read the start of another story. Underline examples of the past continuous and circle examples of the past simple**

- 1 Students should do this task in pairs for support.
- 2 Give pairs 1-2 minutes to underline the words, then ask pairs to come together with another pair to compare answers. If they have differing answers, they should try to resolve them. Encourage them to use the *Language focus* box on page 39 to help them.
- 3 Ask the new groups of four to decide which sentence describes an interrupted action (there is one example)
- 4 Check answers around the class. Then ask a volunteer to say which sentence describes an interrupted action (*We were walking along the path when suddenly we saw a little house in the distance*). Check understanding by asking which action happened first (walking along the path).

**7 Read the start of another story. Underline examples of the past continuous and circle examples of the past simple**

My friend Ali and I were playing in the forest yesterday. It was a lovely afternoon and the sun was shining. We were near my home, and we were hoping to see some interesting animals and birds. We were walking along the path when suddenly we saw a little house in the distance. "Let's go and look at the house," said Ali. I was a bit scared and didn't want to go, but I followed him. Near the house, there was ...

**8 You are going to write the beginning of another story about finding something on a beach. Before you write, make notes to answer the questions**

- 1 Which beach were you on? \_\_\_\_\_
- 2 What time of day was it? \_\_\_\_\_
- 3 Who were you with? \_\_\_\_\_
- 4 What was the weather like? \_\_\_\_\_
- 5 What were you doing? \_\_\_\_\_
- 6 What did you find? \_\_\_\_\_

**9 Use your notes to write the beginning of your story. Remember to use the past continuous and the past simple**

*Yesterday, I was on the beach near my house. It was morning and it was sunny. I was walking with my friend when we ...*



**Answers:**

My friend Ali and I were playing in the forest yesterday. It was a lovely afternoon and the sun was shining. We were hoping to see some interesting animals and birds. We were walking along the path when suddenly we saw a little house in the distance. "Let's go and look at the house," said Ali. I was a bit scared and didn't want to go, but I followed him. When we got near the house, there was ...

**8 You are going to write the beginning of another story about finding something on a beach. Before you write, make notes to answer the questions**

- 1 Students work in pairs to formulate their ideas and complete the notes. If necessary, they can write further notes in their notebooks.
- 2 For more support, put students into mixed-ability pairs. Monitor and help with vocabulary as necessary.
- 3 Ask one or two students to share their ideas with the class. Alternatively, students can feed back to another pair.

*Students' own answers*

**9 Use your notes to write the beginning of your story. Remember to use the past continuous and the past simple**

- 1 Explain to students that the story beginning in Exercise 7 is an example and they should write their own.

**10 Read your partner's story beginning. What do you like about it? What can your partner improve?**

Think about the:

- characters
- narrator
- setting
- first important event

**11 Work in pairs. Role-play an interview**

**Student A:** You are a journalist. Ask Student B questions about what happened in the story.

**Student B:** You are the character in the story who found something on the beach. Answer Student A's questions.



**12 Present your interview to other students. You might like to record yourselves on your phones**

**13 Listen to the other interviews. Tell each pair one thing you like about their interview and one thing you think could be better**

41

- 2 Students can complete the writing task for homework to allow more time for the role play in Exercise 11.
- 3 Remind them that they should use the correct tenses for 'setting the scene' and interrupted actions. They should refer to the *Language focus* box on page 39 to check their work.

*Students' own answers*

STUDENT'S BOOK

page 41

**10 Read your partner's story beginning. What do you like about it? What can your partner improve?**

- 1 Students peer-correct each other's work (at the beginning of the next lesson). For each of the bullet points, they should think about what their partner did well and what needs improving: *Are there main characters? Is the setting described (Where? What is the weather like? Time of day?) Is the narrator the same person throughout? Is there an interesting first important event?*
- 2 Students rewrite their work based on their partner's feedback before handing in for marking. Ask one or two confident students to read their corrected work to the class.

*Students' own answers*

**11 Work in pairs. Role-play an interview**

- 1 Ask a student to read the instructions.
- 2 Allocate A and B student pairs around the room.
- 3 Demonstrate the activity with a confident student by role-playing the dialog in the speech bubbles.
- 4 Give students 1–2 minutes to write notes about what they are going to say, then ask pairs to role-play the conversation.
- 5 Monitor and note any errors to correct during class feedback, but otherwise allow students to talk without correcting them as this will increase their fluency.

*Students' own answers*

**12 Present your interview to other students. You might like to record yourselves on your phones**

- 1 Ask pairs to join another pair by turning round to the students sitting behind them. Pairs take it in turns to role-play their interview for the second pair.

*Students' own answers*

**13 Listen to the other interviews. Tell each pair one thing you like about their interview and one thing you think could be better**

- 1 The second pair should make notes on the role-play they are listening to, noting one positive thing and one thing they can improve on. Time permitting, students can redo their role play based on the feedback, to see if they have improved.
- 2 Ask 1–2 volunteer pairs to role-play their interview for the class.

*Students' own answers*

**Closing**

- Put students' stories up around the classroom, and allow students to go round and read them. Tell them to put a dot on their favorite.
- Ask students to come back to their desks and share the reasons why they chose the story beginning that they chose. Congratulate the students with the most dots (votes).



LESSON 3

pages 42-45

- Objectives**
- To predict from photos what happens in a story
  - To put a text in order
  - To answer multiple-choice questions on a text
  - To use sequencing adverbs to say when things happen in a story
  - To understand and create a line graph
  - To practice saying words with initial /w/ sounds

**Language** *first, next, then, after that, finally*

**Materials**

- Student's Book, pages 42-45
- Audio files
- Squared paper for a line graph
- A Ball

Opener

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.
- Play *Catch and say* (3) to practice past continuous and past simple interrupted action from the Lesson 2.

Presentation

- Tell students that lots of traditional stories have a lesson for us to learn at the end. The lesson helps us learn how to be good people. The lesson is called a *moral*. Ask the class if they can think of any stories with a moral (e.g. the hare and the tortoise) and what the moral is (it's better to do things slowly and carefully rather than quickly and carelessly).

STUDENT'S BOOK

page 42

1 You are going to listen to a story. Match the words to the pictures. Then say what you think the story is about

- Read the instruction with the class and do the activity together, eliciting the answers around the class.
- Ask students to guess how these photos fit into the story. It doesn't matter what answers students give; the object is to get them predicting what they will read in the text. Then read the story title – do students' ideas from the photos match the story title or do they need to revisit their ideas?

Answer:

1 b sheep    2 d shepherd    3 c villager    4 a wolf

Suggested answer: I think the story is about a boy and animals in a village.

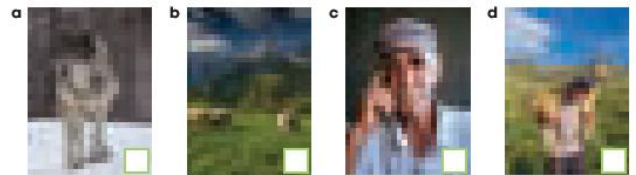
2 Listen to the story, and check your ideas from Exercise 1. Were you correct about the story?

- Play the recording of the text for students to listen along.

LESSON 3 THE BOY WHO CRIED WOLF

1 You are going to listen to a story. Match the words to the pictures. Then say what you think the story is about

1 sheep    2 shepherd    3 villager    4 wolf



2 Listen to the story, and check your ideas from Exercise 1. Were you correct about the story?

3 Listen to the story again. Choose the correct answers, a, b, or c

- Who is the main character in the story?  
a a boy    b a woman    c a cat
- Why did the main character annoy the villagers?  
a because he was angry with them  
b because he was bored    c because he wanted to go to school
- What did the wolf eat at the end?  
a the boy    b the sheep    c the villagers
- What is the moral of the story?  
a It's better to work on your own.  
b It's fun to tell stories.  
c If you tell untrue stories many times, no one will believe you.

When the recording has finished, ask if their ideas from Exercise 1 were correct.

Audioscript

Once there was a boy called Peter who lived in a village. He worked alone as a shepherd, looking after sheep. Every day he took the sheep up the hill and rested while the sheep ate the delicious grass.

One day, Peter was lying on the grass watching his sheep. He felt lonely and bored and decided to have some fun. First, he shouted "Wolf! There's a wolf!" to the villagers in the field below.

Next, he laid down and waited. The villagers were busy working, but they were worried about Peter's sheep, so they put down their tools and ran to save them.

They reached the top of the hill, hot and tired. They saw Peter. He was lying under a tree and he was laughing.

"There is no wolf! It was a joke!" he said. The villagers were very angry and said, "Peter, you must tell the truth!" After that they left Peter and went back to work.

Then, Peter did the same thing again later that week. The villagers were very angry. "Peter, you mustn't waste our time! We're very busy!" they said.

Finally, on the last day of the week, Peter was with his sheep at the top of the hill when suddenly a real wolf appeared. Peter was very scared and climbed a tree. He called and called for someone to help him, but no one arrived. The wolf killed and ate the sheep. Peter understood why no one came, and he was very sorry.

**Language focus**

We use sequencing adverbs to say when things happen. They help us to understand the order of events. This makes the text easier to follow.

First ... Next ... Then ... After that ... Finally ...

**4** Listen to the story again. How many adverbs of sequencing can you hear?

**5** Number the story in the correct order. Then complete with the adverbs of sequencing from the box

After that    Finally    First    Next    Then

**The Boy Who Cried Wolf**

- a \_\_\_\_\_, he shouted "Wolf"! and the villagers came to help and save the sheep.
- b \_\_\_\_\_, a real wolf came. It ate the sheep. Peter was very sorry.
- c \_\_\_\_\_, he said there was no wolf and it was a joke.
- d Peter was lonely and bored. He wanted some fun. He had an idea.  1
- e \_\_\_\_\_, Peter did it again.
- f \_\_\_\_\_, the villagers were very angry and said he shouldn't waste their time.

**6** Tell a partner how to write a story using sequencing adverbs. Use the notes to help you

- plan your story, and decide what it will be about
- write a first draft of your story
- check and correct your spelling and grammar
- share it with friends and enjoy!



**Extra practice**

- 1 **Alternative ending:** Have a critical thinking discussion either as a class or in groups of 2–3 students. Ask the class to think about what went wrong in this story. Tell them to think about the actions and inactions of the characters, and what they should do differently. Then think of a different ending where the sheep do not get eaten. For mixed-ability classes, break the activity down into two parts, with students discussing the moral first and feeding back to the class, then discussing the alternative ending with the lessons learned.
- 2 Students can also write the alternative ending for homework.

**Suggested answer:**

Peter should tell the villagers his problem. The villagers should ask Peter why he didn't tell the truth and try to help him. Alternative ending, Peter tells the villagers that he is lonely, and the villagers take turns to have lunch up the hill with Peter every day.

**3** Listen to the story again. Choose the correct answers, a, b, or c

- 1 Put students into mixed-ability pairs to complete the task, or allow them to work individually.
- 2 Fast finishers can find and highlight the justifications in the text.
- 3 Check answers and nominate fast finishers to read out the justification from the text.

**Answers:**

- 1 a                      2 b                      3 b                      4 c

**STUDENT'S BOOK**

**LANGUAGE FOCUS**

- 1 Explain to students how you carried out a simple routine this morning, e.g., brushing your teeth. Use the sequencing adverbs from the Language box to describe the sequence of actions: *First, I picked up my tooth brush. Next, I put tooth paste on my tooth brush...*, etc and every time you mention a sequencing adverb, write it on the board. At the end of your story, draw students' attention back to the sequencers on the board and ask elicit what the purpose of the words were in your toothbrush story (they help us understand the order of events in a story).
- 2 Read the *Language focus* box with the class and answer any questions students might have.

**4** Listen to the story again. How many adverbs of sequencing can you hear?

- 1 Allow students time to complete the sentences individually, then check with a partner.
- 2 Check answers as a class. Then ask: *Which sequencing adverbs can we use in a different order? (We can use next, then, and after that in any order, but next should come soon after the event before it.)*

**Answers:**

There are 5 adverbs of sequencing in the story.

**5** Number the story in the correct order. Then complete them with the adverbs of sequencing from the box

- 1 Split the activity into two stages. First, ask students to order the events. Students can do this in pairs. Give pairs one minute to complete the task, then check the answers.
- 2 Students now add the sequencers. Remind students that *next, then* and *after that* can all be used in a different order.

**Suggested answer:**

- 1 d                      2 a First                      3 c Then/Next  
4 e Then/ Next      5 f After that              6 b Finally

**6** Tell a partner how to write a story using sequencing adverbs. Use the notes to help you

- 1 For weaker classes or for weaker groups in the class, split the activity into two stages. First, ask students to write full sentences in their notebooks, using sequencing adverbs and the notes. Give students 1–2 minutes to complete this part of the task, then elicit some sentences around the class.
- 2 More confident classes can go straight into the activity of writing a story.

- 3 Circulate and check for correct ordering of sequencing adverbs.
- 4 Fast finishers can take turns in pairs to describe another process to their partner.
- 5 Elicit one or two stories, then ask fast finishers to share their ideas.

*Students' own answers*

PRONUNCIATION

Opener

- Greet students and have them greet each other in groups of three.
- To revise sequencing adverbs from the last lesson, play a variation of the *Hello!* Game but instead of introductions students talk about what they did yesterday/this morning using the sequencing adverbs they learned in Lesson 2, i.e. the first student starts with: *First, I went home from school with my mom...*, . He/She rolls the ball to another student who continues: *Next, I ...* and so on until all the sequencing verbs are used up, and the next Student starts at *First ...* again.

1  **Look and listen. Then listen again and repeat**

- 1 Play the recording for students to read and listen to the initial /w/ sounds.
- 2 Play the recording again and repeat the words. Students repeat after you.

**Audioscript**

1 water      2 whale      3 wolf      4 whisper

2 **Complete the words with w or wh. Listen, check, and repeat**

- 1 As an alternative, play the recording while students write the words so that they can hear the sound modelled as they write.
- 2 Play the recording a second time for students to check, pausing after each word for the class to repeat.

**Audioscript**

1 when: w-h-e-n      2 walk: w-a-l-k  
3 what: w-h-a-t      4 wave: w-a-v-e  
5 where: w-h-e-r-e      6 west: w-e-s-t

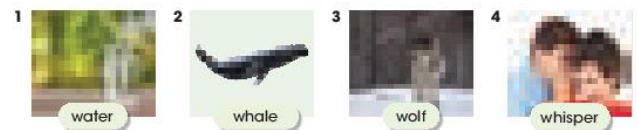
**Answers:**

1 when      2 walk      3 what  
4 wave      5 where      6 west



PRONUNCIATION

1  **Look and listen. Then listen again and repeat**



2  **Complete the words with w or wh. Listen, check, and repeat**

1 \_\_ en      2 \_\_ alk      3 \_\_ at  
4 \_\_ ave      5 \_\_ ere      6 \_\_ est

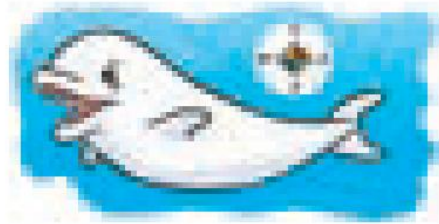
3  **Listen, read, and repeat the sentences**

- 1 A white whale went west.
- 2 A wolf whispered, "What? When?"

4  **Work in pairs. Write your own sentence like the ones in Exercise 3 using some of the words above. Read them aloud**

\_\_\_\_\_

\_\_\_\_\_



3  **Listen, read, and repeat the sentences**

- 1 Play the recording twice for students to read along. Play the recording a third time, and pause after each sentence for students to repeat.
- 2 Drill the sentences a couple of times chorally and individually around the class.

**Audioscript**

1 A white whale went west.  
2 A wolf whispered "What? When?"

4 **Work in pairs. Write your own sentence like the ones in Exercise 3 using some of the words above. Read them aloud**

- 1 Explain to students that they can use any of the words from Exercises 1, 2, or 3 to make up a sentence. The sentence doesn't need to make sense but should be grammatically correct.
- 2 Give students 1–2 minutes to think of a sentence and write it in their notebooks. Students can then swap sentences with a partner to practice saying them. Students can then say their sentence is around the class and have a class vote on which one is the funniest/cleverest/most interesting.

# PRONUNCIATION

5 Look, read, and listen. Then underline the stressed syllable in the words in bold



Let's **re**send the message.



Why do you **dis**like surfing?



I like playing **in**doors.



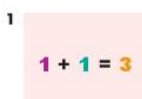
He was **un**happy.

6 Circle the correct words to complete the rules

- When a word has a prefix, the prefix usually **is / isn't** stressed.
- If the base word has one syllable, the stress **is / isn't** on the base word.

7 Complete the sentences with the words in the box. Say them using the correct stress. Then listen and check

replay incorrect disagree untidy



This answer is \_\_\_\_\_.



Why do you \_\_\_\_\_ with him?



The room is \_\_\_\_\_.



Please \_\_\_\_\_ the video.

5 Look, read, and listen. Then underline the stressed syllable in the words in bold

- Draw students' attention to each of the photos in Exercise 5 and ask them to say what they can see.
- Play the recording twice for students to read along. Play the recording a third time, and pause after each sentence for students to repeat. Make sure that students are stressing the base word, not the prefix, on the words in bold.
- Drill the sentences a couple of times chorally and individually around the class.
- Elicit the stressed syllable in the first sentence from a confident student, then elicit the remaining ones from other students, and ask the class to underline them in their books.

## Audioscript

- Let's **re**send the message.
- Why do you **dis**like surfing?
- I like playing **in**doors.
- He was **un**happy.

Answers:

- |           |           |
|-----------|-----------|
| 1 resend  | 2 dislike |
| 3 indoors | 4 unhappy |

6 Circle the correct words to complete the rules

- Say the first word in bold in Exercise 5 to the class, taking care to correctly stress the base word, not the prefix.
- Read the first rule to the class and elicit the correct answer (isn't).
- Draw students' attention to the word in bold in the first sentence in Exercise 4 again (resend). Elicit the base word (send). Elicit how many syllables the base word has (one).
- Read the second sentence to the class and elicit the answer (is).

Answers:

- |      |         |
|------|---------|
| 1 is | 2 isn't |
|------|---------|

7 Complete the sentences with the words in the box. Say them using the correct stress. Then listen and check

- Draw students' attention to each of the pictures and ask them to say what they can see.
- Students complete the sentences with the words in the box and check with a partner.
- Check the answers around the class.
- Play the recording, pausing after each sentence for the class to repeat.

## Audioscript

- The answer is **incorrect**.
- Why do you **disagree** with him?
- The room is **untidy**.
- Please **replay** the video.

Answers:

- |             |            |
|-------------|------------|
| 1 incorrect | 2 disagree |
| 3 untidy    | 4 replay   |

LESSON 4

pages 46-47

**Objectives** To write a story ending

**Materials** Student's Book, pages 46-47

STUDENT'S BOOK

page 46

**1 Read the ending of the story on page 38. What does Tom decide to do?**

- 1 If necessary, recap on the story beginning on page 46 by reading the story around the class. Then continue reading the story ending in Exercise 1 around the class.
- 2 Elicit the answer to the question, and ask a confident student to read the sentence in the text which give the answer (*"You and I are both going to visit her!"*).

**Answer:**

To visit Rose with Granddad.

LESSON 4 WRITING: THE ENDING OF A STORY



**1 Read this ending of the story on page 38. What does Tom decide to do?**

Many years passed and Tom grew up. He and his grandparents forgot about the message in a bottle. Then, one day, Tom was working when Granddad sent him a message.

*Tom, you won't believe it! We have a reply to our message in a bottle!*

That weekend, Tom went to his grandparents' house.

"A man in France found the message," said Granddad. "Look, here is his reply."

**R** From: Hugo  
To: Tom

Hello Tom,

My name is Hugo and I live in Biarritz, France. I live on the coast and I love sailing my boat. Last week, I was sailing when I saw something in the water – your message in a bottle! This means it traveled over 6,000 kilometers.

I enjoyed reading about your favorite things. My favorite things are my boat, mangoes, and the color green.

You are very welcome to come and visit me in France one day!

With best wishes,

Hugo

Tom was very excited. "Wow, our message traveled a really long way!"

Later that evening, Tom was writing something when Granddad came into the room.

"What are you doing, Tom?"

"I'm writing to Hugo."

"Why are you going to visit him?"

"You and I are both going to visit him!"

"That's a great idea," laughed Granddad. "But it's a long way, so let's go by plane!"

**2 Read again and answer the questions**

- 1 What was Hugo doing when he found Tom's message?
- 2 How far had the message in a bottle traveled?
- 3 How did Tom feel when he read Hugo's reply?
- 4 What did Granddad think of Tom's idea?

**Tip!** A good ending tells you what happens to the characters and how they feel at the end of the story.

**3 Work in pairs. Imagine a different person replies to Tom's message and make notes**

- Who replies to the message?
- Where are they?
- How did they find the message?
- What are their favorite things?
- How does Tom feel?
- What do Tom and Granddad do next?

**4 Write another ending to the story. Use your notes in Exercise 3**

**R** From: \_\_\_\_\_  
To: Tom

Hello Tom,

My name is \_\_\_\_\_ and I live in \_\_\_\_\_.

Last week, I was \_\_\_\_\_ when \_\_\_\_\_.

I enjoyed reading about your favorite things. My favorite things are \_\_\_\_\_.

Tom felt \_\_\_\_\_. Then he and Granddad decided to \_\_\_\_\_.

**5 Work with another pair. Take turns to share your different story endings****6 Tell the other pair one thing you liked about their story ending, and one thing they could make better**

47

**4 Write another ending to the story. Use your notes in Exercise 3**

- 1 Tell students to refer back to the story ending in Exercise 1 to help them structure their own alternative ending.
- 2 Read through the *Tip!* box and reinforce with students that they should include the characters' feelings at the end of the story.
- 3 Students then write their story ending individually using the model in Exercise 1, which they can copy into their notebooks and complete. They can do this in class or for homework.

*Students' own answers*

**5 Work with another pair. Take turns to share your different story endings**

- 1 Students share their work with another pair for peer-checking. Students should check that the work includes all of the points in Exercise 3 as well as the points in the *Tip!* box.

*Students' own answers*

**6 Tell the other pair one thing you liked about their story ending, and one thing they could make better**

- 1 The two sets of pairs then come together as a group of four to discuss each other's stories and offer positive feedback on things they liked and one thing they can improve.
- 2 Students then rewrite their story endings for homework based on the feedback they have received.
- 3 Collect the story endings in during the next lesson for marking.

**2 Read again and answer the questions**

- 1 Students work individually to answer the questions. Fast finishers can compare answers in pairs.
- 2 Check the answers around the class, and ask confident students to provide the sentence in the text that gives the answer.

**Answers:**

- 1 sailing
- 2 over 6,000 kilometers
- 3 excited
- 4 That it's a great idea.

**3 Work in pairs. Imagine a different person replies to Tom's message and make notes**

- 1 Students work in pairs, but both write the notes in their own notebooks as they will need them if they do the writing task for homework.

*Students' own answers*

## LESSON 5

pages 48-49

<b>Objectives</b>	To write a short story To revise vocabulary for storytelling from the unit To reflect on what students have learned in the unit
<b>Materials</b>	Student's Book, pages 48-49 Paper Drawing and coloring pencils

### Opener

- Greet students and have them greet each other in pairs or groups.
- Revise the vocabulary of storytelling.

## STUDENT'S BOOK

page 48

### 1 Work in groups of three. Think and plan

- 1 Look at the pictures with the class and elicit what students can see in each one (1 a spaceship, 2 a farm, 3 a street). Read through the bulleted list and ask which one describe the pictures (the setting).
- 2 Explain to the class that they are going to write a story together in groups. Put students into mixed-ability groups. Each group should nominate one person to make notes.
- 3 Groups choose one of the pictures for their story setting, then brainstorm information for each of the bulleted points.

*Students' own answers*

### 2 Read and do

- 1 Provide each group with a piece of paper.
- 2 Read through the instructions with the class, and remind students that they should use the past continuous and past simple for interrupted action as well as sequencing adverbs in their story. You could write these two things as a checklist on the board for students to refer to.
- 3 You might choose to allow the students to swap the paper in two or three rounds of the group, i.e. with each student writing around three sentences each in order to write a longer story.
- 4 Circulate and monitor while students take turns in their groups to write a sentence each of the story until the story is complete. Provide help as necessary, and ensure that students are including all of the target language from the unit.
- 5 When the stories are complete, groups carefully check them for spelling, grammar and punctuation as well as the unit target language on the board. Fast finishing groups can then illustrate their stories using felt pens or colored pencils. Tell students when they only have a few minutes left to ensure all groups finish their stories.

*Students' own answers*

## LESSON 5

## PROJECT

### 1 Work in groups of three. Think and plan

You are going to write a short story. Choose one of the photos and use it to think about a story.



- |                  |                        |
|------------------|------------------------|
| ■ the characters | ■ the first main event |
| ■ the setting    | ■ the moral            |
| ■ the narrator   | ■ the ending           |

### 2 Read and do

- 1 Make sure each person in your group has a piece of paper.
- 2 Write the beginning of a story at the top of the piece of paper, then pass it to the student on your left.
- 3 Write the main part of the story underneath the beginning, then pass the paper.
- 4 Write the ending of the story, then pass the paper.
- 5 Take turns to read out the completed stories. Which do you like the most? Why?

### 3 Share your stories with the class

- 1 Draw illustrations for your stories.
- 2 Display the stories on the classroom wall.
- 3 Vote for the best stories.

### 3 Share your stories with the class

- 1 Each group should nominate a student to read out the completed story. When each group has finished reading their story, display the stories on the classroom wall. Invite the class to walk round and vote on the best story by adding a period to the top of their chosen story in a colored pen. They should look for examples of the unit language as well as the things in the bulleted list in Exercise
- 2 Announce the winning team or teams and invite feedback on why students chose the story they did. Remind students that their comments/questions should be positive and useful.
- 3 Invite the class to congratulate the winning groups, and praise all effort in the class as well.

*Students' own answers*

SELF-ASSESSMENT

1 Complete the sentences with the words from the box

character ending moral narrator setting

- The \_\_\_\_\_ of the story is kindness is everything.
- The main \_\_\_\_\_ was a bit boring - I didn't like him.
- The \_\_\_\_\_ is the person who tells you the story.
- In the \_\_\_\_\_, we find out why the man was sad.
- The \_\_\_\_\_ is London in 1965.

2 Choose the correct words to complete the recipe

Salatet Zabadee

- First / Then**, take a cucumber and cut it in pieces.
- Next / Finally**, mix the yogurt and mint in a bowl.
- After that / First**, add some garlic and salt if you like.
- Next / Finally**, take it to the table for everyone to enjoy!

3 In your notebook, write sentences using the words, the past continuous, and the past simple

- he / play / piano / when / his mom / arrive home
- we / travel / to the city / when / Grandma / call us
- they / listen / to music / when / the man / shout
- you / study for your exam / when / the car / stop / outside

4 Complete the sentences with your own ideas

- I was going home from school when \_\_\_\_\_
- We were playing in the park when \_\_\_\_\_

5 Think about Unit 9. Write in your notebook

Write two things you enjoyed and two things you learned.

- Allow students to compare in pairs and try to resolve any different answers they might have between them, then check answers around the class. Ask students if there was anything they weren't sure about and if necessary, go through the *Language focus* box again. The Self-Assessment page is a good time for students to recognize what they learned well and what they might need more guidance/practice on.

Answers:

- 1 First      2 Next      3 After that      4 Finally

3 In your notebook, write sentences using the words, the past continuous, and the past simple

- If necessary, go over interrupted action in the *Language focus* box on page 39 of the Student's Book again. Remind students that when we use *when*, the past continuous verb goes first and is followed by the past simple.
- Ask students to write their sentences in their notebook, now or for homework.
- Nominate different students to read each completed sentence to the class.

Answers:

- He was playing the piano when his mom arrived home.
- We were traveling to the city when Grandma called us.
- They were listening to music when the man shouted.
- You were studying for your exam when the car stopped outside.

STUDENT'S BOOK

SELF-ASSESSMENT

1 Complete the sentences with the words from the box

- Draw students' attention to the words in the box and ask check questions, e.g., *Can you name a character from a story in this unit?* (Goha; Tom).
- Students work individually to complete the sentences. Fast finishers can come up with their own example sentences for each word and share them with the class during class feedback.
- Check answers around the class.

Answers:

- 1 moral      2 character      3 narrator  
4 scene      5 setting

2 Choose the correct words to complete the recipe

- Students work individually to complete the recipe using the correct word.
- Monitor and check for any difficulties.

4 Complete the sentences with your own ideas.

Students use their own ideas to complete the sentences. They can share their ideas in pairs. Then call on one or two confident students to read out their sentences.

*Students' own answers*

5 Think about Unit 9. Write in your notebook

- 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.
- Go over any areas of difficulty from the unit if there is time. Ask students to think about areas they found difficult personally and how they can practice them at home with a parent. Answer any questions students might have.

Closing

- Give praise for the effort students put into their presentations, their project and the unit as a whole.
- Ask the class about their favorite parts of Unit 9.



LESSON 1

pages 50-51

**Objectives:** To revise the vocabulary and language from Units 7–9

**Vocabulary:**  
**Artifacts:** artifacts, durable, fascinating, jewelry, preserve, mummy  
**Materials:** clay, glass, gold, granite, silver, stone  
**Animals:** baboon, crocodile, eagle, falcon, hippo, ibis, monkey, snake, rat  
**Toys:** action figure, board game, cuddly toy, doll's house, marbles, rollerblades, skateboard, train set  
**Games:** beat, hide and seek, hopscotch, have a go, make up  
**Stories:** characters, ending, moral, narrator, setting  
**Prepositions of place:** behind, between, in, in front of, next to, on, under

**Materials:** Student's Book pages 50–51  
 Assorted flashcards for vocabulary in this Review lesson  
 Audio files

STUDENT'S BOOK

page 50

Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Revise the vocabulary from Units 7–9 with a game of Guess the picture.

1 Look. Write the words. Listen and check

- 1 Direct students to the instructions and example on page 50.
- 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 to add challenge.
- 4 Once everyone has completed labeling the pictures, play the audio for students to check their answers.

Audioscript

**Narrator:** 1  
**Reader:** artifact  
**Narrator:** 2  
**Reader:** hippo  
**Narrator:** 3  
**Reader:** board game  
**Narrator:** 4  
**Reader:** clay

REVIEW 3

LESSON 1

1 Look. Write the words. Listen and check

1 artifact	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____
13 _____	14 _____	15 _____	16 _____

2 Look at the pictures. Say two words. Your partner says Yes if they match and No if they don't. Can they explain why?

hippo - gold

artifact - jewelry

No! A hippo is an animal. Gold is a metal.

Yes! Artifacts and jewelry are both objects.

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**Narrator:** 5  
**Reader:** marbles  
**Narrator:** 6  
**Reader:** jewelry  
**Narrator:** 7  
**Reader:** ibis  
**Narrator:** 8  
**Reader:** granite  
**Narrator:** 9  
**Reader:** skateboard  
**Narrator:** 10  
**Reader:** gold  
**Narrator:** 11  
**Reader:** crocodile  
**Narrator:** 12  
**Reader:** action figure  
**Narrator:** 13  
**Reader:** baboon  
**Narrator:** 14  
**Reader:** silver  
**Narrator:** 15  
**Reader:** doll's house  
**Narrator:** 16  
**Reader:** eagle

**3 What are these words connected to? Look and write**

beat character have a go make up  
mummify narrator preserve setting artifact

Stories	Games	History

**4 Complete the sentences with some of the words from Exercise 3**

- We've played all these board games - let's \_\_\_\_\_ a game that we can play outside.
- A hot, dry climate can help to \_\_\_\_\_ old artifacts.
- Who is your favorite \_\_\_\_\_ in this story?
- I like playing video games with my older brothers, but they usually \_\_\_\_\_ me!
- This story has a very exciting \_\_\_\_\_ - it's in a forest with a big castle in the middle.

**5 Look and complete the sentences with the prepositions**

behind between in in front of next to on under



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_



5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

51

**Answers:**

- |            |              |                  |
|------------|--------------|------------------|
| 1 artifact | 2 hippo      | 3 board game     |
| 4 clay     | 5 marbles    | 6 jewelry        |
| 7 ibis     | 8 granite    | 9 skateboard     |
| 10 gold    | 11 crocodile | 12 action figure |
| 13 baboon  | 14 silver    | 15 doll's house  |
| 16 eagle   |              |                  |

**2 Look at the pictures. Say two words. Your partner says Yes if they match and No if they don't. Can they explain why?**

- Look at the items in exercise one with the class and brainstorm some topic groups to help students match the items, for example toys, birds, animals, artifacts, objects, colors.
- In pairs, students take turns to choose two items. Their partner can try to match them to a group or say that they don't match. Circulate and offer help as required.

*Students' own answers*

**3 What are these words connected to? Look and write**

- Read through the words in the box with the class. Put

students into pairs to discuss each word and decide which column to put the word in. If they aren't sure, tell them to look back through Units 7 to 9.

- Give students 2-3 minutes to complete the activity, then check answers with another pair.
- Check answers around the class.

**Answers:**

Stories: character, narrator, setting  
Games: beat, have a go, make up  
History: mummify, preserve, artifact

**4 Complete the sentences with some of the words from Exercise 3**

- Explain to the class that they do not need all of the words from the box in Exercise 3.
- Read through the questions with the class to check for understanding, then ask students to complete the exercise individually.
- Fast finishers can check answers with a partner.

**Answers:**

- |           |            |             |
|-----------|------------|-------------|
| 1 make up | 2 preserve | 3 character |
| 4 beat    | 5 setting  |             |

**5 Look and complete the sentences with the prepositions**

- Explain to the class that they are writing the prepositions to describe the position of the *apple*, not the box/boxes.
- Students can do this exercise in pairs for support, or individually.
- Check answers around the class.
- To extend the exercise, ask the class questions about the box or boxes in relation to the apple.

**Answers:**

- |               |           |           |
|---------------|-----------|-----------|
| 1 in front of | 2 under   | 3 between |
| 4 behind      | 5 next to | 6 in      |
| 7 on          |           |           |

## LESSON 2

pages 52-53

**Objectives:** To listen and understand short stories  
To answer questions on a story  
To recognize the /f/ sound in words

**Vocabulary:** **Stories:** *character, ending, moral, narrator, setting*

**Materials:** Student's Book pages 52–53  
Audio files

### Opener

- Ask the class: Are there any groups in your school that help other people. If there are, ask questions about the groups. If not, ask students to say what kind of volunteer groups they think would be good for the school.

## STUDENT'S BOOK

page 52

### 1 Listen and number the photos

- Explain to students that these photos represent four different stories that students will hear.
- Before you listen, elicit words from each photo (*monkey, cuddly toy, treasure, city*). Explain to students that they should listen out for these words in the listening to help them order the photos.
- Play the recording for students to listen along and write the number under the correct photo.
- Play the recording again to check the answers around the class.
- Ask the class which story is their favourite, you could do this as a class vote.

### Audioscript

**Narrator:** *Student's Book, Review 3, Lesson 2, Exercise 1 Listen and number the photos.*

**Narrator: 1**

**Reader A:** *Nadia went to the shops with her friends. They bought some clothes, some jewellery, and some snacks. Then, they passed a toy shop. In the window of the toy shop was a talking cuddly toy. "Oh, look!" said Nadia. "Last time I came here, I was with my sister. She loved this cuddly toy. It can talk! I'm going to buy it for her!"*

**Narrator: 2**

**Reader B:** *Last summer, I moved to a big, busy city. I really missed the countryside. Then, one afternoon, I was walking through the middle of the city when I found a beautiful park. I spent the rest of the day there, among the trees and the flowers. I still miss the countryside sometimes, but I go to the park every day. It's my favorite place in the whole city!*

**Narrator: 3**

**Reader C:** *One day, a little monkey was feeling bored. He climbed to the top of the tallest tree and looked around. Nearby, some other little monkeys were*

## LESSON 2

### 1 Listen and number the photos

What's your favorite story?



### 2 Listen again and match

- |                                  |                         |
|----------------------------------|-------------------------|
| 1 Nadia buys a cuddly toy for    | a the ground.           |
| 2 The monkey plays with          | b the middle of a city. |
| 3 The park is in                 | c her sister.           |
| 4 A boy finds hidden treasure in | d the other monkeys.    |

### 3 Listen again and choose the correct word

- I really like the **setting** / **characters** in the story, especially the talking cuddly toy.
- The **moral** / **ending** of the story about the monkey is that it's good to have fun.
- The **setting** / **narrator** goes to the park every day.
- The **ending** / **setting** of the story about the treasure is very interesting.

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*playing a game. "Come and play with us!" they shouted. But the little monkey felt shy. Slowly, he went closer. And slowly, he felt braver. Before long, the little monkey felt happy. It was good to have fun!*

**Narrator: 4**

**Reader D:** *When I was a boy, I liked to go to the beach with my grandfather. We used his metal detector to find interesting things in the sand. One time, we found a small, metal box. "Treasure!" I said. My grandfather laughed. "Go on, then," he said. "What's inside?" I opened the box. Inside, there was a very special kind of treasure. It was a letter. A very old letter...*

### 2 Listen again and match

- Students try to match the sentences before listening. Remind them to look at the prepositions to help them match the sentences.
- Play the recording again for students to check their answers.

**Answers:**

1 c                      2 d                      3 b                      4 a

4 Read the story. What were the boys playing and where?

\_\_\_\_\_ in the \_\_\_\_\_

One day, Fares and Ramy were 1 \_\_\_\_\_ hopscotch in the school yard. They 2 \_\_\_\_\_ drawing squares using different colored chalk. 3 \_\_\_\_\_ their friend Magdy came to talk to them.

"What are you playing?" asked Magdy.

"It's hopscotch!" said Fares. "Do you want to play?"

"How do you play it?" asked Magdy.

"It's 4 \_\_\_\_\_ easy," said Ramy. "5 \_\_\_\_\_, you throw this rock onto the squares. Next, you see which square it is in. Then you hop to the end of the squares and back, but you have to jump over the square with your rock."

"Great! I'd love to have 6 \_\_\_\_\_ go!" said Magdy.

5 Read again and choose the correct words

- 1 a play    b playing    c played
- 2 a was    b are    c were
- 3 a where    b who    c when
- 4 a very    b at all    c real
- 5 a Then    b Finally    c First
- 6 a the    b a    c it



6 Listen. Do you hear /f/? Put the words in the correct part of the table. Listen and check

coughed daughter draughts enough laughed thought

Yes	No

7 Listen and complete the tongue twisters

bear hair pair pear rare white

- 1 A \_\_\_\_\_ of \_\_\_\_\_ whales is very \_\_\_\_\_.
- 2 The \_\_\_\_\_ with white \_\_\_\_\_ has a \_\_\_\_\_.

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3 Listen again and choose the correct word

- Read through the words in bold (setting, character, moral, ending, narrator) and elicit their meanings from the class.
- Ask students to complete the task individually, then play the recording to check answers.

Answers:

- 1 characters                  2 moral
- 3 narrator                    4 ending

STUDENT'S BOOK page 53

3 Read the story. What were the boys playing and where?

- Look at the picture with the class and ask students if they know what this game is called (hopscotch).
- Tell students they are going to read a story and that they should ignore the gaps for now.
- Read the story around the class, then give students a minute or so to complete the sentence at the top of the story.
- Elicit ideas from one or two students.

Answers:

hopscotch in the school yard.

5 Read again and choose the correct words

- Tell the class that they are now going to complete the gaps one to six with the one of the options. For each gap they should look carefully at the words around the gap and decide which is the option that fits best.
- Circulate around the class and offer additional support to those who need it.
- When students have finished, they can compare answers with a partner. If their answers differ, they should try to work out which one is correct.
- Check the answers by reading the complete text around the class.

Answers:

- 1 b    2 c    3 c    4 a    5 c    6 b

6 Listen. Do you hear /f/? Put the words in the correct part of the table. Listen and check

- Model the /f/ sound for the class.
- Play the recording, pausing after each one, and if necessary model the sound for additional support.
- Give students time to write the word in the correct column, then check each answer before you go on to the next one.

Audioscript

coughed  
daughter  
draughts  
enough  
laughed  
thought

Answers:

- Yes: coughed, draughts, enough, laughed
- No: daughter, thought

7 Listen and complete the tongue twisters

- Elicit the meaning of *rare* (there are not many of them). Draw a picture of a *pair* of shoes and a *pear* on the board. Elicit the spelling of each. Write the correctly spelled word under the correct picture.
- Play the recording for the first sentence a couple of times. Ask students to listen without writing.
- Play the recording for the first sentence again, and ask students to complete the sentence. Check answers before going on to the second sentence.
- If students had difficulty with *pear* and *pair*, asked them to write them in their notebooks and learn them.

Audioscript

A pair of white whales is very rare.  
The bear with white hair has a pear.

Answers:

- 1 pair, white, rare
- 2 bear, hair, pear

## LESSON 3

page 54

**Objectives:** To revise vocabulary and language from Units 7–9  
To evaluate progress in Units 1–3

**Materials:** Student's Book page 54

## STUDENT'S BOOK

page 54

### Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Play *Find a picture, tell a story* (Games Bank, page 110) to practice looking at the detail of pictures and creating a story.

### 1 Read the blog post. Which photo shows Dalia's favorite statue? Check (✓)

- 1 Look at the pictures with the class and elicit which type of animal is shown in each picture (1 snake, 2 bird – a falcon, 3 cat).
- 2 Students read the text individually and choose the correct answer.
- 3 Check the answer with the class, and ask follow-up questions: *How big was the snake?* (it was small); *What was it made of?* (metal). Time permitting, ask about Dalia's brother's favorite statue as well.

Answers:

- 1 – snake

### 2 Read again. Complete the questions and answers

- 1 Students read the text again individually and complete the questions and answers.
- 2 When they have finished, they can ask and answer the questions in pairs.

Answers:

- 1 Where, museum
- 2 When, summer
- 3 What, artifacts

## LESSON 3

### 1 Read the blog post. Which photo shows Dalia's favorite statue? Check ✓



Home Archive Contact Pages

### Our museum visit

By Dalia

Last summer, we went to a museum in the city. There were so many interesting artifacts to see. My brother and I were walking around when we found a room that had lots of animal statues. The Ancient Egyptians made lots of animal statues, because animals were very important in their culture. First, we saw different statues in gold and silver. Then we saw some in clay, stone, and granite, too.

My favorite was a small snake made of metal. My brother liked a gold falcon with blue glass eyes. There were lots of cats made of brightly colored stone, too. The Ancient Egyptians adored cats. They believed that cats kept them safe.

### 2 Read again. Complete the questions and answers

- 1 \_\_\_\_\_ did they go?      2 \_\_\_\_\_ did they go?  
They went to a \_\_\_\_\_.      They went last \_\_\_\_\_.
- 3 \_\_\_\_\_ did they see?  
They saw lots of interesting \_\_\_\_\_.

### 3 Imagine that you see an animal statue in a museum. Answer the questions, then write about what you see

- What are you doing when you see the statue?
- What animal is it?
- What is it made of?
- What does it look like?

### 4 Work in pairs. Share your writing, then give feedback

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### 3 Imagine that you see an animal statue in a museum. Answer the questions, then write about what you see

- 1 Refer students back to the pictures in Exercise 1 on page 50, and ask them to choose an animal. They can choose a different animal if they prefer. Help with any animal vocabulary.
- 2 Quickly read through the questions with the class and elicit some materials from the unit. Write these on the board.
- 3 Students answer the questions in their notebooks. Give students around 4-5 minutes to write their descriptions.

*Students' own answers*

### 4 Work in pairs. Share your writing, then give feedback

- 1 Students swap their writing for their partner to read. Ask students to think of one thing they like about their partner's writing, which should be something they have done well, and another thing that they can improve.
- 2 Students swap their writing back and rewrite their paragraph based on their partner's feedback.

*Students' own answers*

## SELF-ASSESSMENT

REVIEW  
3

Now I can ...

### 1 Talk about hidden treasures and what they are made of

clay  
cloth  
glass  
gold  
granite  
silver



### 2 Talk about games and free time activities

action figure  
board game  
cuddly toy  
doll's house  
marbles  
rollerblades  
skateboard  
train set



### 3 Talk about stories

characters  
ending  
moral  
narrator  
setting



### 4 Say these sounds

/ er /	/ t /	/ w /
tear, air, share, there	draughts, enough	wolf, whisper

55

## 2 Talk about games and free time activities

- 1 Draw students' attention to the pictures. Ask: *What can you see?*
- 2 Put students into pairs or small groups to discuss their favorite and least favorite games and activities shown in the picture. Elicit some ideas from each group.

## 3 Talk about stories

- 1 Read through each of the words with the class and elicit a sentence for each one.
- 2 Put students into groups of three and ask them to brainstorm ideas for a new story. Their story should have each of the things in the list in Exercise 3. Give groups 3–4 minutes then elicit ideas from the groups. If appropriate, have a class vote on the best idea.

## 4 Say these sounds

- 1 Write the first sound /er/ on the board. Model the sound for students to repeat.
- 2 Model the words under the sound for students to repeat.
- 3 Ask students to say other words that contain these sounds.
- 4 Repeat steps 1-3 for the other sounds.

## LESSON 3

page 55

**Objectives:** To read and understand the *I can ...* objectives for Units 7, 8, and 9  
To evaluate their own progress in Units 7, 8, and 9

**Materials:** Student's Book page 55

## STUDENT'S BOOK

page 55

### SELF-ASSESSMENT

#### 1 Talk about hidden treasures and what they are made of

- 1 Draw students' attention to the pictures. Ask: *What can you see?*
- 2 Ask follow-up questions about each picture, such as: *What can we make with cloth? Which metal do we use to make jewelry?* before reading through the new vocabulary words.

# UNIT 10

## Introduction

pages 56-57

<b>Objectives</b>	To listen, read, and research bird and animal proverbs
<b>Materials</b>	Student's Book pages 56-57 Photo of a Steppe eagle if students do not have access to the internet in class

## Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Play a game to revise storytelling vocabulary from the previous unit. Write the storytelling vocabulary on the board: *setting, characters, narrator, moral, ending*. Divide the class into two teams and tell them that you are going to tell them a story and when they hear examples of each of the things on the board, they should shout out the word. The team that shouts out the word first gets a point. The team with the most points at the end of the story wins.

## Presentation

- 1 Read the unit title *Free as a bird* to the class and elicit what this might mean (a bird can go anywhere and do whatever it wants, so a person who is as *free as a bird* is very free and can do what they want). Ask students if this phrase exists in their own language.



UNIT  
10

**In this unit I will ...**

- listen, read, research, and write about bird and animal proverbs.
- listen to and understand a presentation about eco-tourism in Egypt.
- read and learn about eco-tourism and wildlife.
- use *must* / *mustn't* to talk about something we have to do.
- use the first conditional to talk about things that are likely to happen in the future.
- read advertisements for eco-tourism vacations in Egypt.
- read and learn about bird migration.
- say words with two or three syllables.
- read and write a blog about animal habitats.
- create an information leaflet about the Nile Delta.

**Look, discuss, and share**

Look at the birds in this photo. Where do you think they are? How does the photo make you feel?

**Did you know?**

The biggest bird in the world is the ostrich. It can be about 210 cm long. It can run fast, but it can't fly!

The smallest bird is the bee hummingbird. It is about 5.5 cm long.

**Find out**

What is the national bird of Egypt? Where can you see it? What else can you find out about it?

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### Find out

- 1 Have students either research using the internet or, if this is not practical, ask them to look the information up at home. Alternatively, provide the information on the board and show photos.
- 2 Bring the class together. Groups nominate one student to feed back.

#### Answer:

The Steppe eagle is the national bird of Egypt. You can see it on the Egyptian national flag. It has a wingspan of up to 165 centimeters.

### Extra practice

- 1 For homework, students can look up other national birds and share their findings with the class in the next lesson.



### Look, discuss, and share

- 1 Ask students to look at the main photo on page 57. Put the students in pairs or small groups and give students two minutes to discuss the questions.
- 2 Move among the students and help with vocabulary and pronunciation as necessary. If students use a dictionary in class, they can use the dictionary to check any new vocabulary.
- 3 Bring the whole group together and elicit students' answers. Write new language on the board.



### Did you know?

- 1 Model the pronunciation of ostrich /'ɑ:stri:tʃ/, and ask students to repeat. Ask the class if they know where the ostrich comes from (Africa).
- 2 Ask students to describe the photo.



## LESSON 1

pages 58-59

<b>Objectives:</b>	To listen, read, and understand a conversation about proverbs To understand the meaning of and discuss famous proverbs To use vocabulary for personality
<b>Vocabulary:</b>	careful, real, sensible, similar, successful, wise
<b>Materials:</b>	Student's Book pages 58-59 Audio files

### Opener

- Ask the class if any members of their family say phrases like the one in lesson title. To warm students up, share one or two proverbs that you or your family use and translate them in English. Does the class think they make sense in English?

### Presentation

- Read the lesson title with the class and explain that *birds of a feather* means people or animals who are the same/similar. Explain that this is the first part of a famous proverb in English. Ask: *What is the other half of the proverb? (Birds of a feather, flock together)* and what *flock together* might mean (*flock* means a group of birds, so *flock together* means stay together). With the whole proverb meaning that people with the same interests and hobbies usually stay together.
- Explain to students that in this lesson they will learn more about proverbs like this one.

### STUDENT'S BOOK

page 58

#### 1 Read the proverb. Then choose the correct answer a, b, or c

- Explain to students that the phrase *Birds of a feather, flock together* that they have read in the lesson title is a proverb. A proverb is a saying that has a different meaning (usually two meanings) that we can use as advice in our lives. Read the proverb: *The early bird catches the worm.* and ask: *Why does the early bird catch the worm and not other birds?* (because it's arrives first before other birds can eat it). Ask *What is the advice in this proverb?* (someone will have an **advantage** if they do something **immediately**, or before other **people** do it; it can also mean that you will get more done in your day if you wake up earlier).
- Read the multiple choice questions with the class and answer together as a group. Go through each option in turn and decide if it is a wrong answer or a possible answer. Eliminate the wrong answers first, and then choose the right answer.

Answers:

1 b    2 b

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## LESSON 1 BIRDS OF A FEATHER



### 1 Read the proverb. Then choose the correct answer a, b, or c

**Proverb:** The early bird catches the worm.

- A proverb is**
  - a description of an animal.
  - a well-known phrase about something which is generally true.
  - a scientific fact.
- A proverb**
  - means exactly what it says.
  - has another meaning as well as its exact meaning.


### 2 Listen and read the dialog. Who suggests meanings for the proverbs: Malak, Injy, or both?

**Malak:** Injy, what does this proverb mean? "The early bird catches the worm."

**Injy:** Well, proverbs have more than one meaning. This proverb tells us that a bird that is early, or the first to try to catch a worm, usually catches it. So, it also means that to be **successful**, you need to be the first to do something.

**Malak:** How about this one? "Birds of a feather flock together".

**Injy:** If they flock together, that means they stay in a large group. And maybe it mentions feathers because they all have **similar** feathers.

**Malak:** You mean they all look the same?

**Injy:** Yes. But here, it means that similar people like doing the same things.



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### 2 Listen and read the dialog. Who suggests meanings for the proverbs: Malak, Injy, or both?

- Have the students listen and follow the audio, reading the dialog as they do so.
- Ask students to check their answer in pairs and find the part of the conversation that gave them the answer.
- Elicit the answer to the question.

#### Audioscript

**Malak:** Injy, what does this proverb mean? "The early bird catches the worm."

**Injy:** Well, proverbs have more than one meaning. This proverb tells us that a bird that is early, or the first to try to catch a worm, usually catches it. So, it also means that to be **successful**, you need to be the first to do something.

**Malak:** How about this one? "Birds of a feather flock together."

**Injy:** If they flock together, that means they stay in a large group. Why does it mention feathers – maybe they all have **similar** feathers?

**Malak:** You mean they all look the same?

**Injy:** Yes. But here, it means that similar people like doing the same things.

**Malak:** OK, here's a strange one! "Don't count your chickens before they hatch."

**Malak:** Okay, here's a strange one! "Don't count your chickens before they hatch."

**Injy:** Well, you might have four eggs in a nest, but you don't really know how many will become chickens. So maybe it's about being **careful** before you know something will happen.

**Malak:** So you don't make too many plans before something is **real**. That's **sensible**. How about this proverb? "The bird who dares to fall is the bird who learns to fly." Do you think that means you have to try something that seems scary if you want to succeed?

**Injy:** Yes, I do. Well done, Malak! You're getting the idea!



UNIT  
10

**3 Read the dialog again and complete the definitions with the words in bold**

- 1 If something is **sensible**, it is a good idea that someone has thought about carefully.
- 2 Someone who is **careful** tries to do something, and does it.
- 3 A **sensible** person tries hard not to make mistakes.
- 4 When two things are **similar**, they might look the same or do the same things.
- 5 If something is **real**, it happens and is true.

**4 Work in pairs. Discuss these questions**

- 1 What do you think these proverbs mean?  
Even an eagle will not fly higher than the sun.  
Singing birds don't build nests.  
It is not only fine feathers which make fine birds.
- 2 Discuss your ideas as a class, then compare them to the answers your teacher gives you. Did you understand the meanings?

**5 Work in pairs. What other proverbs do you know about birds or animals? Tell the class and come up with a list**

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**Injy:** Well, you might have four eggs in a nest, but you don't know really know many will become chickens. So maybe it's about being careful before you know something will happen.

**Malak:** So you don't make too many plans before something is real. That's sensible. How about this proverb? "The bird who dares to fall is the bird who learns to fly." Do you think that means you have to try something that seems scary if you want to succeed?

**Injy:** Yes, I do! Well done, Malak! You're getting the idea!

**Answer:**

both

**3 Read the dialog again and complete the definitions with the words in bold**

- 1 Allow the students to work in pairs. Students find the words in the text and read the whole sentence. They should then try to work out the meaning from the sentence before trying to match it to the meaning in Exercise 3.
- 2 Fast finishing pairs can write example sentences with the word in their notebooks.
- 3 Check students understanding of the adjectives by asking them to choose one and say a sentence about themselves.

**Answers:**

1 sensible 2 successful 3 careful 4 similar 5 real

**4 Work in pairs. Discuss these questions**

- 1 Read through the proverbs with the class and teach any unknown words, e.g. *nest* (the home a bird builds in a tree for its young), *fine* (beautiful).
- 2 Put students into small groups to discuss the three proverbs and their meanings for mixed-ability classes, or if you do not have a lot of time, allocate one proverb two different groups. Give groups 2 to 3 minutes to discuss all three proverbs.
- 3 Bring the class together and elicit ideas for the first proverb. Share the answer from the suggested answers below with the class. Were their ideas correct? Do the same for all three proverbs.

**Suggested answers:**

- **Even an eagle will not fly higher than the sun.**  
Everyone has a limit in all things.
- **Singing birds don't build nests.**  
It's fun to have a good time, but you need to work to get things done.
- **It is not only fine feathers which make fine birds**  
Feathers look beautiful on the surface, but to be beautiful on the inside, you need good character traits as well.

**5 Work in pairs. What other proverbs do you know about birds or animals? Tell the class and come up with a list**

- 1 Have students work in their same groups, they write a list of the proverbs they can think of either from their own language or English ones. Give students two minutes to write down as many as they can.
- 2 Bring the class together. Nominate one student from each group to read out their proverbs. Which group had the most proverbs? Congratulate them.

*Students' own answers*

**Extra practice**

- 1 For extra writing practice, students choose one proverb from the lesson and say how it can help them in their real life. They can do this in class or for homework. Students can then peer-check each other's work to make sure they have understood the proverb correctly. Check students' work.

**Closing**

- Do an internet search and find some more proverbs in English. Write them on pieces of paper and distribute one to each group of 3-4 students. Give groups 1 or 2 minutes to read and decide the meaning of each proverb, then swap with another group and repeat. Carry on in this way until each group has commented on all the proverbs.
- Conduct class feedback: ask each group to read out their proverb and say what they think it means. Invite the other groups in the class to agree or disagree, giving their reasons.

LESSON 2

pages 60-61

- Objectives:** To use words for tourism and tourism activities  
 To read and answer questions on a guidebook about eco-tourism.  
 To match headings to vacation ads  
 To use *must* for something that we have to do and *mustn't* for something we are not allowed to do
- Language:** We must bring a tent.  
 We mustn't swim because there might be crocodiles.
- Vocabulary:** *accommodation, bird-watching, going to restaurants, hiking, ideal, respect, safari, sail, simple, snorkelling, sustainable, taking photos, watching animals, camp, coral reef, protected area*
- Materials:** Student's Book pages 60-61  
 Audio files  
 Flashcards for the vocabulary

Opener


- Greet each student as they come into class and ask students to greet each other in groups.
- Play *I went...* (Games Bank, page 110) to brainstorm activities, using the phrase *I went on vacation and [I went swimming]. Demonstrate with a strong student.*

Presentation

- 1 Hold up each flashcard and model the word. Students repeat chorally, then ask a few students to repeat individually. Hold up the flashcard showing *snorkelling*. Ask: *Do you go snorkelling?* and elicit one or two answers from students. Ask students if they know what these activities all have in common (they are activities you can do on holiday). Tell students they are going to find out about a different type of holiday in this lesson.

STUDENT'S BOOK

page 60

1  **A guide book gives tourists information about a place. Listen to and read the guidebook. What is eco-tourism?**

- 1 Ask students to look at the photos and read the lesson title and elicit the meaning of eco-tourism. If students are not sure, break down the word – *eco* means 'not harming the environment'. Do not confirm any answers at this stage as students will read and listen to check.
- 2 Have students read the text as they listen. Play the recording to the end, then check the answer with the class, and ask a different student to read out the sentence in the guidebook which gave them the answer.

LESSON 2 Eco-tourism in Egypt



1  **A guidebook gives tourists information about a place. Listen to and read this guidebook. What is eco-tourism?**



Egypt is an amazing country. There are many historical places to visit, as well as stores, markets, and museums. People can go snorkeling in the Red Sea, go on a desert safari, climb mountains, or sail on the Nile. So, tourism is important – but eco-tourism is becoming very popular, too.

Eco-tourism is a way of traveling that doesn't damage the environment. It's more **sustainable** than traditional tourism, and it is designed to protect nature. People stay in **simple accommodation**, not large hotels, and they mustn't travel in ways that cause lots of pollution.

Many people are starting to visit Egypt for wildlife and bird-watching. There are lots of interesting birds to see here. Many kinds of birds migrate – they must fly to different countries at certain times of year, to find food, make nests, or have warmer weather. The birds often must fly very long distances, and lots of their journeys go over Egypt, because it is in North Africa and close to Asia and Europe.

There are over 450 species of birds in Egypt, and people come from all over the world on vacations to see them. For example, Siwa Oasis is a fantastic place to see many migrating water birds. It is an important habitat and people must protect it.

People who go bird-watching in Egypt will have a lot to see. They mustn't get too close to the birds, because they might fly away, but they can watch from a safe distance and take lots of photographs!

Wildlife watching is **ideal** for people who **respect** nature, and eco-tourism is a good way for people to do this.



2  **Read again and match the activities to the places**

- |                 |              |
|-----------------|--------------|
| 1 snorkelling   | a Red Sea    |
| 2 safari        | b Siwa Oasis |
| 3 sail          | c the desert |
| 4 bird-watching | d the Nile   |

Audioscript

*Egypt is an amazing country. There are many historical places to visit, as well as stores, markets, and museums. People can go snorkeling in the Red Sea, go on a desert safari, climb mountains, or sail on the Nile. So, tourism is important – but eco-tourism is becoming very popular, too.*

*Eco-tourism is a way of traveling that doesn't damage the environment. It's more sustainable than traditional tourism, and it is designed to protect nature. People stay in simple accommodation, not large hotels, and they mustn't travel in ways that cause lots of pollution.*

*Many people are starting to visit Egypt for wildlife and bird-watching. There are lots of interesting birds to see here. Many kinds of birds migrate – they must fly to different countries at certain times of year, to find food, make nests, or have warmer weather. The birds often must fly very long distances, and lots of their journeys go over Egypt, because it is in North Africa and close Asia and Europe.*

*There are over 450 species of birds in Egypt, and people come from all over the world on holidays to see them. For example, Siwa Oasis is a fantastic place to see many migrating water birds. It is an important habitat and people must protect it.*

*People who go bird-watching in Egypt will have a lot to see. They mustn't get too close to the birds, because they might fly away, but they can watch from a safe distance and take lots of photographs!*

*Wildlife watching is ideal for people who respect nature, and eco-tourism is a good way for people to do this.*

**3 Read the guidebook again and match the words in bold to the definitions**

- 1 like something and want to look after it \_\_\_\_\_
- 2 do something in a way that doesn't damage the environment \_\_\_\_\_
- 3 living in a place where you have what you need, and nothing more \_\_\_\_\_
- 4 somewhere you stay \_\_\_\_\_
- 5 perfect or excellent \_\_\_\_\_

**4 Think, read, and choose the best answer**

On eco-tourism vacations, ...

- 1 you see **nature and animals** / **large cities**.
- 2 you stay in **big, modern** / **small, simple** places.
- 3 people think about **shopping** / **the environment**.
- 4 the most important thing is **not to hurt** / **to see** nature.

**5 Check (✓) the activities you think you would do on an eco-tourism vacation**

1  watching animals	2  going to restaurants	3  watching movies
4  hiking	5  snorkeling	6  taking photos

**6 Work with a partner. Which of these activities would you like to do? Why?**

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Answers:

Eco-tourism is a way of traveling that doesn't damage the environment.

**2 Read again and match the activities to the places**

- 1 Allow stronger students to attempt the matching activity before reading, then read to check. For more support, play the recording a gain for students to read along a second time.
- 2 Play the recording to the end and check the answer with the class. Ask stronger students to read out the sentences giving each answer.

Answers:

1 a      2 c      3 d      4 b

**3 Read the guidebook again and match the words in bold to the definitions**

- 1 Read through the definitions as a class, and see if students can guess the word without looking at the text. Don't confirm any correct answers at this stage.

- 2 Have students find the words in the text in pairs, and read the whole sentence. They should then try to match the meaning of the word to the definitions from the context of the sentence in the text.
- 2 Allow fast-finishing pairs to write example sentences with the word in their notebooks.

Answers:

1 respect      2 sustainable      3 simple  
4 accommodation      5 ideal

**4 Think, read, and choose the best answer**

- 1 Before starting the activity, ask the class: *What is an eco-tourism vacation? Where do you stay? What do you do? What don't you do?* Write any interesting ideas on the board.
- 2 Put students into pairs or groups of three to discuss the four sentences, and decide which is the best answer.
- 3 Give students 2–3 minutes to discuss the questions then bring the class together. Elicit students' ideas for each sentence and ask them to justify their answers with reasons.

Answers:

1 nature and animals      2 small, simple  
3 the environment      4 to hurt

**5 Check (✓) the activities you think you would do on an eco-tourism vacation**

- 1 Have students do this activity individually.
- 2 Check answers around the class, and ask each student answering to justify their answer with reasons. Can students think of a situation where you might go to a restaurant on an eco vacation (the restaurant might be eco-friendly and use local food for cooking).

Answers:

Students tick 1, 4, 5 and 6.

**6 Work with a partner. Which of these activities would you like to do? Why?**

- 1 Put students into pairs to discuss the activities, and decide which they would like to do and why.
- 2 Give students 2–3 minutes to discuss the activities then bring the class together. Elicit students' ideas for activities and ask them to justify their answers with reasons.

*Students' own answers*

**7 Read the ads for vacations in Egypt. Match the titles to each ad 1–4**

- 1 Allow time for the speaking activity and Exercise 9, do this activity quickly as a class.
- 2 Explain to the class that these are four different ads for vacations. Ask students to say what they can see in each of the photos. Help with any difficult vocabulary such as *coral*, *seabird*.
- 3 Read the titles together and try to have a guess at matching them to the ads.
- 4 Students then read the text individually to match the answers. As an alternative, allocate two texts to half the class and two texts to the other half of the class to find the titles.
- 5 Check the answers as a class. Ask stronger students to read out parts of the text that helped them find the answer (1 near the water, travel along the river; 2 when the sun goes down; 3 see many different kinds of fish, chance to do underwater photography; 4 see some beautiful birds, the sea in this area is a very popular place for birds).

**Answers:**

- 1 c On the river                      2 b Desert sunsets  
3 a Snorkel safari                    4 d Sea birds

**8 Match the activity to the correct text 1–4**

- 1 Go through the options and ask students to say which words are keywords that will help them find the answer in the text (a underwater, b cooking, c beaches, d river).
- 2 Have stronger students attempt the matching activity before reading, then list read to check their answers. Otherwise, students read the text and match the activities by writing the number in the tick box in Exercise 8.
- 3 Check the answers around the class asking students to justify their answer by reading out the section of the text which helped them find the answer.
- 4 Ask students if they thought the keywords in the questions help them find the answer.

**Answers:**

- a 3                      b 2                      c 4                      d 1

**9 Which one of the vacations from Exercise 7 would you like to go on? Why?**

- 1 Give students a minute to choose their favorite vacations from Exercise 7, then put students into mixed-ability pairs.
- 2 Have students explain the reasons why they chose their vacation, giving two reasons. Their partner should ask questions about their holiday choice.
- 3 Demonstrate the activity: ask a strong student to be your partner. Explain your choice and give reasons why. Prompt the student to ask a question about your choice, and answer their question.

**7 Read the ads for vacations in Egypt. Match the titles to each ad 1–4**



a Snorkel safari



b Desert sunsets



c On the river



d Birds at sea

1

Hi, I'm Nadia. Next month, we're going on a tour to see the birds and animals which live near the water. We'll travel along the river in small boats, and camp in tents at night. We'll bring our cameras, because we'll see some amazing things. We hope to see lizards and turtles, as well as lots of interesting plants. However, we mustn't swim because there might be crocodiles!

2

Hi, I'm Adam. I love visiting this place with my family. We went last year, and in the evenings, we saw lots of wildlife when the sun went down - more animals live on the sand than you might think. This year we'll stay outside and cook meals under the stars, so we must bring a tent. Then we'll walk in small groups to see the wildlife around us.

3

Hi, I'm Lara. We're going to have the chance to do some underwater photography on our vacation! We'll set off on a tour from the beach in small boats, and sail out to places where we can see many different kinds of fish. There are beautiful, bright-colored fish there, as well as coral reefs. The tour is only on Monday and Wednesday because this is a protected area, so there mustn't be too many trips.

4

Hi, I'm Fares. Next week, we're going on a tour to see some beautiful birds. We'll visit quiet beaches on a small bus, to see how many different kinds we can see. The sea in this area is a very popular place for birds to find food, so it will be a busy day. We're definitely going to bring our cameras! We must bring our own lunches too, as there are no shops there.

**8 Match the activity to the correct text 1–4**

- a taking photos underwater       b cooking outdoors   
c visiting beaches                       d traveling on a river

**9 Which one of the vacations from Exercise 7 would you like to go on? Why?**

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*Students' own answers*

**Extra practice**

- 1 In preparation for Exercise 11, do a mini project: Put students into groups 3–4 to work out an itinerary for a three-day eco holiday. Students should think of an activity to do on each day with a reason why it's eco-friendly. They should also think about accommodation and travel to and from the holiday. Give students 5 minutes to do this part of the activity. Students present their ideas to the class, and the class provides feedback. At the end, have a class vote on which holiday is the most eco-friendly.

**Language focus**

We use *must* when we talk about something that we have to do or that is important to do. We use *mustn't* (*must not*) when we are not allowed to do something.

We **must** bring a tent.

We **mustn't** swim because there might be crocodiles!

**10 Complete the sentences with *must* or *mustn't***

- 1 You \_\_\_\_\_ respect nature.
- 2 You \_\_\_\_\_ scare birds or animals.
- 3 You \_\_\_\_\_ leave trash in the desert.
- 4 You \_\_\_\_\_ be careful in the natural environment.
- 5 You \_\_\_\_\_ walk to school today because there are no buses.
- 6 You \_\_\_\_\_ walk in the desert when it's hot.

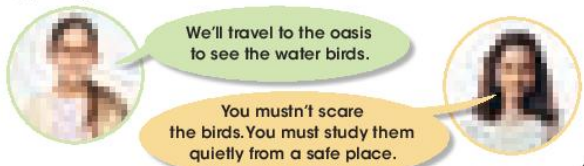
**11 Research an eco-tourism vacation. Write a description of what you are going to see and do. Include rules for what you must or mustn't do**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**12 Compare your description with a partner. Talk about your tours and what you will do on them. See if your partner can guess your rules with *must* or *mustn't***



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**LANGUAGE FOCUS**

- 1 Explain to students that on a vacation there are some things that are a good idea to do and some things we can't do. Elicit from the class things you can do on a vacation until a student says something that you could use in a sentence with *must*, e.g. *You must pick up your trash.* Write the example on the board. Repeat with things you can't do on an eco-holiday and write an example using *mustn't* on the board, e.g. *you mustn't use too much electricity.*
- 2 Read the *Language focus* box with the class. Answer any questions students might have.
- 3 Ask students to look back at the ads in Exercise 9 and underline all of the examples of *must* and *mustn't*. In each case, elicit from the class why it is important to do or not do the things mentioned in the sentences.

**10 Complete the sentences with *must* or *mustn't***

- 1 Read through each gapped sentence quickly with the class and ask them if they need to *do* the thing mentioned or *not do* the thing mentioned. This will help mixed-ability students.
- 2 Have students complete the sentences individually, then check answers with a partner. If pairs have different answers, they should refer back to the *Language focus* box

- 2 together to see if they can work out what the right answer is.
- 3 Check answers around the class. Check for any difficulties with the target language and address them.

**Extra practice**

- 1 Put students into pairs to write 4–5 sentences about what they *must* and *mustn't* do at school. Give students 4–5 minutes to complete the task, then elicit answers from volunteers. Alternatively, set this task for homework and allow students to swap answers at the beginning of the next lesson for peer-checking.

**Answers:**

- |        |           |           |
|--------|-----------|-----------|
| 1 must | 2 mustn't | 3 mustn't |
| 4 must | 5 must    | 6 mustn't |

**11 Research an eco-tourism vacation. Write a description of what you are going to see and do. Include rules for what you must or mustn't do**

- 1 If students have access to the Internet in class, they can research eco-tourism in Egypt. Otherwise, they can brainstorm their own vacation in groups of two to three students. Alternatively, for mixed-ability classes, you may prefer students to be working with the same information. In this case, brainstorm a vacation as a class and write bulleted notes on the board for students to use as a basis for their advertisement. Remind students to use the ads in Exercise 7 and the *Language focus* box to help them write their advertisements.
- 2 In their groups, students write their advertisements, in their notebooks, taking care to include examples of *must/mustn't*. Allow students around 8 minutes for this part of the activity. Alternatively, students can complete the writing activity for homework.
- 3 Monitor and provide help with language and vocabulary where necessary.
- 4 Have fast-finishing groups decorate their ads with photos or drawings, which they can finish for homework.

*Students' own answers*

**12 Compare your advertisement with a partner. Talk about your tours and what you will do on them. See if your partner can guess your rules with *must* or *mustn't***

- 1 Give students a few minutes to work in pairs and ask and answer questions on their advertisements.
- 2 Invite a few students to tell the class what their partner is advertising and what their rules are.

*Students' own answers*

**Closing**

- Arrange students work around the room and invite the class to go round and look at each other's work. Encourage students to ask and answer questions.

LESSON 3

pages 64-65

**Objectives:** To use *If* + present simple + *will* + infinitive to talk about things that are likely to happen in the future  
To listen to and answer questions on a presentation on eco-tourism  
To ask and answer questions about being an eco-tourist

**Language:** *If people learn more about the environment, they will want to protect it.*

**Materials:** Student's Book pages 64-65

Opener

- Put students into groups of three, or as a class, brainstorm three things you can do on an eco-vacation from Lesson 2.

Presentation

- Ask students to think about general tourism and vacations. Elicit if students think it's good for the environment or bad. Give pairs two minutes to make a list of reasons why it's bad, then share the list with the class. Write a collated list on the board, leaving space for the positive reasons for eco-tourism in Exercise 1.

STUDENT'S BOOK

page 64

1 Work in groups. Why is eco-tourism a good idea? Make a list

- Remind students of the eco-tourism text on page 60, and ask a student to read the second paragraph again. This should give them some ideas for the task.
- Put students into small groups to discuss. Ask groups to nominate one student to write ideas down.
- Give students three to four minutes to complete the activity, then bring the class together. Students nominate a student to feed one idea for each group. Collate ideas on the board next to the list from the Presentation on normal vacations. Ask the class to draw comparisons between the two lists by demonstrating one of the differences, e.g. *Normal tourism harms the environment but ecotourism doesn't.*

*Students' own answers*

Extra practice

- Ask: *Can you think of any reasons why ecotourism is a bad idea?* If students aren't sure, ask them to think about a lot of tourists visiting natural places, taking too many boat trips or walking in natural places. What about wildlife?

LESSON 3 THE BENEFITS OF ECO-TOURISM



1 Work in groups. Why is eco-tourism a good idea? Make a list

2 Listen to Lina's presentation about eco-tourism and read her notes. Do they include any of your own ideas?

Why is eco-tourism a good idea?

- If people learn more about the environment, they will want to protect it.
- If tourists take care of the places they visit, they will cause less damage to the environment.
- If tourists stay in simple, eco-friendly accommodation, there won't be so many big hotels.
- If eco-tourism is successful, it will create new jobs for the local people.

Language focus

We use *If* + present simple + *will* + infinitive to talk about things that are likely to happen in the future.

*If people learn more about the environment, they will want to protect it.*

*If tourists stay in simple accommodation, there won't be so many big hotels.*

The short form of *will* is 'll. The short form of *will not* is won't.

*If I am hungry, I'll eat a snack.*

*If he doesn't leave now, he won't catch the bus.*

3 Complete the sentences

- If I \_\_\_\_\_ (have) an important exam next term, I \_\_\_\_\_ (study) for it.
- If you \_\_\_\_\_ (go) to bed late tonight, you \_\_\_\_\_ (not/get up) early tomorrow.
- If Omar \_\_\_\_\_ (play) football for two hours, he \_\_\_\_\_ (be) tired!
- If she \_\_\_\_\_ (feel) thirsty, she \_\_\_\_\_ (drink) some water.
- If we \_\_\_\_\_ (not/work) together, we \_\_\_\_\_ (miss) the deadline!

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2 Listen to Lina's presentation about eco-tourism and read her notes. Do they include any of your own ideas?

- Play the recording for students. Tell students to tick any ideas they came up with in Exercise 1 as they hear them.

Audioscript

*My presentation today is about eco-tourism and why it is a good idea. Egypt is a very beautiful country, so we must look after it. However, lots of people want to visit Egypt because it is a very interesting place.*

*It is good if we have lots of visitors, but tourism can sometimes mean too many big hotels and too much traffic.*

*This can cause problems. Eco-tourism is good because people can visit and enjoy the environment, but not in a way that damages the environment. These are my ideas about why I think eco-tourism is a good idea:*

*If people learn more about the environment, they will want to protect it.*

*If tourists take care of the places they visit, they will cause less damage to the environment.*

*If tourists stay in simple, eco-friendly accommodation, there won't be so many big hotels.*

*If eco-tourism is successful, it will create new jobs for the local people.*

*Thank you for listening. Are there any questions?*

4 Do the quiz. How much of an eco-tourist are you?

- |  |  |
|--|--|
| <p><b>1 I like to travel...</b></p> <ul style="list-style-type: none"> <li>a by boat</li> <li>b by car</li> <li>c by bicycle</li> </ul> <p><b>3 On vacation, I like to...</b></p> <ul style="list-style-type: none"> <li>a go sightseeing</li> <li>b do sports and activities</li> <li>c read a book</li> </ul> <p><b>5 I think it's important that tourism...</b></p> <ul style="list-style-type: none"> <li>a provides jobs for local people</li> <li>b gives tourists the vacations they want</li> <li>c looks after the environment</li> </ul> | <p><b>2 I like to stay...</b></p> <ul style="list-style-type: none"> <li>a in a small, outdoor hotel room</li> <li>b on a campsite</li> <li>c in a big hotel</li> </ul> <p><b>4 I think eco-tourism is...</b></p> <ul style="list-style-type: none"> <li>a a bit boring</li> <li>b interesting and fun</li> <li>c hard work but a good idea</li> </ul> <p><b>6 I like being in nature because...</b></p> <ul style="list-style-type: none"> <li>a it's quiet and relaxing</li> <li>b I can watch wildlife</li> <li>c the views are good</li> </ul> |
|--|--|

Check your answers! What's your score?

- |                 |                 |
|-----------------|-----------------|
| 1 a 2; b 1; c 3 | 2 a 2; b 3; c 1 |
| 3 a 2; b 3; c 1 | 4 a 1; b 3; c 2 |
| 5 a 2; b 1; c 3 | 6 a 2; b 3; c 1 |



**Score 1 - 6 points:** You prefer **traditional** vacations, but you can still be an eco-tourist by helping the environment while you're away. For example, try to walk or travel by bus and train, and recycle your trash whenever possible.

**Score 7 - 12 points:** You want to take care of the environment and support local communities, so you are keen to learn more about eco-tourism. Next time you go on vacation, try out some eco-tourist activities like wildlife watching, cycling, or snorkeling.

**Score 13 - 18 points:** You're a great eco-tourist! You like to explore new ways of traveling and do activities that don't damage the environment. Good for you!

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*Students' own answers*

**LANGUAGE FOCUS**

- Read through the Language Focus box with the class, then write the sentence in the first bullet point in Exercise 2 on the board, i.e. *If people learn more about the environment, they will want to protect it.*
- Point to the second clause (*they will want to protect it*) and ask the class: *Can this happen if this [pointing to the first clause] doesn't happen?* (no). Explain that the first part of the sentence must happen before the second part can happen.

**3 Complete the sentences**

- Explain to students that they have to complete the sentences with the correct form of the verbs. Tell them to refer to the *Language focus* box if they need to.
- Give students 2-3 minutes to write the correct answers to complete the sentence, then check answers around the class.
- Go over any difficulties.

**Answers:**

- 1 have, will study
- 2 go, will not get up
- 3 plays, will be
- 4 feels, she'll drink
- 5 don't work, will miss

**4 Do the quiz. How much of an eco-tourist are you?**

- Students do the quiz in pairs, taking it in turns to answer each questions, and writing down the options they chose.
- At the end of the quiz, partners swap answers and total their partners scores. They can then read out the explanation of their partner's score.
- Bring the class together and ask students what they thought of the quiz. Did students get the score that they were expecting? Did they agree or disagree with the results? Will they do anything differently as a result of taking the quiz?

*Students' own answers*



## Opener

- Read the lesson title with the class. Elicit the meaning of *migrate*. If students don't know, use a map of Africa and Europe to explain the concept. If you do not have a map in class, tell students you are drawing a map of Africa and Europe, and draw a simple outline map on the board. Label Egypt. Show students the journey birds make each winter from the north of Europe to Africa, and Egypt. Draw a simply flying bird at the top of Europe with an arrow showing the direction they fly each winter. Draw arrows coming off the main arrow to different countries in Africa. Ask students if they know any birds who migrate to Egypt or other parts of Africa for the winter.

### 1 Listen, point, and say

- Play the recording for students to follow and point to the picture.
- Play the recording again, pausing after each one for students to repeat.
- Say the word for students to repeat as a class, then ask for each bird: *What do you know about this bird?* Elicit answers around the class.

#### Audioscript

- |              |         |
|--------------|---------|
| 1 pelican    | 3 swift |
| 2 kingfisher | 4 eagle |

### 2 Where can you see these birds?

- Brainstorm ideas with the class. Ask *have you seen any of these birds?*
- Give students a few minutes to find the answer to the question if they have access to the internet. If students don't have access to the internet but you do on the interactive white board, look up the information with the class. Alternatively, share with students that all these birds can be found in Egypt.

#### Answers:

You can find all these birds in Egypt.

### 3 Listen and read. What do migrating birds eat?

- Read the instruction with the class and ask them which is the key word in the question (*eat*).
- Play the audio all through for the class to read along and find the answer. Remind them to look and listen for the keyword.
- Check the answer with the class. Ask a strong student to read out the part of the text that gave them the answer (*These birds often eat fish or plants that live in rivers, lakes, oases, and seas.*).

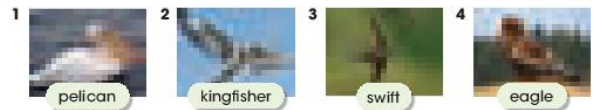
#### Audioscript

**A long journey**  
Many birds migrate to, from and across Egypt because of where it is in the world. North Africa is hotter than Europe,



## BIRD MIGRATION

### 1 Listen, point, and say



### 2 Where can you see these birds?

### 3 Listen and read. What do migrating birds eat?

#### A long journey

Many birds migrate to and from Egypt, and across it, because of where it is in the world. North Africa is hotter than Europe, so in winter, many birds leave northern European countries and fly to Egypt and other warmer places. This means that lots of interesting birds migrate to Egypt, such as eagles, falcons, and swifts.

Many water birds migrate to Egypt, too. You can often see large flocks of birds such as pelicans near water, along the Red Sea and Mediterranean coasts, as well as on the Nile. These birds often eat fish or plants that live in rivers, lakes, oases, and seas. Lake Qarun in Fayoum is a good place to see flamingos.

Some birds fly very long distances, making the same journey year after year. Even young birds that migrate for the first time seem to know how to get to the place they need to be. How do these birds know where to go? They might use the sun, the stars, or the things they can see on the way. Scientists have spent a long time trying to find out how they do this!

### 4 Complete the sentences with words from the text

- Many birds migrate to find \_\_\_\_\_ weather.
- There are often large \_\_\_\_\_ of water birds near lakes and oases.
- Migrating birds fly very \_\_\_\_\_ distances.
- They might use the \_\_\_\_\_ or the stars to find out where to go.

*so in winter, many birds leave northern European countries and fly to Egypt and other warmer places. This means that lots of interesting birds migrate to Egypt, such as eagles, falcons, and swifts.*

*Many water birds migrate to Egypt, too. You can often see large flocks of birds such as pelicans near water, along the Red Sea and Mediterranean coasts, as well as on the Nile. These birds often eat fish or plants that live in rivers, lakes, oases, and seas. Lake Qarun in Fayoum is a good place to see flamingos.*

*Some birds fly very long distances, making the same journey year after year. Even young birds that migrate for the first time seem to know how to get to the place they need to be. How do these birds know where to go? They might use the sun, the stars, or the things they can see on the way. Scientists have spent a long time trying to find out how they do this!*

#### Answers:

They eat fish or plants that live in rivers, lakes, oases, and seas.

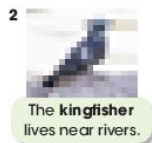
### 4 Complete the sentences with words from the text

- Go through each sentence with the class and ask which is the

# PRONUNCIATION

UNIT  
10

1 Look and listen. Then listen again and repeat. How many syllables do the words in bold have?



2 Read and say the words. Clap the syllables

pelican weather flamingo successful falcon careful

3 Write the words in the correct column

Two syllables	Three syllables

4 Listen and check. Which syllable in each word is stronger than the others? Complete the rules

- Most two syllable words have the stress on the first / second syllable.
- Three syllable words can have the stress on the first or the second / third syllable.

5 Listen, read, and repeat. Use the correct word stress

- We go snorkeling in hot weather.
- Tourism is important in Egypt.



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key word (the most important word) in the sentence which students should look out for in the text ( 1 migrate, weather; 2 large, water birds; 3 distances; 4 stars).

- Play the audio again for students to read along and listen for the key words and find the answers.
- For mixed-ability classes, ask half the class to find the answers to items 1 and 2 and the other half of the class to find the answers to 3 and 4; stronger students can find the answers to all four questions. Check answers around the class, asking students to provide the sentence from the text which gave them the answer.

Answers:

1 warmer 2 flocks 3 long 4 sun

## STUDENT'S BOOK

page 67

### PRONUNCIATION

1 Look and listen. Then listen again and repeat. How many syllables do the words in bold have?

- Draw students' attention to the photos and the sentences underneath, and in particular the words in bold. Say: *eagle* once, then say it again this time clapping out the two syllables: *ea-gle*. Elicit from the class how many syllables

they can hear. Do the same with *kingfisher*.

- Play the audio for students to listen and check.

### Extra practice

- Tell students you are going to play the audio again, but this time you want them to count the number of syllables in *migrate* (two), *continents* (three) and *rivers* (two). Play the recording, then check answers around the class.

### Audioscript

- Eagles migrate to other continents.*
- The kingfisher lives near rivers.*

Answers:

- eagles = two syllables
- kingfisher = three syllables

2 Read and say the words. Clap the syllables

- Drill the pronunciation of falcon /'fælkən/ before starting the exercise.
- Put students into pairs. Student one says the word and the other student to clap the syllables. They then swap.
- Move among them and check for understanding.
- Go over any difficulties with the class after the activity.

Answers:

Two syllables	Three syllables
weather falcon careful	pelican flamingo successful

3 Write the words in the correct column

- Have the students remain in the same pairs to complete the table.
- Give students one to two minutes to complete the activity. Don't check answers at this stage as they will listen to check in Exercise 4.

4 Listen and check. Which syllable in each word is stronger than the others? Complete the rules

- Play the recording for students to check their answers from Exercise 3, then check the answers around the class.
- Repeat Exercise 2 in the same pairs, but this time they read and clap for the word stress for each word. Demonstrate for the class. Say *pelican* /'pelɪkən/, emphasizing the word stress on the first syllable as you clap the syllables.
- Once students have clapped out the words in Exercise 2 to find the word stress, they can read and complete the rules in their pairs.
- Bring the class together and ask students to clap out and emphasize the stress on each of the words in Exercise 2. Then ask two strong students to read out the completed rules.

**Audioscript**

<i>pelican</i>	<i>successful</i>
<i>weather</i>	<i>falcon</i>
<i>flamingo</i>	<i>careful</i>

**Answers:**

1 first      2 second

**5 Listen, read, and repeat. Use the correct word stress**

- 1 Ask the class to look at the pictures and say what they can see (two people snorkeling on a sunny day; three people bird-watching).
- 2 Tell the class to listen carefully to the word stress in the sentences, then play the recording while students read along.
- 3 Have students take turns to read the sentences while their partner checks they are using the correct word stress. Monitor and check for errors with word stress. Nominate one or two students to read the sentences.

**Audioscript**

1 *We go snorkelling in hot weather.*  
 2 *Tourism is important in Egypt.*

**Answers:**

1 We go **snork**elling in hot **wea**ther.  
 2 **Tour**ism is **impor**tant in **Eg**pt.

**Closing**

- Put students into pairs. Tell students they have to migrate somewhere else for the winter. Give them two minutes to decide where they would go and why. Then bring the class together for pairs to feedback their ideas. The class can vote on the funniest/best answer.

**LESSON 4**

pages 68-69

**Objectives:** To write a blog  
 To use cause and effect to write about habitat  
 To use linking words to connect sentences  
 To research facts

**Materials:** Student's Book pages 68-69

**STUDENT'S BOOK**

page 68

**Opener**

- Play a game to revise word stress. Tell the class to stand up. Tell students you are going to say a two-syllable word. Clap a two-syllable word that students know, then say a strong student's name to nominate them and say: *Your turn!* If they can think of one, they also clap out a two-syllable word. Then nominate another student and sit down. If they make a mistake or can't think of a word, they remain standing up

**LESSON 4 WRITING: A BLOG**

**1 Listen to and read the blog. What is a habitat? Check (✓) the correct answer**

- 1 a type of animal
- 2 a place near water
- 3 a place where an animal or plant lives

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<input type="checkbox"/>
<input type="checkbox"/>

Home Archive Contact Pages

Hello, I'm Arwa – welcome to my blog! I'm writing today about something which I think is really important.

I think we should all try to protect animal habitats. Animals need safe places to live, find food, and look after their babies. They are part of our planet, so we must make sure that the things we do don't hurt them.

There are lots of different habitats in Egypt, such as the desert, sea, mountains, and rivers. It is good for everybody if we protect these habitats. For example, when a habitat is healthy, lots of animals can live in one place. With good eco-tourism, people can come on wildlife-watching holidays. This is good for the country, and good for the people, too. When people learn about wildlife, they want to protect it.

We can all think about things we can do to protect habitats. For example, we mustn't waste water or drop litter. We can recycle paper, so people don't cut down trees. We can also plant flowers and plants, because these are great for birds and insects. You don't need a lot of space – here's a garden box I made for my window!

**2 Read the blog again. Choose the correct words**

- 1 We can plant flowers and plants to **help** / **waste** animal habitats.
- 2 Animals need safe places to find **babies** / **food**.
- 3 In Egypt, there are **many** / **two** types of habitat.
- 4 People can go on wildlife-**watching** / **changing** vacations.
- 5 There **aren't many** / **are lots of** things we can do to help animals.

but nominate another student. The game continues until all students have been successful and everyone is sitting down again.

**Presentation**

- 1 Draw students' attention to the blog model text in Exercise 1. Ask *What is a blog?* (it's a page on the internet that someone often adds their opinions, thoughts, or other information). Ask *Where you can find a blog?* (on a website).
- 2 Explain to the class that in this lesson, they are going to read a blog and then write their own blog.

**1 Listen to and read the blog. What is a habitat? Check (✓) the correct answer**

- 1 Read the instruction with the class. Ask which are the important key words in the options help you find the answer in the text (1 *type*; 2 *near water*; 3 *lives*). Check the meaning of *type* by asking students to name types of birds.
- 2 Students listen and read the blog quickly for words that are the same or similar to the key words in the options. When they find these, they then look for the answer close by.
- 2 Check the answers with the class and ask strong students which words they found in the text that helped them find the answer.

**3 Match the causes 1-5 to the effects a-e**

- 1 There are floods, droughts, or fires.  c
- 2 Animal habitats are damaged.
- 3 A habitat is safe and healthy.
- 4 We recycle paper.
- 5 We grow plants and flowers.

- a Animals don't have safe places to live, find food, or look after babies.
- b Trees aren't cut down.
- c Animal habitats are damaged.
- d Birds and insects have food.
- e Lots of animals can live there.

**4 Complete these sentences with and, but, because, or so**

- 1 We planted flowers \_\_\_\_\_ birds and insects can have more food.
- 2 We wanted to clean up the beach \_\_\_\_\_ there was trash on it.
- 3 This was a beautiful river, \_\_\_\_\_ there is pollution in it now.
- 4 We saw turtles, pelicans, \_\_\_\_\_ lizards when we went wildlife-watching.

**5 You are going to write a blog about animal habitats. Choose one of these habitats to write about**

the desert forests the mountains the sea

**6 Do some research about the habitat**

Find out:

- which animals live there
- which plants live there
- what problems this habitat has
- how we can help it

**7 Write a blog about the habitat. Write 60-80 words. Use your notes from Exercise 6. Explain the causes and their effects with and, but, because, or so. Use must/mustn't to say what is important**

**Audio-script**

*Hello, I'm Arwa – welcome to my blog! I'm writing today about something which I think is really important.*

*I think we should all try to protect animal habitats. Animals need safe places to live, find food, and look after their babies. They are part of our planet, so we must make sure that the things we do don't hurt them.*

*There are lots of different habitats in Egypt, such as the desert, the sea, the mountains, and rivers. It is good for everybody if we protect these habitats. For example, when a habitat is healthy, lots of animals can live in one place. With good eco-tourism, people can come on wildlife watching holidays. This is good for the country, and good for the people, too. When people learn about wildlife, they want to protect it.*

*We can all think about things we can do to protect habitats. For example, we mustn't waste water or drop litter. We can recycle paper, so people don't cut down trees. You could also try planting flowers and plants, because these are great for birds and insects. You don't need a lot of space – here's a garden box I made for my window!*

Answers:

3 ✓

**2 Read the blog again. Choose the correct words**

- 1 Ask students to go through the questions and which will help them find the answer in the blog. Students can do this on their own.
- 2 Have students work individually to answer the questions.
- 3 Go through the answers around the class, with different students saying answer and others providing the justification from the text.

Answers:

- 1 help
- 2 food
- 3 many
- 4 watching
- 5 are lots of

STUDENT'S BOOK

**3 Match the causes 1-5 to the effects a-e**

- 1 Put students into mixed-ability pairs. Ask them to go through sentences 1-5 and highlight the key words. Students then look through the text together to find the relevant sentences. Once they find the sentences, they can then match them to options a-e.
- 2 Give pairs 3-4 minutes to complete the task then bring the class together. Elicit the answers from volunteers from different pairs.

Answers:

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

**4 Complete these sentences with and, but, because, or so**

- 1 Write the connecting words on the board. For each one, review the use by asking: *When do we use ... ?* and ask students to give an example sentence. Write the uses on the board for students to refer to when answering.
- 2 Go through the sentences as a class and decide which use each one is.
- 3 Have students then complete the sentences individually.

Answers:

- 1 so
- 2 because
- 3 but
- 4 and

**5 You are going to write a blog about animal habitats. Choose one of these habitats to write about**

- 1 Put students into pairs and ask them to choose one habitat together.
- 2 Tell them they do not need to worry about how much information they have on the habitat at this stage as they will research it in Exercise 6. However, if students do not have access to the internet in class, you may wish to restrict the habitat to one, and provide the information for the class on the board. Students will then all write about the same activity habitat in Exercise 7.

*Students' own answers*

6 Do some research about the habitat

- 1 Give the students around 5–6 minutes to find out the information in the bullet points if they have access to the Internet in class.
- 2 Elicit information from the class, and write interesting points on the board for other pairs to note down in their notebooks.

Extra practice

- 1 If you feel that students need extra support in scaffolding their blog, plant the blog on the board with the class.

*Students' own answers*

7 Write a blog about the habitat. Write 60-80 words. Use your notes from Exercise 6. Explain the causes and their effects with **and**, **but**, **because**, or **so**. Use **must/mustn't** to say what is important

- 1 Go over the *Language focus* box on *must/mustn't* again on page 63 and the first conditional on page 64.
- 2 Tell students to write their blog individually.
- 3 Monitor and help as needed. Fast finishers can check their writing. Alternatively, students complete the task for homework.
- 4 Have students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework, checking for correct use of cause and effect, connecting words, and the first conditional. Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class.

*Students' own answers*

Closing

- Students describe their own habitat in pairs. If necessary, go over the meaning of habitat again with the class. Give them two minutes to brainstorm with a partner, then invite volunteer pairs to describe their habitat to the class.

LESSON 5

pages 70

**Objectives:** To complete a project making an information leaflet on the Nile Delta  
To revise vocabulary from the unit  
To research the Nile Delta  
To reflect on what students have learned in the unit

**Materials:** Student's Book page 70  
Paper  
Felt pens/colored pencils; glue  
Pictures of the Nile Delta

Opener

- Greet students and have them greet each other in pairs or groups.
- Play a variation of *Stand up if ...* (Games Bank, page 112) to revise *must/mustn't*. Say sentences for things students might have to do at home, for example, *Stand up if you*

LESSON 5

PROJECT

1 Read the leaflet. What can you see at the Park?

The Ras Mohammed National Park

The Ras Mohammed National Park on the Red Sea is a fantastic area for locals and tourists to visit. This beautiful area on the Sinai Peninsula is famous for its sea life, warm water, and amazing weather. People come from all over the world to snorkel and scuba dive here.



You can see coral reefs and lots of brightly colored fish, and maybe sharks. There is lots of other wildlife, too, and it is a great place for bird-watching.

The National Park is protected, but people are allowed to visit. Because it is so beautiful, lots of visitors come and ride boats, or swim and snorkel in the sea.

2 Work in pairs. Think and plan

Make an information leaflet for visitors to the Nile Delta. Write about:

- where it is and what wildlife you can see there
- why it is an important and interesting place

3 Read and do

- 1 Do research to find out about the Nile Delta.
- 2 Design your information leaflet. Use bright colors and find pictures to stick to your leaflet.
- 3 Write a draft of the text first. Check it carefully.

4 Create your leaflet

- 1 Present your ideas and pictures carefully.
- 2 Swap leaflets with another pair. Find two things you like about the leaflet, and one thing they can improve.

*mustn't play computer games before you do your homework.* Students stand up if the sentence applies to them. The game finishes when all students are standing up.

Presentation

- 1 As a class, brainstorm what tourism activities are bad for wildlife. Write students' ideas on the board and leave them there for students to refer to while they make their leaflet.

STUDENT'S BOOK

page 70

1 Read the leaflet. What can you see at the Park?

- 1 As before, remind students to underline the key word in the questions, then look for it in the text, and then find the answer.
- 2 Elicit the answer from the class then ask students if they have ever visited The Ras Mohammed National Park.

Answers:

You can see coral reefs and lots of brightly colored fish, and maybe sharks. There is lots of other wildlife, too, and it is a great place for bird-watching.

2 Work in pairs. Think and plan

- 1 Put students into mixed-ability pairs to read the plan.
- 2 Have the students brainstorm ideas of what to include in their leaflets.

SELF-ASSESSMENT

UNIT  
10

1 Complete the sentences with the words from the box

close migrate respect similar sustainable wild

- When people \_\_\_\_\_ the environment, they want to protect it.
- If you go bird-watching, you mustn't get too \_\_\_\_\_ to the birds.
- Eco-tourism is more \_\_\_\_\_ than vacations which don't care about the environment.
- When we visited the National Park, we saw many \_\_\_\_\_ animals and birds.
- Many birds \_\_\_\_\_ to find warmer weather in winter.
- Things that are \_\_\_\_\_ look the same or do the same things.

2 Choose the correct words

- When we go camping, we **must** / **mustn't** take a tent with us.
- The sea is very clear and there's a coral **reef** / **mountain**. It's beautiful!
- If you learn to bake, you **will** / **won't** save a lot of money.
- You **must** / **mustn't** leave trash on beaches.
- If we **go** / **went** to El Agami beach this summer, I'll swim every day!
- You **must** / **mustn't** respect nature when you go wildlife watching.

3 Complete the sentences for tourists on an eco-tourism vacation

- You must \_\_\_\_\_
- You mustn't \_\_\_\_\_

4 Think about Unit 10. Write in your notebook

Write two things you enjoyed and two things you learned.

71

- Guide the students to read the questions carefully.
- Have each pair research answers to the questions in the plan.
- Allow them to make a first draft of their leaflet and decide on what information to include and what information they can do without.

3 Read and do

- Give the students around 5-6 minutes to find out the information about the bullet points in Exercise 2 if they have access to the internet in class, and any other point they want to include. If students do not have access to the internet in class, provide the information for the class on the board.
- Have students design and write their leaflet.
- Move among them and monitor, providing help as necessary, and ensure that students are including all of the information they need to.
- Check their leaflets for spelling, grammar, and punctuation. Fast finishing pairs can then color their maps using felt pens or colored pencils.

4 Create your leaflet

- Display the leaflets on the classroom wall when the majority of pairs have finished. Invite the class to walk round and vote on the best leaflet by adding a dot to the top of their chosen leaflet in a colored pen. They should look for examples of the unit language as well as the things in the bulleted list in Exercise 2.
- Announce the winning leaflet and invite feedback on why students chose the leaflet they did. Remind students that their comments/questions should be positive and useful.

- Invite the class to congratulate the winning pair.

STUDENT'S BOOK

page 71

SELF-ASSESSMENT

1 Complete the sentences with the words from the box

- Draw students' attention to the words in the box and ask check questions, e.g. *Can you name a bird that migrates? Say a sentence with the word 'respect'.*
- Have students work individually to complete the sentences. Check answers around the class.

Answers:

- |           |           |               |
|-----------|-----------|---------------|
| 1 respect | 2 close   | 3 sustainable |
| 4 wild    | 5 migrate | 6 similar     |

2 Choose the correct words

- Students work individually to complete sentences.
- Monitor and check for any difficulties. The self-assessment page is a good time for students to recognize what they learned and what they might need more guidance/practice on. Allow students to compare in pairs and try to resolve any different answers they might have between them, then check answers around the class.

Answers:

- |           |        |        |
|-----------|--------|--------|
| 1 must    | 2 reef | 3 will |
| 4 mustn't | 5 go   | 6 must |

3 Complete the sentences for tourists on an eco-tourism vacation

- Students use their own ideas to complete the sentences.
- Call on some pairs to share ideas with the class.

*Students' own answers*

4 Think about Unit 10. Write in your notebook

- Have 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.
- Have students complete the writing exercise. Monitor and help with spelling but not the actual content of their writing.
- Go over any areas of difficulty from the unit if there is time. Tell students they can practice anything difficult with their caregivers. Answer any questions they might have.

*Students' own answers*

Closing

- Give praise for the effort put into their presentations, their project and the unit as a whole.
- Ask the class about their favorite parts of Unit 10.

# UNIT 11

## Introduction

pages 72-73

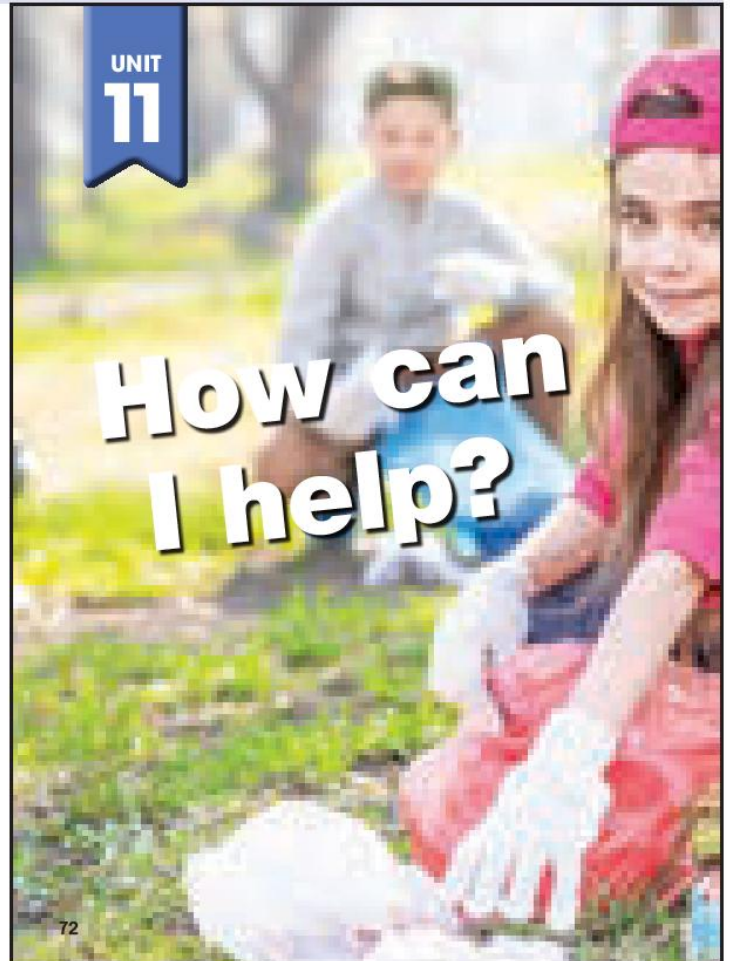
<b>Objectives</b>	To listen, read, write, and research charity work and volunteering
<b>Materials</b>	Student's Book pages 72–73


## Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Play a version of *I went ...* (Games Bank, page 110) to revise *must/mustn't* from Unit 10. Start the chain with *In school I must [walk in the corridor]*. Ask a student to add another rule to the list.

## Presentation

- 1 Read the unit title *How can I help?* to the class and elicit ideas on what this unit is about. Elicit different ways in which students can help at home and at school. Write some of the ideas on the board.






UNIT  
11

**In this unit I will ...**


- listen, read, research, and write about charity work and volunteering.
- use infinitives of purpose.
- read and understand three texts about mystery objects.
- listen to an interview about volunteering.
- use *-ly* and other adverbs.
- read and understand a story about two brothers.
- say words containing *sh*, *ch*, and *tch*.
- write a biography of a volunteer.
- create a leaflet about being a good citizen.

**Look, discuss, and share**




What are the children in the photo doing? Why do you think they are doing this? Have you ever done anything like this?

**Did you know?**



There are charities all over the world that help people, animals, and the planet. They help with many different things, including education, health, culture and nature.

**Find out**



Find out about some different Egyptian charities. Which ones are there in your area?

73



### Look, discuss, and share

- 1 Ask *students to look at the photo on page 72*. Ask: *What is the girl doing?* (picking up litter). Teach *litter picking*. Accept any reasonable answers.
- 2 Put students in pairs or small groups and give students two minutes to discuss the questions.
- 3 Circulate and help with vocabulary and pronunciation as necessary.
- 4 Bring the whole group together and elicit students' answers. Write new language on the board.

*Students' own answers*



### Did you know?

- 1 Read the *Did you know?* box with the class. Teach the meaning of *charity* (an organization that gives money, food, or help to those who need it) and *volunteer* (a person who does something, especially helping other people, without being paid to do it). Tell students about any local charities that you know of or any charities or groups you volunteer for. Elicit charities or groups that students know of.



### Find out

- 1 If students have access to the internet in class, help students to research any charities that help people in the local community, or ask students to look up the information at home, ready for the next lesson. Alternatively, prepare some information before the class to share with the students.



LESSON 1

pages 74-75

<b>Objectives</b>	To listen, read, and understand a conversation about volunteering To answer questions on text
<b>Vocabulary</b>	<i>donate, participate, support, volunteer</i>
<b>Materials</b>	Student's Book pages 74-75 Audio files

Opener

- Ask the class: *Are there any groups in your school that help other people?* If there are, ask questions about the groups. If not, ask students to say what kind of volunteer groups they think would be good for the school.

Presentation

- Direct students' attention to the photo on page 74 and ask: *What is he doing?* (The older boy is coaching some younger boys – he is helping them learn how to play football).

STUDENT'S BOOK

page 74

1 Match the words in the box to their meanings. You can use a dictionary

- Read through the words in the box and drill the pronunciation of each one.
- Read the definitions with the class and check for understanding and any difficult words. Remind students that they came across *volunteer* in the *Opener*.
- Students match the words to their meanings individually, then compare answers with a partner.

Answers:

1 support 2 participate 3 volunteer 4 donate

2 Listen and read. How often does Tamer volunteer?

- Tell students they're going to listen to an audio about a boy volunteering at school.
- Play the audio and make sure they're following in their books.
- Ask students to check their answer in pairs and find the part of the conversation that gave them the answer.
- Elicit the answer to this initial check question.
- Ask students which volunteering activity at the school they would like to do. Then ask if there are any activities they would like to do which are not mentioned.

Audioscript

*Hi, I'm Tamer. At school, we started a project called Community Help. We all had to choose something we could do to support other people or things in our community. There were lots of ideas. For example, some people wanted to start a vegetable garden in the school to grow fresh fruit*

LESSON 1 WHY DO YOU WANT TO HELP?



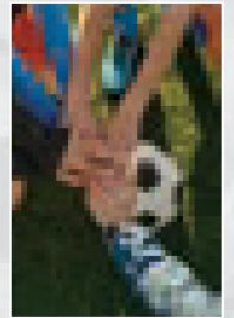
1 Match the words in the box to their meanings. You can use a dictionary

donate participate support volunteer

- to do things that help a particular person or group: \_\_\_\_\_
- to take part in something: \_\_\_\_\_
- to do a job or activity and not take any money for it: \_\_\_\_\_
- to give something away to help a person or organization: \_\_\_\_\_

2 Listen and read. How often does Tamer volunteer?

Hi, I'm Tamer. At school, we started a project called Community Help. We all had to choose something we could do to support other people or things in our community. There were lots of ideas. For example, some people wanted to start a vegetable garden in the school to grow fresh fruit and vegetables. That was really popular. Other people volunteered to help clean trash from the river, so that animals' habitats are safer.



I decided that I wanted to help children in my school. I love sports, so I started an after-school club to teach the younger children football skills. I was a bit nervous at first, but lots of children joined in and their parents were very happy. It was great to have so many children participating.

I teach the class after school on Wednesdays. The class is for 45 minutes, and we train and play games. I like seeing the children get better at football, and it's really good fun, too.

3 Listen and read again. Match the questions and answers

- |  |   |
|--|---|
| 1 What did some people want to grow?                           | a He wanted to help children in his school.             |
| 2 Why did some people volunteer to clean trash from the river? | b They wanted to grow fruit and vegetables.             |
| 3 Who did Tamer want to help?                                  | c The club is on Wednesdays.                            |
| 4 What day is the club?  | d Because they wanted to make animals' habitats better. |

*and vegetables. That was really popular. Other people volunteered to help clean trash from the river, so that animals habitats are safer.*

*I decided that I wanted to help children in my school. I love sports, so I started a lunchtime club to teach the younger children football skills. I was a bit nervous at first, but lots of children in the younger classes came. It was great to have so many children participating.*

*I teach the class at lunch on Wednesdays. The class is for 45 minutes, and we train and play games. I like seeing the children get better at football, and it's really good fun, too.*

Answer:

once a week / on Wednesdays

3 Listen and read again. Match the questions and answers

- Encourage students to try to match the questions and answers before reading again.
- Ask students to compare their answers in pairs before you check them with the class.

Answers:

1 b 2 d 3 a 4 c

**4 Listen and read about some more ideas for the Community Help project. Then answer the questions**

- 1 Why does Reem help in the kindergarten class?
- 2 When are the children going to think of their own stories?
- 3 Why was Ibrahim's sister sad in the hospital?
- 4 How does Mariam help her neighbor?

**Reem**  
I love reading, so I decided to **help out** in the kindergarten class on a Thursday by reading to the children. I love reading stories with the younger children, and they like it too. We're **starting up** a project where they think of their own stories next week. I'm looking forward to that.



**Ibrahim**  
My little sister was sick last month, and she was in the hospital. She's better now, but when we visited her, she was sad because she didn't like being there. I thought it would be nice to do something for children who are sick. My friends and I painted lots of big pictures of flowers, animals, beaches, and trees. Our parents **donated** lots of toys too. We took these and the paintings to the hospital to make the rooms look nicer.



**Mariam**  
My neighbor has always **been kind to** us. She used to help my mom **look after** me when I was younger. Now she's getting a bit older, and it's sometimes difficult for her to go shopping. So I ask her what she needs, then I go to the stores and get it. I like to help her.



**5 Listen and circle the words you hear**

- 1 I think it's very important to be **kind to** / **kind at** animals.
- 2 My mom sometimes **helps on** / **helps out** at the school library.
- 3 I **looked after** / **looked for** my neighbors' pet cat when they went on vacation.
- 4 We decided to **start on** / **start up** a local children's charity.

**6 Work in pairs. What do you do to help at home and at school? Why?**



I feel happy when I help my neighbor because she's old and she lives alone.

I look after my little brother because I like to help my mom.



**4 Listen and read about some more ideas for the Community Help project. Then answer the questions**

- 1 Put students into pairs, and ask them to underline the key word in each sentence.
- 2 Play the recording for students to listen and read for the key words in the texts, and find the answer.
- 3 Check the answers around the class, asking students to read out the sentence in the text which gave them the answer.
- 4 Ask the class if there were any activities mentioned in these texts that the students chose at the end of Exercise 2.

**Audioscript**

**Reem**

*I love reading, so I decided to help out the children in the kindergarten class on a Thursday. I love reading stories with the younger children, and they like it too. We're starting up a project where they think of their own stories next week. I'm looking forward to that.*

**Ibrahim**

*My little sister was sick last month, and she was in the hospital. She's better now, but when we visited her, she was sad because she didn't like being there. I thought it would be nice to do something for children who are sick. My*

*friends and I painted lots of big pictures, of flowers, animals, beaches, and trees. Our parents donated lots of toys, too. We took these and the paintings to the hospital to make the rooms look nicer.*

**Mariam**

*My neighbor has always been kind to us. She used to help my mom look after me when I was younger. Now she's getting a bit older, and it's sometimes difficult for her to go shopping. So I ask her what she needs, then I go to the stores and get it. I like to help her.*

**Answers:**

- 1 She loves reading stories with the younger children.
- 2 next week
- 3 She didn't like being there.
- 4 She goes shopping for her.

**5 Listen and circle the word you hear**

- 1 Draw students' attention to the words in bold in the sentences. Elicit the answer to one or two from the class.
- 2 If you think your class is able, students read through the sentences before listening, then choose the correct words to complete the sentences. Allow them to check their answers in pairs.
- 3 Play the recording all the way through to check the answers. Or, if you didn't do step 2, play the recording for the first time, pausing after each item for students to circle what they hear.

**Audioscript**

- 1 I think it's very important to be kind to animals.
- 2 My mom sometimes helps out at the school library.
- 3 I looked after my neighbors' pet cat when they went on vacation.
- 4 We decided to start up a local children's charity.

**Answers:**

- 1 kind to    2 helps out    3 looked after    4 start up

**6 Work in pairs. What do you do to help at home and at school? Why?**

- 1 Nominate two students to read and act out the speech bubbles.
- 2 For better speaking fluency (and some writing practice), give students two minutes to write down brief ideas to prepare for the task.
- 3 Put students into pairs to ask and answer. Remind students not to read their notes while they are speaking. Demonstrate with a strong student if you think it will help.
- 4 Bring the class together and nominate a few pairs to role-play their conversations for the class.

**Extra practice**

- 1 For extra writing practice, students write up their notes from Exercise 6 in full sentences or in a paragraph. They can do this in class or for homework. Students can then peer-check each other's work to make sure they have used the new vocabulary correctly.

Closing

- Write the following sentence prompt on the board: *Helping others helps me because . . .* Have a quick class conversation, and ask students what this sentence means to them. If students struggle, give a reason from your own experience, e.g. *Helping others helps me because it makes me feel happy.*

LESSON 2

pages 76-79

<b>Objectives</b>	To match photos to texts To use infinitives of purpose
<b>Language</b>	<i>We wear gloves to protect our hands. Why do you wear gloves on a beach clean-up? To protect my hands.</i>
<b>Vocabulary</b>	<i>controller, button, joysticks, nature camera, grabber, multi-grip, film-installer, day center</i>
<b>Materials</b>	Student's Book pages 76-79 Audio files

Opener

- Greet each student as they come into class and ask students to greet each other in groups.
- With books closed, put the class into two teams and read out the definitions in Exercise 1, page 74. Teams take turns to say the word for each definition for two points. They can have a further point for giving a correct example sentence.

Presentation

- Read the lesson title with the class and draw students' attention to the three photos and Exercise 1. Ask: which picture is the title describing (picture B).

STUDENT'S BOOK

page 76

1 Listen and read. Match the photos (a-c) with texts (1-3)

- Read the question with the class and ask students to guess what each of the items is and what it is used for. Accept all sensible answers but don't confirm answers at this stage because students will read and listen to find out.
- Allow students to read and listen individually. Pause the recording after each text for students to write the letter.
- Check answers as a class.

Audioscript

1  
*When we do a beach clean-up, we wear gloves to protect our hands. We carry black bags for the trash we collect. And look! We use this to pick up the trash. It's great fun to use. It's a long metal stick with two fingers at the end. The fingers open and close when you squeeze the handle at the top. You open and close the fingers to pick up the trash, then drop it in the bag. Mom says it's better than picking things up with your hands.*  
Tarek

LESSON 2 WE USE THIS TO PICK UP THE TRASH



Tamim  
1 \_\_\_\_  
When we do a beach clean-up, we wear gloves to protect our hands. We carry black bags for the trash we collect. And look! We use this to pick up the trash. It's great fun to use. It's a long metal stick with two fingers at the end. The fingers open and close when you squeeze the handle at the top. You open and close the fingers to pick up the trash, then drop it in the bag. Mom says it's better than picking things up with your hands.

Dalida  
2 \_\_\_\_  
I volunteer at a day center for old people. Some old people can't open glass bottles and jars. Their hands aren't strong enough. So they use this to take off the tops. This is how you use it. Hold the jar with one hand and put this on the top. Hold this part with your other hand, and then turn it around. It's really easy to use. I love showing this to the people at the day center.

Hamza  
3 \_\_\_\_  
We're doing a wildlife project at school, and my teacher installed two of these in the forest. We're using them to film wildlife. He put one on the ground to film animals at night. He put the other in a tree to film birds during the day. Then we record how many animals and birds we see, and what they're doing. It's so interesting. We've learned a lot!

2 Read again and answer the questions

- Why does Tamim use a grabber on a beach clean-up?
- Why do the old people use a multi-grip?
- Why does Hamza's teacher put nature cameras in the forest?

2  
*I volunteer at a day center for old people. Some old people can't open glass bottles and jars. Their hands aren't strong enough. So they use this to take off the tops. This is how you use it. Hold the jar with one hand and put this on the top. Hold this part with your other hand, and then turn it around. It's really easy to use. I love showing this to the people at the day center.*

Dalida

3  
*We're doing a wildlife project at school, and my teacher installed two of these in the forest. We're using them to film wildlife. He put one on the ground to film animals at night. He put the other in a tree to film birds during the day. Then we record how many animals and birds we see, and what they're doing. It's so interesting. We've learned a lot!*  
Hany

Answers:

a 3      b 1      c 2

2 Read again and answer the questions

- As a class, read through the questions and choose the key words to look out for in the texts.
- In mixed-ability pairs, students find the words in the text

### Language focus

#### Infinitives of purpose

We use *to* + a verb in the base form to explain why we do something.

We wear gloves **to protect** our hands.

We use also *to* + base form verb to answer questions with *why*.

**Why** do you wear gloves on a beach clean-up? **To protect** my hands.

#### 3 Read and match

- |                          |                          |
|--------------------------|--------------------------|
| 1 I bought a card        | a to visit a friend.     |
| 2 Nesma wears sunglasses | b to help her relax.     |
| 3 My uncle went to Cairo | c to send to my grandma. |
| 4 Mom is using an app    | d to protect her eyes.   |
| 5 Rahma listens to music | e to learn French.       |

#### 4 Put the words in order to make sentences

- Lama / put / painted / to / a picture / the exhibition. / in
- lemonade / to / the market. / in / They / sell / make
- by bus / her cousins. / see / Farah / to / traveled
- some candy / bought / the movie. / to / We / during / eat

#### 5 Work in pairs. Make sentences with the words in the boxes and *to* + base form of the verb

went / sports center

turned on / radio

picked up / phone

open / fridge

I went to the sports center yesterday to play volleyball.

77

and read the whole sentence around the key word to find the answer.

#### Answers:

- To pick up the trash.
- To take off the tops (of jars and bottles).
- To film wildlife.

## STUDENT'S BOOK

page 77

### LANGUAGE FOCUS

- Read the *Language focus* box with the class and draw students' attention to the example sentence *We wear gloves to protect our hands*. Write the sentence on the board, and ask students to say what the main verb in the sentence is (wear). Ask students what the infinitive of purpose is in the sentence (to protect). Ask students what the 'purpose' is in the sentence (to protect our hands).
- Ask students to find the example sentence in the texts (text 1). Ask the students to find other sentences in the text using the infinitive of purpose – let them know there is one example in each text (text 2: So they use this to take off the tops; text 3: We're using them to film wildlife.) For each sentence, ask students to say what the purpose is.

### 3 Read and match

- Put students into pairs to match the sentences. Remind them to match the ones they are sure about first.
- Ask volunteer pairs to read their completed sentences to the class. For each sentence, ask students to say what the purpose is (to visit a friend, etc.).

#### Answers:

1 c      2 d      3 a      4 e      5 b

### Extra practice

- Put students into pairs to write 2–3 sentences about things they do in their lives for a purpose. Give students an example from your own experience, e.g., *I go running to stay fit*. Elicit an example from a strong student if necessary.
- Give students 2 minutes to complete the task, then elicit answers from volunteers. Alternatively, set this task for homework and allow students to swap sentences at the beginning of the next lesson for peer-checking.

### 4 Put the words in order to make sentences

- Draw students' attention to the *Language focus* box again or the sentence on the board and remind students that there are two verbs in each sentence, so they need to think carefully about which order they should appear in.
- Elicit how students find the first and last words of the sentence (the first word has a capital letter and the last word has a period).
- Allow students to work in mixed-ability pairs or individually to complete the task.
- Ask students to read their completed sentences to the class.

#### Answers:

- Lama painted a picture to put in the exhibition.
- They make lemonade to sell in the market.
- Farah traveled by bus to see her cousins.
- We bought some candy to eat during the movie.

### 5 Work in pairs. Make sentences with the words in the boxes and *to* + base form of the verb

- Give students 2–3 minutes to write notes about what they are going to say, then ask pairs to role-play the conversation.
- If necessary, go over the language in the *Language focus* box.
- Put students in pairs to complete the activity. Encourage them to correct each other if they hear a mistake.
- While students are speaking, monitor and note any errors in using infinitives of purpose to correct during class feedback, but otherwise allow students to talk without correcting them as this will increase their fluency.

*Students' own answers*

**6** **Read and listen to the dialog. Do you think Amira's mom has played a video game before? Why / Why not?**

- 1 Read the question with the class. Ask the class to predict what the conversation is about based on the question in Exercise 9.
- 2 Play the recording for students to read and listen, then elicit the answer.

**Audioscript**

**Mom:** Hi Amira. Is this your new games console? It looks great. What's this part for?

**Amira:** Oh, that's the controller. It's what you use to play the game.

**Mom:** Cool! And what does this do?

**Amira:** That's the home button. When you press it, it takes you back to the menu.

**Mom:** OK. And what are these buttons for?

**Amira:** Those are the action buttons. You use them to tell your character to run, jump, or do other actions.

**Mom:** And what are these parts for?

**Amira:** They're the joysticks. They help you move your character around.

**Mom:** OK. So, the home button takes you to the menu, and buttons and the joysticks are for playing the game.

**Amira:** That's right. Do you want to play a game with me?

**Answer:**

No. Because she has to ask what all the parts are for.

**7** **Read the dialog again and complete the definitions with the words in bold**

- 1 Ask students to try to complete the definitions before they read the text. If they get stuck, they can then find the words in the dialog and match to the meaning.
- 2 Check the answers with the class.

**Answers:**

1 button      2 joystick      3 controller

**8** **Look at the photos and read the description. Which object is being described?**

- 1 Ask students to identify each of the items in the photos (photocopy machine/scanner, laptop, camera, smart speaker).
- 2 Ask different students to read through each sentence. Stop after each sentence to eliminate any of the items that don't fit, until only one is remaining (you can't photocopy with a laptop).

**6** **Read and listen to the dialog. Do you think Amira's mom has played a video game before? Why / Why not?**

**Mom:** Hi Amira. Is this your new games console? It looks great. What's this part for?

**Amira:** Oh, that's the **controller**. It's what you use to play the game.

**Mom:** Cool! And what does this do?

**Amira:** That's the home **button**. When you press it, it takes you back to the menu.

**Mom:** OK. And what are these buttons for?

**Amira:** Those are the action buttons. You use them to tell your character to run, jump, or do other actions.

**Mom:** And what are these parts for?

**Amira:** They're the **joysticks**. They help you move your character around.

**Mom:** OK. So, the home button takes you to the menu, and the buttons and joysticks are for playing the game.

**Amira:** That's right. Do you want to play a game with me?

**7** **Read the dialog again and complete the definitions with the words in bold**

1 A \_\_\_\_\_ is something you press to make something happen.

2 A \_\_\_\_\_ is something you can move in different directions to control a computer game.

3 A \_\_\_\_\_ is something we use to play a computer game.

**8** **Look at the photos and read the description. Which object is being described?**



People use this to play games or watch movies. You can use it to find information on the internet. You can also write essays and do your homework on it. You can't photocopy paper with it.

**Answers:**

b laptop

**9** Make some notes about one of the other objects in Exercise 8 or think of your own. Use these questions to help you

- What is it?
- What do people use it for?

**10** Use your notes from Exercise 9 to write a short paragraph about the object. Write 25–30 words and use *to + the base form verb*

\_\_\_\_\_

\_\_\_\_\_

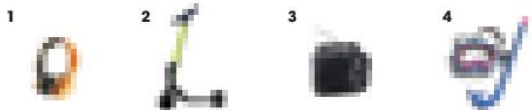
\_\_\_\_\_

**11** Look at the photo. What do you use this object for? Choose



- a to do math
- b to play games
- c to watch TV

**12** Work in pairs. Choose an object to talk about. Think of the answers to these questions. Make some more notes in your notebook



- What is this part?
- What is the part for?
- What does the button on the radio do?
- What do you use this for?

*It's the part that goes over your ears.*  
*This is the handle. It helps you control where you want to go.*  
*This turns on the radio.*  
*You use this to swim under water.*

**13** Take turns to ask and answer questions

What is this part?

It's the part that goes over your ears.

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**11** Look at the photo. What do you use this object for? Choose

- 1 Ask students to look at the photo in Exercise 11.
- 2 Ask: *What is this object? What do you use it for?* Elicit answers.
- 3 Answer the question as a class.

**Answers:**

b to play games

**12** Work in pairs. Choose an object to talk about. Think of the answers to these questions. Make some more notes in your notebook

- 1 Go through each item as a class and elicit the vocabulary (headphones, scooter, radio, snorkel, and mask).
- 2 Teach any further vocabulary students might need, such as *strap, handles, arial*. Write these on the board.
- 3 Put students into pairs and tell them that they should choose a different object each, so that pairs are asking and answering questions about different objects. Stronger pairs can each prepare to speak about two objects.
- 4 Remind students to use the infinitive of purpose (*to + the base form of the verb*).
- 5 Allow students a couple of minutes to make notes. After they do, circulate and offer any further help with vocabulary.

*Students' own answers*

**13** Take turns to ask and answer questions

- 1 In pairs, students ask and answer questions on one item. When they have finished talking about one item, they can then go onto the second item.
- 2 Stronger pairs can talk about all four items.
- 3 Circulate and check for any errors with the infinitive of purpose to correct during class feedback. However, don't interrupt students speaking in order to promote fluency.

*Students' own answers*

STUDENT'S BOOK

page 79

**9** Make some notes about one of the other objects in Exercise 8 or think of your own. Use these questions to help you

- 1 Tell students to write the answers to the questions, then swap with a partner for peer checking.
- 2 Remind students that for the second question (*What do they use it for?*) they should use the infinitive of purpose (*to + the base form of the verb*).

*Students' own answers*

**10** Use your notes from Exercise 9 to write a short paragraph about the object. Write 25–30 words and use *to + the base form verb*

- 1 Students can complete this task for homework and swap paragraphs at the beginning of the next lesson for peer-checking.

*Students' own answers*

LESSON 3

pages 80-83

<b>Objectives</b>	To listen and answer questions about an interview To form adverbs from adjectives To answer true/false questions about a text To pronounce /f/ and /tʃ/ sounds
<b>Vocabulary</b>	<i>confidence, fundraising, give back, jealous, reward, socialize, sparrow</i>
<b>Materials</b>	Student's Book pages 80-83 Audio files

Opener

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.
- To practice the vocabulary from Lesson 2, draw simple drawings on the board to show the following vocabulary: *controller, button, joystick* and elicit the words from the class. Alternatively, use photographs to elicit the words.

Presentation

- 1 Write the phrase *give back* on the board, and elicit the meaning from the class (to return something to the person who gave it to you). Then read the lesson title on page 80 and ask students what *give back* means in this sentence (to give your time or money to your community because your community also helps you). Ask students if anyone has ever given back in this way. If no one has, then give an example from your personal experience (or invent one if you don't have one to draw upon).

STUDENT'S BOOK

page 80

1 Listen to the interview with Rawan Ibrahim. What is the interview about?

- 1 Read through the three options with the class and ask students to listen and choose the answer.
- 2 Ask students to check their answer in pairs and find the part of the conversation that gave them the answers.

Audioscript

**Presenter:** Today we are talking about volunteering in the community. And here is community volunteer leader, Rawan Ibrahim. Rawan, welcome! Can you tell us how you started volunteering?

**Rawan:** I first started volunteering when I was 13 at an after-school volunteer group. I began by helping the younger children with their reading and writing. I loved working with them, and I've volunteered ever since.

**Presenter:** Since then, 16-year-old Rawan has participated in many school and community projects. Now, she volunteers in the Summer Schools Activity Group every summer. In the group, Rawan helps out with the children's activities, like sports events and trips to parks and museums. She also organizes the volunteers for fundraising activities. Rawan, how do you find time to do all these things?

LESSON 3 IT'S GOOD TO GIVE BACK TO THE COMMUNITY

1 Listen to the interview with Rawan Ibrahim. What is the interview about?

- 1 healthy eating
- 2 volunteering
- 3 summer school

2 Listen to the interview again, and answer the questions

- 1 When did Rawan first start volunteering?
- 2 How does Rawan help out in the summer group?
- 3 What does the charity Food Box do?
- 4 Why does Rawan like helping children?
- 5 What is Rawan's advice for teenagers?

3 Read the last part of the interview and match the words in bold with the correct meanings

- |               |  |
|---------------|--|
| 1 socialize   | a collecting money for a charity                   |
| 2 confidence  | b to help others because you have received so much |
| 3 fundraising | c spend time with people in a friendly way         |
| 4 give back   | d feeling sure about your abilities                |

**Rawan** You learn many important life skills when you volunteer. You learn how to **socialize** and talk to people you wouldn't usually meet. Volunteering also gives you **confidence**. It's amazing to see how teenagers grow in confidence when they start volunteering. **Fundraising** helps charities get the money they need. It's good to **give back** to the place where you live. My advice to teenagers is volunteer and help if you can. You'll enjoy it!



**Rawan:** It was hard at first, but I wrote a timetable to help me and then it was easy. And this year, I started volunteering with Food Box, a charity that delivers healthy meal boxes to families who need help. I became interested in Food Box because my mom volunteers there.

**Presenter:** That sounds like difficult but rewarding work.

**Rawan:** Volunteering isn't like work. It's so much fun! At Food Box, I'm learning a lot about healthy food and what makes a healthy diet. I love delivering the food boxes and helping the children to be good citizens. Helping children makes me happy.

**Presenter:** Thank you for sharing your experience with us. Do you have any advice for teenagers?

**Rawan:** You learn many important life skills when you volunteer. You learn how to socialize and make friends with people who you don't usually meet. Volunteering also gives you confidence. It's amazing to see how quickly teenagers develop when they start volunteering. Fundraising helps the community get money it needs. It's good to give back to the community. My advice to teenagers is volunteer any way you can. You'll enjoy it!

Answer:

2 volunteering

**Language focus**

We can make adverbs by adding *-ly* to most adjectives. For adjectives that end in a constant followed by *y*, add *-ily*. Adverbs normally come after the verb.

*They walked quickly. He shouted angrily.*

Some adverbs are irregular.

good ⇒ well    fast ⇒ fast    hard ⇒ hard

Adverbs can come before or after a verb and its object. The adverb can't come between the verb and its object.

*She quickly learned the rules.  
She learned the rules quickly.*

**4 Use the adjectives in the box to make adverbs. Then complete the sentences**

angry    bad    good    fast    quiet

- 1 Younis hates playing tennis. He plays \_\_\_\_\_.
- 2 Dalia came first in the running race. She runs really \_\_\_\_\_.
- 3 Sherif opened the door \_\_\_\_\_ because his little brother was sleeping.
- 4 Maged's picture of a horse is excellent. He draws very \_\_\_\_\_.
- 5 I heard two people shouting \_\_\_\_\_ in the street today.

**5 Are the sentences correct (✓) or incorrect (X)? Correct the incorrect sentences in your notebook**

- 1 Adam was very hungry, and he ate his meal quickly.
- 2 Their cousins donated kindly money to our charity.
- 3 Mr Ibrahim waited patiently for the train to arrive.
- 4 Fareeda plays beautifully the piano and the violin.
- 5 Dalida volunteered happily at the children's day center.

**2 Listen to the interview again, and answer the questions**

- 1 Read through the questions as a class decide which key words to listen out for. Remind students that the questions are in order.
- 2 Play the recording for students to listen. If necessary, pause the recording after each section for students to write the answers.
- 3 Play the recording a third time for students to listen, if necessary, otherwise play the recording and pause after each answer to check.

**Answers:**

- 1 When she was 13.
- 2 She helps with the children's activities and she organizes volunteers for fundraising activities.
- 3 It delivers healthy meal boxes to families who need help.
- 4 It makes her happy.
- 5 To volunteer because you learn many important life skills when you do volunteer work.

**3 Read the last part of the interview and match the words in bold with the correct meanings**

- 1 Find the words in the text with the class and ask a different student to read each of the sentences containing the words. Elicit students' ideas around what each word might mean using the context of the sentence for clues. Don't confirm any ideas at this stage.

- 2 Students complete the task individually, or with a partner for support.
- 3 Fast finishers can write example sentences for each new word.
- 4 Elicit answers from the class, along with the example sentences from the fast finishers.

**Answers:**

- 1 c    2 d    3 a    4 b

**STUDENT'S BOOK**

**LANGUAGE FOCUS**

- 1 Read through the *Language focus* box with the class. Explain that there is no rule for irregular adverbs – students just need to learn them. Read the box till the end, then write an example sentence on the board with the adverb in three different places: (1) before the verb, (2) after the verb and (3) between the verb and its object. Ask students which of the three sentences is incorrect (the last one).

**4 Use the adjectives in the box to make adverbs. Then complete the sentences**

- 1 Students work individually to complete the sentences with the correct adverb. Remind students to check the irregular adverbs in the *Language focus* box.
- 2 Check answers around the class.

**Answers:**

- 1 badly    2 fast    3 quietly  
4 well    5 angrily

**Extra practice**

- 1 Ask students to choose one of the adverbs from Exercise 4 and make a sentence about something they have done. When they have finished, they then share their sentence with a partner. Students should check together that they have used the adverb correctly.

**5 Are the sentences correct (✓) or incorrect (X)? Correct the incorrect sentences in your notebook**

- 1 Allow students to work individually to read the sentences and decide if they are correct or incorrect. They then correct the incorrect sentences. Ask students to share answers in pairs.
- 2 Check answers around the class.

**Answers:**

- 1 ✓  
2 X Their cousins kindly donated money to our charity.  
3 ✓  
4 X Fareeda plays the piano and the violin beautifully.  
5 ✓



**6**  **Read and listen. Match the words in bold to their meanings**

- 1 Play the recording all the way through for students to read and listen.
- 2 Look at the two sentences with the class and ask: *Which sentence talks about an adjective?* (1); *Which sentence talks about a noun?* (2). Draw students' attention to the words in bold in the text and elicit which one is a noun (*reward and sparrow*) and which one is an adjective (*jealous*). Elicit from the class what reward the younger brother received (a seed; the seed grew into a plant full of gold and silver). Ask why the older brother was feeling jealous (the younger brother was the richest man in the village).

**Audioscript**

*Two Brothers, Two Rewards*


Once, there were two brothers who were very different. The older brother was the richest man in the village. He was rich, but he always wanted more money. The younger brother wasn't rich, but he was kind and shared what he had with his friends.

One day, the younger brother found a bird with a broken wing. "Don't worry, little bird," he said. "I will look after you." He cared for the bird all winter, and when the bird was strong again, he said, "You can fly away now." "First, I want to give you a reward," said the bird. "Plant this seed in your garden and look after it like you looked after me."

The brother planted the seed and watched it grow into a huge plant with big, orange vegetables. When the brother cut one open, it was full of gold and silver! He was now the richest man in the village!

The older brother was jealous. He went to his brother's house, and his brother told him about the bird. The next day, the older brother caught a sparrow and broke its wing. He said, "I'll look after you, then you can give me a reward." He looked after the bird, and when it was strong, he said, "Now I want my reward." The little bird replied, "Here is your reward. Plant this seed and look after it well."

The older brother planted the seed, and soon a thick, tall plant grew up and up to the moon. The brother climbed up the plant to look for his reward. But when he reached the moon, the plant disappeared. He was alone, and he couldn't go back. The older brother didn't find any gold. So now, he looks down from the moon, and watches his kind, younger brother living happily and helping others.

**6**  **Read and listen. Match the words in bold to their meanings**

- 1 feeling unhappy because someone has what you want: \_\_\_\_\_
- 2 something you get for doing a good job or being helpful: \_\_\_\_\_

**Two Brothers, Two Rewards**

Once, there were two brothers who were very different. The older brother was the richest man in the village. He was rich, but he always wanted more money. The younger brother wasn't rich, but he was kind and shared what he had with his friends.

One day, the younger brother found a bird with a broken wing. "Don't worry, little bird," he said. "I will look after you." He cared for the bird all winter, and when the bird was strong again, he said, "You can fly away now." "First, I want to give you a reward," said the bird. "Plant this seed in your garden and look after it like you looked after me."

The brother planted the seed and watched it grow into a huge plant with big, orange vegetables. When the brother cut one open, it was full of gold and silver! He was now the richest man in the village!

The older brother was **jealous**. He went to his brother's house, and his brother told him about the bird. The next day, the older brother caught a **sparrow** and broke its wing. He said, "I'll look after you, then you can give me a reward." He looked after the bird, and when it was strong, he said, "Now I want my reward." The little bird replied, "Here is your reward. Plant this seed and look after it well."

The older brother planted the seed, and soon a thick, tall plant grew up and up to the moon. The brother climbed up the plant to look for his reward. But when he reached the moon, the plant disappeared. He was alone, and he couldn't go back.

The older brother didn't find any gold. So now, he looks down from the Moon, and watches his kind, younger brother living happily and helping others.

**7**  **Read again and write T (True) or F (False). Correct the false sentences in your notebook**

- 1 The younger brother was kind to his friends, but he wasn't rich.
- 2 The younger brother found an injured mouse and looked after it.
- 3 The older brother was jealous when his brother became rich.
- 4 The older brother looked after an injured bird because he loved it.
- 5 The older brother found his reward on the Moon and shared it with his brother.

**Answers:**

- 1 jealous                      2 reward

**6**  **Read again and write T (True) or F (False). Correct the false sentences in your notebook**

- 1 Have students read the text again first if they need to, otherwise they can try to answer, then check their answers in the text.
- 2 For mixed-ability classes, ask slower learners to write true or false and the fast finishers to correct the false statements.
- 3 Check the answers around the class, asking fast finishers to read out their corrected false statements.


**Answers:**

- 1 T
- 2 F, He looked after a bird with a broken wing that couldn't fly.
- 3 T
- 4 F, He broke the bird's wing and he looked after it because he wanted a reward.
- 5 F, It grew up to the Moon.
- 6 F, He didn't find his treasure and he was angry.


UNIT  
11

## PRONUNCIATION


**1 Look, listen, and repeat**




rich




watch




fish



shoe



chop



catch

**2 Listen and circle the word you hear**

1 a ship b chip    2 a watch b wash  
3 a cash b catch    4 a chop b shop

**3 Listen and complete the words with *sh, ch, or tch***

1 \_\_\_eep    2 ca\_\_\_    3 wa\_\_\_    4 lun\_\_\_  
5 \_\_\_op    6 di\_\_\_es    7 wa\_\_\_    8 fi\_\_\_  
9 tea\_\_\_er    10 \_\_\_op    11 ki\_\_\_en    12 rea\_\_\_

**4 Listen, read, and repeat**

1 Shelley shopped for a sheep, a fish, two shoes, one shirt, and three shells.  
2 Charlie ate chicken, cheese, and chips while he reached for a watch in the kitchen.

83

### Audioscript

1 chip	3 cash
2 watch	4 shop

**Answers:**

1 b chip    2 a watch    3 a cash    4 b shop

**3 Listen and complete the words with *sh, ch, or tch***

- Students can try to complete the words in pairs before listening, then listen to check and complete any words they weren't sure about.
- Play the recording a second time to check the answers.
- Play the recording again and pause after each word for students to repeat the words.

### Audioscript

1 sheep	7 watch
2 catch	8 fish
3 wash	9 teacher
4 lunch	10 shop
5 chop	11 kitchen
6 dishes	12 reach

**Answers:**

1 sheep	2 catch	3 wash
4 lunch	5 chop	6 dishes
7 watch	8 fish	9 teacher
10 shop	11 kitchen	12 reach

**4 Listen, read, and repeat**

- Explain to the class that these sentences contain all the sounds they have been practicing in this lesson. This makes the sentences difficult to say as all the sounds are similar. Explain that sentences with similar sounds are called 'tongue twisters'. Write this phrase on the board.
- Play the recording and pause after each sentence for students to repeat as a class slowly.
- Invite volunteers to try to say each sentence quickly. Who can say the first sentence the fastest without making a mistake?

### Audioscript

*Shelley shopped for a fish, a sheep, two shoes, one shirt, and three shells.*  
*Charlie ate chicken, cheese, and chips while he reached for a watch in the kitchen.*

### Closing

- To practice the sh sound some more, write this tongue twister on the board and ask students to practice in pairs:
- She sells seashells on the seashore. The shells she sells are seashells. So, if she sells shells on the seashore, she sells seashore shells.

## PRONUNCIATION

### 1 Look, listen, and repeat

- Go through the pictures and check for understanding, e.g., ask: 1 *Why is the man rich?* (He has lots of money). 2 *What do you think the girl is watching?* 3 *Do you think this fish is in the sea? Can you wear these shoes to school?* (no) *what is another word for chop?* (cut) *what is the boy catching?* (a ball).
- Play the recording. Pause the recording after each word for students to repeat.
- Ask students which sounds this lesson is about (*sh, ch, and tch*).

### Audioscript

1 rich	4 shoe
2 watch	5 chop
3 fish	6 catch

### 2 Listen and circle the word you hear

- Explain to students that they need to listen carefully to the sounds they hear, and circle the word that is played on the recording.
- Play the recording. If necessary, stop the recording after each one to allow students to circle their answers.

LESSON 4

pages 84-85

**Objectives:** To use a timeline to write a biography  
To use formal language  
To research facts

**Materials:** Student's Book pages 84-85

STUDENT'S BOOK

page 84

Presentation

- 1 Ask students: *Have you ever read a story about a real-life person? Have you seen a TV show about a real person's life or a famous person?* Elicit some answers around the class and ask follow-up questions, such as what things they learned about the person they read about or saw on TV.
- 2 Draw students' attention to the lesson title, and elicit what a biography is (the story of the life of a real person – a biography is written by someone else). Ask students if a biography is in the first person or in the third person (third person because someone else is writing it).

1 Read Fareeda Hassan's biography. How many cities participated in the "Youth Give Back" event?

- 1 Read the question with the class. Ask: *Which are the important key words in the question that will help you find the answer in the text?* (cities, participated, youth give back).
- 2 Students listen and read the blog quickly for words that are the same or similar to the key words in the options. When they find these, they then look for the answer close by.
- 2 Check the answers with the class and ask strong students which words they found in the text that helped them find the answer.

Answers:

six

2 Read the biography again and answer the questions

- 1 As before, ask students to go through the questions and which will help them find the answer in the blog. Students can do this on their own.
- 2 Students work individually to answer the questions.
- 3 Go through the answers around the class, with different students saying answer and others providing the justification from the text.

LESSON 4 WRITING: A BIOGRAPHY

1 Read Fareeda Hassan's biography. How many cities participated in the "Youth Give Back" event?

Fareeda Hassan: A Biography

Early Life

Fareeda Hassan was born in Alexandria in 1994. As a child, Fareeda helped her mom buy her elder neighbors' shopping.

Volunteering at School

Fareeda started preparatory school in 2006. Here, she participated in her first volunteer event. She and a team of volunteers did a beach clean-up. In 2010, she organized her first charity event delivering food boxes to families in the community.

The University Years

In 2012, Fareeda went to university to study social sciences. Here, she organized a fundraising event to raise money for a new playground.

Working in Charities

In 2017, Fareeda started her first job as a community volunteer leader in Cairo. Since then, she has helped many people. In 2020, she led a "Youth Give Back" project in six cities in Egypt. It was so successful that she won the "2020 Community Worker" award. Today, she runs a charity for children.



2 Read the biography again and answer the questions

- 1 How did Fareeda help her neighbors when she was a child?  
\_\_\_\_\_
- 2 What was her first volunteer event at preparatory school?  
\_\_\_\_\_
- 3 What did she study at university? \_\_\_\_\_
- 4 What award did she win? \_\_\_\_\_

Tip!

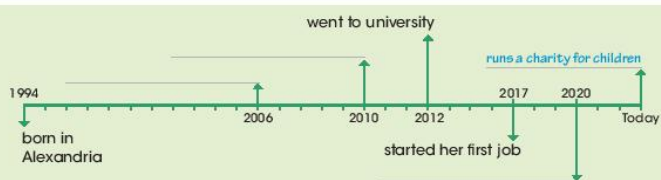
When writing a biography, it helps to make a timeline of events, starting from the date of birth. Add important events and their dates to the timeline. This helps you organize the information in the correct order.

Answers:

- 1 She did their shopping.
- 2 She did a beach clean-up
- 3 social sciences
- 4 2020 Community Worker Award

**3 Read the biography again. Complete the timeline**

UNIT  
11



**4 Plan a biography for Fares Shawky. Create a timeline in your notebook using the information below**

- 1996 born in Cairo
- 2008 started preparatory school
- 2008 volunteered in charity car wash
- 2014 went to university
- 2022 first job as a charity fundraiser
- Today runs a children's charity in Luxor

**5 Make notes using the timeline and your own imagination. Use the biography in Exercise 1 to help you**

**6 Use your notes from Exercise 5 to write your biography. Write 60–80 words. Remember to:**

- write the information in date order
- include events with dates
- divide the information into sections
- add headings for each section
- write in the past tense

**7 Work in pairs. Tell your partner one thing you liked about their biography, and one thing they could improve**

85

- 2 Give students a couple of minutes to add the information from the Student's Book to their timeline in their notebook.
- 3 Students swap notebooks to check each other's timelines. Answer any questions students have.

*Students' own answers*

**5 Make notes using the timeline and your own imagination. Use the biography in Exercise 1 to help you**

- 1 Plan the biography on the board with the class. Write headings for each paragraph as shown in Exercise 1: *Early life, Preparatory School, Volunteer projects, University, First job, Present Day.*
- 2 Put students into pairs to make notes under each heading. Before students start, read through the bullet points in Exercise 4, and remind students to make notes in the past tense.
- 3 Give students five minutes to complete the task. As students make notes, circulate and help with any difficulties.
- 4 At the end of the activity, check for any further difficulties before students complete the writing task in Exercise 6.

**Answers:**

**Model answer:**

**Early life**

Fares Shawky was born in Cairo in 1996.

**Preparatory school**

He started preparatory school in 2008. As a young child, he volunteered in a charity car wash.

**University**

In 2014, he started university

**Volunteering projects**

In 2022, he got his first job as a charity fundraiser.

**Present day**

Today he runs a children's charity in Luxor.

STUDENT'S BOOK

page 85

**3 Read the biography again. Complete the timeline**

- 1 Ask students to read the biography again on page 84.
- 2 Tell students that they're going to complete a timeline about Fareeda Hassan.
- 3 Ask students to do the task individually. Check if they can do it without going back to the text.
- 4 Fast finishers can check their answers in pairs.
- 5 When the exercise is complete, read through the *Tip!* box on the bottom of page 84 with the class before you do.

**Answers:**

- 2006 | started preparatory school
- 2010 | delivered food boxes to families.
- 2020 | organized the "Youth Give Back" project, won community award

**4 Plan a biography for Fares Shawky. Create a timeline in your notebook using the information below**

- 1 Draw a timeline on the board for students to copy into their notebooks. Start at 1996 and add markers to the present day. Label the years as they are in the bullet points in the exercise.

**6 Use your notes to write your biography. Write 80–100 words. Remember to:**

- 1 Students should now have the basis for their biography and can complete this task alone or for homework.

*Students' own answers*

**7 Work in pairs. Tell your partner one thing you liked about their biography, and one thing they could improve**

- 1 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework). They should check the work for each of the bullet points in Exercise 6 and provide constructive feedback as well as one thing they liked.
- 2 Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class.

*Students' own answers*

Closing

- Ask students which person they would like to write a biography about and why. It can be someone they know or a famous person. Answer the question for yourself first, then elicit an answer from a strong student before eliciting answers from volunteers.

LESSON 5

pages 86

**Objectives:** To complete a project making an information leaflet on how to be a good citizen  
To revise vocabulary from the unit  
To reflect on what students have learned in the unit

**Materials:** Student's Book pages 86-87  
Photos, glue, scissors

Opener

- Greet the class and say: *Good morning* or *Good afternoon*. Then ask students to greet each other in groups of three.

Presentation

- Read the title of the leaflet with the class and check the meaning of *citizen* (someone who lives in a town or city). Check for understanding by asking: *Are you a citizen?* Ask students what they think they can do to be a *good* citizen. Write some of the students' ideas to the board.

STUDENT'S BOOK

page 86

1 Read the leaflet. How can you reduce waste?

- Tell students they are going to make a leaflet in this lesson. Elicit the purpose of a leaflet (to provide information).
- Ask different students to read the different sections of the leaflet. Read the whole leaflet before eliciting the answer to the question. Follow up by asking the class if they know any other ways to reduce waste.

Answers:

1 Don't use plastic bags or bottles

2 Think and plan

- Put students into pairs or small groups.
- Groups can either talk about all the points in the bullets or you could allocate one bullet to each group to save time, and pool the feedback on the board in a feedback session for students to inform their leaflet.

*Students' own answers*

3 Read and do

- You may prefer to do the stages as a class, pausing after each stage so that students do not get left behind.

LESSON 5

PROJECT

1 Read the leaflet. How can you reduce waste?

**Ways to Be a Good Citizen**  
There are lots of ways you can volunteer to help your community.

**Respect Others:** Be polite and kind to your neighbors. Help people who are old or sick. Call your neighbors to ask how you can help. You can offer to do their shopping or do jobs for them at home.

**Protect the Environment:** Reduce waste and help the environment. Don't use plastic bags or plastic bottles. If you have plastic bottles at home, recycle them. Let's all be good citizens and make the world a better place!

**Help the Community:** Volunteer at a local charity event or help out on a community project. Volunteering isn't boring. It's interesting. You'll be surprised how much you enjoy it.

2 Think and plan

Make a leaflet about how to be a good citizen. Look at the headings in Exercise 1 and make notes

- What could you do for your neighbors?
- How could you help people who are sick or find it hard to get out of the house?
- What ways could you volunteer in your community?
- What could you do to help the environment?

3 Read and do

- Decide where to put the text and how many photos you want.
- Write a rough draft of the paragraphs. Check spelling, grammar, and punctuation.
- Print out some photos and stick them on.
- Write the final draft in the text boxes below each photo.
- You can use colors and bullet points to make the leaflet interesting.

4 Show your leaflet to your partner

- Hold up your leaflet and point to the photos as you read.

86

- Circulate and support students throughout the stages.
- Use the last stage (5) for fast finishers who have finished (4) before the rest of the class.

*Students' own answers*

4 Show your leaflet to your partner

- When the majority of pairs have finished, students can either share in pairs or small groups.
- Each student presents their leaflet, explaining their ideas. Their classmates should think of at least one question to ask about each leaflet. Circulate and praise students' efforts. Encourage students to share their ideas.

Extra practice

- Display the leaflets on the classroom wall. Invite the class to walk round and vote on the best leaflet by adding a dot to the top of their chosen leaflet in a colored pen. They should look for examples of the unit language as well as the things in the bulleted list in Exercise 3.
- Announce the winning leaflet and invite feedback on why students chose the leaflet they did. Remind students that their comments/questions should be positive and useful.
- Invite the class to congratulate the winner, and praise all effort in the class as well.

**SELF-ASSESSMENT**

**1 Complete the sentences with the words in the box**

donate look after participate volunteer

- \_\_\_\_\_ money to charity.
- Children who \_\_\_\_\_ in a group activity usually have lots of fun!
- \_\_\_\_\_ a child.
- We \_\_\_\_\_ to help in the community service project every year.

**2 Look and label the picture**

controller  
button  
joysticks



**3 Make the adjectives into adverbs. Write the correct words**

- Dalia was late so she ran to school very (quick). \_\_\_\_\_
- Soha closed the window (quiet), as everyone was asleep. \_\_\_\_\_
- Youssef is fantastic at football and plays very (good). \_\_\_\_\_
- Tarek saw his friend dropping litter and shouted (anger). \_\_\_\_\_

**4 Circle the correct word**

- Hoda isn't very **good** / **slow** at basketball but is getting better with practice!
- Dania learned how to play chess **quick** / **well**.
- My friend Sherif plays volleyball very **good** / **well**.
- Gameela **gently** / **gentle** picked up the cat.
- Nagwa and Lama played **happy** / **happily** in the park for an hour.

**5 Think about Unit 11. Write in your notebook**

Write two things you enjoyed and two things you learned.

**SELF-ASSESSMENT**

**1 Complete the sentences with the words in the box**

- Draw students' attention to the words in the box and ask check questions, e.g., *What sort of things can you donate? Can you donate old and broken things?*
- Let students work individually to complete the sentences. Fast finishers can come up with their own example sentences for each word and share them with the class during class feedback.
- Check answers around the class.

**Answers:**

- |              |               |
|--------------|---------------|
| 1 donate     | 2 participate |
| 3 look after | 4 volunteer   |

**2 Look and label the picture**

- Draw students' attention to the image and elicit what it is.
- Ask students to label the picture.
- Check answers as a class.

**Answers:**

- |            |          |              |
|------------|----------|--------------|
| 1 joystick | 2 button | 3 controller |
|------------|----------|--------------|

**3 Make the adjectives into adverbs. Write the correct words**

- Draw students' attention to the language box on page 81 of the Student's Book, reminding students how to form adverbs.
- Students can work individually or in mixed-ability pairs to complete the task.
- Check answers around the class.

**Answers:**

- |           |           |
|-----------|-----------|
| 1 quickly | 2 quietly |
| 3 well    | 4 angrily |

**4 Circle the correct word**

- Students work individually to choose the correct word.
- Monitor and check for any difficulties. The self-assessment page is a good time for students to recognize what they learned well and what they might need more guidance/practice on.
- Allow students to compare in pairs and try to resolve any different answers they might have between them, then check answers around the class.

**Answers:**

- |          |           |        |
|----------|-----------|--------|
| 1 good   | 2 well    | 3 well |
| 4 gently | 5 happily |        |

**5 Think about Unit 11**

- 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.
- Go over any areas of difficulty from the unit if there is time. Ask students to think about areas they found difficult personally and how they can practice them at home with a parent or caregiver. Answer any questions students might have.

*Students' own answers*

**Closing**

- Give praise for the effort put into their presentations, their project and the unit as a whole.
- Ask the class about their favorite parts of Unit 11.

# UNIT 12

## Introduction

pages 88-95

- Objectives:** To read, understand, and answer questions on a story  
To enjoy reading in English
- Vocabulary:** amethyst, carpenter, carrier pigeon, coo, dome, dovecote, jewelry, order, scribe, yard
- Materials:** Student's Book pages 88–95

## Opener

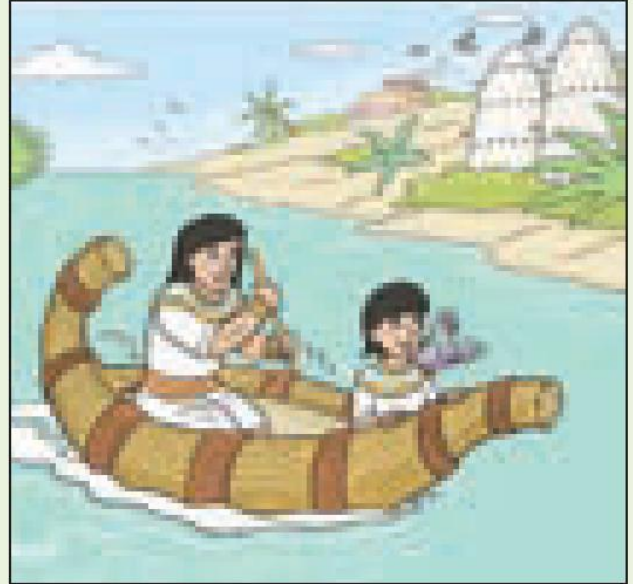
- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Ask the students if they enjoy reading stories, and if so, what their favorite story is. Then ask what type of stories they like reading. Ask volunteers to say what story they are reading at home at the moment. Tell the class they are going to read a story in this lesson.

## Presentation

- 1 Draw students' attention to the story title page on page 88. Point to the two names at the bottom of the page and ask: *Who wrote the story?* (Jenny Farmer); *What's the name for a person who writes stories?* (author); *Who drew the pictures?* (Matt Ward); *What's the name for the person who draws the pictures in a story?* (illustrator).
- 2 Read the story title: *Atemu and Amethyst*. Point to the picture and ask students to say what they can see. If necessary, ask prompt questions such as: *Is the story set in modern Egypt or Ancient Egypt?* (Ancient Egypt); *How do we know?* (the people in the boat are dressed in Ancient Egyptian clothes). *What are the two white buildings?* *Why are there holes in the buildings?* Tell students they will learn the answers to these questions in the story. Elicit who Atemu and Amethyst might be in the story, but don't confirm at this stage.

# UNIT 12

## FICTION READER: ATEMU AND AMETHYST



**BY JENNY FARMER  
ILLUSTRATED BY MATT WARD**

88

## PICTURE DICTIONARY

UNIT  
12

amethyst



carpenter



carrier pigeon



coo



dome



dovecotes



jewelry



order



scribe



yard

89

- 4 Ask follow-up questions and to check students' understanding further, ask students to make example sentences with each of the vocabulary items. They can call out the sentences around the class or pairs write sentences together – either all the sentences, time permitting, or you could allocate words to different pairs.

## STUDENT'S BOOK

page 89

- 1 Present the words in the picture dictionary on page 89. Explain that these are new words which appear in the story. Point to each picture in turn and say the word for students to point.
- 2 Say the words again for students to point and repeat. Take care with the pronunciation of *amethyst*, *dovecote* and *pigeon*.
- 3 Elicit the meaning of each word or ask check questions to check students' understanding, e.g. *What material is an amethyst?* (it's a stone); *Is it expensive or cheap?* (very expensive) *What material does a carpenter use?* (Wood) *Can you think of something a carpenter makes?* (e.g. tables, chairs); *What kind of animal is a pigeon?* (A bird) *Why do you think it's called a 'carrier' pigeon?* (It is called a carrier pigeon because it carries messages from one place to another)– *What can you see around its neck?* (a message) *What's the pigeon's job?* (to carry messages); *What do we use today instead of carrier pigeons?* (email, text messages, phone calls); *What shape is a dome?* (A dome is a structure that is shaped like half a sphere) Continue in this way for all of the new vocabulary items.



### Atemu and Amethyst

- 1 Ask students to look through the pictures in the story. Tell them not to read anything, but just to look at the pictures.
- 2 Ask what they think the story will be about. Answer any questions they might have or tell them that their questions will be answered as you read.
- 3 Read the story through and have the students follow the text.
- 4 Read again, this time with pauses for students to repeat after you.
- 5 Ask students what the story is about.

#### *Suggested answer:*

Atemu lives with his family in the Nile Delta. One day he sees lots of birds and he goes to feed them. One of the birds has a hurt wing, so Atemu takes the bird home and looks after her until she gets better. Atemu finds out that the bird is a carrier pigeon and belongs to a man in the city. Atemu and his father take the pigeon back to the man. The man thanks them. He understands that the pigeon, who is called Amethyst, did not fly home to him, and was happy with Atemu. The man lets Atemu keep Amethyst. Atemu is very happy and thanks him.

- 1 Ask the students to look at page 90. Play the recording. Students listen and read the story. Ask comprehension questions: *Why doesn't Atemu go to school?* (He is learning how to be a carpenter.); *What are Atemu's favorite animals?* (birds); *What is the word for a large group of birds?* (a flock); *What does Atemu's mom give him to feed the birds?* (grain). *What do the birds do when they have eaten the food?* (they fly away).



Once upon a time, a long, long, time ago, a boy called Atemu lived in the Nile Delta. His home was in a small village, and he lived with his parents and his big sister, Nedjem. Atemu was twelve, but he didn't go to school. His father worked as a **carpenter**. He was teaching Atemu how to make things from wood.

Atemu loved animals, especially birds. He liked to watch the birds that came into his yard. Every day, Atemu gave some **grain** to the birds. He enjoyed watching them eat. Often, his sister's cat came into the yard and watched the birds, too. It sometimes jumped at the birds, but it never caught them. It was a very slow cat.



One day in October, Atemu was in the yard when he heard a strange noise. He looked up and saw something amazing. A huge **flock** of birds were flying over his village. They were coming down to a field nearby.

"Mom! Mom!" shouted Atemu. "There are so many birds! Can I go and see them?" His Mom came out of the house and looked. "Wow!" she said. "Yes, you can go." She filled a bowl with grain. "Here, you are," she said kindly. "You can take this for them."



UNIT  
12

When Atemu got to the fields, he couldn't believe his eyes. There were thousands of birds. Every one of them was light gray, with shiny green feathers on its neck and purple feathers on its chest. They were beautiful! They called to each other with a long "whooh" sounds.

Atemu threw the grain to the birds. They ate it hungrily. Then, suddenly, they flew into the sky again. Atemu watched them go.



Then he noticed a bird at his feet. It was looking at him. "Coo, coo, coo, coo," it went.

"I don't have any grain for you, bird," said Atemu.

"Coo, coo, coo, coo," went the bird.

The noise was different from the other birds. It looked different too. First, it was bigger. The other birds had yellow beaks, but this bird's beak was dark gray. This bird also had stripes on its wings. Atemu could see something strange on its leg, too.

Just then, Atemu heard his mother calling him.

Atemu started walking quickly, but he could hear the bird behind him. It was following him!

"Why don't you fly with your friends?" said Atemu, but the bird just cooed.

91

- 2 Play the recording for pages 91–92. Students listen and read the story. Ask the following questions: *What noise does the bird make?* (coo); *How does the bird look different from the other birds?* (it was bigger and its beak is gray). Ask students to point to the bird's beak in the picture and check with a partner. *What did the bird do when Atemu went back to the house?* (it followed him); *What did the cat do?* (it jumped on the bird); *Why didn't the bird fly away from the cat?* (it was hurt and couldn't fly); *Which part of the bird was hurt?* (its wing). *What did Atemu's father find on the bird's leg?* (a wooden box); *What was in the box?* (a piece of papyrus paper with a message); *What kind of bird is it?* (a carrier pigeon – a bird which carries messages).

UNIT  
12



When Atemu got to his yard, the bird came in after him. He watched it while he cleaned vegetables for dinner.

Then he saw Nedjem's cat. It was watching the bird, too.

Suddenly, the cat jumped on the bird! But the bird didn't fly away.

Nedjem ran and picked up the cat.

"You should catch rats and snakes, not birds!" she said.

"What's wrong with that bird? It can't fly," said their mother. "Is it hurt?"

"Maybe!" said Atemu. "It didn't fly with the other birds." Atemu

walked to the bird. When he touched its left wing, it made a quiet sound.

"I think its wing is hurt," said Atemu.



When Atemu's father came home, Atemu showed him the bird. "It has a hurt wing, and there is something on its leg."

"Poor bird!" said his father. "What is that?" He took the object from the bird's leg.

It was a very small wooden box. Atemu's father opened it. A piece of papyrus paper was inside.

"It's a message!" said Atemu's father. "This bird is a **carrier pigeon**."

"What's a carrier pigeon?" asked Atemu.

92

91

- 3 Now play the recording for page 93. Students listen and read the story. Ask comprehension questions: *Does everyone have carrier pigeons?* (no – only important people); How do carrier pigeons know where to fly? (They learn where they live and then the people take them to a new place. They fly home from the new place when there is a message to take.) *Could Atemu's father read the message?* (no); *Why not?* (because he was a carpenter – carpenters didn't need to read and write so they don't learn at school); *How do we know this in the story?* (because Atemu is not going to school because he is learning how to be a carpenter); *What person in the story can read and write?* (the scribe); *Why did Atemu make a high table for the pigeon?* (so the cat couldn't hurt it); *What was in the message?* (it was an order for gold jewelry); *Who was the message for?* (the jewelry merchant); *What's the jewelry merchant's job?* (he sells jewelry); *What did Atemu and his father decide to do with the pigeon?* (they decided to take it back to the jewelry merchant).



"It's a bird which carries messages," said his father. "Important people in the city keep pigeons. The pigeons learn where they live. Then people take the pigeons to new places. When there is news from that place, they attach the message to the pigeon. It flies home and carries the message. That's why they're called carrier pigeons."

"That's very clever!" said Atemu. "So, what does this message say?"

"I don't know," said his father. "I'll take it to my friend, the scribe."



Atemu looked after the pigeon. He made it a high table which the cat couldn't jump onto.

He gave it water and grain and talked to it. The pigeon cooed back happily.

Atemu's father went to the city. Three days later he came home.

"Did you speak to the scribe?" said Atemu.

"Yes," said his father. "The message was for a jewelry **merchant** in the city, Mr Akhon. I took him the message, and he was very happy! It was an **order** for a lot of gold

jewelry from the capital city. It was very important for him."

"Mr Akhon also wants his pigeon. We'll take it to him next week."

"Yes, father," Atemu said quietly.

For the next week, Atemu looked after the pigeon. The pigeon started to fly again. Every morning, it flew to the roof where Atemu slept and cooed to him. Atemu was very happy to have a new pigeon friend.

"I don't want you to go home," he said to it quietly.



The next Sunday, Atemu and his father got into their boat to go to the city. The pigeon sat on Atemu's shoulder.

Atemu was excited because it was his first trip to the city, but he was also sad. It was his last day with the pigeon.

But he forgot about that when he saw the houses of the city. There were so many and some of the houses were very big! Some houses had white **domes** with many small holes in the yard or on the roof.

"What are they?" asked Atemu.

"Those are **dovecotes**," said Atemu's father. "Dovecotes are special houses for pigeons."

Finally, they arrived at a large house. "We're here!" Atemu's father said.

A smiling man came to meet them. He was wearing a lot of jewelry. Atemu knew it was the merchant.

"Welcome to my home!" Mr Akhon said. "Thank you so much for finding my message. It was from my most important customer. And thanks for looking after my pigeon. Her name is **Amethyst** – because her feathers are the same color as these purple stones. She is my best bird!"

"She was hurt," said Atemu.

"I see," said the merchant. Can she fly now?"

"Yes," said Atemu. "She's much better."

"Come with me then. I'll show you where she lives."



Atemu and his father followed Mr Akhon into his yard. At one side, there were three tall dovecotes. "My birds will come home soon," the merchant said.

"How many do you have?" said Atemu.

"Oh, a lot," said Mr Akhon. "They have a lot of babies, so I don't know exactly."

Atemu looked into a dovecote. He could see some baby birds. "They're so cute!" Atemu said.

"It's time to go, son," said Atemu's father. "Say goodbye to the bird."



"Goodbye Amethyst," said Atemu, softly. He touched her purple feathers, and she cooed. He was very sad, but he tried to smile.

The merchant was a kind man. He spoke to Atemu.

"You say Amethyst got well again, but she didn't fly home."

"Yes" said Atemu.

"Well, I think she'll be happy to stay with you now."

"Oh wow!" said Atemu. "Thank you so much." He looked at Amethyst, and she jumped onto his shoulder.

"She'll need a small house," said Mr Akhon.

"I can make one!" said Atemu. "I'm learning to be a carpenter."

"I'll help you," said his dad.



On the boat home, Atemu's father said. "Mr Akhon is a very good man. He gave you his best bird!"

Atemu said. "Yes. How can I thank him?"

"You could ask the scribe to write a thank you letter for you," said his father.

"Good idea!" said Atemu! "And Amethyst can take it to him!"

- Play the recording for page 94. Students listen and read the story. Ask comprehension questions: *Where are Atemu and his father going in the boat?* (to the city); *Why?* (to return the pigeon); *Where do pigeons live in the city?* (in dovecotes); *What shape are the dovecotes at the top?* (dome shaped); *Why do you think Mr Akhon was wearing a lot of jewelry?* (because he was rich/because he sold jewelry); *Why was the pigeon called 'Amethyst'?* (because her feathers are the same color as the purple stone of amethyst); *Was Amethyst better now?* (yes); *How do we know?* (because she could fly).
- Finally, play the recording for page 95. Students listen and read the story. Ask comprehension questions: *Does Mr Akhon know how many birds he has?* (no); *Why not?* (because they have a lot of babies); *Was Atemu happy when it was time to leave Amethyst?* (no – he was sad); *How do we know Mr Akhon was kind?* (because he let Atemu keep Amethyst); *Why did Mr Akhon let Atemu keep Amethyst?* (because she did not fly home when her wing was better – she wanted to stay with Atemu); *Who was going to build a house for Amethyst?* (Atemu); *How could Atemu thank Mr Akhon?* (he could ask the scribe to write a letter and Amethyst could take it to Mr Akhon).

### Audioscript

Once upon a time, a long, long, time ago, a boy called Atemu lived in the Nile Delta. His home was in a small village, and he lived with his parents and his big sister, Nedjem. Atemu was twelve, but he didn't go to school. His father worked as a carpenter. He was teaching Atemu how to make things from wood.

Atemu loved animals, especially birds. He liked to watch the birds that came into his yard. Every day, Atemu gave some grain to the birds. He enjoyed watching them eat. Often, his sister's cat came into the yard and watched the birds, too. It sometimes jumped at the birds, but it never caught them. It was a very slow cat.

One day in October, Atemu was in the yard when he heard a strange noise. He looked up and saw something amazing. A huge flock of birds were flying over his village. They were coming down to a field nearby.

"Mom! Mom!" shouted Atemu. "There are so many birds! Can I go and see them?" His Mom came out of the house and looked. "Wow!" she said. "Yes, you can go." She filled a bowl with grain. "Here, you are," she said kindly. "You can take this for them."

When Atemu got to the fields, he couldn't believe his eyes. There were thousands of birds. Every one of them was light gray, with shiny green feathers on its neck and purple feathers on its chest. They were beautiful! They called to each other with a long "who" sounds.

Atemu threw the grain to the birds. They ate it hungrily. Then, suddenly, they flew into the sky again. Atemu watched them go.

Then he noticed a bird at his feet. It was looking at him.

"Coo, coo, coo, coo," it went.

"I don't have any grain for you, bird," said Atemu.

"Coo, coo, coo, coo," went the bird.

The noise was different from the other birds. It looked different too. First, it was bigger. The other birds had yellow beaks, but this bird's beak was dark gray. This bird also had stripes on its wings. Atemu could see something strange on its leg, too.

Just then, Atemu heard his mother calling him.

Atemu started walking quickly, but he could hear the bird behind him. It was following him!

"Why don't you fly with your friends?" said Atemu, but the bird just cooed.

When Atemu got to his yard, the bird came in after him. He watched it while he cleaned vegetables for dinner. Then he saw Nedjem's cat. It was watching the bird, too. Suddenly, the cat jumped on the bird! But the bird didn't fly away. Nedjem ran and picked up the cat.

"You should catch rats and snakes, not birds!" she said.

"What's wrong with that bird? It can't fly," said the mother. "Is it hurt?"

"Maybe!" said Atemu. "It didn't fly with the other birds." Atemu walked to the bird.

When he touched its left wing, it made a quiet sound.

"I think its wing is hurt," said Atemu.

"It's a bird which carries messages," said his father. "Important people in the city keep pigeons. The pigeons learn where they live. Then people take the pigeons to new places. When there is news from that place, they attach the message to the pigeon. It flies home and carries the message. That's why they're called carrier pigeons."

"That's very clever!" said Atemu. "So, what does this message say?"

"I don't know," said his father. "I'll take it to my friend, the scribe."

Atemu looked after the pigeon. He made it a high table which the cat couldn't jump onto.

He gave it water and grain and talked to it. The pigeon cooed back happily.

Atemu's father went to the city. Three days later he came home.

"Did you speak to the scribe?" said Atemu.

"Yes," said his father. "The message was for a jewelry merchant in the city, Mr Akhon. I took him the message, and he was very happy! It was an order for a lot of gold jewelry from the capital city. It was very important for him."

"Mr Akhon also wants his pigeon. We'll take it to him next week."

"Yes, father," Atemu said quietly.

*For the next week, Atemu looked after the pigeon. The pigeon started to fly again.*

*Every morning, it flew to the roof where Atemu slept and cooed to him. Atemu was very happy to have a new pigeon friend. "I don't want you to go home," he said to it quietly.*

*The next Sunday, Atemu and his father got into their boat to go to the city. The pigeon sat on Atemu's shoulder.*

*Atemu was excited because it was his first trip to the city, but he was also sad. It was his last day with the pigeon.*

*But he forgot about that when he saw the houses of the city.*

*There were so many and some of the houses were very big!*

*Some houses had white domes with many small holes in the yard or on the roof.*

*"What are they?" asked Atemu.*

*"Those are dovecotes," said Atemu's father. "Dovecotes are special houses for pigeons."*

*Finally, they arrived at a large house. "We're here!" Atemu's father said.*

*A smiling man came to meet them. He was wearing a lot of jewelry. Atemu knew it was the merchant.*

*"Welcome to my home!" Mr Akhon said. "Thank you so much for finding my message. It was from my most important customer. And thanks for looking after my pigeon. Her name is Amethyst – because her feathers are the same color as these purple stones. She is my best bird!"*

*"She was hurt," said Atemu.*

*"I see," said the merchant. "Can she fly now?"*

*"Yes," said Atemu. "She's much better."*

*"Come with me then. I'll show you where she lives."*

*Atemu and his father followed Mr Akhon into his yard. At one side, there were three tall dovecotes.*

*"My birds will come home soon," the merchant said.*

*"How many do you have?" said Atemu. "Oh, a lot," said Mr Akhon.*

*"They have a lot of babies, so I don't know exactly."*

*Atemu looked into a dovecote. He could see some baby birds.*

*"They're so cute!" Atemu said.*

*"It's time to go, son," said Atemu's father. "Say goodbye to the bird."*

*"Goodbye Amethyst," said Atemu, softly. He touched her purple feathers, and she cooed. He was very sad, but he tried to smile. The merchant was a kind man. He spoke to Atemu.*

*"You say Amethyst got well again, but she didn't fly home."*

*"Yes," said Atemu.*

*"Well, I think she'll be happy to stay with you now."*

*"Oh wow!" said Atemu. "Thank you so much." He looked at Amethyst, and she*

*jumped onto his shoulder.*

*"She'll need a small house," said Mr Akhon.*

*"I can make one!" said Atemu. "I'm learning to be a carpenter."*

*"I'll help you," said his dad.*

*On the boat home, Atemu's father said. "Mr Akhon is a very good man. He gave*

*you his best bird!"*

*Atemu said. "Yes. How can I thank him?"*

*"You could ask the scribe to write a thank you letter for you," said his father.*

*"Good idea!" said Atemu, "And Amethyst can take it to him!"*

## LESSON 1

pages 96-97

**Objectives:** To read, understand, and answer questions on a story  
To put events from the story in order  
To complete a paragraph about the story  
To practice using irregular past simple verbs from the story

**Materials:** Student's Book pages 96–97  
Audio files

### Opener

- Ask the students what they can remember about the story. Can they tell you what happened? Do they have a favorite part of the story?

### Presentation

- Ask: *Who are the main characters of the story?* (Atemu, Amethyst, Atemu's father, and Mr Akhon); *Where are the different places Atemu goes to in the story?* (to the field and to the city to visit Mr Akhon). Ask: *Why do you think Amethyst wants to stay with Atemu?* (because Atemu looked after her).

## STUDENT'S BOOK

page 96

### 1 Circle the correct answer

- Do the activity as a class. Read out each question and the options, and ask the class to choose the correct one.

**Answers:**

- 1 b a boy who loves birds  
2 a in the Nile Delta, in Ancient Egypt

### 2 Put the story events in the correct order

- Explain to students that the sentences are events from the story. Do the first one as a class: read through the sentences and elicit the sentence which happened first in the story. Ask students to write '1' in the box at the end of the sentence. Students continue individually or in pairs for support.
- Give students 2–3 minutes to complete the activity. If they are not sure, remind students to look back over the story. Check answers as a class.

**Answers:**

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

### 3 What did you learn about Atemu and his family? Write and answer T (True) or F (False)

- Students try to answer without rereading the story, then check their answers in the story together in pairs.

## LESSON 1

### 1 Circle the correct answer

- What is the story mainly about?  
a a cat that can't catch birds      b a boy who loves birds
- When and where did the story happen?  
a in the Nile Delta, in Ancient Egypt      b in Cairo, a few years ago

### 2 Put the story events in the correct order

- Atemu had never been to the city.
- Atemu fed the huge flock of birds some grain.
- Atemu gave the bird and message to Mr Akhon.
- The bird had a box on its leg. It was a carrier pigeon.
- One bird had a gray beak. Its wing was hurt.
- Atemu made a table for the bird.
- Mr Akhon gave Amethyst to Atemu.

1

### 3 What did you learn about Atemu and his family? Write and answer T (True) or F (False)

- Atemu lives in a big town.
- Nedjem is Atemu's older sister.
- Atemu is ten years old.
- Atemu goes to school.
- Atemu's father makes things from wood.
- Atemu has a cat.




### 4 Match the verbs from the story with the past simple form

- |         |          |
|---------|----------|
| 1 give  | a flew   |
| 2 come  | b threw  |
| 3 catch | c came   |
| 4 hear  | d ate    |
| 5 throw | e caught |
| 6 eat   | f gave   |
| 7 fly   | g heard  |

96

- For mixed-ability classes, ask most students to decide in pairs if the sentences are true or false, and ask the fast finishers to correct the false statements in their notebooks.
- Check the answers around the class, asking fast finishers to read out their corrected false statements.

**Answers:**

- 1 false – He lives in a small village.  
2 true  
3 false – He is 12 years old.  
4 false – He doesn't go to school because he is learning how to be a carpenter.  
5 true  
6 false – his sister has a cat

### 4 Match the verbs from the story with the past simple form

- Students match the base form of the verbs with the past simple form individually or in pairs for support.
- Check answers around the class.

**Answers:**

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

**5 Complete the paragraph with the past simple form of the verbs**

Atemu loved birds. Every day, birds 1 \_\_\_\_\_ (come) into his yard, and Atemu 2 \_\_\_\_\_ (give) them grain. His sister's cat watched the birds, too, but it never 3 \_\_\_\_\_ (catch) them. One day, Atemu 4 \_\_\_\_\_ (hear) a strange noise in the sky. A lot of birds were flying into a field near his home. Atemu went to the field and 5 \_\_\_\_\_ (throw) grain to the birds. The birds 6 \_\_\_\_\_ (eat) the grain and then 7 \_\_\_\_\_ (fly) away. But one bird was different. It stayed on the ground.

**6 Write three sentences about the story using verbs from Exercise 5 with the past simple form**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**7 Complete the paragraph. Check your answers in the story**

All of the birds were light gray, with green feathers on their 1 \_\_\_\_\_ and 2 \_\_\_\_\_ feathers on their chests. But one bird was a little different. It was 3 \_\_\_\_\_ than the other birds. They had 4 \_\_\_\_\_ beaks, but its beak was 5 \_\_\_\_\_. It also sounded different. The 6 \_\_\_\_\_ the other birds made was a long "whoo", but it went "coo coo". It had 7 \_\_\_\_\_ on its wings, but they didn't.



**8 Work in pairs. Think and discuss**

- 1 Why do you think the bird stayed with Atemu?
- 2 Why do you think carrier pigeons were needed?
- 3 What do you think will happen next in the story?

- 2 Circulate and offer help where needed, paying particular attention to the correct formation of the past simple tense.

*Students' own answers*

**7 Complete the paragraph. Check your answers in the story**

- 1 Students may need to look back at the story on pages 91–92 to find some of the details to complete the paragraph. Put students into pairs to do this, so they can help each other.
- 2 Read the paragraph around the class to check the answers.

**Answers:**

- |           |             |          |
|-----------|-------------|----------|
| 1 necks   | 2 purple    | 3 bigger |
| 4 yellow  | 5 dark gray | 6 sounds |
| 7 stripes |             |          |

**8 Work in pairs. Think and discuss**

- 1 As an alternative, allocate one question to pairs or groups and ask them to feedback their answers to the class. Did everyone share the same answers?

*Students' own answers*

**5 Complete the paragraph with the past simple form of the verbs**

- 1 Read through the verbs in brackets with the class and elicit if they are regular or irregular verbs (they are all irregular).
- 2 Students complete the paragraph individually. Remind them that they can check the story to help them if necessary.
- 3 Read the completed paragraph around the class to check the answers.

**Answers:**

Atemu loved birds. Every day, birds **came** into his yard, and Atemu **gave** them grain. His sister's cat watched the birds, too, but it never **caught** them. One day, Atemu **heard** a strange noise in the sky. A lot of birds were flying into a field near his home. Atemu went to the field and **threw** grain to the birds. The birds **ate** the grain and then **flew** away. But one bird was different. It stayed on the ground.

**6 Write three sentences about the story using verbs from Exercise 5 with the past simple form**

- 1 Explain to students that they can write sentences about any of the events in the story. For support, allow students to look back over the story.



LESSON 2

pages 98-99

**Objectives:** To review the story and check understanding  
To understand the role of characters in the story  
To explain the process of sending a message by carrier pigeon

**Materials:** Student's Book pages 98-99

Opener

- Revise the vocabulary from the story, using the picture dictionary from page 89.

Presentation

- 1 Ask students to tell you which words can describe sending a message by carrier pigeon (message, home, leg, news, etc.).

STUDENT'S BOOK

page 98

1 Answer the questions

- 1 Students write the answers to the questions, then feedback to the class. Alternatively, students can discuss in pairs or as a class, then write up the answers for homework.

**Answer:**

- 1 the bird's wing was broken
- 2 a wooden box and message
- 3 carrier pigeon/pigeon
- 4 a jewelry merchant
- 5 take the bird to Mr Akhon

2 Complete the sentences with the words

- 1 Explain to the class that this activity is about pigeons. Before starting the activity, elicit from the class everything they can remember about carrier pigeons. Write what the students say on the board to help them in the activity.
- 2 Read through the words in the box with the class, checking for understanding of *orders* in particular.
- 3 Students complete the sentences individually, then check with a partner.

**Answers:**

- |           |        |        |
|-----------|--------|--------|
| 1 pigeons | 2 home | 3 news |
| 4 orders  | 5 leg  |        |

3 Work in pairs. Think and say. What is happening in the pictures 1-5?

- 1 Put students into pairs.
- 2 For support, elicit what students can see in each picture as a class first, then allow students a couple of minutes to talk through the sequence together. Remind them to use the information in Exercise 2 to help them.

LESSON 2

1 Answer the questions

- 1 Why couldn't the bird fly? \_\_\_\_\_
- 2 What did the bird have on its leg? \_\_\_\_\_
- 3 What kind of bird is it? \_\_\_\_\_
- 4 Who is Mr Akhon? \_\_\_\_\_
- 5 What will Atemu and his father do next week? \_\_\_\_\_

2 Complete the sentences with the words

home leg news orders pigeons

- 1 Important people in Ancient Egypt often kept carrier \_\_\_\_\_.
- 2 Carrier pigeons can learn where their \_\_\_\_\_ is.
- 3 Carrier pigeons often carried \_\_\_\_\_ from one place to another city.
- 4 People used carrier pigeons to send \_\_\_\_\_ to merchants.
- 5 People attached their messages to the pigeon's \_\_\_\_\_.

3 Work in pairs. Think and say. What is happening in the pictures 1-5?



- 3 During class feedback, elicit one stage of the process for different pairs.
- 4 Students can write up the process in their notebooks for homework.

**Suggested answer:**

- 1 Someone writes the message on paper/papyrus.
- 2 They put the message in the box on the pigeon's leg.
- 3 The pigeon flies away with the message.
- 4 The pigeon is traveling.
- 5 Someone receives/reads the message.

Extra practice

- 1 As a writing task, students can imagine that they live in Ancient Egypt and they want to make an order for something. They can describe what they did using the information in Exercises 2 and 3. At the beginning of the lesson, they can swap their work for peer-correction.

#### 4 Who says this in the story? Read and write the names

Atemu Atemu's father Atemu's mother Nedjem

- "I think **its** wing is hurt," \_\_\_\_\_
- "**You** should catch rats and snakes, not birds!" \_\_\_\_\_
- "It can't fly," \_\_\_\_\_
- "**That's** very clever!" \_\_\_\_\_
- "I'll take it to my friend, the scribe," \_\_\_\_\_

#### 5 Look at the words in bold in Exercise 4. Answer the questions

- Which two sentences are about the pigeon? \_\_\_
- Which sentence is about Nedjem's cat? \_\_\_
- Which sentence is about the message? \_\_\_
- Which sentence is about what carrier pigeons do? \_\_\_

#### 6 Complete the sentences. Check in the story

- Atemu felt both \_\_\_\_\_ and excited when he got into the boat to go to the city.
- Atemu saw some big houses and some \_\_\_\_\_ from the boat.
- Atemu knew Mr Akhon because he was wearing a lot of \_\_\_\_\_.
- The pigeon's name was \_\_\_\_\_ because she had purple feathers.
- Mr Akhon's pigeons had a lot of cute \_\_\_\_\_.
- Mr Akhon told Atemu to make a \_\_\_\_\_ for the pigeon.

#### 7 Think and discuss

- Why did Atemu's father take the message to the scribe?
- How did Atemu look after Amethyst?
- Why was the message important for Mr Akhon?
- Why will Atemu and his father take the pigeon to Mr Akhon?

99

**Answers:**

- |           |     |
|-----------|-----|
| 1 1 and 3 | 2 2 |
| 3 5       | 4 4 |

#### 6 Complete the sentences. Check in the story

- Put students into pairs to discuss which words go in the spaces. Students may need to find some of the answers in the story first.
- Read the sentences around the class to check the answers.

**Answers:**

- |                       |             |
|-----------------------|-------------|
| 1 sad                 | 2 dovecotes |
| 3 jewelry             | 4 Amethyst  |
| 5 babies/baby pigeons | 6 house     |

#### 7 Think and discuss

- These questions allow students to use their own ideas. Put students into mixed-ability pairs or groups for this activity and allocate as many questions to each group as you feel suits the group's ability or the time you have available.
- Allow students a minute or so to think about the question(s) individually and write notes. This will give students time to form their opinion and make a note of any words they need, and will aid their fluency during discussion.
- While groups are discussing, monitor and help with any difficulties. Note any interesting ideas to elicit during class feedback.

## STUDENT'S BOOK

page 99

#### 4 Who says this in the story? Read and write the names

- Tell students to ignore the bold words – they will use them in the next activity.
- Read through the sentences as a class and have students guess or say which person said each sentence.
- In pairs, students check their answers in the story on pages 90–95.

**Answers:**

- |         |                  |                  |
|---------|------------------|------------------|
| 1 Atemu | 2 Nedjem         | 3 Atemu's mother |
| 4 Atemu | 5 Atemu's father |                  |

#### 5 Look at the words in bold in Exercise 4. Answer the questions

- Ask students to read through the sentences in Exercise 4 again and decide which character or situation each word in bold describes. Students can do this individually or in pairs.
- Check students' ideas as a class.

**Suggested answer:**

- Atemu's father took the message to the scribe so that the scribe could read it to him, and he'd know the content of the message.
- He made the pigeon a high table which the cat couldn't jump onto. He gave it water and grain and talked to it.
- It was an order for a lot of gold jewelry from the capital city. It was very important for him.
- Because Mr Akhon wants his pigeon back.

## LESSON 3

pages 100-101

- Objectives:**
- To discuss the characters' feelings in the story
  - To discuss and understand the moral of the story
  - To revise the vocabulary of the story through a crossword
  - To plan, write, and review a message to a character in the story

**Materials:** Student's Book pages 100–101

### Opener

- Greet students and ask them how they are feeling.

### Presentation

- 1 Ask the students if they would like to have a carrier pigeon of their own. Why/Why not?

## STUDENT'S BOOK

page 100

### 1 Think and discuss

- 1 Discuss the answers as a class or allow students to discuss in groups. Explain to students that there is no correct answer for the second question.
- 2 Elicit students' ideas. Accept all reasonable ideas and ask students to give reasons for their answers.

*Students' own answers*

### 2 Check ALL the correct answers

- 1 Tell students that more than one option can be correct.
- 2 Read through the questions and options as a class and elicit the answers from volunteers.

**Answer:**

- 1 Atemu helped his business; Atemu looked after his pigeon.
- 2 Mr Akhon wanted to thank Atemu for helping him.
- 3 Mr Akhon gave Amythest to Atemu.

### 3 Discuss. Circle the correct answer

- 1 Elicit the meaning of 'moral' (the lesson the story teaches us).
- 2 Put students into pairs to discuss the ideas and choose one of the options.
- 3 Elicit ideas from a few pairs.

**Answer:**

- 2 When somebody helps you, you should help them if you can.

## LESSON 3

### 1 Think and discuss

- 1 Why was Atemu sad when they went to the city?
- 2 What do you think was more important for Mr Akhon, the message or the pigeon?

### 2 Check ALL the correct answers

- 1 Why did Mr Akhon say thank you to Atemu?
  - Atemu helped his business.
  - Atemu looked after his pigeon.
  - Atemu was feeling sad.
- 2 Why did Mr Akhon give Atemu the pigeon?
  - The pigeon couldn't fly now.
  - Mr Akhon knew Atemu wanted the pigeon.
  - Mr Akhon wanted to thank Atemu for helping him.
- 3 Why did Atemu's father say Mr Akhon was a good man?
  - Mr Akhon didn't have to give Amethyst to Atemu.
  - Mr Akhon made a lot of beautiful jewelry.
  - Mr Akhon gave Amythest to Atemu.

### 3 Discuss. Circle the correct answer

What is the moral of the story?

- 1 When somebody helps you, you should always be polite.
- 2 When somebody helps you, you should help them if you can.
- 3 When somebody helps you, you should give them a pigeon.



**4 Complete the puzzle with these words from the story. What's the word in yellow?**

amethyst carpenter coo dome jewelry order pigeons yard

**5 Think about what happened next in the story of Atemu and Amethyst. Make notes. Think about:**

- how Atemu felt on the journey home
- what Atemu did when he got home
- what Atemu did the next day
- something funny or exciting that happened to Amethyst and Atemu

**6 Imagine you are Atemu. In your notebook, write a message for Mr Akhon. Say thank you and tell him how Amethyst is doing**

**7 Work in a group. Read your message to the group. Discuss the questions**

- 1 Do all the messages say thank you and give news?
- 2 Which news is the most interesting?
- 3 Choose one message to send to Mr Akhon. Why did you choose that message?

101

**5 Think about what happened next in the story of Atemu and Amethyst. Make notes. Think about:**

- 1 Explain to students that this activity is preparation for the writing activity in Exercise 6.
- 2 Ask students to think about what happens next after the story ends. Students can discuss each of the bullet points in pairs or small groups, and nominate one person to take notes. Monitor and help with ideas and language.
- 3 At the end of the discussion, all the students can copy the notes into their notebooks.

**6 Imagine you are Atemu. In your notebook, write a message for Mr Akhon. Say thank you and tell him how Amethyst is doing**

- 1 Tell students that they should use their ideas from Exercise 5 to write a short message for Mr Akhon about Amethyst's journey home and first day back with Atemu.
- 2 Students can complete their writing for homework.

**7 Work in a group. Read your message to the group. Discuss the questions**

- 1 Put students into small mixed-ability groups. Ask students to follow the instructions together. To avoid some groups racing through the steps and leaving other groups behind, pause the activity for feedback after each stage.

**4 Complete the puzzle with these words from the story. What's the word in yellow?**

- 1 Explain to students that each picture shows a word they need to complete the crossword with. When they have completed the crossword, an extra word in the yellow boxes will appear vertically. If it doesn't, then one of their answers might be incorrect. Point out that picture 4 has one pigeon and picture 7 has two pigeons.
- 2 Students complete the crossword individually and compare answers in pairs. Slower learners can work in pairs to find the answers.
- 3 Circulate and monitor, giving support as necessary.
- 4 Fast finishers can write the words in a new sentence to help them remember them.

**Answer:**

- |           |             |           |
|-----------|-------------|-----------|
| 1 dome    | 2 order     | 3 jewelry |
| 4 coo     | 5 amethyst  | 6 yard    |
| 7 pigeons | 8 carpenter |           |

Hidden word: merchant

LESSON 1

pages 102-103

- Objectives:** To revise the vocabulary and language from Units 10–12
- Vocabulary:** *Eco-tourism:* accommodation, renewable, litter, respect, sustainable  
*Wildlife:* dunes, waves, donate  
*Volunteering:* participate, support, volunteer  
*Verbs:* give back, help out, be kind to, look after, start up  
*Fiction reader:* amethyst, carpenter, dome, jewelry, order, pigeon, yard
- Materials:** Student's Book pages 102–103  
 Assorted flashcards for vocabulary in this Review lesson  
 Audio files

Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.

STUDENT'S BOOK

page 102

1 Complete the sentences

- Read through the words in the box with the class and, if you think it will help, elicit the meaning of each one.
- Students complete the sentences individually, then check answers with a partner. Alternatively, for more support students can work in mixed-ability pairs. Check the answers around the class.

Answers:

- |             |            |                 |
|-------------|------------|-----------------|
| 1 real      | 2 meaning  | 3 volunteer     |
| 4 socialize | 5 habitats | 6 accommodation |

2 Read the words in the box. In pairs, think of sentences similar to those in Exercise 1. Choose two words each, then share your ideas

- Read the words as a class, and elicit the meanings from the students. This exercise gets students to personalise the vocabulary in the box, so it's important that students fully understand the meanings of these challenging words.
- Students do this task in pairs and then share their sentences with another pair for peer-correction.
- Monitor and check for understanding. Only correct mistakes relating to vocabulary comprehension.

*Students' own answers*

REVIEW 4

LESSON 1

1 Complete the sentences

accommodation real meaning habitats socialize volunteer

- The character in a cartoon was not \_\_\_\_\_. The author made him up.
- Proverbs have more than one \_\_\_\_\_.
- When people \_\_\_\_\_, it makes them feel happy to help other people.
- When you \_\_\_\_\_, you spend time with people you like.
- Animals need safe \_\_\_\_\_ where they can live, find food, and look after their babies.
- Holidays for eco-tourists often have simple \_\_\_\_\_.

2 Read the words in the box. In pairs, think of sentences similar to those in Exercise 1. Choose two words each, then share your ideas

carrier pigeon respect sustainable merchant

3 Choose the correct words

- I am always kind **to** / **of** younger children.
- My brother sometimes helps **up** / **out** at music club.
- It's very important to look **out** / **after** your pets.
- Last year, we decided to start **to** / **up** a free art club.
- What can you give **up** / **back** to your community?

4 Write the words in the correct box in the table

beaches donate litter participate support sustainable

Helping others	Eco-tourism

3 Choose the correct words

- Students choose the correct preposition to complete the verb.
- Ask students to do this task individually.
- Check answers around the class and go over any difficulties.

Answers:

- |      |        |         |
|------|--------|---------|
| 1 to | 2 out  | 3 after |
| 4 up | 5 back |         |

4 Write the words in the correct box in the table

- Read the instruction with the class then elicit the two categories that students have to complete the words with (helping others and eco-tourism).
- Students can complete the table with a partner, then make example sentences with each of the words.
- Elicit the answers from the class along with a sentence for each item.

Answers:

Helping others: donate, participate, support  
 Eco-tourism: beaches, litter, sustainable

### 5 Read and choose a, b, or c. Listen and check

REVIEW  
4

I love going on vacation, but I think eco-tourism is a more sustainable way to travel. We learned about it in geography today and our teacher explained it really 1 \_\_\_\_\_. For example, you 2 \_\_\_\_\_ throw litter on beaches because this can make animals sick. I love watching birds and other animals in their natural habitats. However, people 3 \_\_\_\_\_ get too close to the birds, because it can make them frightened. It's important to speak and move 4 \_\_\_\_\_ when you are near wildlife.

I think people 5 \_\_\_\_\_ be careful not to damage the environment when they travel.

- 1 a good    b well    c bad  
2 a mustn't    b must    c must to  
3 a must    b can    c mustn't  
4 a quiet    b quietly    c loud  
5 a must    b mustn't    c can't



### 6 Discuss with a partner. Then write answers in your notebook

- Give some examples of how you can help your environment become eco-friendly.
- Why you think it is important to live in an eco-friendly environment.

### 7 Complete the sentences with the words

amethyst    carpenter    domes    jewelry    order    pigeons    yard

- My uncle keeps \_\_\_\_\_ on his roof. They're his favorite birds.
- Our house has a big \_\_\_\_\_ where we have barbecues in nice weather.
- That \_\_\_\_\_ makes excellent wooden furniture.
- \_\_\_\_\_ was a very popular stone with Pharaohs in Ancient Egypt.
- If the restaurant loses your \_\_\_\_\_, you won't get any food.
- People often wear \_\_\_\_\_ when they want to look good.
- What's that building with big glass \_\_\_\_\_ on the roof?

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### 6 Discuss with a partner. Then write answers in your notebook

- If some students will struggle with this activity, put them in mixed-ability groups rather than pairs. Alternatively, discuss the questions as a class. Write some of the students' ideas on the board.

*Students' own answers*

### 7 Complete the sentences with the words

- Explain to the class that this activity practices vocabulary from the fiction reader, but using sentences about other situations; it's a chance for students to use the vocabulary in a different situation.
- Ask students to complete the task individually, then check answers in a pair or group. For mixed-ability classes, you can ask some students to do questions 1-4, and some to do questions 5-7, with confident students completing all seven questions individually.
- Check the answers around the class.

**Answers:**

- |            |         |             |
|------------|---------|-------------|
| 1 pigeons  | 2 yard  | 3 carpenter |
| 4 amethyst | 5 order | 6 jewelry   |
| 7 dome     |         |             |

### 5 Read and choose a, b, or c. Listen and check

- This activity revises *must/mustn't* and regular and irregular adverbs.
- Students can work individually or in pairs to read through the text and choose the answer that fits best.
- Play the recording to check the answers. Go through any emerging difficulties with the language, and read through the relevant *Language focus* box again if necessary.

**Answers:**

- |             |             |             |
|-------------|-------------|-------------|
| 1 b well    | 2 a mustn't | 3 c mustn't |
| 4 b quietly | 5 a must    |             |

### Audioscript

*I love going on vacation, but I think eco-tourism is a more sustainable way to travel. We learned about it in geography today and our teacher explained it really well. For example, you mustn't litter on beaches because this can make animals sick. I love watching birds and other animals in their natural habitats. However, people mustn't get too close to the birds, because it can make them frightened. It's important to speak and move quietly when you are near wildlife. I think people must be careful not to damage the environment when they travel.*

## LESSON 2

pages 104-105

**Objectives:** To revise the topics from Units 10-12  
**Materials:** Student's Book pages 104-105  
Audio files

### Opener

- Greet the class. Ask a student: *How are you?* Tell students to ask their partner how they are.
- Play *Mime it* (Games Bank page 111) to revise the two-part verbs from Review 4 Lesson 1.

## STUDENT'S BOOK

page 104

### 1 Listen and number the photos

- 1 Draw students' attention to each of the photos in turn, and elicit what is happening in each photo (a some students are volunteering; b a caregiver is reading a bedtime story to a child; c someone is planting a plant; d some people are doing some gardening).
- 2 Play the recording for students to write the numbers of the photos in the order that they hear them.
- 3 Play the recording again, pausing the recording after each one to check the answers around the class.

### Audioscript

**Narrator:** 1

**Reader A:** This is our community garden, where we plant seeds to grow fruit and vegetables. The fruit and vegetables are then shared with people in the local area who can't buy or grow their own.

**Narrator:** 2

**Reader B:** A good way to help children who are in hospital is to read with them. Not only is it fun for them, but it can actually help them to feel better.

**Narrator:** 3

**Reader C:** Last year, we started a 'plant a tree' project for our local park. Every new tree has sponsors. The sponsors are people who pay some money to help look after the tree. The more sponsors we have, the more trees we can plant. This year, we can buy lots of trees because we did so well last year!

**Narrator:** 4

**Reader D:** When you volunteer at a food bank, you can sort or make food for people who don't have enough to eat. It's a great way to help others, and volunteering for a charity like this can be good for your well-being, too.

**Answers:**

1 d      2 b      3 c      4 a

## LESSON 2

### 1 Listen and number the photos



### 2 Listen again. Complete the sentences

- 1 In the community garden, they plant \_\_\_\_\_ to grow fruit and vegetables.
- 2 When children do activities that are \_\_\_\_\_, it helps them feel better.
- 3 They can buy lots of trees because they did \_\_\_\_\_ last year.
- 4 Volunteering for charity can be good for someone's \_\_\_\_\_.

### 3 Listen again and answer

- 1 How many of the charities make food that can help people?  
\_\_\_\_\_
- 2 What activities does the charity for children in hospital organize?  
\_\_\_\_\_
- 3 Where are the people planting trees today? \_\_\_\_\_

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### 2 Listen again. Complete the sentences

- 1 Read through the sentences with the class, and ask students to say which kind of word is missing in each sentence (e.g. verb, noun, adjective). In pairs, students can then guess what the word is before listening.
- 2 Play the recording for students to confirm their answer. Play the recording again and pause after each item for students to give their answers.

**Answers:**

1 trees      2 fun      3 well      4 well-being

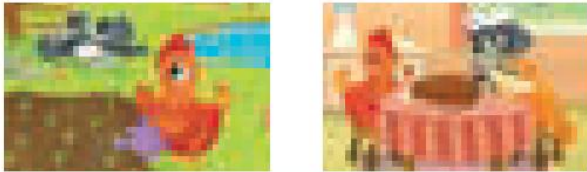
### 3 Listen again and answer

- 1 Go through the questions with the class and check for understanding. Choose the keywords and ask students to underline these in the questions to help them while they are listening.
- 2 Play the recording twice if necessary for students to answer the questions, once all the way through, and once pausing after each question to give students time to write the answer.

**Answers:**

1 two  
2 they read to the children  
3 the community garden

**4** Read the story about a little red hen. What do you think the hen said to the mouse, the cat, and the dog in the end?



**The Little Red Hen**

Once upon a time there was a little red hen who really liked to work. Every day she planted seeds in her beautiful garden, and waited for her plants to grow. She had three great friends: a mouse, a cat, and a dog, but all three of them were very lazy! One day, the little red hen was really tired, so she asked the mouse, the cat, and the dog to help her plant some wheat. They all said "No!" A month later, the wheat grew tall and the hen wanted to cut the wheat. She asked the mouse, the cat, and the dog, "Can you help?" They all said "No!" When she cut the wheat, the hen wanted to make some flour, but all three animals refused to help. Finally, when the hen finished all her work, she felt very hungry and she decided to bake a big chocolate cake. No one wanted to help her bake the cake, but when the mouse, the cat, and the dog smelled the delicious cake, they wanted to eat it with the hen! "Can we help you eat the cake, please, Hen?"

**5** Check the proverb which best describes the moral of the story. Say why

- 1 As you plant, you shall collect.
- 2 All work and no play makes Jack a boring boy.
- 3 The early bird catches the worm.


**6** Read and write *T* (True) or *F* (False). Correct the false sentences in your notebook

- 1 The little red hen always liked to work.
- 2 Two of the three friends were lazy.
- 3 The little red hen asked for help when she was tired.
- 4 The little red hen did not have wheat in the end.
- 5 The three friends wanted to eat the cake.


**7** Discuss the moral of the story with your partner. Do you think the hen should share her cake? Why/why not?

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**5** Check the proverb which best describes the moral of the story. Say why

- 1 Students talked about the moral in the last exercise. Now read the three sentences and remind students that these sentences are famous 'proverbs'. Ask: *What is the purpose of a proverb?* (it gives us advice).
- 2 Elicit the meaning of each of the proverbs in turn (1 Your kindness will be repaid to you; 2 If you work too much, you will be bored/boring; 3 You will be successful if you plan and work hard).
- 3 Put students into groups of three mixed-ability students to discuss and decide which proverb best fits the story and why. If groups are not sure, they should try to rule out the incorrect proverbs first, and give reasons why they are not correct. Monitor and support, prompting ideas if students are struggling.
- 4 Allow groups 3 to 4 minutes to discuss the proverbs, then bring the class together. Elicit ideas from groups, eliciting justification for students' answers, and also eliciting reasons why the two other proverbs are not correct.

**Answers:**

Proverb 1 is correct. It means that if you are not kind, you can't expect kindness in return. Or, if you do not put in effort, you cannot expect a reward. The dog, cat, and mouse did not help the hen make the cake, so they can't expect to share the cake.

Proverb 2 is incorrect because it means that you will become bored or boring if you work too hard. The hen was not bored or boring in the story.

Proverb 3 could describe the hen working hard and being successful in making a cake, but Proverb 1 is closer to the meaning of the story.

**4** Read the story about a little red hen. What do you think the hen said to the mouse, the cat, and the dog in the end?

- 1 Read the instruction to the class and elicit what a hen is (a female chicken).
- 2 Look at the first picture and elicit what it shows (a hen watering some plants and a dog lying on its back). What can students see in the second photo? (a hen eating some chocolate cake and a dog, cat, and mouse looking on, and looking very hungry).
- 3 Read the text around the class, then elicit the answer to the question. Follow up by asking students if they think the hen should share the chocolate cake with the other animals or not. Why?
- 4 In preparation of Exercise 5, elicit from the class what the lesson in this story is, then elicit another word for a lesson in a story (a moral). Tell students they will talk about morals a bit more in the next exercise.

**Suggested answers:**

I think the hen told the cat, the dog, and the mouse that they could not share the chocolate cake because they did not help the hen make it.

**6** Read and write *T* (True) or *F* (False). Correct the false sentences in your notebook

- 1 Students read the text again first if they need to, otherwise they can try to answer, then check their answers in the text.
- 2 For mixed-ability classes, ask slower learners to write *true* or *false* and the fast finishers to correct the false statements.
- 3 Check the answers around the class, asking fast finishers to read out their corrected false statements.

**Answers:**

- 1 T. (Once upon a time there was a little red hen who really liked to work.)
- 2 F. (All three of them were very lazy.)
- 3 T. (One day, the little red hen was really tired, so she asked the mouse, the cat, and the dog to help her.)
- 4 F. (A month later, the wheat grew tall and the hen wanted to cut the wheat.)
- 5 T. (No one wanted to help her bake the cake, but when the mouse, the cat, and the dog smelled the delicious cake, they wanted to eat it with the hen!)



**7 Discuss the moral of the story with your partner. Do you think the hen should share her cake? Why/why not?**

- 1 Circulate and monitor while students are having the discussion. Provide any vocabulary students need, and write it on the board.
- 2 As an alternative to the exercise, have the conversation as a class.

*Students' own answers*

**LESSON 3** pages 106

**Objectives:** To read and understand the *I can ...* objectives for Units 10, 11, and 12  
To evaluate their own progress in Units 10, 11, and 12

**Materials:** Student's Book page 106

**STUDENT'S BOOK** page 106

**SELF-ASSESSMENT**

Now I can ...

**1 Talk about birds, eco-tourism, and wildlife**

- 1 Draw students' attention to the pictures. Ask: *What can you see?* Ask follow-up questions about each picture, such as *What kind of accommodation have you stayed in on holiday? What is the climate like in Egypt?* before reading through the new vocabulary words.
- 2 Put students into small groups and ask them to imagine they are getting ready to go on an eco-tourism holiday. What kind of accommodation are they going to stay in and why? Give students time to discuss their ideas, then encourage them to share them with the class.

**2 Talk about how we can help others**

- 1 Draw students' attention to the pictures. Ask: *What different ways of helping people can you see?* Ask students to give an example of each.
- 2 Put students into small groups and ask them to share a time when they helped someone. They should try to use one of the vocabulary words from the list. Give students a few minutes, then ask volunteers from each group to share their experiences.

**3 Talk about carrier pigeons and what they do**


- 1 Recap the fiction reader with the class. Brainstorm a summary of the story with the class, writing the key points on the board. Encourage students to use the vocabulary in 3 as they speak.
- 2 Put students into pairs to discuss where and to whom they would send a message with a carrier pigeon. Elicit some ideas from volunteer pairs.

**REVIEW 4 SELF-ASSESSMENT**

Now I can ...


**1 Talk about birds, eco-tourism and wildlife**

accommodation  
eco-tourism  
habitat  
migrate




**2 Talk about how we can help others**

donate  
fundraise  
look after  
socialize  
volunteer



**3 Talk about carrier pigeons and what they do**

beak  
coo  
flock  
message  
pigeon



**4 Understand word stress and say these sounds**

<b>sh</b>	<b>ch</b>	<b>tch</b>
ship, wash	chip, teacher	kitchen, catch

**Say words with two or three syllables**

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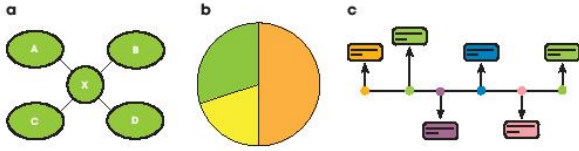
**4 Understand word stress and say these sounds**

- 1 Read the first word in 3 out to the class (*beak*), clapping out the syllable, and ask: Is "*beak*" one syllable or two syllables? (one). Repeat with all the words in 3 (one syllable: *coo, flock*; two syllables: *message, pigeon*).
- 2 Ask students to do the same with the words in 4 in pairs, then elicit the answers around the class (one syllable: *ship, wash, chip, catch*; two syllables: *teacher, kitchen*).
- 3 Ask students to say other words that contain these sounds.
- 4 Repeat steps 1-3 for the other sounds.

## TERM 2 PROJECT

### Make a timeline of a famous person's life

- 1 Look at the diagrams. Which one is a timeline? What information does a timeline show?



1 The timeline is \_\_\_\_\_

- 2 It shows
- |                        |                          |
|------------------------|--------------------------|
| A word families        | <input type="checkbox"/> |
| B important dates      | <input type="checkbox"/> |
| C quantities of things | <input type="checkbox"/> |

- 2 Look at the picture of a famous Egyptian ruler. What do you know about him? Write *T* (True) or *F* (False). Check if your answers are correct

- |   |                          |
|---|--------------------------|
| 1 He was a great soldier.                       | <input type="checkbox"/> |
| 2 He built the Pyramids at Giza.                | <input type="checkbox"/> |
| 3 Egypt became much bigger when he was Pharaoh. | <input type="checkbox"/> |
| 4 He was very young when he died.               | <input type="checkbox"/> |
| 5 His tomb is at Abu Simbel.                    | <input type="checkbox"/> |



- 3 Read the information about Ramses II on page 108. Underline four important events in his life. Then write them next to the dates below

1290 \_\_\_\_\_  
 1279 \_\_\_\_\_  
 1263 \_\_\_\_\_  
 1233 \_\_\_\_\_

107

- 1 Look at the diagrams. Which one is a timeline? What information does a timeline show?

- If you think it will help, refer students back to the timeline on page 85 again, and ask the class which diagram in a–c is the same as the timeline on page 85 (c). Elicit what type of diagrams are shown in a and b (a = Venn diagram; b = pie chart).
- Read the options in 2 and ask: *Which of these does a timeline show?* Elicit an answer from the class. As a follow-up question, ask can a timeline show either of the things in options a or c (no, because the timeline shows only time).

**Answers:**

1 c                      2 b

- 2 Look at the picture of a famous Egyptian ruler. What do you know about him? Write *T* (True) or *F* (False). Check if your answers are correct

- Draw students' attention to the picture and elicit who is shown in the picture (Ramses II).
- Put students into pairs or groups of three to discuss the questions and see how much information they already know.
- Read the text at the top of page 108 around the class for students to check their answers. Ask student to pause after each answer in the text.

**Answers:**

1 true                      2 false                      3 true  
 4 false                      5 false

## Project

pages 107–108

**Objectives:** To collaboratively make a timeline of a famous person

**Materials:** Student's Book pages 107–108

## STUDENT'S BOOK

page 107

### Opener

- Greet the class and encourage them to greet each other.
- Play a game of Move it (Games bank, page 111) with the students.

### Presentation

- Draw students' attention to the timeline on page 85 again. Ask: *Whose timeline is this?* (Fareeda Hassan). Ask students what events they would put on their own timeline from their life. Elicit some answers from around the class. Tell students that in this lesson, they are going to make a timeline of a famous person's life.

- 3 Read the information about Ramses II on page 108. Underline four important events in his life. Then write them next to the dates below

- Ask students to read the text individually this time, and find four important events. They should then match them to the dates and write them in.
- Students compare their answers with a partner and try to resolve any differences in their answers by rereading the text together.
- Bring the class together to check answers.

**Answers:**

1290 BCE – Ramses II became Pharaoh and leader of the Egyptian armies  
 1279 BCE – Ramses II won the Battle of Kadesh  
 1263 BCE – Ramses made peace with his Hittite neighbors  
 1233 BCE – Ramses II died

#### 4 Work in groups. Read the text again, and work out when these things happened

- Put students into mixed-ability groups to work out the dates. Monitor and help if students are struggling.
- Elicit the answers as a class, and go through the workings on the board so that all students understand how you arrived at the correct date.

**Answers:**

1 1290 BCE

2 1263 BCE

#### 4 In your group, put four important dates from Ramses II's life in order (Remember we count BCE dates backwards!)

- For more support, do this exercise as a class and elicit each date in order. Write the dates in order horizontally on the board, so that when you come to Exercise 5, you can draw in the timeline.

**Answers:**

1290, 1279, 1263, 1233

#### 6 Draw a timeline for Ramses II's life. Write the dates from Exercise 5 on it from left to right. Then write what happened under each date

- Keep students in their mixed-ability groups from Exercise 4. Refer them to the dates on the board which they have also written on the line and exercise 5. Tell them to copy the dates into their notebooks onto a timeline, like the one on page 85. Ensure that students are writing the dates in the correct order from left to right.
- Before allowing students to write the events on the timeline under the dates, first check that they have written the dates on the timeline correctly. Do this by adding a timeline to the dates on the board, and ask students to check that they have the same information in the same order in their notebooks.
- Now allow students to write the events under each date in their notebook. Check answers by eliciting the events from the class and writing them on your timeline on the board.

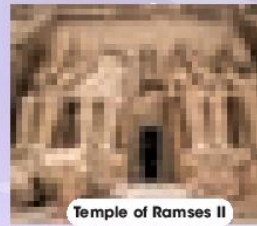
**Answers:**

1290 BCE – Ramses II became Pharaoh and leader of the Egyptian armies

1279 BCE – Ramses II won the Battle of Kadesh

1263 BCE – Ramses made peace with his Hittite neighbors

1233 BCE – Ramses II died



Temple of Ramses II

Ramses II was a great Egyptian King. When he was very young, his father Sethi became the Pharaoh of Egypt. Later on, when he was around 10, young Ramses helped his father rule the country.

By the time he was 20 years old, Ramses was a great soldier. In 1290 BCE, he became Pharaoh and leader of the Egyptian armies. He won many battles and every time he won, Ancient Egypt got more land and became bigger and more powerful.

One of the most famous battles was the Battle of Kadesh in 1279 BCE. Ramses won and became a hero. However, sixteen years later, Ramses made peace with his Hittite neighbors. He was the first ruler ever to sign a written peace treaty.

Ramses liked building splendid monuments. His most famous temple is the one at Abu Simbel, where you can see four enormous statues of him at the entrance.

Ramses II lived to be about 90 years old. When he died around 1233 BCE, he was first buried in the Valley of the Kings, but today Ramses's Mummy is in the National Museum of Egyptian Civilization.

#### 4 Work in groups. Read the text again, and work out when these things happened

- Ramses became Pharaoh of Egypt in \_\_\_\_\_.
- He signed a peace treaty with the Hittite people in \_\_\_\_\_.

#### 5 In your group, put four important dates from Ramses II's life in order (Remember we count BCE dates backwards!)

#### 6 Draw a timeline for Ramses II's life. Write the dates from Exercise 5 on it from left to right. Then write what happened under each date

#### 7 Show your timeline to the class. Ask and answer questions about the events in the Pharaoh's life. Why is he famous?

108

#### 7 Show your timeline to the class. Ask and answer questions about the events in the Pharaoh's life. Why is he famous?

- Ask students to form different groups with the students behind them or in front of them. Ask students to share information from their timelines with each other. Give students two to three minutes for this part of the activity, then ask students to say in their groups why they think Rameses II is so famous.
- Elicit some answers around the class. Then as a follow-up question, ask if anybody has seen the mummy of Rameses II in the National Museum of Ancient Egyptian Civilization or visited the famous temple at Abu Simbel.

*Students' own answers*

## 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.

## Catch and say (3)

Use catch and say for language focus such as conditional sentences or interrupted action. One student holds the ball and says the first part of a sentence, e.g. *I was walking in the park when...* They throw the ball to the second student who completes the sentence with, e.g. *a bird landed on my head*. The second student then throws the ball to a third student who starts a new sentence.

## 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.

# Games bank

## 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.

## 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.

## How does it work/What does it do?

Use this game when teaching practical vocab and language e.g. 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*.

## I went ...

Play this game to brainstorm vocabulary lists as a warmer or to remember vocabulary from a previous lesson. All the students in the class stand up. One student says: *I went shopping and I bought ... / I went on vacation and I took ... / I looked in my bag and I found ...*, etc. *a banana/camera/pencil case*. The next student has to remember the previous item(s) in order and add another of their own, i.e. *I went shopping and I bought a banana and a bottle of lemonade*. If a student forgets an item in the list, or gets the list in the wrong order, or can't think of a word to add, they are 'out' and have to sit down. The game continues until there is one winner standing, or for as long as time permits.

## 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 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.

### 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.

# Games bank

## 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

This classic simple matching game can be used to practice all vocabulary and is very good for numbers, colors and all lexical sets. It 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 to 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.

## Think of a number (2)

Use this game to practice numbers and number ranges. Ask the class to stand up. Say a student's name, and say: *Think of a number between 20 and 32*. That student should say a number within the number range. If they are correct, they nominate another student and say *Think of a number between X and Y*, and sit down. If they were incorrect, they remain standing. The game continues until everyone is sitting down.

## 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.

## 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. Miming is 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 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.