





Teacher's Guide Term 2

Mo Dutton

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KGl, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives, keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) and specifically, the CACD Director and the amazing team there. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education 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. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

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.

At a time when our world is witnessing successive industrial revolutions, 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. 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

Total Const				
Theme 3	3 My society			
	Unit 7 This is where I live	Unit 8 We had fun	Unit 9 What makes us special?	
	THIS IS WHEN THE		What hides as special?	
Vocabulary	different environments: building, city, desert, forest, mountain,	different packaging: a	festivals and party games: play a game, sing, dance, cook, make,	
	city, desert, forest, mountain, oasis, river, village environment: climate, temperate, fertile soil, crops, too hot, too cold, adapt	carton of, a bar of, a pack of, a bottle of, a slice of, a piece of, a kilo of, a lot of wedding: bride, groom, wife, mistake	give presents, visit friends/ give presents, visit friends/ family, wear special clothes, give presents, open presents, wrap/ unwrap presents	
Language	There were fields and rivers.	We swam in the sea.	We often celebrate things in our	
	We played football on this street. We looked at the space. The room is too small.	We saw some old photos.	country. I gave it to her and wished her good luck.	
n			She threw it up in the air.	
Reading	A text about where people live and what they do	An article about Eid Al-Fitr in Egypt	A text about party games	
Writing	About your first day at school	About a special day	An invitation	
Speaking	Discussion about good places to live	Discussion about what you eat; Discussion about life in Egypt	Discussion about different festivals around the world	
		571	We heard an unusual sound.	
Listening	A dialog about the Nile	A dialog about what Reem ate	A text about different festivals	
Phonics	long vowels: /eI/ gave, /i:/ see, / aI/ my, /ou/ no	pronunciation of regular plurals: /z/, /s/, /Iz/	suffixes: ful- wonderful, helpful, beautiful 'oo' - food, spoon, school, shook 'ee' - tree, cheese, feel	
Life skills	Resilience: of nature and the individual	Collaborative work: working as a group	Celebrate: and appreciate national identity	
Values	Love of homeland	Independence and thinking creatively	Participation: getting involved, helping out	
Issues and challenges	Citizenship	Citizenship: working together/collaboration	Citizenship: celebrating identity	
Integrated cross- curriculum topics	Social studies: where humans live and why Math: simplifying fractions	Social studies: customs, traditions, common celebrations Math: decimals	Social studies: customs and traditions around the world and in Egypt Math: graphs, bar charts and pie charts	

Theme 4	l'm a responsible person		
	Unit 10	Unit 11	Unit 12
	I enjoy my life	What can we do?	We can fix it
Vocabulary	social media: message, chat, password, do research, log in, cell phone	transportation: metro, bus, tram, boat, train, taxi, plane; on foot, by bus	environmental concerns: traffic, pollution, flood, drought, fire, trash
Language	I should only give my phone number to my friends. I should turn my phone off at night.	We need safe roads. You need to look left and right.	We can plant more trees to help us breathe better.
Reading	A dialog about doing research about chameleons	A dialog about different ways of getting to school	A dialog about a beach cleanup
Writing	About the pros and cons of computer games	A leaflet about reducing air pollution	A text about solar energy
Speaking	Giving advice about online bullying	Discussion about road safety	Presentation about looking after the environment
Listening	A dialog about online bullying	A story about being careful on the roads	An expert talking about erosion
Phonics	prefixes: un- unhealthy	pronunciation of cr and tr words: tram, train, crowd, crosswalk, crash	learn about and say words with -ion: pollution, erosion, transportation, celebration
Life skills	Decision-making Accountability	Problem-solving	Collaborative work
Values	Respect Honesty	Participation	Integrity
Issues and challenges	Technological awareness: protecting children from online bullying	Environmental responsibility: discussing pollution around the world	Citizenship: looking after the environment
Integrated cross- curriculum topics	Math: parallel and perpendicular lines Social studies: social media Science: the metals in a cell phone	Social studies: different types of trans- portation Math: symmetric figures and lines of symmetry Science: air pollution	Math: types of angles Science: erosion; clean energies

The Egyptian Ministry of Education, Longman International Publishing, and York Press have developed Connect 4 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 4 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 4

CLIL (Content and Language Integrated Learning)

CLIL is about bringing the real world into the English language classroom. Students are exposed to language in real life contexts to learn the language and use it effectively; and consequently, acquire a deeper level of assimilation and understanding. Students explore how the systems of the body work, read about desert animals, research and write about plants, and discuss the importance of workers in the community, among various other topics.

Unit themes are closely related to CLIL objectives. The curriculum integrates some relevant content areas such as math, science, and social studies in an engaging and interesting way; by exposing learners to topics that are genuinely interesting and raising the learner's motivation to help them develop into life-long learners.

Life Skills

Connect 4 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 4 adheres to 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 4 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 4, 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 4 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 4 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 create a leaflet, to make a poster, 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 subskills regularly. Students are encouraged to write paragraphs, reports, invitations, leaflets, 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 4 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: Language input. New language is contextualized through texts, stories or listening activities linked to the unit topics.

Lesson 3: Often includes a CLIL text designed to bring the real-world into the classroom and provide learners with a genuine need to communicate.

Lesson 4: The focus of this lesson is to highlight pronunciation patterns in English. These might include certain sounds, word stress or word-building. There is sometimes a math page which usually links to the topic of the unit.

Lesson 5: Students are provided with a model 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 6: Production: A chance to consolidate learning and work collaboratively with classmates. 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.

Inclusion of students with mild disabilities

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

Students' Category	Common Characteristics	Common Educational Strategies
Visual Impairment (low vision/complete blindness)	Normal learning abilities Strong sensory memory Distinguished motivation, and less imagination ability Difficulty in comprehending some concepts (such as spaces, colors, etc.) Weakness in using facial / body expressions and gestures	 Converting written texts to and io clips Writing assignments and texts in Braille Accepting verbal answers instead of written ones in most requirements Displaying texts and assignments using large font for low vision students
Auditory Impairment	- Low vocabulary acquisition - Difficulty with expressive language and inability to understand of about 50% of class discussions - Challenges with verbal learning and understanding mixed speech topics - Difficulty linking audible words with their written symbols - Difficulty learning language expressing abstract concepts - Learnability and abstract thinking are not affected if presentation is made through visual language	 Presenting information directly and sequentially, moving from tangible to abstract concepts Defining tasks before starting and fully clarifying them. Adaptation of concepts (summarizing the verbal content / supporting it with pictures or illustrations / some visual clues for the visual content such as arrows and circles, and coloring some words with the participation of the resource room teacher)
Intellectual Disability	Distraction and poor concentration Difficulty retaining and retrieving information; especially related to short-term memory Lack of motivation to do the tasks required Difficulty in transferring experience or transferring effects of learning from one situation to another Obvious weakness in language usage, speech, and pronunciation of letters and words	- Gradual introduction to content (starting with the easiest part) - Providing clear and specific instructions - Providing enough time to perform the tasks required - Focusing on sensory activities - Providing incentives to encourage students to participate
Motor Disability and Cerebral Palsy	- Inability to do the task required at once - Language difficulties and lack of speech clarity to a degree that others cannot understand (due to poor control of the muscles of the tongue, lips, throat and facial expressions) - Anxiety, shyness, isolation, lack of self- confidence and lack of social interaction	 Helping students perform tasks according to their health conditions Reducing the amount of homework and classwork Providing students with enough time to perform the required tasks

Autism	 Deficiency in attention, memory and motivation Difficulty of shifting from one topic or task to another Need for clues (prompts) to help them remember and retrieve information Better retention of visual information Poor listening and speaking skills Overreacting to noise (discomfort with bright lights) Difficulty in distinguishing the relationship between figures and ground or background in pictures Aversion if touched by others 	 Providing enough pre-explanation of the activity Taking into consideration that autistic students cannot be required to look and listen at the same time (due to the inability to process the information processed by vision and hearing at the same time) Focusing on sensory activities rather than on words and phrases (employing pictures and activity charts in daily activities) Talking to students in short sentences focusing on pronouncing key words audibly at the end of each sentence and explaining the activity before starting with specific tasks
Attention Deficit Hyperactivity Disorder (ADHD)	- Lack of attention, concentration, remembering and organization skills, and difficulty having completing assigned tasks - Excessive physical movement and tendency to climb and swing - Difficulty making friends with peers, as well as difficulty playing games or engaging with others in activities that are done quietly - Difficulty with adaptive behavior and developing life skills	 Checking that instructions and directions are received correctly Using activities and instructional aids that attract the students' attention Dividing tasks and duties into less complex units and providing incentives for successfully completed tasks Helping students sit in specific places while learning, to limit distraction and movement within the classroom Allowing frequent breaks or time to move around Assigning tasks that will be easily grasped by such students
Learning Difficulties	 Difficulty paying attention, concentrating, remembering and forming concepts, difficulty in verbal and visual perception, and deficiency in short-term memory Difficulty in understanding andible materials; and in following verbal instructions Difficulty in associating vocabulary with behavior and in distinguishing between similar words Difficulty in choosing and remembering words that express their thoughts Continuous movement Rapid emotional changes or extreme calmness Unwillingness to participate in class activities 	 Breaking up long sentences and using the most common words Varying the tone of voice and providing adequate warming-up before new tasks Taking into consideration the spaces between words and spelling errors

Inclusive Support to students with disabilities: language skills development

	Γ	
Writing Skills	Use both oral and written explanations of key concepts, rules and skills. For example, write the rules on the board or on cards to regularly check comprehension.	
	2. Underline or highlight key phrases that are important for answering questions.	
	3. Summarize written texts into short paragraphs supported by expressive pictures; and answer the questions on each paragraph separately.	
	4. For visually impairmed students, answers to written activities are provided with the help of the teacher or colleagues, or in Braille.	
	5. For sentence formation activities, students are to form simple and short sentences with the help of the teacher or colleagues, and the number of sentences is determined according to the students' abilities.	
Reading Skills	When displaying new vocabulary, each should be accompanied by pictures, photos or illustrations.	
	2. Underline or highlight key vocabulary and phrases in long reading texts.	
	3. Provide short summaries of enclosed reading texts.	
	4. Present reading texts orally for blind students and use a magnifying glass for low vision students.	
Memory Support	Revise previously studied concepts, vocabulary, structures, etc., before starting CLIL activities.	
	Provide inclusive support to students with disabilities by regularly checking their understanding.	
Attention and Understanding Support	1. It may be difficult for some differently abled students (intellectually impaired – auditory impaired) to grasp all the words, concepts, structures, etc., of the lesson, so it is preferable to start by reviewing previously taught material that is related to the environment around them.	
	2. For language presented in visual illustrations, it is necessary to use touchable models, especially for blind and low vision students.	
	3. Sometimes, it might be necessary to state the purpose of the questions clearly and directly.	
	4. Whenever possible, use the resources room for introducing and practicing key concepts, structures, etc., before teaching them in the classroom.	
	5. When explaining new concepts, ideas, rules, etc., focus on the key points and place some cues around them (frame / circle).	
	for example: Tall er Tall er than	
	cues around them (frame / circle).	

Working in For group work activities, place differently abled students in pairs or in small groups Groups supervised by the teacher. 2. Adopt one of the inclusion strategies for each group and ensure that the students are assigned appropriate tasks to perform. 3. When making presentations, make sure that differently abled students work in pairs or in small groups. Also, make sure that: the presentation is around 5-7 minutes, and you accept possible signs, gestures and any kind of verbal expression and correct answers (for categories of intellectual disability / auditory impairment / autism spectrum disorder). the presentation relies on visual aids, and the language used should be in the form of simple, short written texts, with the commentary consisting of one sentence or more accompanied with a picture. the use of verbal language should be limited to the minimum possible practice (one word, one simple sentence or more) according to the degree of impairment. Listening Divide the main audio clip into shorter clips and comment on each short clip 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). 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. Summarize the content of listening passages into short sentences, and then repeat them more than once. 4. Repeat the whole word more than once when doing missing letters completion activities. 5. For auditory impaired students, present the listening texts in written form to help them read while colleagues are listening. 6. Stand close to and facing auditory impaired students so that they can distinguish the letters and note the breath length and shortness in phonics. Teachers should also alert them with a sign upon completion of each word, and coordinate with the resource room teacher to use the auditory training devices inside the room. 7. When repeating target words in the phonics class, make sure that differently abled students are participating.

Techniques supporting inclusive teaching of students with disabilities

- Support the inclusion categories throughout by explaining images such as the Earth's center, moon's surface and traveling to Australia using illustrative videos or clearer cards (specially for mentally disabled students and hearing impaired ones.)
- 2. Provide hints and highlights for new vocabulary words, such as, mountain, village, oasis, river.
- Describe the pictures for blind students.
- 4. Read out written texts or ally for blind students and magnify texts for the visually impaired ones.
- 5. Summarize texts into short and specific phrases and highlight the new vocabulary in the text whether in the book itself or by writing them on the board, e.g. adapting, environments, temperate climate, fertile soil, crops. This is particularly important for the mentally disabled and autistic spectrum, hearing impaired, and students with learning difficulties.
- 6. Focus on the main ideas when describing the pictures and rule out the unimportant details.
- 7. For the "Look and Write" activity, students should write what they know first, and then the teacher helps them to complete what they do not know.
- 8. Solicit the help of a shoulder partner to write full sentences using the vocabulary.
- 9. Identify and highlight the new vocabulary, e.g.: curious, trucks, wonder, digging, buried.
- 10. Segment the text while reading, and answer the questions related to each paragraph before moving on to the next one.
- 11. Write the new verbs on cards for the students, and have them paste these cards on a board with the titles Regular past and Irregular past.
- 12. Teachers are to come close to the students to help them differentiate well between letters, and to help them notice the short and long breaths during articulation (pronunciation). The teacher should notify the students when they finish pronouncing each word in the class. Furthermore, the teacher should coordinate with the resource room teacher to utilize the auditory training equipment in the class.
- 13. For "Write sentences" activities, the teacher is to provide cards with clear pictures and some words to help the students make a sentence individually.
- 14. To answer "Listen again and answer" activities, the teacher should solicit help from the special needs student's peers to answer the questions.
- Use computer sets or classmates to carry out the writing activities for the students with motor disability (motor impairment) and cerebral palsy.
- 16. Identify and highlight the new vocabulary: corner, hole, delighted, catch a train.
- 17. For the "Recall the homophone (words with same sound)" activity, the teacher should solicit help from a classmate and highlight these words using available facilities in the resource room.
- 18. Present a real model to clarify fractions tangibly for all special needs categories.
- Present a real model to clarify (bigger than-smaller than-the same as) in the fraction's section for all special needs categories.
- 20. Utilize a 3-D puzzle to help students learn the concept of fractions after explaining it to them through a real model.
- 21. Utilize a video to present the differences between new and old vehicles and provide a description to blind students.
- 22. Answer the "designing an invitation" activity for blind students orally only, and solicit help from a classmate with students with cerebral palsy and motor disability (motor impairment).

Unit 8

- Play the audio first, then give time for students to repeat what they have already listened to, and complete the rest of
 the syllable for each word the same way.
- 2. Play the audio first, and answer question 1, then play the rest of the audio to answer question 2, and so on.
- 3. Identify and highlight the new vocabulary such as, bar of, carton of, slice of, piece of, bottle of.
- 4. Identify the vocabulary first, and then have students choose the proper word to complete the sentence.
- 5. Present and answer vocabulary orally for the blind category. For students with motor disability and cerebral palsy, get them to match with the help of a classmate
- 6. Students should write three or four sentences at most. Help them with vocabulary.
- Group work is needed for research activities by students of mental disabilities, hearing impairment, learning difficulties and slow learners.
- 8. Posting a picture about celebrations for students with cerebral palsy and motor disability is enough.
- 9. Identify new vocabulary such as mistake, wife, bride, sign, groom.
- 10. Give examples for "plural nouns" and how to find them in a text.
- 11. It is sufficient to mention one phrase only in the part of recalling the sentences due the disability type.
- 12. Prepare cards for the fractions and their corresponding decimals for all the numbers in the lesson (one-fourth, one-half, three-fourths).
- 13. For cerebral palsy and motor disability, put a poster of a celebration and have a classmate write sentences.
- 14. For cerebral palsy, motor disabilities and blind students, it is sufficient for them to answer orally the section on writing the vocabulary under the picture. They also answer orally the exercise on writing sentences.

- 1. Identify new vocabulary such as: Play games, traditional, give present, unwarps, take away, seeker, celebrate, proud, wonderful, semolina, sweet, hospitable, Sinai region, authors, karate.
- Carry out the assigned games to motivate and encourage students, and add more fun to learning and understanding the method of each game.
- 3. Co-write with a classmate the ideas presented about the celebration.
- 4. Explain the basic concepts and rules: it is essential to focus on the main information in the rule for the inclusion categories by using some hints (frame circle) related to the concept or rule targeted, such as "care → careful".
- 5. Clarify the marks of "Regular Irregular" and describe them for blind students.
- 6. Use many examples from the part of rhymes and the part of having the same sounds (homophones), so that the inclusion learner can understand and give examples.
- 7. Identify the new vocabulary: picnic, unusual, feathers, stood, back, bites, shook, uncomfortable.
- 8. Carry out the crossword puzzle by drawing it on the board, and write down the words chosen in the correct place. For blind students, answer the activity orally only.
- Design a diagram on the board with the names of the celebrations and differentiate among graphs and their two different ways of display.
- 10. Design a 3-D diagram of the graphs and the two different ways to display information for blind students.

Unit 10

- Identify the new vocabulary: chameleons, logged into, research, presentation, respectful, copy. Write them on the board and explain their meanings.
- 2. Blind students carry out this activity orally only in unit 10 and 12.
- For "Language focus" use expressive and illustrating cards to clarify the difference between (should should not) and give examples.
- Segment the sound clip into short phrases to play first. Give students the time to answer the question and play the rest
 of the clip to answer the next question, and so on.
- 5. Use real models to illustrate the mentioned materials (wood, metal, plastic, fabric, etc.).
- 6. Identify new vocabulary in the Student's Book and write them on the board (rare earth metal, precious metals, connect, function, pure form, light, vibrate).
- Spot important information (a text on a cell phone) in a short sentence accompanied with expressive pictures and examples.
- Do a performance and provide expressive pictures for (parallel lines/ perpendicular lines) for all special needs categories to help them understand the concepts more.
- Use clay to form right angles, parallel lines, and their application to the shapes drawn in the book.
- 10. Identify the new vocabulary in the Student's Book and write them on the board: digital footprint, click, like.
- 11. Use picture cards to show how to create a positive digital footprint.
- 12. Summarize the story in short and specific sentences accompanied with expressive illustrations.
- Display pictures and sentences for each question while answering questions, and clarify and explain the questions using as many ways as you can.
- 14. Explain the questions by helping with vocabulary words required to answer the questions, and by segmenting the text into paragraphs to answer these questions in their respective order.
- 15. Work in groups for execution of the project.

- Carry out the crossword puzzle by drawing it on the board and write down the words chosen in the correct place. For blind students, answer the activity orally only.
- 2. For the "Language focus", use expressive and illustrating cards to clarify the uses of (on by) and give examples.
- For the "Language focus", use expressive and illustrating cards to clarify the uses of (need need to) and give examples.
- 4. Use illustrating cards accompanied with expressive helping vocabulary words to help them form sentences.
- 5. Clearly explain what Symmetrical is in the figure and give examples on the board.
- 6. Identify the new vocabulary: (be careful, on the road, in a hurry, crosswalk, fell over, shocked, ambulance) in the Student's Book and write them on the board to explain them more.
- 7. Summarize the story in short and specific sentences accompanied with expressive illustrations.
- 8. Display pictures and sentences for each question while answering and make sure to clarify and explain the questions in as many different ways as you can.
- 9. For the "Language focus", use expressive and illustrating cards to clarify the uses of must and give examples.
- 10. Work in pairs to complete the activity on "must".

- 11. Teachers are to approach the students to help them differentiate the phonics (cr tr ai oa ea). The teacher should notify students once they finish pronouncing each phonic sound in the class. Furthermore, the teacher should coordinate with the resource room teacher to utilize the auditory training equipment in the class.
- 12. Identify the new vocabulary: (chemicals, pollution, air, dirty, cleaner air, burning rice straw) in the Student's Book and write them on the board to explain them more.
- 13. Present the main ideas of the solutions to pollution through pictures.
- 14. Support and explain the ideas presented for discussion in the school book with pictures.
- 15. Separate the leaflet parts so that it can be presented solely each time (main heading sub-heading photo paragraph).
- 16. Explain and describe all the pictures included in the unit for the blind students.

- 1. Support the new vocabulary definitions with pictures and examples.
- 2. Use a large number of expressive pictures.
- Display pictures and sentences for each question while answering, and make sure to clarify and explain the questions
 in as many ways as you can. Explain and describe all the pictures included in the unit for learners with visual
 impairment.

pages 2-3

Objectives: To welcome students to Term 2 of their

English class

To describe a picture

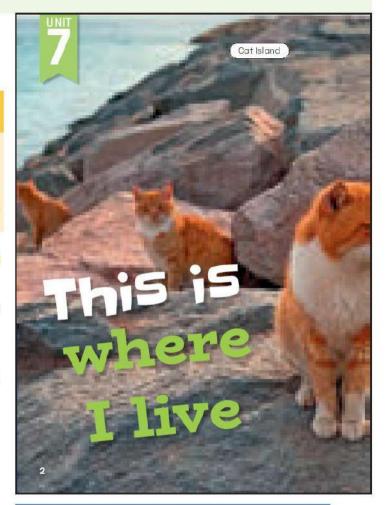
Materials: Student's Book pages 2-3

Map of the world, or globe; map to show the

course of the Nile (optional)

Opener

- Greet the class. Choose a confident student and say Hello
 (name), how are you? Elicit the response, Hello, Miss / Mr
 (name). I'm fine, thanks. Then encourage students to ask and
 answer either as a class mingle or in small groups.
- Say My favorite place is (name of place or area likely to be known to the students). Ask a confident student What's your favorite place? Encourage the response My favorite place is..., offering prompts or suggestions as necessary. Then tell students to work in pairs and ask each other. Go around and monitor as needed.



STUDENT'S BOOK

page 2

- 1 Say Open your books. Look at pages 2,3 and hold your copy up. Wait until all students have their books open at the right page.
- 2 Point to the pictures on pages 2 and 3 and ask What can you see? Elicit or supply vocabulary as necessary.
- 3 Choose volunteers to make sentences about the pictures using I can see.... I can see (some cats, I can see the sea, I can see (lots of rocks), I can see a cat in a tree.
- 4 Ask questions, e.g., What color are the cats? How many cats are there? What's the woman doing?)



In this unit I will ...

- read about the Nile and why it is so important.
- explore why people live in different environments.
- talk about my neighborhood in the past and now.
- use regular and irregular past simple verb forms.
- practice the long vowel sounds.
- practice simplifying fractions.
- write about a memory.

Look, discuss, and share

Do you know where this place is? Is it near the sea or near the Nile?



How many countries does the Nile travel through? What are they?



Did you know?

Did you know that the World Capital of Cats in Romania has a cat population that is four times larger than the human population?

3

mu st

Answers:

The Nile travels through 11 countries. Burundi, DR Congo, Egypt, Ethiopia, Eritrea, Kenya, Rwanda, South Sudan, Sudan, Tanzania, and Uganda

Did you know?

- Read out the question, or have a confident student read it out.
- 2 Explain where Romania is (it's a country in the south-east of Europe). If possible, show them the location on a map or globe.
- 3 Tell them that the population of Romania is about 19 million, but there are about 76 million cats!

Closing

 Focus on In this unit I will... and read through the objectives for this unit with the class.

STUDENT'S BOOK

page 3



- Ask students to look at the questions and discuss the answers in pairs.
- 2 Ask each pair to volunteer an answer and provide the correct answers if necessary.

Answers:

It's in Japan

Suggested answer: Yes, it's probably near a sea. There are a lot of stones which are usually found near the sea.

Pind out

- Read out the question to the students and invite initial answers from them.
- 2 Have the students research the complete list of countries that the Nile travels through. If they have internet access this could be done in class. If they don't, they can do it as a homework task.

LESSON 1

pages 4-5

Objectives: To read a quiz about the Nile and answer the

questions

To listen to two people discussing the quiz

To learn landscape vocabulary

Vocabulary: building, city, desert, forest, mountain, oasis,

river, village, reptile

Language: The shortest, the longest, the widest

How long/far/many...?

Materials: Student's Book pages 4-5

Audio files 1.01-1.02

Map of the world, or globe (optional)

Opener

- Greet the class. Say Hello Class (name), how are you?
 Encourage the class to chorus back, Hello, Miss / Mr (name). I'm fine, thanks.
- Remind them of the questions from the last lesson (Find out on page 3) and ask who has the answers. Say Well done! and invite the students to share their answers.
- Ask students if they know more about the Nile; its length, width, cities on the Nile, animals living in the Nile, etc.
 Accept all reasonable answers
- Tell the students they are going to find out more about the Nile River

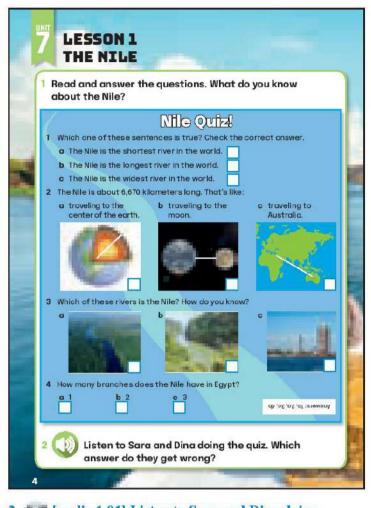
STUDENT'S BOOK

page 4

1 Read and answer the questions. What do you know about the Nile?

- 1 Tell students they are going to do a quiz about the Nile
- 2 Say Open your books. Look at page 4 and hold your copy up. Wait until all students have their books open at the right page.
- 3 Allow time for students to read the first question and the three options.
- 4 Invite a confident student to read out the question, and three more students to read out the different options. Alternatively, read out the questions and options yourself.
- 4 Allow time for students s to choose their answers. They may work in pairs if they wish to.
- 5 Repeat the procedure with questions 2-4. Go around and monitor (and discourage them from looking at the answers!)
- 6 Elicit the answers to each question, choosing different students each time.

 Answer:
 1b
 2a
 3c
 4b



2 Image [audio 1.01] Listen to Sara and Dina doing the quiz. Which answer do they get wrong?

- 1 Tell students that they are going to hear two girls doing the
- 2 Read out the question Which answer do they get wrong?
- 3 Ask them to listen as you play the whole audio.
- 4 Repeat the question Which answer do they get wrong? and elicit ideas from the class. Don't confirm the correct answer at this point.
- 5 Play the audio again, pausing after each of the girls' answers. Each time, ask the class Is that right or wrong?
- 6 Say Well done! to students who had answered correctly the first time.

Audioscript

Sara: Let's do this quiz.
Dina: What's it about?
Sara: The Nile.

Dina: That sounds very interesting.

Sara: Of course. The Nile brings life to the whole of Egypt. No River Nile, no Egypt. Come on, let's try.

Answer:

They got the last question (question 4) wrong. The Nile has two branches.



Audioscript

Question 1, which sentence is true? Is the Nile the shortest, the longest or the widest river in the world?

Dina: Hmm, I don't know. I guess it's the longest, what

do you think?

Sara: Yeah, I know both the Amazon and the Nile are

> very, very long. Let's choose 'b'. Next question: The Nile is 6,670 kilometers long, is it like traveling to the center of the earth, traveling to

the moon, or traveling to Australia?

Maybe traveling to the center of the earth? Dina: Sara: Hmm, I'm not sure, that sounds like a good guess.

> Number 3, we need to look at the pictures and decide which river is the Nile.

I think it's 'c'.

Sara: Why?

Dina:

Dina: In 'c' you can see The Cairo Tower, so it's clearly

in Egypt!

Sara: OK, last one. How many branches does the Nile

have in Egypt?

Dina: I'm going to say three, that sounds like a good

number.

Erm, check on your phone. Sara: Ok. Aha! There are 2 branches!

STUDENT'S BOOK

page 5

[audio 1.02] Listen and say. Then write

- Say Look at page 5. Play the audio pausing to allow students to repeat each word.
- 2 Play it again and ask students to point at the correct picture while they repeat the word. Go around and monitor or have them check each other's work
- Have the students label the pictures with the correct words from the box as shown in the example. Go around and monitor, offering help where needed.

Audioscript

- 1 city
- 2 building
- 3 river
- 4 forest
- 5 desert
- 6 village
- 7 oasis 8 mountain

Answer:

2 building 3 river 1 city 4 forest 5 desert 6 village 8 mountain

Find out

7 oasis

- Ask students to show you the Arctic and deserts on the map or globe. If they find this difficult, remind them by pointing to the map on page 4.
- 2 Read out the question and allow time for students to discuss their ideas in pairs or small groups. If you have a map or globe, invite volunteers to identify the Arctic, the Antarctic, and major deserts e.g., Sahara, Arabian, Gobi, Syrian.
- You could tell them this fun fact: the Arctic and Antarctic are technically deserts, too, despite being covered with snow-because 'desert' simply means a place where it rarely rains.
- 4 Students research the answer to the question either in class or at home. Remember to check answers.

Answers:

In the Arctic region (but not at the actual North Pole) there are towns and cities where most people, including the native Inuit, live. Nobody lives in an igloo - they are built as temporary shelters for hunters. Nobody lives all year round in the Antarctic.

In deserts, people also usually live in town and cities. Some tribes travel from oasis to oasis.



Did you know?

- 1 Ask a confident student to read out the text or read it to the class yourself.
- 2 Check or explain the meaning of reptile, then invite the students to guess the answer to the question.
- 3 Ask students what other dangerous creatures do they know about.

Answers:

The Nile crocodile is the second-largest reptile in the world. It's between 3.5-6 m long.

Extra practice

- 1 Tell students to close their books.
- 2 Ask them to note down everything they can remember about the Nile River.
- 3 Invite volunteers to make sentences about the Nile.
- 4 Ask students to add their own ideas (encourage them to describe the Nile from their own experience and/or general knowledge).

Closing

 Write the following word beginnings on the board. Invite volunteers to complete them (allow them to check in their books if necessary):

```
build
          (building)
mount
          (mountain)
          (city)
ci
riv
          (river)
vill
          (village)
oas
          (oasis)
for
          (forest)
des
          (desert)
```

 Hand out drawing paper. In pairs, the students take turns to draw one of the words on the board, for their partners to guess and name.

LESSON 2

pages 6-9

Objectives:

To learn about different environments and

climates

To learn vocabulary to describe different

environments and climates

To practice answering questions about a

reading text

To discuss easy and difficult environments

to live in

To write notes about how to improve

difficult environments

Vocabulary: environment, c

 $environment,\ climate,\ temperate\ climate,$

fertile soil, crops, adapt

Language: too hot, too cold, too big, too small
Life skills: Resilience of nature and the individual
Values: Science appreciation: how we can control

and make use of resources in a clean

and make use of resources in a clean, sustainable way

Materials: Student's Book pages 6-9

Map of the world, or globe (optional) Extra drawing and writing paper (optional) Pictures from magazines of different environments not illustrated in the students' books. e.g., jungles, forests, moorland, mountain peaks, farms, and fields (optional)

Opener

- Greet the class. Then have students chain Hello (name), how are you? Hello (name), I'm fine, thanks around the class.
- Ask them to remember what they learned about in the last lesson (the Nile). Have different students tell you one fact about the Nile. If necessary, let them look back at pages 4 and 5 (you could remind them that the answers to the Quiz are at the bottom of page 4).

STUDENT'S BOOK

page 6

1 Think about where you live. Check the things you have

- 1 Say Open your books at page 6 and hold your copy up, open to pages 6-7.
- 2 Point to Exercise 1 and invite a confident student to read out the question and options.
- 3 Allow time for students to think about their answers and check the appropriate words.
- 4 Invite answers from the class and discuss if necessary.

Students' own answers

2 Read and answer. Why do people live where they do?

- 1 Ask students to look at the two pictures. Elicit some words to describe each picture and write them on the board in two lists.
- 2 Allow a little more time for them to think of some more words in pairs. Go around and monitor.



- 3 Invite more ideas and write good suggestions on the board. some suggestions: snow, ice, cold, white, freezing dry, hot, desert, camel, sand, mountain, etc.
- 4 Ask students to look at the first paragraph and allow time for them to read it quietly.
- 5 Then read the first paragraph aloud while students point to the words.
- 6 Elicit or explain the meaning of environment, and any other unknown words.
- Make sure they understand who the Inuit people are and where they live. They are the inhabitants of the North American Arctic, sometimes known in the past as Eskimos. Inuit means more than one. One person is an "Inuk". If possible, show the Arctic on a map or globe.
- 8 Allow time for students to read the whole text. Tell them not to worry about understanding every word. Go around and offer help where needed, making a note of common difficulties.
- 9 Read the whole text through to the class, then elicit or explain the meaning of the words and phrases in bold, as well as any other unknown vocabulary.

Suggested answers:

Humans live where they can find water, fertile soil, and a temperate (not too hot, not too cold) climate.



page 7

3 Complete the sentences with the words in the box

- 1 Ask students to look at page 7. Tell them to look at the words in the box and find them in the text (adapts is a form of the verb adapt and appears in the text as adapting). Move around and offer help where needed.
- 2 Read out the first sentence, pausing to elicit the missing words (too hot).
- 3 Continue the Exercise with the whole class. Alternatively, put more advanced learners in pairs to complete the task.
- 4 Ask fast finishers to write some more sentences, with some of the same words removed, for their partners to complete.
- 5 Check answers: invite volunteers to read out the completed sentences.

nswers:		
1 too hot	2 too cold	3 temperate climate
4 crops	5 adapts	6 environment

4 Read the article and answer

- Ask students to read the article again. Go around and answer queries.
- 2 Read out the first question and ask them to discuss the answer in pairs.
- 3 Elicit their ideas and repeat with the second question.

Suggested answers: 1 They both live in difficult environments. 2 temperate climate, water, and soil

5 Think and say

- 1 Read out the question and ask some volunteers to answer.
- 2 Elicit more ideas from the class or put them in pairs to brainstorm more ideas.
- 3 Hold a class discussion and write good ideas on the board. Some suggestions:

When it's too hot ...

I wear light clothes and a sun hat.

I don't go outside at midday.

I eat cold food like salad.

I stay inside.

I have cool showers.

When it's too cold...

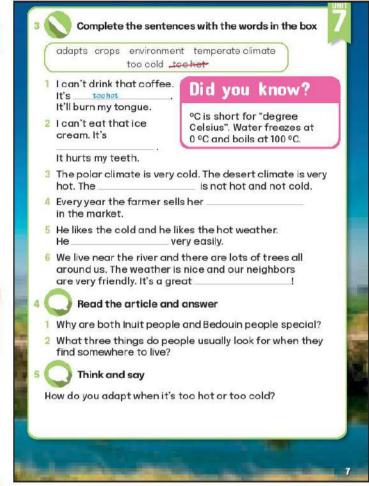
I wear warm clothes.

I drink hot drinks.

I eat hot food.

I exercise a lot.

Students' own answers





- 4 Invite students to think of another example of a sentence with "too" and one of the other adjectives. Choose a good one and write it on the board. Have a volunteer draw a picture on the board.
- 5 Allow time for students to write and illustrate their own sentences using words from the box. Let them work in pairs if they wish to.
- 6 Go around and monitor, offering help where needed. Encourage students to show each other their work.
- 7 Choose a few students to show their work to the class and say Well done.

Students' own answers

Extra practice

Give out drawing paper and writing paper. Ask students to draw their pictures and write their sentences again, for a class display.

STUDENT'S BOOK

page 8

6 Look at the pictures and complete. Use the phrases in the box

- 1 Ask students to look at page 8. Instruct them to look at the pictures and read the phrases in the box.
- 2 Ask different students to read out each sentence beginning and encourage the whole class to chorus the correct phrase from the box.
- 3 Then allow time for students to write their answers. Go around and monitor.

Inswers:	
1 too cold	2 too hot
3 too small	4 too big

Think!

- Read out the words in the box or ask a student to do so.
 Check they remember the meaning of each word.
- 2 On the board, write, The boy came to school at 6 o'clock this morning but the school was closed. Why? He was too....
 - Read it out and elicit early.
- 3 Invite a student to come to the board and draw a picture to illustrate the sentence (e.g., a sad boy standing outside a closed school).

page 9

- 7 Look at the pictures. Are they easy or difficult environments for people to live in? Why? Share your ideas with a partner
- 1 Ask the students to look at page 9. Tell them to look at the first picture and ask What can you see? Elicit an oas is, then ask Is it a good environment for people to live in? Why? Have them read out the example answer
- 2 Continue with the remaining pictures, asking the same question each time and inviting answers from the whole class. Alternatively, put more advanced learners in pairs to complete the task; go around and monitor.
- 3 Invite different students to talk about each picture. Encourage them to use vocabulary and phrases from this lesson.

Suggested answers:

- 1 This is an oasis. This is a good environment for people. There is water, sun, and fertile soil.
- 2 This is a desert. It isn't a good environment for people because there isn't any water or soil and it's too hot.
- 3 This is a farmland. This is a good environment for people as there is water and fertile land to grow crops.
- 4 This is a village near a mountain. It's a good environment for people because there is sun and fertile soil and it isn't too hot or too cold.
- 5 This is a very cold place, like the Arctic. It isn't a good environment for people because it's too cold. There isn't any soil

Extra practice

If you have extra pictures of different environments, distribute them and tell students to discuss why they are or aren't good environments for people.

You could give out writing paper and ask them to write sentences to go with the pictures for a class display.

- 8 Work with a partner. Discuss and write notes. Think, how can you make hard environments easier to live in?
- Read out the instructions and have a student read out the example answer.
- 2 Elicit some more suggestions and write good ideas on the
- 3 Put the students in pairs to discuss the question further and note down their ideas. Go around and offer help where necessary.

Suggested answers:

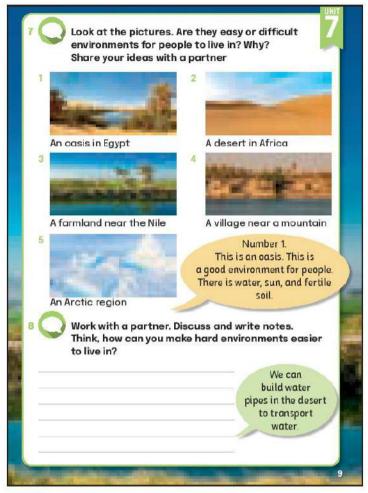
Grow special crops to make soil more fertile.

Irrigate dry land by diverting rivers.

Build shelters to provide shade in hot places.

Use green energy to make homes warmer in cold places.

Build houses with thick walls.



Closing

- Ask different students to read out their ideas from Exercise 8 to the class. Whose ideas are the best? Allow a short class discussion.
- Tell them that in the next lesson they will read a story about someone's grandfather. Ask who lives with or near their grandparents.
- Ask them to bring in photos of grandparents, if they would like to

LESSON 3

pages 10-13

Objectives: To read and understand a story and answer

questions about it

To answer questions about the past

To learn the past simple form of regular and

irregular verbs

Vocabulary: trucks, wonder, digging, pulled out, buried,

curious

Language: Past simple regular and irregular verb forms
Values: Thinking about and appreciating our

grandparents' past

Comparing past and the present activities

Materials: Student's Book pages 10-13

audio file 1.03

A large picture of the Colossi of Memnon and a map to show where they are.

(optional)

Opener

Greet the class. Say Hello Class [name], how are you?
 Encourage students to chorus Hello, Miss / Mr (name). I'm fine, thanks.

Ask who has brought in photos of grandparents. Say Thank
you and have them show each other their photos. Encourage
them to say This is My Grandfather/mother. His/Her name is

 If only a few students have remembered to bring in photos, they could show the whole class.

STUDENT'S BOOK

page 10

1 Read and answer. What does Grandpa find?

- 1 Say Open your books to page 10 and hold up your book to show them. Say We're going to read this story. Have a student read out the title and elicit or teach the word memories.
- 2 Ask students to look at the picture at the top, and then follow the words while you read the first two paragraphs.
- 3 Ask Does Grandpa live in this village now? (No, he lived there in the past.)
- 4 Ask What was it like in the past? (very quiet). Is it the same now? (No. Now there are lots of visitors.)
- 5 Continue to read the story while the students follow the words on the page. Alternatively, allow time for more advanced students to read the whole story themselves; go around and answer any questions.
- 6 Explain or elicit the meaning of the words in bold, then invite students to ask about any other unknown words. Read it through again.
- 7 Check comprehension: ask students to look at the other picture, and ask What is it? (It's an old, metal box.) Ask Where was it? (In the ground, under the tree.) Who put it there? (Grandpa) How old was he then? (Eight years old)
- 8 Finally, read out the question What does Grandpa find? (The box)

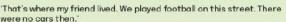
LESSON 3 A SHORT STORY ABOUT GRANDPA

Read and answer. What does Grandpa find?

Grandpa and his box of memories

'Look, this was my street.' Grandpa was very excited. We were in the village where he grew up. It is near the Colossi of Memnon.

'It was very quiet when I lived here.' said Grandpa. 'Now, there are lots of visitors from all around the world.'



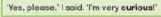
Grandpa looked right and left, and he crossed the road. The road had lots of **trucks** and cars.

'And this,' he said 'is where I lived.' We looked at the space. There was no house. There was only grass and one big tree.

Hmm, I wonder. It was so many years ago....* Grandpa looked at the tree.

Grandpa walked to the tree. He looked at the ground. Then he started digging. He pulled out an old, metal box. He had a big smile on his face.

'Look!' he said. He was very excited.
'We were eight years old when we buried this. Let's sit down and look inside the box.'







Read and complete the table. In the story, what was different in the past?

In the past	Now
very quiet	lots of visitors

10

2 Read and complete the table. In the story, what was different in the past?

1 Read out the question In the story, what was different in the past? and invite ideas from the class. If necessary, provide prompts by asking these questions:

Was it quiet in the past? What about now?
Were there lots of trucks and cars then? What about now?
Is Grandpa's house still there?

2 Put them in pairs to discuss what to write in the table. Go around and offer help where needed. Alternatively, copy the table on the board and complete it with the whole class.

Suggested answers:

In the past	Now
very quiet.	lots of visitors.
played football in the street.	lots of trucks and cars.
Grandpa's house was there.	no house.

page 11

3 Answer the questions. Then read again and check

- 1 Read out each question and elicit ideas from the whole class or put more advanced learners in pairs to discuss the answers; go around and monitor.
- 2 Ask students to read the story again to check their answers.
- 3 Invite different students to read out each question and choose so meone to answer it.
- 4 If possible, show the class a picture of the Colossi of Memnon and their location on a map. Ask if anyone has been there.

Answers:

- 1 near the Colossi of Memnon
- 2 excited
- 3 happy; He had a big smile on his face.
- 4 He put it there/buried it.

4 Discuss with a partner. What is in Grandpa's box of memories? Think and draw

- 1 Ask students why they think Grandpa and his friend buried a box so long ago. Talk about the idea of a memory box or time capsule that contains a kind of message to people in the future.
- 2 Read out the question and invite initial ideas. Remind students that Grandpa was eight about fifty years ago, so they need to think about the past.
- 3 Students discuss ideas in pairs. Go around and monitor, offering prompts where necessary.
- 4 Call the class back together and ask students to share their ideas. Write good suggestions on the board.
- 5 Students choose two or three ideas and draw them. Go around and monitor.
- 6 Invite different students to show the class their drawings and explain what they are and why they chose them.

Suggested answers:

photographs of buildings, people, and special events advertisements for cars

newspapers

coins

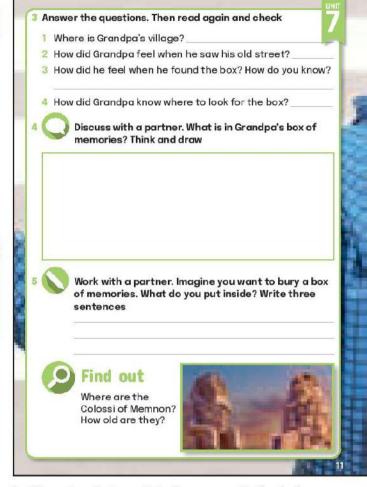
popular books and magazines

toys and games

a letter to the future, describing daily life

5 Work with a partner. Imagine you want to bury a box of memories. What do you put inside? Write three sentences

1 Read out the rubric and elicit some ideas from the class. Ask them to think of things that will be interesting to people in the future, like their own grandchildren. Write good suggestions on the board.



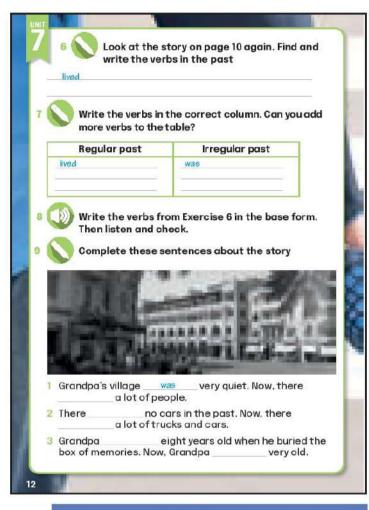
- 2 Discuss how their own list will compare with Grandpa's what could be the same (e.g., coins, newspapers) and what could be different (e.g., a mobile phone, a video game).
- 3 Allow time for students to discuss ideas with a partner. Go around and monitor, offering suggestions if necessary.
- 4 Tell them to choose three things and write a sentence about each one. Go around and help as necessary.
- 5 Invite different students to read their sentences to the class and explain why they chose those things. Whose ideas are the best? Why?

Students' own answers

Pind out

- Read out the first question and elicit the answer (near Luxor); if possible, have a student find the location on a map.
- 2 Read out the second question and ask students to research the answer at home. Remember to check at the beginning of the next lesson. (They are about 3,400 years old.)

Students' own answers



page 12

6 Look at the story on page 10 again. Find and write the verbs in the past.

- 1 Ask students to find page 10 and read the story again.
- 2 Ask them to find and point to the verb lived (line four). Explain or remind them that this is the past form of live.
- 3 Tell them to look through the story and find all the other verbs that are in the past simple form. Tell them that many of them end in -ed, but not all of them. Let them work in pairs if they wish to. Tell them not to write the words down yet. Go around and monitor.
- 4 Ask different students to call out a verb that is in the past form. Make sure they find and point to each verb. Draw attention to any that they have missed, including was and were (if necessary).
- 5 Then allow time for students to write all the verbs. Move around and monitor.
- 6 Check answers.

Answers:

was, were, grew up, lived, played, crossed, had, looked, walked, started, pulled, buried, said

7 Write the verbs in the correct column. Can you add more verbs to the table?

- 1 Ask students to look at their list in Exercise 6 and call out all the verbs that end in -ed (lived, played, looked, crossed, walked, started, pulled, buried).
- 2 Tell them that we call these verbs 'regular' because their past forms all end in the same way. Explain that the other verbs are 'irregular' because their past forms all have different endings.
- 3 Ask students to write all the regular verbs in the first column, and all the other verbs in the second column. Tell them not to write the same word twice. While they are working, quickly write the two headings from the table on the board, then go around and check.
- 4 Invite different students to come to the board and help to complete the table.

Answers:

Regular past	Irregular past
lived, played, looked, crossed, walked, started, pulled, buried	was/were, grew up, said, had

8 a [audio 1.03] Write the verbs from Exercise 6 in the base form. Then listen and check.

- 1 Remind students what base form means. Point to lived on the board and elicit the base form (live) as an example. Then continue with all the verbs in both columns.
- 2 Allow time for students to write the base forms down. Go around and monitor, checking spellings.
- 3 Play the audio to check. Make sure they have the spelling of bury correct.

Answers:

regular: live, play, look, cross, walk, start, pull, bury irregular: be, grow, say, have

Audioscript

Narrator: Regular past

Actor: live, play, cross, look, walk, start, pull, bury

Narrator: Irregular past Actor: be, grow up, say, have

Extra practice

- 1 Ask students to look again at the list of regular verbs. Read each one aloud and have them repeat them.
- 2 On the board, write these headings: d t id
- 3 Say lived again, emphasizing the last sound, and point to
- 4 Continue with all the regular verbs in the list, each time pointing to the final sound, with the students repeating after
- 5 Tell students to write the verbs under the correct headings



d t lived, played, pulled, buried looked, crossed, walked

Encourage them to suggest more verbs that end with the sounds /d/, /t/ or /id/. Add correct suggestions to the table on the board. Add them to the table.

Suggested answers: some suggestions: /d/: carried, called, explained /t/: washed, finished, worked /id/: shouted, texted, ended

9 Complete these sentences about the story

- 1 Ask students to look at the picture below this exercise and elicit what they can see (cars, buildings, people, trees). Ask Is it a village? (No).
- 2 Say In the past, it was a village. It's a big city now. Have them repeat your words and write them on the board.
- 3 Ask them to look at the first line of the Exercise and elicit the missing words (was and are).
- 4 Tell them to look at number two, then read the sentence out, pausing for them to provide the missing words (were, are). Write the words on the board.
- 5 Continue the Exercise with the whole class or put more advanced learners in pairs to complete the task; go around and monitor.



STUDENT'S BOOK

page 13

10 Think and answer about yourself

- 1 Read out the first question and the example answer. Then ask different students to make their own true sentences.
- 2 Continue the Exercise with the whole class, then tell them to write their own answers in their books. Alternatively, you could put more advanced learners in pairs to discuss ideas and write their answers; move around and check. Make sure they write full sentences in the past simple.
- 3 Invite volunteers to read out their sentences to the class.

Students' own answers

11 Write a paragraph about your day. Write 4-6 sentences

1 Ask students to look again at their sentences in Exercise 10. Ask them to think of some more things that they did. Invite suggestions, and if necessary, ask them some questions, e.g., What did you have for breakfast? How did you come to school? Who did you talk to this morning? Was your backpack heavy?



- 2 Students then write a paragraph about their day, using the ideas they have discussed. Go around and check.
- 3 Instruct students to read and check their partners' work.
- 4 Ask a few students to read their work out to the class.

Students' own answers

Extra practice

1 Play the memory game. Demonstrate the game first: Put a few things on a table where everyone can see them (if this is not possible, demonstrate several times to different groups).

Hold up each item in turn and elicit the word (pen, eraser,

Then take one thing away. Can they remember what it was? Encourage them to say There was a (green pen) on the table. Now there isn't.

- When they understand the game, put them in pairs to play, taking turns to place the objects.
- 3 Go around and monitor.
- 4 Students play the game again, but this time they remove several items at once. This time students say *There were* (three pencils) on the table. Now there aren't.

Closing

- If you haven't done so already, check who has found out about the Colossi of Memnon (see above, Student's Book page 11, Find Out). Say Well done.
- Ask the class to remember the story about Grandpa. Have different students retell the story in their own words, one sentence at a time.

LESSON 4

pages 14-17

Objectives: To read and appreciate a story and answer

questions about it

To understand the moral of a story
To discuss and express opinions
To understand the three stages of a story
To practice the pronunciation of /ei/, /i:/, /ai/,

/on/ words

To talk about fractions in English

Vocabulary: hole, pleased, gave, You know, delighted,

excited, no (reason), mice, moral,

numerator, denominator

Language: biggerthan

smaller than the same as

CLIL: Math: Numerators and denominators

Materials: Student's Book pages 14-17

Audio files 1.04-1.05

A large circle of paper, large enough to fold into 8 in order to demonstrate fractions

(optional)

Opener

 Greet the class. Then have students chorus Hello (name), how are you? around the class.

 Ask them to remember what the story in Lesson 3 was about (Grandpa and the buried box of memories).

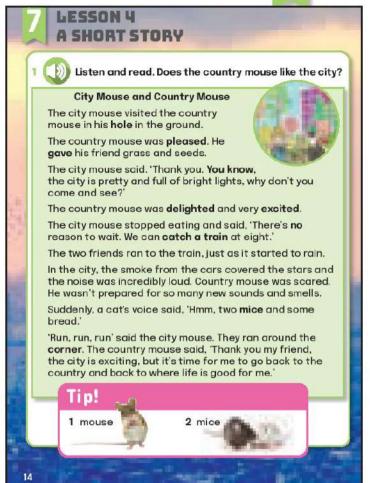
Tell them they are going to read another story, but this time
it's about two very small animals. Can they guess what they
are? (They are mice: draw a mouse on the board or ask a
student to do it!) and write mouse. Draw another mouse,
erase mouse, and write mice. Explain that this is the plural of
mouse...

STUDENT'S BOOK

page 14

1 [audio 1.04] Listen and read. Does the country mouse like the city?

- 1 Hold up your book to page 14 and wait for students to find the correct page. Allow time for them to look at the picture and read the title.
- 2 Play the audio straight through while they follow the words on the page.
- 3 Then allow time for them to look at the text themselves and identify unknown words and other difficulties. Go around and monitor, noting any common problems.
- 4 Read out (or play) the first two paragraphs of the story, then elicit or explain the meaning of hole, pleased, gave and any other new words.
- 5 Continue through the text in the same way, stopping two or three times to check the meaning of new words.
- 6 Play the whole story through once more while the students follow in their books. Alternatively, invite confident students to read different sections of the story.
- 7 Finally, read out the question Does the country mouse like the city? (No!)



Audi oscripi

City Mouse and Country Mouse

The city mouse visited the country mouse in his hole in the ground.

The country mouse was pleased. He gave his friend grass and seeds.

The city mouse said, 'Thank you. You know, the city is pretty and full of bright lights, why don't you come and see?'

The country mouse was delighted and very excited.

The city mouse stopped eating and said: 'There's no reason to wait. We can catch a train at eight.'

The two friends ran to the train, just as it started to rain. In the city, the smoke from the cars covered the stars and the noise was incredibly loud.

Country mouse was scared. He wasn't prepared for so many new sounds and smells.

Suddenly, a cat's voice said, 'Hmm, two mice and some bread.'

'Run, run, run!' said the city mouse. They ran around the corner. The country mouse said:

'Thank you, my friend, the city is exciting, but it's time for me to go back to the country and back to where life is good for me.'

Tip!

Tell students to look at the tip. Ask which pictures are better—the ones on the board, or the ones in the book!

page 15

2 Answer the questions. Then read and check

- 1 Hold up your book to page 15 and point to Exercise 2. Read out each question and elicit the answer from the whole class or put more advanced learners in pairs to discuss the answers; go around and monitor.
- When you are sure the students know the correct answers, allow time for them to complete the task. Go around and monitor.
- 3 Ask students to read the story again to check their answers.
- 4 Invite different students to read out each question and answer it.

Answers:

- 1 in a hole in the ground
- 2 grass and seeds
- 3 because a cat said hmmm, two mice and some bread and they were scared.
- 4 students' own answers e.g., it was boring
- 5 It's exciting but scary

Extra practice

- Students could draw pictures to illustrate each part of the story and write captions under each picture.
- They could also practice telling the story in pairs or small groups.
- Strong students could act the story out in pairs, using their own ideas

3 Discuss with a partner

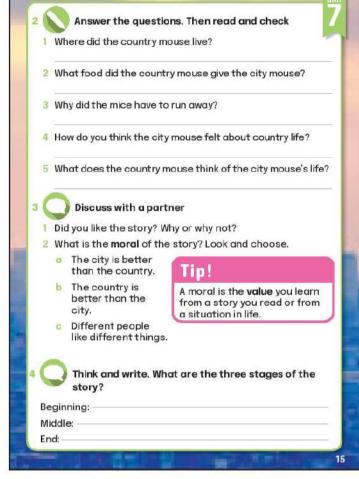
- 1 Read out the first question and allow a short class discussion. Ask for a show of hands to see who likes the story and who doesn't. Encourage students to give reasons.
- 2 Read out the second question and the three options, checking that students understand.
- 3 Ask students to read the Tip, to explain the meaning of moral.
- 4 Then put them in pairs to discuss their answers. Go around and monitor.
- 5 Read out the three options again, pausing after each one to have a show of hands to see who thinks it is the moral of the story. Remind them that the question is not about what they personally think about the country and the city.
- 6 Tell them the correct answer, and if necessary, explain that the two mice like different things.

Answers:

c

4 Think and write. What are the three stages of the story?

- 1 Ask students to look again at the story on page 14.
- 2 Read out the question and tell them to consider it in pairs, noting where the second and third stages begin. Go around and monitor.

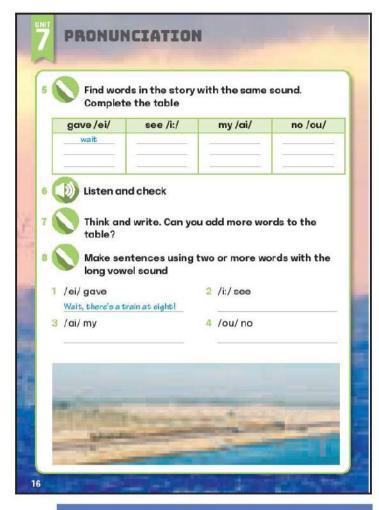


- Invite ideas about the three stages of the story. Ask
 Where does the story begin? (in the country)
 What happens next? (the mice go to the city)
 Then what happens? (the country mouse decides to go back to the country)
- 4 Allow time for students to complete the task, using their own words. Let them work alone or in pairs. Go around and offer help where needed.

Students' own answers

Extra practice

- 1 Write the headings pros and cons on the board and check that students understand their meaning. Ask them to think about the pros and cons of where they live, guide them to understand that they should appreciate the value of where they live and think at the same time of how to improve the cons.
- 2 Get some initial ideas from the class, then put them in pairs or small groups to discuss the question further. Encourage them to make notes under the two headings. Go around and monitor, offering ideas where necessary.
- 3 Ask volunteers to read out their work to the class. If they hear new ideas that they agree with, they could add them to their lists.



page 16

5 Find words in the story with the same sound. Complete the table

- 1 Hold up your book to page 16 and wait for students to find the page. Point to the first column (gave /ei/) and say gave, then make the sound /ei/. Tell the students to point and repeat.
- 2 Continue with the remaining columns, making sure that students point and repeat correctly.
- 3 Copy the table on the board, and as you do so ask students to repeat each word and sound again.
- 4 Then hold up your book to page 14 and wait for students to find the page. Ask them to find the first word, gave, in the story. Check they are all pointing correctly.
- 5 Continue with see, my, and no. Each time, tell students to repeat the word and the sound.
- 6 Put students in pairs and tell them to read the whole story again, looking out for words with the same sounds. Tell them to add the words to the correct columns. Alternatively, do this as a class exercise.

6 I [audio 1.05] Listen and check

- Ask students to check their answers as you play the audio.
 You could add the answers to the table on the board.
 Depending on the level of your class you could use the shorter audio and skip the highlighted words, to give them extra challenge.
- 2 Instruct students to chorus the words in each column.

Audioscript

Narrator: gave /eI/

Actor: wait, eight, train, rain

Narrator: see /i:/

Actor: country, pleased, seeds, eating, me

Narrator: my /at/

Actor: bright, lights, delighted, why, excited, mice, life

Narrator: no /00/

Actor: hole, know, smoke, go, slow

Answers:

gave /ei/ wait eight train rain
see /i:/ country pleased seeds eating me
my /ai/ bright lights delighted why excited mice life
no /ou/ hole know smoke go slow

7 Think and write. Can you add more words to the table?

1 Read out the question. Elicit suggestions from the class and add correct answers to the table on the board. Alternatively, put stronger students in pairs to think of their own ideas and add them to their tables; go around and check.

Suggested answers: gave /ei/ plate ate late take make table see /i:/ be tree he she my /ai/ kite white lie try high no /ou/ show potato low grow

8 Make sentences using two or more words with the long vowel sound

- Tell students to look at item one and chorus the sound /ei/ and the word gave.
- 2 Invite a volunteer to read out the example sentence. If necessary, model the correct pronunciation.
- 3 Ask them to find three words in the sentence with the /ei/ sound (wait, train, eight).
- 4 Ask a student to say the sound and word for number 2 (/i:/ see) then ask the class to suggest sentences containing that sound. Give prompts as necessary (see below for some suggestions). Write correct sentences on the board and instruct students to choose one and copy it.
- 5 Continue with the rest of the Exercise. Stronger students could continue the task in pairs.
- 6 Go around and check their work, then ask different students to read out their sentences to the class.

Suggested answers:

- 1 Wait, there's a train at eight!
- 2 We can see three trees.
- 3 My kite is high up in the sky.
- 4 Oh no, I hurt my toe.



Presentation

Tell the class you are going to talk about fractions. Write fractions on the board and elicit or explain its meaning. On the board, write ½. Elicit half from the class.

If you have a large circle of paper, invite a student to come to the front and ask him/her to fold it in half. If not, draw a large circle on the board and ask a student to shade in one half of it. Point to one of the two halves and say one. Point to the figure 1 on the board (the top part of ½).

Point to the two halves to gether and say two. Point to the figure 2 on the board (the bottom part of $\frac{1}{2}$).

STUDENT'S BOOK

page 17

9 Label the numerator and denominator

- Point to the 1 at the top of the fraction on the board and say This is the numerator. Write numerator on the board.
- 2 Then point to the 2 at the bottom of the fraction on the board and say This is the denominator. Write denominator on the board.
- 3 Hold up your Student's Book to page 17 and wait for students to find the page. Then read out the instructions and allow time for them to complete the task. Go around and monitor.

Answers:

1: numerator

2. denominator

10 Look and match the fractions to the pictures

- 1 Read out the instructions. Tell students to write the correct fraction (from the box) next to the correct picture.
- 2 Allow time for them to complete the task on their own or in pairs.
- 3 While they are working, draw the four pictures on the board.
- 4 Invite volunteers to come to the board and label the pictures with the correct fractions.

Answers:

① 1

 $2\frac{3}{6}$

 $3\frac{2}{4}$

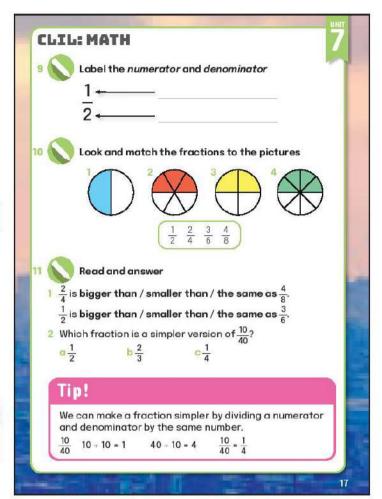
 $4\frac{4}{8}$

- 5 Point to each fraction in turn and model how to say it; have students repeat in chorus:
 - 1 one half
 - 2 three sixths
 - 3 two quarters
 - 4 four eighths

Extra practice

- On the board, draw three large circles. Divide one of them into sixths, one into quarters, and one into eighths.
- After that write some or all of these fractions:

 Ask volunteers to come to the front and shade in the correct circle to create one of the fractions on the board.



 Instruct the class to name the fraction (if necessary, model how to say it).

11 Read and answer

- 1 Ask students to look at the four pictures in Activity 10 again. Write $\frac{2}{4}$ on the board and have them point to the correct picture (3). Then write $\frac{4}{8}$ on the board and have them point to the correct picture (4).
- Point to the colored parts in pictures 3 and 4 and ask Is this (picture 3) bigger than this (picture 4)? (No) Say They're the elicit or model same.
- 3 Ask students to read question 1 and circle the correct words. Let them work alone or in pairs. Go around and offer help where needed, using the pictures in Exercise 10 to help.
- 4 On the board, write \(\frac{10}{40}\). Explain or remind them that this means ten out of forty (ten fortieths).
- 5 Then ask them to look at question 2 and allow time for them to think about it. Explain that one of the fractions, a, b, or c, is the same as $\frac{10}{40}$.
- 6 If necessary, the tip at the bottom of the page will help them.
- 7 Invite students to tell you the answer and say Well done.

Answers:

1 the same as; the same as

2 C

Closing

• On the board, write these pairs of numbers and fractions:

$$1-\frac{3}{4}$$

$$\frac{7}{8} - \frac{1}{2}$$

$$\frac{3}{6} - \frac{2}{4}$$

$$1 - \frac{6}{6}$$

$$\frac{2}{6} - \frac{1}{6}$$

$$\frac{4}{4} - 1$$

$$1 - \frac{6}{8}$$

 Ask students to make sentences about each pair, using is bigger than, is smaller than, or is the same as. Make sure they say the fractions properly.

Answers:

One/A half is the same as four eighths.
One is bigger than three quarters.
Seven eighths is bigger than one half.
Three sixths is the same as two quarters.
One is the same as six sixths.
Two sixths is bigger than one sixth.
Four quarters are the same as one.
One is bigger than six eighths.

 Tell students that next lesson they will be talking about someone's first day at school. Ask them if they have any photos of their first day at school, and if so, could they bring them to show the class.

LESSON 5

pages 18-19

Objectives: To read and understand a story and answer

questions about it

To make notes about first day at school To write a paragraph about my first day at

school

Vocabulary: nervous, put on, backpack, gate

Language: Past simple

Materials: Student's Book pages 18-19

Students' photos brought in from home

(optional)

Sheets of paper (optional)

Opener

Greet the class. Chain Hello (name), how are you? around the class.

- Ask if anyone has brought in photos of their first day at school. If so, say Thank you, and tell students to show the
- Ask them to share memories of their first day at school. Ask What was your teacher's name? What did you do on your first day? How did you feel?

STUDENT'S BOOK

page 18

1 Think and say. How old are children when they start school?

1 Hold up your book to page 18 and wait for students to find the correct page. Read out the question and elicit the answer from the class (6, although some children start earlier at 2-3 for Baby class and 3-4 for KG1).

Students' own answers

2 Read and answer. How did Younis go to school?

- 1 Ask students to read the title and look at the picture. Ask What's the boy's name? (Younis).
- 2 Put them in pairs to brainstorm a description of the picture. Prompt with questions e.g., What's he wearing? What color is his shirt? What's he carrying? Go around and monitor.
- 3 Ask different students to describe the picture. Write correct ideas on the board, e.g., a blue t-shirt, gray pants, black shoes, a backpack.
- 4 Allow time for students to read the text. Tell them not to worry about every word. Go around and monitor, making a note of any words that cause difficulty.
- 5 Go over difficult words with the whole class, then read the text aloud while students follow it on the page. Alternatively, you could invite different volunteers to read out a paragraph
- 6 Finally, read out the question How did Younis go to school?

Answer:

He walked.

LESSON 5 WRITING

Think and say. How old are children when they start

2 Read and answer. How did Younis go to school?

My first day of school

by Younis I remember my first day of school.

I was very nervous. I liked staying at home with my family. I wanted to play with my toys, I didn't want to go to school

I put on a blue T-shirt, gray pants, and black shoes. I carried my backpack. Mom and I walked to school.

At the school gate, I wanted to cry. I said goodbye and I walked into the classroom. The teacher asked me to sit next to a boy called Marwan.

The teacher was very kind. We studied math and played games; it was fun!

The next day, I wasn't nervous. I was excited. I wanted to see my new friend, Marwan. I wanted to learn math and I wanted to go to school.





page 19

3 Answer the questions. Read and check

- Instruct students to read each question carefully and write their answers. Go around and monitor, offering help where needed.
- 2 Tell them to read the text again to check their answers. Ask them to check their answers in pairs.
- 3 Go through the answers with the whole class. You could ask different students to read out the questions and answers.

Answers:

- 1 Younis was six years old.
- 2 Younis lived in Aswan.
- 3 Younis wore a blue T-shirt, gray pants, and black shoes.
- 4 He wanted to cry.
- 5 Younis thought that his teacher was very kind.
- 6 Marwan was Younis's new friend.

4 Do you remember your first day of school? Write some notes

- 1 Remind students of your opening discussion. Read out each question and encourage the class to share memories. Write useful vocabulary on the board.
- 2 Allow time for students to write their answers, but before they do, ask them to read the Writing Tip, and tell them not

to write full sentences – just important ('key') words.

Go around and make suggestions and corrections as necessary.

Students' own answers

5 Use your notes to write about your first day of school. Write 4-6 sentences in your notebook

- 1 Tell students to use their notes from Exercise 4 to write sentences about their first day of school. Go around and help where needed. Remind students to look at the tip box to help their writing work.
- 2 Ask confident students to read out their work to the class.

Students' own answers

Extra practice

Students could write their (corrected) sentences on sheets of paper and illustrate them, either with their own drawings or the pictures they have brought from home.

Closing

- Ask students to look again at the text on page 18. How was Younis' first day at school different from theirs, or was it the same? Think about: clothes, the teacher, the lessons, friends, feelings.
- In preparation for the Lesson 6 Project, ask students to think about the city, town, or village they live in, and how it has changed since their parents were children.



LESSON 6

pages 20-21

Objectives:

To research and complete a project about their neighborhood, comparing what it was like in the past with what it's like now To write a report about what they have

found out

To revise language learned in the Unit. To do a self-assessment of their progress

Materials:

Student's Book pages 20-21

Opener

· Greet students as they come into the class.

 Ask them to think back to the last lesson. What do they remember about Younis and his first day at school? Have different students say one thing each.

STUDENT'S BOOK

page 20

1 Think and say

1 Ask who has been thinking about changes in their neighborhood (hands up). Say Well done.

2 Read out the question and invite answers from the class. Note down notes on the board under these headings: the same and different.

Students' own answers

2 Look and read. What is different now in Seleem's town?

 Ask students to look at the two pairs of photos and describe what they can see.

2 Then tell them to read the text. Go around and answer any queries.

3 Read out the question What is different now in Seleem's town? and invite answers from the class.

4 Read it through again with the whole class.

Answers:

Now in Seleem's town the cars use electricity and gas, and there is a big shopping mall.

3 Read and say. Answer the questions

1 Read out each question to the class.

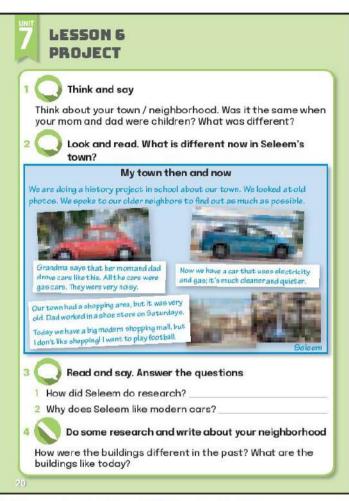
2 Put the students in pairs to discuss the questions. Go around and monitor, offering prompts if necessary.

3 Ask volunteers to share their ideas with the class.

Answers:

1 He looked at old photos and spoke to their older neighbors, his grandma, and his dad.

2 because they're cleaner and quieter than old cars



4 Do some research and write about your neighborhood

- 1 Read out the question How were the buildings different in the past? What are the buildings like today? and brainstorm some initial ideas.
- 2 Tell students to think of one or two people who have lived in their neighborhood for a long time who they could interview.
- 3 (optional) Ask them to try to find some photos or pictures (of the past and present) to illustrate local buildings past and present.
- 4 Either set this as homework or make time in the next lesson for the students to complete their written work.

Students' own answers

Extra practice

Ask students to make illustrated posters like Seleem's for a class display.



page 20

Self-Assessment

5 Think and write. Do you remember?

- Students read the questions and write down what they can remember. Monitor and encourage. Check and help with spelling if necessary.
- 2 Then allow them to check the answers by looking back through the unit.

Answers:

- 1 6,670 km
- 2 Because the soil is fertile and there's water
- 3 A climate that's not too hot and not too cold

6 Write sentences to describe the pictures. Use too + adjective

- Instruct students to look at the pictures and match them with the sentences to complete.
- 2 Tell them to write four sentences using too + adjectives.
- 3 Monitor and ask students to check their sentences for any spelling mistakes.
- 4 Check answers.

Answers:			
1 too big	2 too small		
3 too hot	4 too cold		

7 Think and write. You have one minute. How many verbs in the past simple can you think of?

- 1 Read out the instruction and invite a few suggestions, to check students understand the task.
- 2 Allow one minute for them to write down their answers.
- 3 Go around and check, correcting spelling mistakes. Say Well done.

Students' own answers

8 Think about Unit 7

- Students think about the unit. Encourage them to look back through the unit to remind themselves and think about things they enjoyed and things they learned.
- 2 Students write 2 things they enjoyed and 2 things they learned.
- 3 Monitor and help with spelling but not the actual content of the writing.
- 4 Invite volunteers to read out their work to the class.

Students' own answers

Closing

- Ask students to open their books to page 3. Point to In this unit I will ... and read out the list. Did they learn or do these things?
- Them to think about yesterday. Then say: Yesterday I woke
 up at.... Choose a volunteer to complete the sentence and
 start a new one. Continue with students choosing who says
 the next sentence.
- Praise students for their work this unit. Tell them that in the next unit, they will be thinking about festivals and special days



Introduction

pages 22-23

Objectives: To welcome students to the topic of the unit

To talk about food

Materials: Student's Book pages 22-23

Opener

 Greet the class. Have them chain Hello (name), how are you? in small groups or around the class.

Tell students they are going to talk about food in this lesson.
Ask, What did you have for breakfast today? Encourage
students to tell the class. Assist them with vocabulary as
required, writing it on the board.

STUDENT'S BOOK

pages 22-23

- Say, Open your books. Look at pages 22-23 and hold your copy up. Wait until all students have their books open to the right page.
- 2 Ask them to read the title We had fim and look at the picture. Allow students time to enjoy looking at the picture. Point to different dishes and ask, Do you like this? What about this?





In this unit I will ...

- · find out how to use quantifiers.
- practice using past simple irregular verbs.
- discuss and write about festivals.
- practice the pronunciation of irregular plural nouns.
- practice fractions and decimals.
- write about a special day.

0

Look, discuss, and share

How many of the foods can you name? When do you eat these foods? Which is your favorite?



Find out

What other foods do people eat to celebrate festivals?



Did you know?

In Morocco, Algeria, and Tunisia, there is a famous dish called *Couscous*. It is semolina with meat and/or vegetables. It can also be eaten with sugar or as a dessert. Do you want to try *Couscous*?

2

Suggested answer:

People eat different kinds of foods to celebrate different festivals around the world. For example, at Thanksgiving people eat turkey, at Easter people eat chocolate easter bunnies and chocolate eggs, and on Chinese Lunar New Year people eat dumplings, fish, spring rolls, noodles, and other types of food. Finally in Spain, people celebrate La Tomatina by throwing tomatoes around at each other.

Did you know?

- Tell students to read the text, or have a confident student read it out
- Ask if anyone has eaten couscous. Did they like it?
- Ask, Do you want to try couscous? and elicit answers.

Closing

 Focus on In this unit I will... and read through the objectives for this unit with the class.

STUDENT'S BOOK

page 23



Look, discuss, and share

- 1 Put students in pairs. Read out the three questions and then ask students to discuss their answers in pairs. Go around and talk to the students about the picture.
- 2 Invite different students to give their answers, allowing discussion each time.

Suggested answers:

Warak enab (vine leaves)

Kibbeh

Rice (Koshari possibly)

Roast chicken

Fattoush (salad)

Fattah (rice dish with meat and toasted bread)

Students' own answers

Find out

- 1 Read out the question and invite initial ideas.
- 2 Ask the students to find out the answers. Accept all appropriate answers and tell students that in the next lesson they will know more about food.



pages 24-25

Objectives: To listen to a dialog about what Reem ate

To describe food containers and portions

Vocabulary: a carton of, a bar of, a packet of, a bottle of,

a slice of, a piece of

Materials: Student's Book pages 24-25

Audio files 1.06-1.08

Eithert realia: examples of food and drink in cartons, packets, bars, bottles (optional)

and/or

pictures to illustrate the target vocabulary,

e.g., from magazines

Opener

- Greet the class. Say, Hello Class (name), how are you?
 Encourage the class to chorus back, Hello, Miss / Mr (name). I'm fine, thanks.
- Remind them of the questions from the last lesson (Find out on page 23) and ask who has the answers. Say Well done! and invite students to share their answers. Answers will vary but should include traditional foods eaten at Eid Al-Adha and Eid Al-Fitr or other feasts.

STUDENT'S BOOK

page 24

1 II | [audio 1.06] Listen and repeat

- 1 Hold up your book to page 24 and ask students to find the page.
- 2 Play the audio while they listen and repeat each word and point to the correct picture.
- 3 Repeat, then put them in pairs to practice.
- 4 Finally, have different students call out one of the phrases while the other students point to the correct picture.

Audioscript

- a packet of cookies
- a bar of chocolate
- a carton of juice
- a bottle of water
- a slice of cake
- a piece of cheese

Extra practice

- If you have realia and/or pictures, ask students to name them.
- You could place them around the room and play a game –
 call out a phrase (e.g., a packet of cookies) and tell students
 to look around and point to the correct item or picture.
 Choose different students to take over from you and call out
 the phrases.

2 III [audio 1.07] Listen. What happened to Reem?

1 Ask students to look at the photo of Reem. Ask, Is she ${f 26}$



happy? (no). Ask them to guess why not. Then tell them to listen to find out the answer. Introduce the new words including the expression, you look green.

- 2 Play the audio straight through.
- 3 Ask, What happened to Reem? and elicit the answer (answers will vary, but should include the idea that she ate too much at a party).
- 4 Play it again to check.

Audioscrip

- A: Did you have fun at the party, Reem?
- B: Yes, thank you.
- A. What's the matter? You look a bit green.
- B: Hmm, I don't feel well.
- A: Oh, dear. Did you eat too much?
- B: I only had a slice of cake.
- A: Anything else?
- B: No...I drank some juice.
- A: Some juice?
- B: Well, a carton of juice.
- A: Is that all?
- B: Maybe a bar of chocolate, only a small one... and a piece of cheese.
- A: Cheese and chocolate? That's horrible!
- B: That's why I ate some cookies.
- A: How many cookies did you eat?
- B: A. packet of cookies.
- A: Oh, no!
- B: I was thirsty after all that food, so I had a bottle of water.



3 II [audio 1.08] Listen again and answer

- Ask students to read the questions through. You could suggest they note down any answers they think they already know.
- 2 Play the audio again, then allow time for them to write or complete their answers. Go around and monitor.
- 3 Invite different students to answer each question.
- 4 Play it again to check.

Answers:

- 1 She went to a party
- 2 She was thirsty (after a lot of food)
- 3 It means 'you look sick.'
- 4 cake, juice, chocolate, cheese, cookies, water

STUDENT'S BOOK

page 25

4 Look and match. Sometimes more than one answer is possible

- Put students in pairs to do this matching exercise. Make sure they remember that there might be several correct answers.
- 2 Go around and monitor, offering help where needed.
- 3 Ask different students to share their answers.

Answers:

- a slice of cake
- a carton of juice
- a bar of chocolate
- a packet of cookies
- a bottle of water / juice
- a piece of cheese / chocolate / cake

5 Look and write

- 1 Ask students to look at the pictures and complete the activity alone, then compare answers with a partner.
- 2 Monitor and check spellings.
- 3 Check answers.

Suggested answers:

1 a bar of soap 2 a piece of bread 3 a packet of candies 4 a carton of milk 5 a bottle of milk 6 a slice of pizza

6 Think and say. Work with a partner. Can you find other things you can use with these words?

- Read out the instruction, then ask students to read the example answer.
- 2 Put them in pairs to think of more kinds of food or drink that go with the words in Exercise4. Go around and offer prompts where necessary.

Suggested answers:

- a slice of pie/piece of pie
- a carton of cream
- a bar of chocolate
- a packet of potato chips
- a bottle of lemonade
- a piece of cake/chocolate

Extra practice

Play a game in groups or as a class: one student says (e.g.) a packet of... The first student to complete the phrase correctly starts the next phrase (e.g.) a bottle of....

Closing

- Ask students what they remember about Reem. Have them tell you again what she ate. Can they remember everything?
- Ask how often they go to parties. What other fun things do they do?
- Tell them that in the next lesson they will be remembering happy times, like holidays and parties.



pages 26-29

Objectives: To read a poem with understanding and

answer questions about it

To learn and practice irregular past forms To practice asking and answering questions

about the past

To write a paragraph about the past

Language: past simple

Materials: Student's Book pages 26-29

Drawing paper (optional)

Opener

· Greet the class, then have them greet each other in pairs.

- Ask them to tell you how they have fun what do they enjoy doing?
- · Tell them they're going to read a poem about having fun.

STUDENT'S BOOK

page 26

1 Do you like going to the beach? What do you enjoy most?

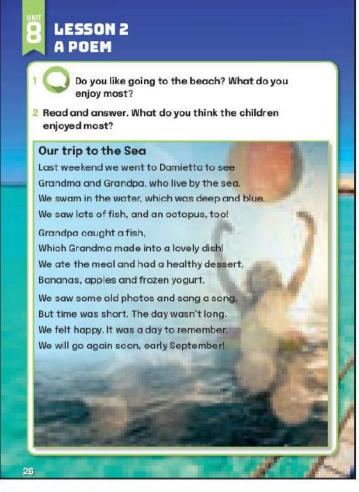
- 1 Read out the first question and elicit replies from the class. Then put them in pairs to discuss the second question. Go around and monitor.
- 2 Invite students to share their ideas with the class. Put useful vocabulary on the board (e.g., swimming, playing (football), eating ice-cream, sumbathing). You could have a class vote for the most popular beach activity.

Students' own answers

2 Read and answer. What do you think the children enjoyed most?

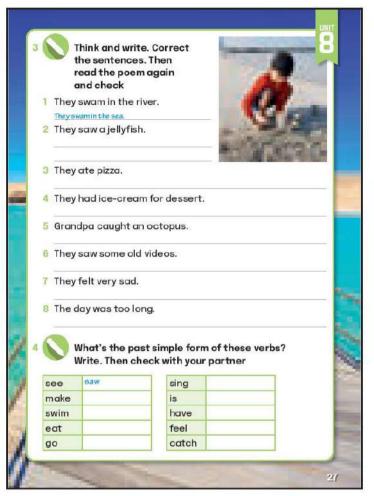
- 1 First, allow time for students to look at the picture. Invite different students to describe what they can see (e.g., a girl is playing in the sea. She's wearing sunglasses and laughing happily. She's throwing a big ball up in the air. It's hot and sunny.)
- 2 Allow time for them to read the title and then the whole text. Go around and offer help where needed, making a note of common problems.
- 3 Go over difficult words with the whole class, then invite different students to read out a line each. Ask students if they noticed that the ending of each line rhymes with the line that follows it. Read parts of the poem and stop at the endings of the first two lines. Write the two words see and sea on the board. Have students repeat the two lines in chorus to notice the rhyme. Do the same with the next two lines, and then let students work in small groups to circle the endings of the next two lines and check the rhyme
- 4 Finally, read out the question What do you think the children enjoyed most? and invite ideas from the class.

Students' own answers



Extra practice

- Ask What did they do when they visited their grandparents?
 (They went swimming, Grandpa caught a squid and a fish, Grandma cooked, they are a meal, looked at photos, sang a song).
- Hand out drawing paper and have students draw one of the activities described in the poem.
- Ask them to write a sentence underneath their pictures to describe what it shows. Monitor and make corrections as necessary.



4 What's the past simple form of these verbs? Write. Then check with your partner

- 1 Tell students that they will find the past forms of all these verbs in the poem.
- 2 Allow time for them to complete the table alone. Go around and offer help where needed, encouraging them to find the answers in the poem. Then tell them to check in pairs.
- 3 Instruct different students to come to the board to write the past form of each verb. Make sure that students correct any mistakes they have made.



STUDENT'S BOOK

page 27

3 Think and write. Correct the sentences. Then read the poem again and check

- Explain that the sentences in this Exercise all have a mistake in them. Ask students to look at the first sentence and the example answer. Tell them to refer to the poem on page 26 to check, if necessary. Check that students understand the task.
- 2 Either continue the activity with the whole class or put more advanced learners in pairs to complete the task; go around and monitor. Explain any new words.
- 3 Go over the answers: choose different students to read out each sentence and the corrected version.

Answers:

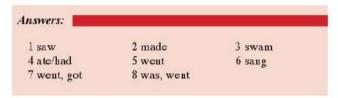
- 1 They swam in the sea.
- 2 They saw lots of fish and an octopus.
- 3 They ate a meal that Grand ma made.
- 4 They had bananas, apples, and frozen yogurt.
- 5 Grandpa caught a fish.
- 6 They saw some old photos.
- 7 They felt happy.
- 8 The day was short.



page 28

5 Complete the sentences using verbs from Exercise 4. Sometimes more than one option is correct

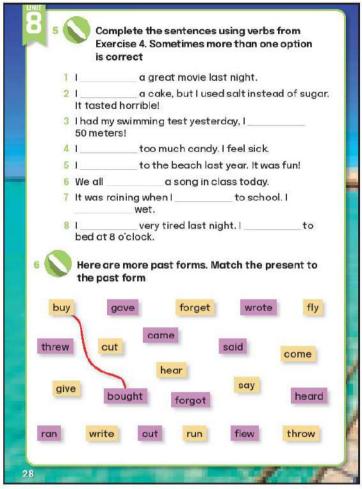
- 1 Tell students to read each sentence to the end, before they decide on the missing word. Explain that all the missing words are in Exercise 4 and they can use one verb more than
- 2 Do the first sentence together: ask them to read to the end, then look back at their answers to Exercise 4 and choose the missing word (saw).
- 3 Continue the exercise with the whole class or put them in pairs to complete the task.
- 4 Check answers: invite different students to read out the completed sentences.



6 Here are more past forms. Match the present to the past form

- Allow time for students to look at the verbs, and the example. Explain or elicit that the yellow verbs are the base form, and the pink verbs are the past form. The task is to match them correctly.
- 2 Allow time for them to complete the task alone and then to check in pairs. Go around and monitor.
- 3 Have different pairs read out the pairs of verbs to the class.







Extra practice

- After a student has read out his/her work to the class, encourage the class to ask further questions (e.g., When did it happen? How old were you? Who were you with? etc.)
- You could also ask students to tell the class about their partners' memories. How much can they remember from what they read?

Closing

- Books closed. Ask students to remember the poem they read. What did the family do on their day trip?
- Tell them that in the next lesson they will learn about some festivals. Ask them to think about their own favorite festivals and be ready to tell the class why they enjoy them.

STUDENT'S BOOK

page 29

7 Work with a partner. Think and say. Make notes

- 1 Allow time for students to think about a day when they had fun. Let them discuss with a partner for a few minutes.
- 2 Read out each question and invite answers from the class.
- 3 Then allow time for them to note down their own personal answers, remind them that 'notes' means key words only, not sentences, so they understand them to do the next task. Go around and offer suggestions where necessary.

Students' own answers

8 Use your notes to write a short paragraph about your memory. Write 4-6 sentences

- Students then write a paragraph about their memory, using their notes from Exercise 7. Help students to use the past simple to write about their memories. Go around and check.
- 3 Instruct students to read and check their partners' work.
- 4 Ask a few students to read their work out to the class.

Students' own answers



pages 30-33

Objectives: To read and discuss an article about life in

Egypt

To practice answering questions about a

reading text

To discuss Sham El-Nessim and other

festivals

To write about Sham El-Nessim

To talk about customs, traditions, common

celebrations

Vocabulary: fast, kahk, celebrate
Life skills: Working as a group

Values: Educating others about different traditions

Independence and thinking creatively

Materials: Student's Book pages 30-33

Drawing paper and colored pencils Extra drawing and writing paper (optional)

Opener

Greet the class and have the students greet you back.

 Quickly revise the past simple forms they learned last lesson: call out the base form and have them chorus the past form. You could ask different students to write the words on the board.

STUDENT'S BOOK

page 30

1 Think and say. What festivals do you celebrate?

- 1 Say, Open your books to page 30 and hold your copy up.
- 2 Read out the question and elicit answers.
- 3 Write the word festival on the board and its definition: a special occasion when people celebrate something such as a religious event, and there is often a public holiday, on the board. Give examples on some festivals (e.g., Eid Al-Fitr, Eid Al-Adha, Christmas, and Easter). Ask students what their favorite festivals are and why they enjoy them. You could put them in small groups to tell each other or keep this as a class activity.

Students' own answers

2 Read. Then answer the questions

- 1 Read out the introduction and the two questions. Then ask students to read the article, and as they do so, to think about what they agree with and what they would like to change. Alternatively, ask different students to read out a section of the text.
- 2 Invite questions about new words; ask them to guess the meaning of fast (it's explained in the sentence that follows it.)
- 3 Read out the two questions again: Is there anything you want to change? Is there any information you want to add? and encourage students to share their ideas briefly. There will be a further chance to discuss this in Exercise 4.

Students' own answers



Extra practice

- Tell students to describe the pictures on the pages, and then ask for suggestions of other things that could show American children what Eid Al-Fitr is like.
- You could hand out drawing paper and ask them to draw and label their ideas.
- They could also write some more sentences about what people do at Eid Al-Fitr.



page 31

3 Answer the questions. Then read and check

- 1 Read out the first question and elicit the answer (they fast). Ask students to point to the part of the article which gives the answer Allow time for them to write their answers.
- 2 Continue the exercise with the whole class or put more advanced learners in pairs to complete the task. Remind them to find the answers in the text (rather than their own ideas). Go around and check their spelling.
- 3 Tell them to read the text again to check.

Answers:

- 1 People fast during Ramadan.
- 2 The name of the Islamic month when Eid starts is Shawwal.
- 3 Kahk is a kind of cookies.
- 4 People say Eid Mubarak to their friends during Eid.
- 5 People celebrate Eid by going to the mosque and spending time with their families. They eat delicious food.

4 Discuss with a partner

- 1 Read out all four questions, then put students in pairs to discuss their ideas. Go around and listen, giving prompts where necessary.
- 2 Bring the class back together and go through the questions; ask individual students to share their ideas. Allow a class discussion.

Students' own answers

Find out

- Draw students 'attention to the picture. Allow time for them to think about what the family is doing.
- 2 Accept all reasonable answers and praise their effort.
- 3 Elicit that this is a Malaysian family making a traditional dish. Tell them the dish is called "Ketupat" and is made of rice wrapped with banana leaves.
- 4 Read out the question and brainstorm some of the countries they might think about.
- 5 Ask them to have some answers ready for the next lesson.

Suggested answers:

People in other countries mainly celebrate Eid Al-Fitr by spending time exchanging gifts or money and visiting friends and family. Eating sweets is also a common way of celebrating Eid Al-Fitr.



page 32

- 5 Sham El-Nessim is Egypt's oldest festival. It comes the day after Coptic Easter. What do you know about Sham El-Nessim? Research and answer the questions
- First, ask students to tell you what they know about Sham El-Nessim. Encourage them to brainstorm as a class or in small groups.
- 2 Read out the questions one by one and invite students to answer them as best as they can.
- 3 If students have access to the internet, ask them to research and check now, noting down their answers. If not, ask them to copy out the questions and complete the task at home. Remember to check their answers next lesson.

Answers:

- 1 Sham El-Nessim is celebrated every year on Easter Monday, which is the day after Easter.
- 2 All Egyptians celebrate Sham El-Nessim.
- 3 During Sham El-Nessim people eat fesikh (salted fish), lettuce, green onions, termes (beans), and boiled eggs.
- 4 During the festival, people like to paint boiled eggs, have picnics and spend time outside.
- 5 Student's own answers

6 Look and write captions for the photos

- 1 Ask students to look at the first photo and read the example caption. Explain that a caption is the words printed above or below a picture in a book or newspaper or on a television screen to explain what the picture is showing.
- 2 Put them in pairs to look at the remaining photos and note down possible captions. Go around and monitor.
- 3 Elicit ideas from the class and write good suggestions on the
- 4 Allow time for students to write their captions. Go around and check.

Suggested answers:

We play in the park.

We color boiled eggs.

We have picnics in the park.

We cat salted fish and green onions.





page 33

7 Think and write a short paragraph about Sham El-Nessim. Write 4-6 sentences

- Students write a paragraph about Sham El-Nessim, using their notes from Exercise 5 (if they have completed it) and Exercise 6. Tell them to use their own ideas too and say why they like or don't like the festival. Go around and check.
- 3 Instruct students to read and check their partners' work.
- 4 Ask a few students to read their work out to the class.

Students' own answers

Extra practice

In small groups, students could produce a poster about Sham El-Nessim: give out drawing paper and writing paper, and ask them to illustrate the festival and write captions for the pictures.

8 Think about another festival in your region or country. Complete the table

- 1 Read out the instructions and elicit initial ideas of festivals from around the class.
- 2 Put students in pairs or small groups. Tell them to choose a festival they are familiar with and note down the answers to the questions. Go around and offer help where needed.

Students' own answers

9 Draw a picture of the festival

- Students draw and color a picture to illustrate the festival they chose in Exercise 8. Go around and talk about their pictures.
- 2 Tell students to show each other their pictures and talk about them, either in groups or as a class.

Students' own answers

Extra practice

Ask students to write a paragraph about the pictures they have drawn. Ask them to use the answers they wrote in Exercise 8 in their paragraphs. Go around and supply vocabulary and spellings as required.

Closing

- 1 Remind students to research the Find out question on page 31, and also the answers to Exercise 5 on page 32 if they haven't already completed them.
- 2 Ask them what they remember about this lesson. Which festivals have they talked about?
- 3 Tell them that in the next lesson they are going to read a funny story about another kind of festival.

pages 34-37

Objectives: To read and appreciate a story and answer

read and understand a story and answer

questions about it

To practice the pronunciation of plural

ending /s/, /z/ and /iz/ words

To talk about fractions and decimals

equivalence

Vocabulary: mistake, wife, friendly, bride, groom,

surprised, sign

Materials: Student's Book pages 34-37

audio files 1.09 - 1.14 Crayons or colored pencils World map or globe (optional)

Opener

· Greet the class and have the students greet their partners.

- Ask who has the answer to the Find out question from last lesson. Say, Well done.
- Read out the question How do people celebrate Eid Al-Fitr in other countries? and elicit answers from the class.
- Write the names of the different countries on the board and if possible, show the location on a map or globe.
- Answers will vary, according to the countries chosen by the students
- If necessary, go over the answers to Exercise 5 on page 32.

STUDENT'S BOOK

page 34

1 Look and say. What can you see in the photo?

- 1 Hold up your book to page 34 and make sure that students have found the right page. Ask them to look at the top photo. Elicit or teach wedding.
- 2 Invite students to describe the people in the photo: prompt with questions e.g., What are they wearing? What are they doing? How do you think they are feeling?
- 3 Ask Have you ever been to a wedding? and encourage students to tell you about their experiences.

Students' own answers

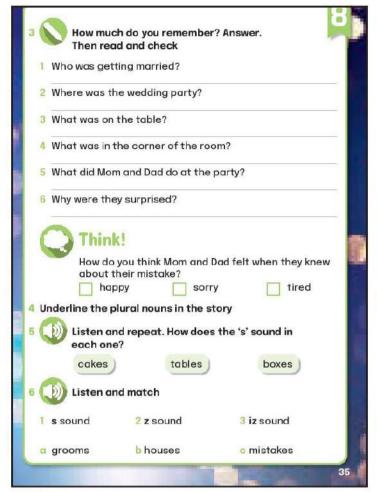
2 Read. What mistake did Mom and Dad make?

- 1 Ask students to read the title and the first paragraph. Elicit or teach the meaning of mistake.
- 2 Allow time for students to read the story through by themselves. Go around and offer help where needed, making a note of any common problems. Encourage them to guess the meaning of new words, using the context.
- 3 Go through the new words with the class.
- 4 If necessary, ask different students to read out sections of the story again.
- 5 Then read out the question What mistake did Mom and Dad make? (They went to the wrong wedding.) Ask Why did they make that mistake? (They didn't see the sign.)



Answer

They went to the wrong wedding.



page 35

3 How much do you remember? Answer. Then read and check

- Read out the first question and elicit the answer from the class. If they can't remember, tell them to look back at the story on page 34.
- 2 Continue the Activity with the whole class or put learners in pairs to complete the task; go around and monitor.
- 3 Invite different students to read out their answers.

Answers:

- 1 Amir was getting married.
- 2 The wedding party was at a big hotel.
- 3 There was nice cakes, fruits, salads, and glasses of juice on the table.
- 4 There were presents on the corner of the room.
- 5 Mom and Dad sat at a table and talked to people. They listened to the music.
- 6 They were surprised because the groom wasn't Amir.



Read out the question and the three options. Have a show of hands for each option.

Ask students to explain their choice (the correct answer should be sorry, because they had gone to the wrong party).

4 Underline the plural nouns in the story

- 1 Ask students to look at page 34 again and read out the instruction. If necessary, remind them what plural noun means.
- 2 Tell them to look for the first plural noun in the text (tables, line 6). Tell students to underline the word.
- 3 Allow time for students to work through the rest of the story, underlining all the plural nouns. Go around and check.
- 4 Go through the answers with the whole class have different students call out each plural noun. Make sure they have underlined the correct words.

Answers:

cakes, fruits, salads, glasses, presents, boxes, parents, people (NOTE: this is the only irregular plural in the list), weddings.

Extra practice 1

- Put students in pairs and have them look around the room and brainstorm as many plural nouns as they can in two minutes. You could start them off with a few examples, e.g., chairs, windows, pens. Tell them to write their words down.
- · Go around and check the spellings.
- · Ask them to count their words who has the longest list?

Extra practice 2

Play I spy with plural nouns:

- Look around the room and choose a plural noun e.g., books.
 Say My plural noun begins with (B) and have students guess the word.
- Invite the student who guesses correctly to write the word on the board, and choose the next plural noun for the class to guess.
- Alternatively let students play in pairs or small groups. Tell
 them to write the words down when they have guessed them
 (go around and check spelling).

5 **a** [audio 1.09] Listen and repeat. How does the 's' sound in each one?

- Say that the students are going to listen to some plural nouns and are going to see how they are pronounced differently. Play the audio once or twice. Students point to each word as they listen and repeat.
- On the board, write s z iz. Point to each one and make the sound; have students copy the sounds.
- 3 Then play the audio again, pausing after each word. Have students make the correct sound while you point to the correct letters on the board.

Answers:			
cakes: 's'	tables: 'z' boxes: '	iz'	
Audioso	aript)		
cakes	tables	boxes	



6 I [audio 1.10] Listen and match

- Make the three sounds (s, z, and iz) while students point to numbers 1, 2, and 3.
- 2 Play the audio, pausing for them to find the matching words. Have the class chorus the correct answer each time.



Audioscript

a mistakes b grooms c houses

STUDENT'S BOOK

page 36

7 Complete the table using the plurals from the story on page 34

- 1 Copy the table on to the board, including the examples. Read out the three headings and then point to each example in turn. Say each word clearly and have students repeat them.
- 2 Ask students to look back at page 34 and the plural nouns they have underlined. Ask them to look at each plural noun in turn and write it in the correct column in the table. Tell them to ignore people, which is an irregular plural.
- 3 Go around and check, making corrections where necessary. Always have students repeat the words after you, and check they are saying them correctly.

8 III [audio 1.11] Listen and check

- 1 Invite different students to come to the board and write answers to Exercise 7 in the table.
- 2 Play the audio while the students check.

's' sound	'z' sound	'iz' sound
cakes fruits presents parents	tables salads weddings	boxes glasses

Audioscript

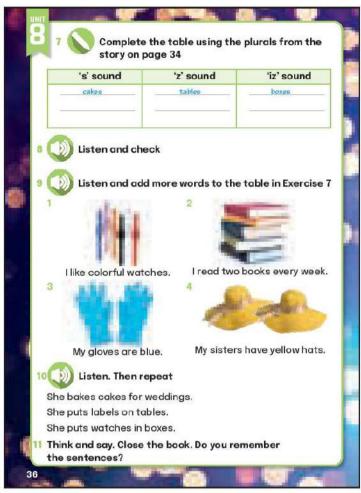
Narrator: 's' sound

Actor: cakes, fruits, presents, parents

Narrator: 'z' sound

Actor: tables, salads, weddings

Narrator: 'iz' sound Actor: boxes, glasses



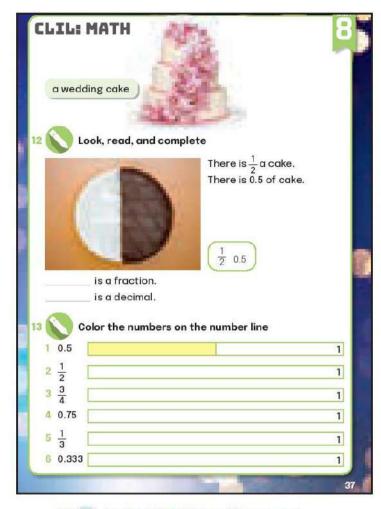
9 [audio 1.12] Listen and add more words to the table in Exercise 7

- 1 Read out the instruction and have students look at each picture in turn while you play the recording. Pause after each sentence and have students repeat it.
- 2 Ask them to call out the plural nouns in each sentence (watches, books, gloves, sisters, and hats).
- 3 Put students in pairs to decide in which column to write each plural noun. Go around and monitor. If necessary, say the words for students to repeat.

's' sound	'z' sound	'iz' sound
books	gloves	watches
hats	gloves sisters	

Audioscript

- 1 I like colorful watches.
- 2 I read two books every week.
- 3 My gloves are blue.
- 4 My sisters have yellow hats.



10 [audio 1.13] Listen. Then repeat

- 1 Play the audio while students read the sentences.
- 2 Play it again pausing after each sentence for them to repeat the words.
- 3 Tell them to practice saying each sentence again in pairs focusing on the plural nouns' pronunciation. Go around and monitor.

Audioscript

She bakes cakes for weddings.

She puts labels on tables.

She puts watches in boxes.

11 Think and say. Close the book. Do you remember the sentences?

- Close the books and ask students to try to remember the three sentences from the previous Exercise.
- 2 Allow a few minutes for them to practice in pairs; if necessary, let them check in the book, but then close their books again.
- 3 Invite volunteers to say each sentence. Say Well done.

Students' own answers

Presentation =

- Remind the class about fractions. Write the word on the board and ask for some examples of fractions. Write them on the board, or have students come to the board and write them.
- Hold up your book to page 37. Ask them to look at the
 picture of a wedding cake. Could they eat all of it? (No!)
 Ask them what fraction of the cake they could eat!
- Tell them that today they are going to talk about decimals.
 Write the word on the board. Explain that decimals are another way of describing fractions using a (.) or a decimal point.

STUDENT'S BOOK

page 37

12 Look, read, and complete

1 Ask students to look at the photo of a cake, seen from above. Read out the two sentences and have students repeat them.

There is half a cake.

There is zero point five of a cake.

- 2 Explain that 1/2 means the same as 0.5
- 3 Instruct students to look at the gapped sentences and invite them to complete the missing words.

Answers:

Half is a fraction. 0.5 is a decimal.

13 Color the numbers on the number line

- 1 Ask students to look at the first item and repeat zero point five. Point out that point five of the line is yellow.
- 2 Then ask them to look at number two and repeat one half. Have them color in one half of the line. Ask Are the lines the same? (Yes)
- 3 Tell them to look at number three. Elicit three quarters, and have them use a pencil to mark 3/4 of the way along the line. Go around and check, then tell them to color in the line.
- 4 Instruct students to look at number 4. Elicit or model zero point seven five (NOT seventy-five). Elicit or explain that this means the same as ¾ and allow time for them to color the line. Check that lines 3 and 4 are the same.
- 5 Repeat with numbers 5 and 6 (one third and zero point three three three NOT three hundred and thirty-three).
- 6 Ask students to hold up their books. Check that they have three pairs of matching lines.

Answers:	
1 0.5	1
$2 \frac{1}{2}$	1
$\frac{2}{3} \frac{2}{\frac{3}{4}}$	1
4 0.75	1
$5 \frac{1}{3}$	1
6 0.333	1



Extra practice

On the board, write the following fractions and decimals.
 Write them in random places around the board (not next to each other).

$$\frac{1}{2} \frac{3}{4} \frac{1}{3}$$

0.5

0.75

0.333

 Invite three volunteers to come to the board and draw lines between the matching pairs.

$$(\frac{1}{2} - 0.5, \frac{3}{4} - 0.75, \frac{1}{3} - 0.333)$$

Closing

- Call out the fractions and decimals from this lesson and have different students come to the board and write them.
 Alternatively, have students write them in their notebooks and hold them up for you to check.
- Repeat, but this time have them call out the matching fraction or decimal.
- · Say Well done.

LESSON 5

pages 38-39

Objectives:

To read and understand a story and answer

questions about it

To make notes about a special day
To write a paragraph about a special day

Vocabulary: Materials: great-grandma, picnic, had fim Student's Book pages 38-39

Opener

- Greet the class. Chain Hello (name), how are you? around the class.
- Ask them to think back to the funny story and the wedding. Ask them to remember what people were eating and drinking at the wedding (cakes, fruits, salads, glasses of juice).
- Tell them they are going to read about another kind of special celebration today.

STUDENT'S BOOK

page 38

1 Look and say. What can you see in the photo?

- 1 Hold up your book to page 38 and wait for students to find the correct page. Put them in pairs to describe the photo; go around and monitor.
- 2 Invite ideas from the whole class and write good suggestions from the class.

Suggested answers:

Some people are having a meal. They're sitting around a big table. They look like a big family. They're eating special food. It looks like a party. They look happy.



2 Read and say. How did the writer feel at the end of the day?

- 1 Ask students to read the title and look at the picture. Tell them to look at the cake and ask How old is Great-grandma? (90 - see the candle on the cake).
- 2 Allow time for students to read the text. Tell them not to worry about every word. Go around and monitor, making a note of any words that cause difficulty.
- 3 Go over difficult words with the whole class, then read the text aloud while students follow it on the page. Alternatively, you could invite different volunteers to read out a paragraph each.
- 4 Finally, read out the question How did the writer feel at the end of the day?

Answers:

Happy- "we all had fun"



page 39

3 Read again and answer the questions

- Ask students to read the story again and then answer the questions, in pairs or alone. Go around and monitor, offering help where needed.
- 2 Tell students to read the text again and check their answers in pairs.
- 3 Go through the answers with the whole class. You could ask different students to read out the questions and answers.

Answers:

- 1 The special day was Great-grandma's birthday.
- 2 All the writer's family, including cousins, aunts, and uncles were at the party.
- 3 The writer ate a big slice of cake, some salad, and fruit.
- 4 The writer at the party played games, ran, threw a ball, and sang 'Happy Birthday.
- 5 It was a special day because Great-grandma was very happy (to see the whole family).

4 Think about a special day. Complete the table with some notes, then tell your partner about your special day

- 1 Read out the instructions, then ask for some initial ideas from students about their special days.
- 2 Allow time for them to think about their own special day, and then answer the questions in note form. Go around and help where needed, writing useful vocabulary on the board.
- 3 When they are ready, put them in pairs to tell each other about their special days. They could take turns to ask and answer the questions on the page, or they could simply use their notes to describe the day. Go around and monitor.
- 4 You could invite a few students to tell the class about their special days. You could allow the class to ask further questions.

Students' own answers

Extra practice

Ask different students to tell the class about their partners' special days. Let the partners correct them as necessary!

5 Now write your memory of the special day. Draw a picture. Write 4-6 sentences

- 1 Tell students to use their notes from Exercise 4 to write sentences about their special day and draw a picture. Go around and talk to students about their pictures and correct any mistakes.
- 2 Ask confident students to read out their work to the class.

Students' own answers

Closing

- Ask students what they can remember about Greatgrandma's birthday party. Ask if they've ever been to a party like that.
- Ask then what other kinds of special things families celebrate (e.g., a new baby, passing an exam, a new home).
- Tell them that the next lesson will be about different festivals, and their own favorite festivals.



pages 20-21

Objectives:

To research and complete a project about

a festival

To collaborate with a partner or in a group To write about what they have found out To revise language learned in the Unit To do a self-assessment of their progress

Materials:

Student's Book pages 40-41

audio file 1.14

Opener

· Greet students as they come into the class.

 Call out familiar singular regular nouns and elicit their plural forms (see below). Make sure that students pronounce the final sound correctly.

some suggestions: book (s), student (s), boy (iz), girl (z), school (z), classroom (z), computer (z), bag (z), box (iz), car (z), bike (s), bus (iz)

STUDENT'S BOOK

page 40

1 Look, read, and say

- 1 Ask students to look at the three pictures and say what they are (a lamp / lantern, colored eggs, kahk / cookies)
- 2 Read out the questions and invite answers from the class.

Suggested answers:

I can see a lantern, colored eggs, and kahk.

People use lanterns to celebrate Ramadan in Egypt.

People also use them to celebrate many Chinese festivals especially Chinese New Year.

Painting eggs is a custom at Sham El-Nessim. It celebrates the spring.

Kahk are eaten at many celebrations such as Eid.

2 Read and say. What do people put on Christmas trees?

- 1 Ask students to look at the picture. Have they ever seen a tree decorated like this?
- 2 Allow time for them to read the text, then elicit or explain the meaning of decorate and represent.
- 3 Choose four students to read out a sentence each.
- 4 Read out the question What do people put on Christmas trees? (lights, colored balls, and stars).
- 5 You could then ask if they know when Christmas is (December 25th). Explain that it is a festival that makes people feel happier when the winter days are short and dark.

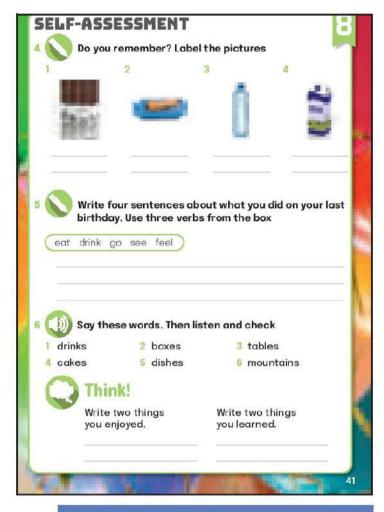
Students' own answers



3 Research symbols of your favorite festival

- Write the word symbol on the board and explain that a Christmas tree is a symbol of Christmas. Ask students to look back at the text in Exercise 2 and tell you what this symbol means (new life).
- 2 Put students in pairs or small groups and ask them to choose a festival that they would like to research. Offer suggestions if necessary.
- 3 Ask them to find out a symbol of the festival, and what the symbol means.
- 4 Instruct them to do this research at home. Tell them to bring their notes to the next lesson and complete the task then. Alternatively, if they have access to the internet, they could do this as a class activity.
- 5 When they have done their research, ask them to write a short paragraph about it and illustrate it. Tell them to use Exercise 2 as a model. Check their work.
- 6 Display the correct work around the classroom.

Students' own answers



page 41

Self-Assessment

4 Do you remember? Label the pictures

- Students label the pictures from memory. Monitor and encourage them. Check and help with spelling if necessary.
- 2 Then allow students to check their answers by looking back through the unit.

Answers:

- 1 a bar of chocolate
- 2 a packet of cookies
- 3 a bottle of water
- 4 a carton of milk

5 Write four sentences about what you did on your last birthday. Use three verbs from the box

- Ask students to look at the verbs in the box and choose three of them
- 2 Tell them to write three sentences about what they did on their last birthday. Remind them to use the past form of the verbs.

- 3 Monitor and ask students to check their sentences for any spelling mistakes.
- 4 Go around and check answers.

Students' own answers

6 [audio 1.14] Say these words. Then listen and check

- 1 Put students in pairs to practice saying each word several times. Remind them to pay attention to the final sound. Go around and monitor.
- 2 Play the audio for them to check.



Audioscript

- 1 drinks
- 2 boxes
- 3 tables
- 4 cakes
- 5 dishes
- 6 mountains



- Students think about the unit. Encourage them to look back through the unit to remind themselves and think about things they enjoyed and things they learned.
- 2 Students write 2 things they enjoyed and 2 things they learned.
- 3 Monitor and help with spelling but not the actual content of the writing.
- 4 Invite volunteers to read out their work to the class.

Students' own answers

Closing

- Ask students to open their books to page 3. Point to In this
 unit I will ... and read out the list. Did they learn or do these
 things?
- Call out the base form of known verbs (regular or irregular) and have the class chorus back the past forms.
- Praise students for their work in this unit. Tell them that the
 next unit is called What makes us special? and invite them
 to guess some of the things they might learn about.

UNIT 9

Introduction

pages 42-43

Objectives: To introduce students to the topic of the unit

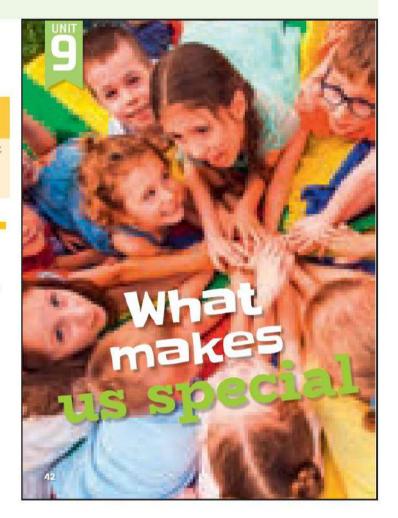
To talk about families and celebrations

Materials: Student's Book pages 42-43

Opener

 Greet the class and prompt students to greet you and each other.

- Tell students they are going to talk about families in this lesson. Ask them to brainstorm words to describe members of a family, for example mom and dad.
- Write the words on the board aunt, uncle, brother, sister, cousin, grandma, grandpa and prompt for any that are missing.
- · Ask different students, How many (brothers) do you have?





In this unit I will ...

- read about party games.
- explore what makes our country special.
- listen about some unusual festivals around the world.
- practice more irregular past simple verb forms.
- practice the pronunciation of oo and ee words
- Learn and say words that end with -ful.
- · explore how to present information.
- write an invitation.
- work in groups to organize a class celebration.

C

Look, discuss, and share

How often do you and your family eat together?

How often do you see your aunts, uncles, and cousins?



Find out

Ask your mom and dad about celebrations they remember when they were children.



Did you know?

Ful medames is a very old dish.

Archaeologists found some ful medames in one of the pyramids. It was thousands of years old!

43

STUDENT'S BOOK

pages 42-43

- 1 Say Open your books. Look at pages 42-43 and hold your copy up. Wait until all students have their books open to the right page.
- 2 Ask them to read the title What makes us special? and look at the picture. Explain what the word 'special' means. (Special means not ordinary or usual, but different in some way and often better or important.) Ask them to describe the children in the photo. Do they all look the same? What makes them different? (some have short hair, some have long hair, some have dark hair, some have light hair, some are girls, some are boys, their clothes are different styles and colors, etc, but they are all happy and playing together.)

0

Look, discuss, and share

- Put students in pairs. Read out the two questions and then ask students to answer them in pairs. Go around and monitor.
- 2 Invite different students to share their answers with the class. Alternatively, you could ask them to tell the class about their partners' families.

Students' own answers



- 1 Read out the instruction and ask students to remember to do this before the next lesson.
- 2 If their parents have any relevant photos, tell students to ask to see these pictures and to describe them to the class.
- 3 When you next meet the class, begin the lesson by inviting students to tell their partners or groups what they found out.

Students' own answers

Did you know?

- 1 Ask students to name the dish in the photo (ful medames).
 Do they like it? How often do they eat it?
- 2 Tell students to read the information, or have a confident student read it out. Check that students know what an archaeologist is.
- 3 Suggest they tell their parents about the archaeologists' discovery. Perhaps they will be surprised!!

Closing

 Focus on In this unit I will ... and read through the objectives for this unit with the class.



pages 44-45

Objectives: To read and understand a text about party

games and answer questions about it

To write about a picture

Vocabulary: play games, traditional, give presents, open

presents, play some music, take away, wrap,

unwrap, seeker

Materials: Student's Book pages 44-45

Extra drawing and writing paper (optional)

Opener

 Greet the class and encourage the students to chorus their greetings back to you.

- Ask them to tell you about their favorite games. What are they called and how do they play them? Do they play special games at parties?
- Tell them they're going to find out about some party games from around the world.

STUDENT'S BOOK

page 44

1 Look at the pictures. Do you know how to play these games? Read and check

- 1 Hold up your book at page 44 and have students find the page.
- 2 Read out the title of this lesson Games around the world, and tell students to look at the three photos of children playing games. Ask, What can you see in the pictures? What are the children doing? Invite different students to answer, or put them in pairs to discuss.
- 3 Read out the question, Do you know how to play these games? and ask for suggestions from the class. Then ask students to read the text.
- 4 While they are reading, go around and talk to small groups about the games. Explain any new words; ask students if they know these games.
- 5 Invite different students to read sections of the text aloud while others read silently behind them.
- 6 Ask students to vote with a show of hands for the game they like the best.

Students' own answers

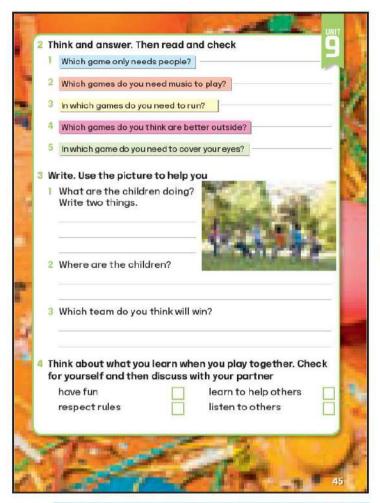
Extra practice

1 Books closed. In small groups, students choose one of the games and practice explaining how to play it. Go around and monitor. Let them check in their books if necessary.



Extra practice 2

- 1 Put students in small groups. Ask them to choose a game they all know (but not one of the three on the page) and practice saying how to play it.
- 2 Ask students from each group to describe the game to the class, without saying the name of the game. Can the class guess the game?
- You could hand out drawing and writing paper and ask them to draw their chosen game, and write a few sentences about it. Provide any new vocabulary and check their work.



page 45

2 Think and answer. Then read and check

- 1 Read out the first question. Tell students to refer back to the text on page 44, then elicit the answer (Hide and Seek).
- 2 Continue the Activity with the whole class or put students in pairs to complete the task; go around and monitor.
- 3 Invite different students to read out a question and give the answer.
- 4 If necessary, allow time for the students to read the text again to make sure their answers are correct.

Answers:

- 1 Hide and Seek
- 2 Pass the Parcel and Musical Chairs
- 3 Musical Chairs and Hide and Seek
- 4 Students 'own answers
- 5 Hide and Seek

3 Write. Use the picture to help you

- Give students time to look at the picture carefully. Divide them into pairs and instruct them to discuss what they see.
- 2 Read out the first question and invite suggestions from the class. Write good suggestions on the board to give prompts for the writing task.

- 3 Repeat with questions 2 and 3.
- 4 Give students time to write their answers. Remind them to write two sentences for the first question. Go around and monitor, checking spelling and helping as necessary.
- 5 Invite different students to read out their answers. Allow the class to discuss question 3 and give reasons.

Answer:

- 1 Suggested answers: They're holding / pulling a rope. They're playing a game.
- 2 In a park
- 3 Suggested answer: the team on the left, because there are four children and the other team only has three.

4 Think about what you learn when you play together. Check for yourself and then discuss with your partner

- 1 Ask students to think about games they play with friends. Then ask What do you learn when you play together? Do you have fun? (Yes!)
- 2 Tell them to check the box next to have fun, then give them time to think about the other three options. Go around and talk to them about the questions.
- 3 In pairs, students discuss their answers. Do they agree with each other?
- 4 Read out each option to the class and ask students to raise their hands if they have checked the box. Allow a short class discussion.

Students' own answers



pages 46-49

Objectives: To read and analyze an article about Egypt

To write a blog post

Vocabulary: celebrate, proud, wonderful, served, sweet,

semolina, hospitable, Sinai region, author,

karate

Language: Adjectives formed from verbs and nouns

Life skills: Critical thinking

Checking information

Values: Celebrate: and appreciate national identity

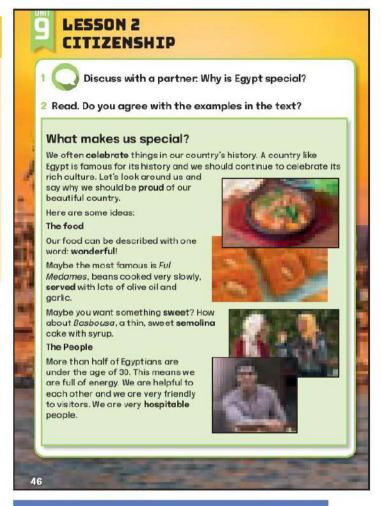
Customs and traditions in Egypt

Materials: Student's Book pages 46-49

English-English dictionaries (optional)

Opener |

- Greet the class and have students greet you back.
- Remind students of the games from around the world that they learned about in the last lesson.
- Tell them that in this lesson they will be thinking about Egypt and what makes it special.



STUDENT'S BOOK

page 46-47

1 Discuss with a partner. Why is Egypt special?

- 1 Read out the question and invite initial ideas from the class.
- 2 Put students in pairs to discuss this question further. Go around and monitor, offering prompts if necessary.
- 3 Ask volunteers to share their ideas with the class and allow a short class discussion.

Students' own answers

2 Read. Do you agree with the examples in the text?

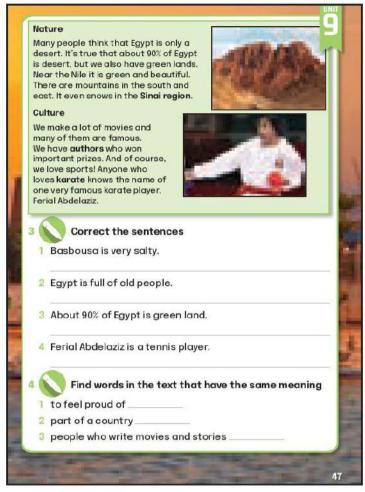
- 1 Ask students to look at the pictures and describe them. Ask questions to help them, e.g., What is the name of the dish? What kind of cake is it?

 Do the girls look happy? What are they doing?

 What's the man doing? Does he look happy?

 What kind of landscape is in the 'Nature' picture?

 Do you know the name of the person in the last photo?
- What's the name of the game?
 Read out the first paragraph to the class while students follow the words on the page. Answer any queries, then ask them to read the next section (The food).
- 3 Continue the Exercise like this, section by section, or ask the students to read the whole text straight through.
- 4 Explain or elicit the meaning of the words in bold, and any other new words.



5 Read out the question Do you agree with the examples in the text? Ask students for their opinions, and tell them to suggest a few extra ideas for each section.

Students' own answers

3 Correct the sentences

- 1 Ask students to read each sentence and think about why it is wrong. Tell them to refer back to the text if necessary.
- 2 Ask students to write the correct sentences, then compare answers with a partner. Go around and check.

Auswers:

- 1 Basbousa is very sweet.
- 2 More than half of Egyptians are young people.
- 3 About 90% of Egypt is desert.
- 4 Ferial Abdelaziz is a karate player.

4 Find words in the text that have the same meaning

- 1 Read out the instruction and check that students understand the task
- 2 Tell them where to find the answers in the text: word 1 is in the first section word 2 is in the 'Nature' section word 3 is in the 'Culture' section
- 3 Give them time to read the text and find the matching words. Tell them to read the whole section each time; this will help them find the correct word. Go around and offer help where needed
- 4 Check answers with the whole class.

Answers: 1 celebrate 2 region 3 authors

Extra practice

- 1 Put students in small groups and ask them to choose one of the sections in the text (the food, the people, nature, or culture).
- 2 Tell them to discuss what extra things could be added to the section (e.g., examples of special Egyptian food, famous Egyptian people, beautiful places in Egypt, Egyptian culture).
- 3 Go around and monitor, offering ideas if necessary.
- 4 Ask each group to report back to the class.
- 5 Ask them to write their extra ideas in their notebooks. Go around and check spellings.



page 48

5 Look at the definition of 'special'. Can you say the meaning of these words: hospitable and serve? You can use your dictionary

- If possible, hand out English-English dictionaries (students can share).
- 2 Hold up your book at page 48 and make sure the students have the correct page. Ask them to look at the definition of 'special'.
- 3 Ask them to suggest sentences containing the word 'special'. Write good ideas on the board.
- 4 Ask them to look back at pages 46 and 47 and find the words hospitable and serve. (Point out it is served in the text.) Tell them to help partners find the words.
- 5 In pairs, students think of definitions of the two words. If they have dictionaries, encourage them to use them. Go around and help; tell them to read the sentence that the word appears in and try to guess the meaning from the context.
- 6 Invite volunteers to share their answers with the class. Write good answers on the board.

Suggested Answer:

hospitable: friendly and welcoming to visitors served/serve: give food or drink to people

6 Work with a partner. Check the things you do to celebrate your country

- Read out the instruction and the four options. Check that students understand the vocabulary (e.g., participate in).
- 2 Give students time to think about their answers. Go around and talk to them about their answers.
- 3 Tell them to compare their answers with a partner.
- 4 Read out each option and ask the students to raise their hands if they have checked the box. Say Well done.

Students' own answers

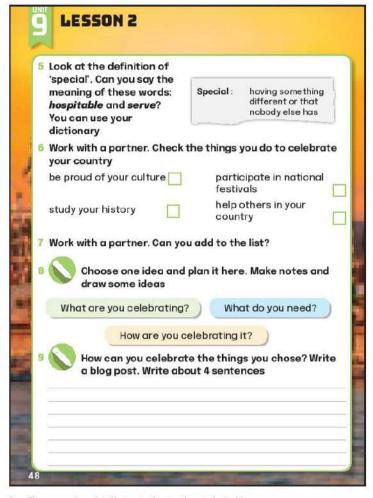
7 Work with a partner. Can you add to the list?

- 1 Ask students to look back at the list in Exercise 6. Can they think of any more ways to celebrate their country? Invite some initial ideas from the class.
- 2 Put them in pairs to discuss this further. Go around and monitor, then choose a few students to share their ideas with the class.

Students' own answers

8 Choose one idea and plan it here. Make notes and draw some ideas

1 Tell students to work with the same partner and make notes about one of their ideas from Exercise 7. Tell them to answer the three questions and add more ideas, if possible. Remind them that they don't need to write full sentences – just notes.



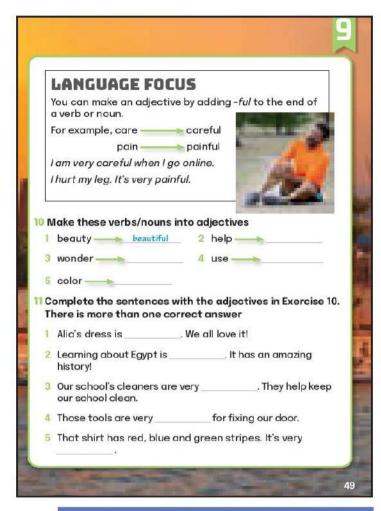
- 2 Go around and talk to students about their ideas.
- 3 Choose some confident students to share their ideas with the class and allow a short class discussion.

Students' own answers

9 How can you celebrate the things you chose? Write a blog post. Write about 4 sentences

- 1 Ask students to look at their notes and use them to write about four sentences about their ideas. Tell them to imagine that they are writing a blog post, so it needs to be interesting!
- 2 Check that students understand what a blog is. You can give an example using your cell phone or any other media.
- 3 Go around and make suggestions and corrections as necessary.
- 4 Invite volunteers to read out their sentences to the class. You could have a class vote for the best idea.

Students' own answers



page 49

10 Make these verbs/nouns into adjectives

- 1 Ask students to look at the information in the Language focus box while you read it out. Explain that careful means 'full of care,' but point out that -ful has only one l at the end.
- 2 Read out the five words, pausing after each one for students to say the corresponding adjective.
- 3 Ask them to look at the example answer (beautiful) and point out that the y at the end of beauty has changed to i.
- 4 Allow time for them to write the adjectives in their books; go around and check.

Answers:

- 1 beautiful
- 2 helpful
- 3 wonderful
- 4 useful
- 5 colorful

11 Complete the sentences with the adjectives in Exercise 10. There is more than one correct answer

- 1 Ask the students to look at the first gapped sentence, and read to the end.
- Explain that the missing word is from Activity 10. Then read it out, pausing to elicit the missing word. Point out that there could be more than one answer.
- 3 Allow time for the students to complete the task alone or in pairs while you go around and check.
- 4 Check answers with the whole class: ask different students to read out the complete sentences.

Answers:

- 1 beautiful/colorful
- 2 wonderful/useful
- 3 helpful/useful
- 4 useful/helpful
- 5 colorful/beautiful

Extra practice

- 1 On the board, write some or all of these nouns: color, joy, pain, peace, power, success, truth
- 2 Check or explain the meaning of the words.
- 3 In pairs or small groups, students add -ful to the words on the board, and discuss what they mean.
- 4 Ask them to suggest sentences with these new adjectives in them. Write good suggestions on the board.
- 5 Example sentences:

My picture is very colorful.

I feel happy and joyful today.

My foot hurts. It's painful.

It's very quiet and peaceful at night.

The king is powerful.

Ali is clever. He's a successful student.

We should always be honest and truthful.

Closing

- Ask students to think back to the article about Egypt. Ask
 them to remember the things that make their country special.
 Let them look back at pages 46 and 47 if necessary.
- Tell them that in the next lesson they will be learning about festivals around the world. Ask them to think about any that they already know about and be ready to tell the class.

pages 50-53

Objectives:

To listen to a report about festivals around the world, and to answer questions about it To learn more regular and irregular past

forms and how to say them

To write about going to a celebration

Language: Past simple

Values: Respect for customs and traditions around

the world

Materials: Student's Book pages 50-53

Audio files 1.15-1.17

Opener

 Greet the class, then have them chain greetings around the class.

- Ask students to brainstorm as many adjectives ending in -ful
 as they can and write them on the board.
- Ask different students to make sentences with the words on the board.
- Tell them they are now going to learn about some festivals around the world.

STUDENT'S BOOK

page 50

1 Read the captions. What do you think is happening in each of the photos?

- 1 Hold up your book at page 50 and make sure students open the right page.
- 2 Give them time to look at the four pictures in pairs and talk about what they can see. Go around and provide vocabulary as needed.
- 3 Ask students to look at the first picture and read the caption Can you see the cheese? Tell them to look carefully and find the cheese (in the bottom right corner of the picture). Then ask What's happening? (people are running and falling down a hill) What can you see in the background? (a crowd of people watching them).
- 4 Continue with the remaining pictures: read out the caption each time, and encourage students to describe the pictures.

Suggested answers:

Picture 1: People are pushing things that look like wheels down a hill. They're running down the hill.

There's green everywhere

Picture 2: People are flying kites. There are lots of colorful kites. Some kites are very big and some are small.

Picture 3: Someone is giving a red card or an envelope to another person. It says Happy New Year so it's a card or an envelope with money inside.

Picture 4: People are getting very messy. They're throwing red things at each other. They're having fun.

2 **a** [audio 1.15] Now listen and number the pictures

 Tell students they are going to hear a young woman talking about all these festivals, one by one.



- 2 Ask them to listen and number the pictures in the order they hear them.
- 3 Play the audio straight through while they number the pictures 1-4. Play it twice if necessary.
- 4 Check answers, then play the audio again, pausing after each section to check students' understanding. Ask questions after each section:

Can you see the cheese?

What country is it? (In the UK)

What are they doing? (Running after the cheese)

What's the prize for the winner? (The cheese)

How many kites can you see?

Where was this festival? (India)

Who were flying kites? Young people and old people

What did the kites look like? (animals, fish, monsters)

Was it easy? (no)

Happy New Year!

Which country is it? (China)

What is the red thing? (An envelope with money in it)

What does it mean? (Good luck)

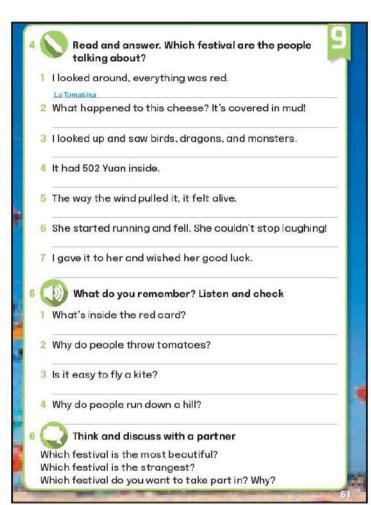
Wear some old clothes!

What are the people throwing? (Old tomatoes)

Why do they do that? (Because it's fun)

Answers:

1, 4, 2, 3



Audioscript

My name is Dina and it's my job to tell you about my travels and to bring the rest of the world into your home. The world is a big, beautiful place. The more we learn about other countries, the better we can understand each other and live together.

This week I'm looking back at some of the weird and wonderful traditions I saw during my travels.

Let's start with this one in the UK, it was one of the strangest things I ever saw. Look, they pushed the round cheese down the hill and hundreds of people ran after it. Why did they do it? The person who won the race, won the cheese. It was finny (and very strange), but it looked a bit dangerous. Lots of people fell but nobody was hurt.

The next one was in China and many parts of Asia. People at weddings and celebrations gave the children and young people red envelopes. I asked my friend about this and she told me that there was money inside the envelope and it was their way of saying good luck. The amount of money usually had an even number at the end (like, 2,4,6,8, etc.) because they said this was good luck.

I had lots of fim here, it was called La Tomatina and it was in Spain. It was very messy! Everybody threw old tomatoes at each other. I couldn't see anything. After a few minutes everyone was covered in red tomatoes! Why do they throw old tomatoes? For fin!

This is the fourth one. It was a beautiful kite festival.
These happen all over the world, but this one was in India.
Hundreds of people, young and old, flew their kites. The sky was full of animals. Fish, monsters.. I tried to fly one of the kites, it was very difficult!

Well, that's just a few examples of the festivals I saw during my travels. I saw people who wore colorful clothes, who ate delicious food, who did some silly things. Most importantly, in all these festivals I saw lots of happy smiling faces.

3 Match the festival to the picture.

1 Read out the four names of festivals and ask students to match them with the correct pictures. Tell them to write the number of the pictures (see answers above) next to the correct name.

Answers:

Cheese rolling: 1 Chinese New Year: 2 La Tomatina: 3 Kite festival: 4

STUDENT'S BOOK

page 51

4 Read and answer. Which festival are the people talking about?

- 1 Ask students to look again at page 50, then ask them to read the first sentence and the example answer. Check they understand the task and agree with the answer. Ask Why was everything red? (Everything was covered in to matoes).
- 2 Give students some time to complete the task, alone or in pairs. Go around and monitor, giving prompts as necessary.
- 3 Choose different students to read out the sentences; elicit the answers from the class.

Answers:

- 1 La Tomatina
- 2 Cheese rolling
- 3 Kite festival
- 4 Chinese New Year (explain that Yuan is Chinese money)
- 5 Kite festival
- 6 Cheese rolling
- 7 Chinese New Year

5 and [audio 1.16] What do you remember? Listen and check

- 1 Ask students to read and answer the questions, in pairs or alone. Go around and monitor.
- 2 Tell them to listen and check their answers while you play the audio once more. Pause as necessary for them to correct their answers.
- 3 Check answers by asking different students to read out each question; elicit the answers from the whole class.



Answers:

1 money
2 for fun
3 no, it isn't
4 to catch the cheese/win a race

6 Think and discuss with a partner

- Read out each question and elicit some initial ideas from the class.
- 2 Put students in pairs to discuss each question further. Go around and monitor; prompt if necessary.
- 3 To check, read out question 1 again, then say the names of each festival and have the students raise their hands for the one they vote for. Continue with questions 2 and 3.

Students' own answers

STUDENT'S BOOK

page 52

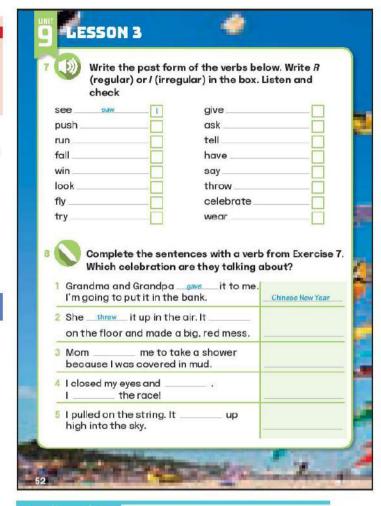
7 and [audio 1.17] Write the past form of the verbs below. Write R (regular) or I (irregular) in the box. Listen and check

- 1 Tell students they are going to write the past form of all the verbs in the list. Elicit the first answer (saw) and write it on the board as an example. Ask Is it regular or irregular? (irregular). Write I next to the word on the board. Remind them that regular past forms end in -ed. Irregular verbs are all the other ones!
- 2 Give them some time to work on this task, alone or in pairs. Go around and monitor, correcting spelling as necessary.
- 3 When they are ready, play the audio, pausing after each word for students to check their answers. Write each answer on the board as well and tell them to check their spelling.
- 4 You could play the audio a second time and have students point to and repeat each word.

Answers:

saw I

pushed R
ran I
fell I
won I
looked R
flew I
tried R
gave I
asked R
told I
had I
said I
threw I
celebrated R
wore I



Audioscrip

Narrator: see Actor: saw - irregular Narrator: push Actor: pushed - regular Narrator: run Actor: ran - irregular Narrator: fall Actor: fell - irregular Narrator: win Actor: won - irregular Narrator: look Actor: looked - regular Narrator: fly Actor: flew - irregular Narrator: try Actor: tried - regular Narrator: give Actor: gave - irregular Narrator: ask Actor: asked - regular Narrator: tell Actor: told - irregular

Actor: told - irregular Narrator: have Actor: had - irregular Narrator: say Actor: said - irregular Narrator: throw

Exercise 1. Write ser	o one of the celebrations in ntences
We went to	13 Million (M. 1994)
We saw	
We ate	
We wore	
Now write two more senter	nces.
How did you feel?	
Look at the list of v past form? Use the	clues to help you
past form? Use the	
past form? Use the	read
past form? Use the	read 2 rhymes with 'because'

Narrator: celebrate

Actor: celebrated - regular

Narrator: wear Actor: wore - irregular

Extra practice

- 1 Call out one of the verbs in the list and ask students to raise their hands to give the past form.
- 2 The first person to answer correctly calls out another verb from the list and chooses the person to give the answer. You could do this as a class or in groups.
- 8 Complete the sentences with a verb from Exercise 7. Which celebration are they talking about?
- 1 Read out the first sentence, completed as the example. Explain that the missing word is from Exercise 7. Ask which celebration the sentence is about (Chinese New Year), hold your book up, and point to the example answer.
- 2 Allow time for students to complete this task, alone or in pairs. Go around and monitor checking spellings.
- 3 Invite different students to read out the completed sentences. Elicit the correct celebration from the class.

Answers:		
	Chinese New Year neese rolling	2 threw, fell – La Tomatina 4 ran, won – Cheese rolling

STUDENT'S BOOK

page 53

9 Imagine you went to one of the celebrations in Exercise 1. Write sentences

- 1 Remind students of the four celebrations they learned about. Ask them to name them (cheese rolling, kite festival, Chinese New Year, and la Tomatina).
- 2 Read out the instructions and put students in pairs or small groups. Tell them to choose one of the four celebrations and brainstorm how to complete each of the first four sentences. Go around and monitor.
- 3 Ask them to discuss more ideas what did they do at the festival? How did they feel? Tell them to note down their ideas to complete the task. Monitor and help where needed.
- 4 Ask students to read out their work to each other in pairs or groups or ask a few students to read out their answers to the class.

Students' own answers

10 Look at the list of very common verbs. What is their past form? Use the clues to help you

- 1 Read out the instruction, then have the class read and chorus the verbs in the list
- 2 Ask them to look at number 1. Check they understand 'rhymes' (Rhyme means one or two words that sound alike.) and elicit what the picture shows (a tent).
- 3 Ask them which of the verbs has a past form that rhymes with tent (go - the past form is went).
- 4 Continue the Exercise with the whole class or put students in pairs to complete the task; go around and monitor.
- 5 Check answers and ask the class to chorus the past form of each verb.

inswers:		
1 went	2 was	3 hit
4 put	5 ate	6 read

- 6 Read out the question What is special about 'hit' and 'put'? and elicit the answer from the class (they are the same as the base form).
- 7 Read out the question Why is 'read' confusing? Elicit or explain the answer (the past form looks the same as the base form but we say it differently: the base form rhymes with seed, and the past form rhymes with red or bed).

Closing

- Ask students to think about the four unusual festivals in this lesson. Which one is their favorite? Why?
- Call out some base forms of known verbs and ask students to say the past form. The student who answers correctly calls out another base form and chooses another student to answer. Continue as a class activity or in small groups.
- Tell them that in the next lesson they will read an interesting story about a bird.



pages 54-57

Objectives: To read and understand a story about a bird

and to answer questions about it To practice the sounds 'oo' and 'ee' To practice using graphs and charts

Vocabulary: picnic, unusual, feathers, stood back,

uncomfortable, bites, shook

Materials: Student's Book pages 54-57

Audio files 1.18

Opener

- Greet the class, then ask them to exchange greetings.
- Ask students to brainstorm as many adjectives ending in -ful
 as they can remember and write them on the board.
- Ask different students to make sentences with the words on the board.
- Tell them they are now going to learn about some festivals around the world.

STUDENT'S BOOK

page 54

1 I audio 1.18] Look, listen, and say

- Hold up your book at page 54 and check that students have the correct page.
- 2 Play the audio, pausing after each word for them to point to the correct picture and repeat the word.
- 3 Tell them that all these words are in the story they are going to read.

Andioscript

bite

feather

picnic

2 Read. How did the friends help the bird?

- 1 Ask students to read the title and look at the picture. Ask them to describe the bird (it's bright and colorful).
- 2 Tell students to read the story quietly while you go around and answer any questions. Alternatively, you could ask them to read it one paragraph at a time, pausing to answer questions. Check students understand the new words, (e.g. unusual, shook).
- 3 If you think it is necessary, read the whole story out to the class
- 4 Read out the question How did the friends help the bird? and elicit the answer (they gave it water and cheese).

Answers:

They gave it water and cheese.



Extra practice

Close all books. In small groups, ask students to practice telling the story in their own words. Monitor and make sure everyone gets the opportunity to speak.



- 3 Ask different students to read out the questions and say their answers.
- 4 You could have them repeat the word 'squawk' a few times. Do they sound like birds? Do all birds sound the same? Discuss with them.

Answers:

- 1 A very unusual sound.
- 2 It was weak and Its feathers were untidy.
- 3 They gave it some cheese.
- 4 Because they didn't want the bird to feel uncomfortable.
- 5 Yes, because it ate the cheese in three big bites.
- 6 Because they wanted to show their friends at school.
- 7 It gave a big 'squawk'.

5 Answer the questions, then think and discuss

- Read out the question then put students in pairs or small groups to discuss. Go around and monitor.
- 2 Encourage different students to share their ideas with the class.

Students' own answers

STUDENT'S BOOK

page 55

3 Complete the sentences with the words in the

- 1 Ask students to read the text again and check they understand the words in bold. Show that some words are in the past form, e.g., stood back, and help them find out the base form.
- 2 Ask students to read each incomplete sentence right to the end, and then choose a word from the box to complete it. Move around and help as needed.
- 3 Check answers by asking different students to read out their completed sentences.

Answers:

- 1 celebrated
- 2 uncomfortable
- 3 stood back
- 4 bite

4 Answer the questions. Then read and check

- 1 Tell students to try to answer the questions without going back to the text. Let them work in pairs if they wish to. Move around and help as needed.
- When they have finished, tell them to look back at the text on page 54 and check their answers.



page 56

6 Find the words with 'oo' and 'ee'

- 1 On the board, write the headings 'oo' and 'ee'. Then ask students to look back at the story on page 54 and find all the words with them. Help students distinguish that some words have a long 'O', e.g., food, while others have a short "O" sound, e.g., book. Ask students to find more examples and help when needed. Ask them to write the words with the long oo only and the long ee in the correct column in their Student's Book. Point out that 'weak' is pronounced with 'ee', like week, which is why it can be put in the 'ee' column. Go around and help where necessary.
- 2 Tell students to check answers in pairs or groups. Then invite volunteers to come to the board and add words to the correct lists



7 Add more words to the table

1 Invite ideas from the class and write any correct suggestions on the board for them to add to the table.

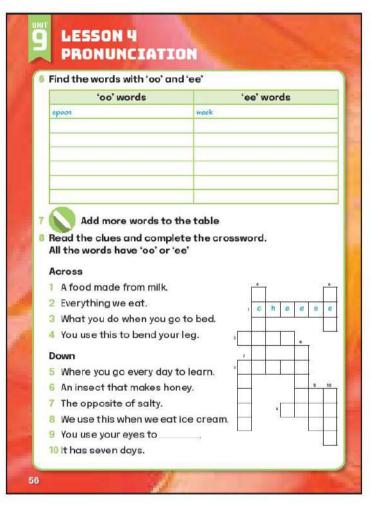
room, soon, boot, school feel, heel, steep, meet, feet, keep, sleep

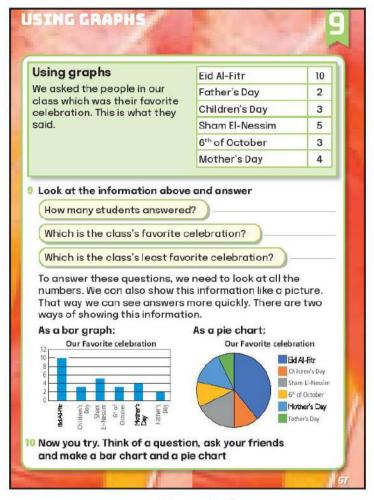
8 Read the clues and complete the crossword. All the words have 'oo' or 'ee'

- 1 Put students in pairs to solve the puzzle. Tell them that all the answers contain 'oo' or 'ee', but they are not all in the text. Go around and offer help where needed.
- 2 Ask different students to read out each clue and elicit the answer from the class. Write the correct answers on the board for them to check their spelling.

Answers:

Across: 1 cheese, 2 food, 3 sleep, 4 knee
Down: 5 school, 6 bee, 7 sweet, 8 spoon, 9 see, 10 week





Presentation =

 Tell the class they are going to read a report about a class survey. Explain that some students asked their class a question and recorded the results in a table.

STUDENT'S BOOK

page 57

9 Look at the information above and answer

- 1 Ask students to look at the information in the box and read the table. Ask What question did the students ask? (Which's your favorite celebration?).
- 2 Read out the first question and allow time for the students to think about it and work it out. Tell them to compare answers with their partners.
- 3 Elicit or provide the answer (27) and ask or explain why (it's the total of the numbers in the table).
- 4 Ask the second and third questions and elicit the answers (Eid Al-Fitr is their favorite and Father's Day is their least favorite).
- 5 Read out the next paragraph while students follow in their books. Ask them to point to the bar graph and then to the pie chart. Allow time for them to study both, and check that they match the table. Go around and help any students who are struggling with this task.

Answers:

- 1 27
- 2 Eid Al-Fitr
- 3 Father's Day

10 Now you try. Think of a question, ask your friends and make a bar chart and a pie chart

- 1 Ask the class for some suggestions for a good question to ask friends. Tell them that the question needs to have several possible answers to choose from(options), like the question on the page, but not too many (set 6 as the maximum, if possible).
- Write good ideas on the board questions and options. If necessary, adjust them to make sure they are suitable and possible to answer.
- 3 Hand out writing paper and tell students to choose a question from the board and make a list of its possible answers, leaving enough space to add a number next to each option, as in the table at the top of the page.
- 4 Put students in pairs and allow time for them to ask about 20 people their questions and record the answers. Alternatively, they could take turns to read out a question to the whole class and have others vote for the options with a show of hands.
- 5 Ask them to take their results home and use them to make a bar chart and a pie chart. They will be able to do this easily if they have access to a computer. If not, tell them to use a ruler, and trace something round for the pie chart. Ask them to bring their work to the next lesson.

Students' own answers

- Ask students to think back to the story about the bird. How
 much can they remember? Encourage different students to
 tell the story one sentence at a time (using their own words).
- · Ask Did you like the story? Why/Why not?
- Tell them that in the next lesson they will be looking at party invitations!



pages 58-59

Objectives: To read and answer questions about

invitations

To write an invitation and make illustrations

Materials: Student's Book pages 58-59

Crayons or colored pencils

rough paper for planning (optional)

Opener •

· Greet the class and encourage them to greet you back.

Ask to see the graphs and charts they made at home. Either
have them show each other in groups while you go around
and check or collect and check them later. Say Well done
and praise good effort.

STUDENT'S BOOK

page 58

1 Imagine your friend invites you to a birthday party. What information do you need to know? Make a list

- Read out the question and allow a few minutes for students to discuss it in pairs and make a list.
- 2 Invite ideas from the class and write good suggestions on the board. The list should include: your friend's name and address, the date and time of the party, the reason for the invitation. It could also include what to bring, what to wear, and how to reply to the invitation.

Suggested Answer:

The friend's name and address, the date and time of the party, the reason for the invitation, what to bring, what to wear, and how to reply to the invitation.

2 Read these invitations. Do they all have the information you need?

- Put students in pairs and tell them to read each invitation and discuss what information is missing. Go around and monitor.
- 2 Ask the class to look at number 1 and ask what is missing? (the address and the time) after they answer, continue with numbers 2, 3, 4, and 5.

Suggested Answer:

- 1 The address and the time.
- 2 The reason for the invitation.
- 3 The address, the date, and reason
- 4 The address, the time, and reason
- 5 The name of the person the invitation is for, the reason for the party and the name of the person it is from.





page 59

3 You are going to write an invitation. First answer the questions

- 1 In pairs or small groups, ask students to discuss the questions and write notes. Go around and monitor.
- 2 Read out each question and elicit several different answers from around the class.

Students' own answers

4 Now write and decorate your invitation. Write 4-6 sentences

- Tell students to look at their notes and then plan what to write on rough paper or in their notebooks. Go around and cheek.
- 2 Tell them to use the invitations on page 58 for ideas of how to design their invitations. Allow enough time for them to write and decorate their invitations.
- 3 Ask students to show each other their work in pairs or groups. You could also invite a few students to show their work to the class.

Students' own answers

Find out

- Ask students to look again at the first invitation on page 58 and find the letters RSVP. Ask Is it English? (No.) Don't tell them what it means.
- Read out the questions and ask them to find out the answers, ready for the next lesson.

Answers:

Repondez, s'il vous plait. French.

Closing

 On the board, write Please come to my party! Then ask students to tell you what to write next. Choose good suggestions and write an invitation.



pages 60-61

Objectives: To prepare a class celebration

To collaborate with a partner or in a group

To write an invitation

Materials: Student's Book pages 60-61

Opener

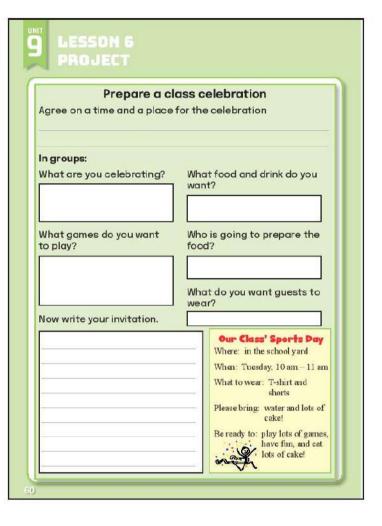
· Greet students as they come into the class.

 Remind them of the questions from the last lesson (Find out on page 59) and ask who has the answers. Say Well done!
 and invite students to share their answers. Answers: It means 'please reply' and it is French.

STUDENT'S BOOK

page 60

- 1 Tell students they are going to prepare a class celebration. Explain that they can decide what kind of celebration it is and all the details.
- 2 Put them in small groups and ask them to decide on a time and place for the celebration. Tell students to note down what they have decided.
- 3 Then tell them to discuss the five questions in their groups and make notes. Go around and help where necessary.
- 4 Ask them to look at the example invitation Our Class' Sports Day, and then write their own invitations. Encourage them to decorate them.
- 5 Invite students from each group come to the front and tell the class about the party they have planned and read out the invitation.





page 61

Self-Assessment

1 Do you remember? Read and complete

- Ask students to try to answer from memory. Monitor and encourage as needed. Check and help with spelling if necessary.
- 2 Then allow them to check their answers by looking back at page 44.

Answers:

- 1 Musical chairs
- 2 Hide and seek
- 3 Hide and seek

2 Write three sentences about what makes Egypt special

- 1 Tell students to write three sentences without looking back through the unit.
- 2 Monitor and ask students to check their sentences for any spelling mistakes.
- 3 Go around and check answers.

Students' own answers

3 Make sentences with the past simple form of these verbs

1 Tell students to think of the past form of each of the verbs in the box and write a sentence with each one. Go around and check; help where necessary.

Answers: Past simple of the verbs: hit, put, went.

Sentences: Students' own answers.

4 Do you remember these words that end with 'ful'?

- Tell students to think back to adjectives that end in -ful. If necessary, let them work in pairs.
- 2 Ask them to complete the sentences using one of those adjectives.
- 3 Check answers then write them on the board.



5 Think about Unit 9

- 1 Ask students to think about the unit. Encourage them to look back through the unit to remind themselves and think about things they enjoyed and things they learned.
- 2 Tell students to write 2 things they enjoyed and 2 things they learned.
- 3 Monitor and help with spelling but not the actual content of the writing.
- 4 Invite volunteers to read out their work to the class.

- Ask students to open their books to page 43. Point to In this
 umit I will ... and read out the list. Did they learn or do these
 things?
- Ask them to remember the unusual festivals they have learned about. Can they remember which countries they were in? (the UK, Spain, China, and India).
- Praise them all for their work this unit. Tell them that in the next lesson they are going to look back at everything they have learned so far this semester.

pages 62-63

Objectives: To revise the vocabulary and language of

units 7-9

Vocabulary: a packet of cookies, a bar of chocolate, a

carton of orange juice, a bottle of water, a

slice of cake, a piece of cheese

river, desert, forest, fertile soil, hot, cold,

wrap, unwrap, countryside

kahk, hide and seek, Sham El-Nessim,

presents, clothes, colored eggs

Materials: Student's book pages 62-63

Audio file 1.19

Photos (e.g., from magazines) of different landscapes, one per group of 4-6 students

(optional)

Opener

Ask the class What do you remember about units 7, 8, and
 9? Elicit a few suggestions.

 Have students discuss the question in pairs or small groups, then invite more answers from the class.

STUDENT'S BOOK

page 62

1 Play a game

- 1 Hold up your book at page 62 and make sure that students have the correct page.
- 2 Tell them they're going to play a game to see how many words they can remember. Put them in pairs.
- 3 Students take it in turns to close their eyes and point to one of the pictures (their partners might need to guide their fingers until they are pointing to a picture!).
- 4 They open their eyes and say the word or phrase. Do their partners agree? Go around and monitor.

2 Now write the words

1 Allow time for students to write each word or phrase in their notebooks. Let them check back in their books if they need to. Go around and check spellings. Alternatively, you could elicit each word or phrase from the class, writing them on the board for the students to copy.



Auswers:

a packet of cookies

a bar of chocolate

a carton of juice

a bottle of water

a slice of cake

a piece of cheese

a river

a desert

a forest

fertile soil

too hot too cold

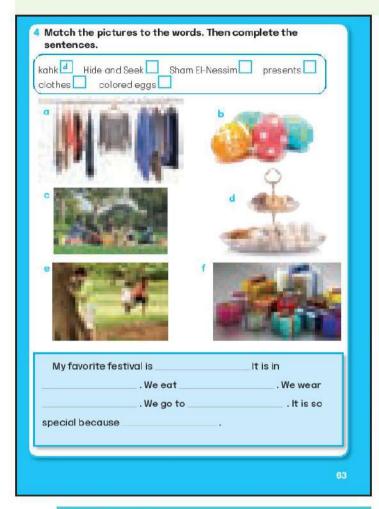
wrap a present

unwrap a present

countryside

3 III [audio 1.19] Listen and point

- Play the audio, pausing for students to point to the correct picture.
- 2 Play it again and have them repeat each word or phrase.



Audioscript

a packet of cookies a bar of chocolate a carton of juice a bottle of water a slice of cake a piece of cheese a river a desert a forest fertile soil too hot too cold wrap a present unwrap a present countryside

Extra practice

1 Call out one of the following phrases and have the students raise their hands and suggest a matching word: a carton of... a slice of... a piece of... a bottle of... a packet of... a bar of...

Extra practice 2

- Play a game with the students. Put students in groups of 4-6 and give each group a photo of a landscape (e.g., a dessert or a forest). Have them practice describing their photo.
- 2 Redistribute the photos.
- 3 Ask each group to describe their original photo. The group with that photo holds it up.

STUDENT'S BOOK

page 63

- 4 Match the pictures to the words. Then complete the sentences
- Students look at the pictures and match them with the words in the box. Tell them to write the correct letter (a, b, etc.) next to the words.
- 2 Tell them to check with their partners. Go around and monitor

Answers:

kahk d hide and seek e Sham El-Nessim c presents f clothes a colored eggs b

- 1 Ask students to look at the first gapped sentence. Invite answers from the class.
- 2 Do the same with the remaining sentences. Students' answers will vary but accept all that are accurate. Write useful words on the board.
- 3 Tell students to complete the sentences with their own ideas. Let them compare answers in pairs. Go around and monitor.
- 4 Invite different students to read out their sentences to the class. Say, Well done.



pages 64-65

Objectives: To revise the language and phonics of units

7-9

Language: past simple forms, regular and irregular

Materials: Student's book pages 64-65

Crayons or colored pencils

Drawing paper

Opener

 Ask the class to name some celebrations that they have learned about.

 Ask them to remember the invitations they wrote. What was the celebration?

STUDENT'S BOOK

page 64

1 How are Class 4B celebrating International Children's Book Day?

- 1 Hold up your book to page 64 and make sure that students have the correct page.
- 2 Ask them to look at the text and ask What is it? (An invitation).
- 3 Then ask:

Who is the invitation from? (Class 4B)
What are they celebrating? (International Children's Book

Where is the celebration? (4B's classroom) When is it? (Tuesday at 10 am)

4 Tell them to look carefully and ask them What date is Children's Book Day? (April 2nd)

2 Match the present form to the past form

- 1 Ask students to look at the example, then allow time for them to complete the task. Go around and monitor.
- 2 Check answers by inviting different students to say the pairs of verbs while the other students point to them. Tell them to check their partners are pointing correctly.

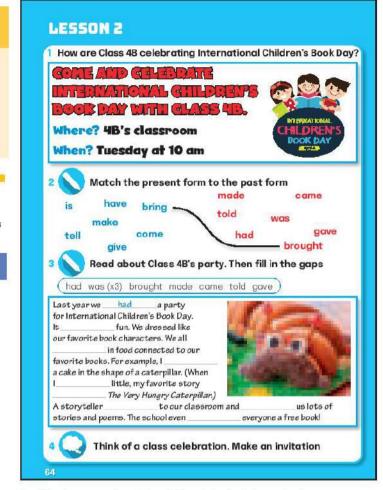
Auswers:

bring - brought have - had is - was make - made tell - told come - came give - gave

3 Read about Class 4B's party. Then fill in the gaps

- 1 Read out the first sentence of the text and check that students understand the task. Remind them to read to the end of each sentence before they choose the correct word.
- 2 Go around and monitor while they are working. Let them compare answers in pairs.

66



3 Check answers by asking different students to read out a sentence each.

Auswers:

had, was, brought, made, was, was, came, told, gave

Extra Practice

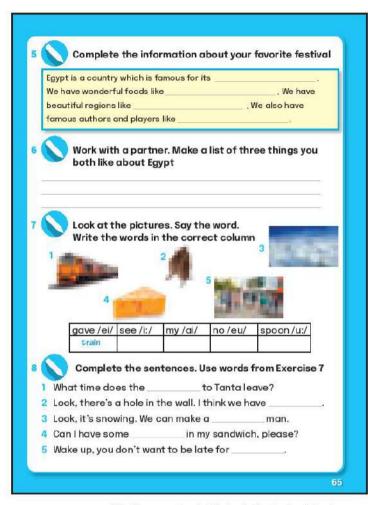
- 1 Ask students to look again at the words in the box. What are the base forms? Tell them to work in pairs and take turns to say one of the words for the other one to match with the base form.
- 2 Call out the base form of more known verbs and elicit the past forms from the class. You could ask them to write the past forms on the board.

Suggested Answer:

fly, look, go, wear, run, do, say, fall, listen, hit, put, read (be careful to pronounce the past form as 'red')

4 Think of a class celebration. Make an invitation

- Invite initial ideas for a class celebration (e.g., the end of term, a national holiday).
- 2 Students discuss ideas further in pairs or small groups.
- 3 Hand out drawing paper and colored pencils. Students make invitations for their chosen celebration. Remind them to include all the important information they learned about



on page 58. Go around and talk to students about their invitations.

4 Ask volunteers to show the class their work. You could use them to make a class display.

Students' own answers

STUDENT'S BOOK

page 65

5 Complete the information about your favorite festival

- 1 Allow time for students to plan how to complete the sentences. Tell them to use their own ideas. Let them discuss ideas with a partner.
- When they are ready, tell them to complete the sentences. Go around and talk to them about what they have written and help where necessary.

Students' own answers

6 Work with a partner. Make a list of three things you both like about Egypt

- Read out the instructions and elicit a few initial ideas from the class. Write useful words on the board.
- 2 Instruct students to work in pairs and discuss further. The pairs then list the three things they agree on. Go around and check spelling.

3 Invite students to read out their lists to the class. You could have a class vote for the best ideas.

Students' own answers

Extra practice

- 1 Hand out sheets of paper and have students write their lists out carefully. Then ask them to illustrate their lists.
- 2 Make a class display of their work.

7 Look at the pictures. Say the word. Write the words in the correct column

- 1 Call out the numbers 1-5 while students point to the correct picture. Elicit or prompt the correct words (1 train, 2 mice, 3 snow, 4 cheese, 5 school).
- 2 Tell them to look at the example, then complete the table by writing the words in the correct columns. Go around and help; model each word for them to repeat.

swers:						
gave /ei/	see /i:/	my /ai/	no /eu/	spoon /u:		
train	cheese	mice	snow	school		

8 Complete the sentences. Use words from Exercise 7

- 1 Tell students to complete the sentences with the words from Exercise 7. Remind them to read to the end of each sentence before choosing the word. Go around and monitor.
- 2 Have different students read out the completed sentences while others check their work.

Answers:			
1 train	2 mice	3 snow	
4 cheese	5 school		

Extra practice

- 1 In pairs, students look again at the table in Exercise 7 and add words to each column.
- 2 In new pairs, they take turns to say one of their new words. Their partner says which list it goes in.

For example:

Student A: please

Student B: see!

Student B: my turn. made

Student A: gave! ...

- Call out the base form of a known verb. The first student to raise his/her hand and correctly give the past form says the next base form verb. Continue as a chain.
- Ask students to think about a special day they can remember. Ask them to find some photos and other small items from the day (such as tickets, postcards, and small items like shells or pictures of food they could include in a collage. Explain what a collage is and ask students to check that they can take these items and photos from home for this purpose) and bring them to the next lesson.



pages 66-67

Objectives: To revise the vocabulary and language of

units 7-9

To make a memory collage and present it to

the class

To assess own language progress

Materials: Student's book pages 66-67

Large sheets of paper, one per student

Writing and drawing paper

Scissors
Colored pencils
Glue sticks

Photos and other small items brought in by

students

Opener

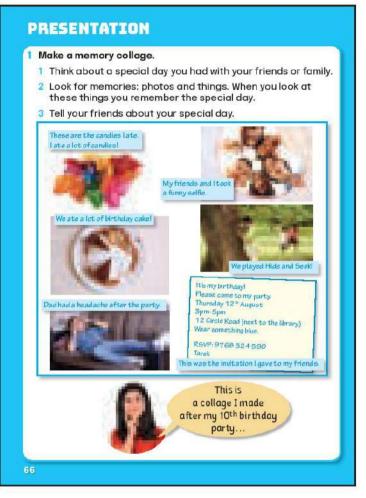
Ask who has brought in any photos or other things that
remind them of a special day. Encourage students to tell the
class what they have brought – or have them show partners
or groups.

STUDENT'S BOOK

page 66

1 Make a memory collage

- Ask students to tell their partners about the special day they would like to choose.
- 2 Hold up your book to page 66 and wait for students to find it. Tell them to look at the example collage. Ask what the special day was (A birthday). Point out the captions that explain the pictures and other items.
- 3 Tell students who haven't brought in any items to draw some pictures to illustrate the day they have chosen, then cut them out and stick them on to make a collage.
- 4 Hand out materials to make a collage large sheets of paper, writing paper, glue, scissors, colored pencils and tell students to think about how to arrange the pictures, etc. on their collages. Tell them to write captions for each item and cut them out. Tell them to place everything on the paper before they stick anything down to check it will all fit and is where they want it to be.
- 5 Go around and check the captions, correcting spelling as necessary. Then tell the students to stick everything down.
- 6 Allow students to move around the classroom to look at other students' work.
- 7 Finally, invite a few students to show the class their collages and read out the captions.
- 8 Let the students take their collages home or keep them to make a class display.





Suggested Answer:

- 1 Now I can describe different environments such as, oasis, desert, river, sea/village, snow
- 2 Now I can say different food packages such as, a packet of cookies, a bar of chocolate, a carton of juice, a slice of cake, a bottle of water, a piece of cheese
- 3 Now I can talk about special days in the past such as, wrapped a present, unwrapped a present, played music/sang, listened to music, danced
- 4 Now I can say long vowel sounds such as, gave, say the three s sounds in plural, and say -ee and -oo words, such as, cheese and school.

Students' own answers

Closing

- Praise students for their progress and effort in these past three units.
- Tell them that in the next lesson, the Non-Fiction Reader, they are going to learn about the Inuit people.
- Ask students if they know anything about the Arctic and explain that the Inuit people live in the Arctic.

STUDENT'S BOOK

page 67

Self-Assessment

Now I can...

- 1 Tell students not to worry because this is not a test. It is a way of helping you see what they understand and what they need help with
- 2 Students work through each exercise, ticking the ones they think they can do. Explain that in Exercise 3 they should use the past forms to talk about special days in the past. (e.g., I wrapped a present...).
- 3 Elicit answers from the class and encourage students to share what they found easy and difficult.
- 4 Drill the sounds and words in Exercise 4 and elicit more examples of each sound.

pages 68-69

NON-FICTION READER

Objectives: To revise the vocabulary and language of

units 7-9

To read a factual text and answer questions

about it

To understand new words from context

Vocabulary: snowmobile, dog sleds, igloos, tents, polar

bears, boots, ice hockey, snowboard, ice

skate, traditions

Materials: Student's Book pages 68-69

Audio file 1.20

Opener

Tell students they are going to read about someone who
lives in the Arctic. Ask them what the Arctic is like (Cold,
very snowy, few plants and people), and to guess some of
the words they will read (e.g., snow).

STUDENT'S BOOK

page 68

- 1 Look at the photos of Nanouk, an Inuit boy. What is his life like? How is it different to your life?
- 1 Hold up your book to page 68 and make sure that students have the correct page.
- 2 Tell students to look at the two pictures and invite them to describe the books. Ask What is Nanouk wearing? (A warm coat with a fur hood.) What is the man doing? (Building an igloo.)
- 3 Ask the class what they think Nanouk's life is like. Is it easy and comfortable? Why/Why not? Then ask the second question How is it different than your life? Invite ideas from the class.

Students' own answers

2 [audio 1.20] Read and listen to the text about Nanouk's life. Check your answers to Exercise 1

- Ask students to look at the two pictures and read the captions. Explain that Nanouk is an *Inuit*.
- 2 Play the audio straight through while students follow the words in their books.
- 3 Then allow time for them to read it through again quietly while you go around and answer any questions. Make a note of any difficult words.
- 4 Go through new words with the class.
- 5 Play the audio again, pausing to answer questions if necessary.
- 6 Finally, ask the questions in Exercise 1 again.



Suggested Answer:

Nanouk works hard but he also has time for sports and other hobbies. He has a good life.

His life is very different for lots of reasons e.g., climate, clothes, food, sport, transportation. He and his family move around during the year.

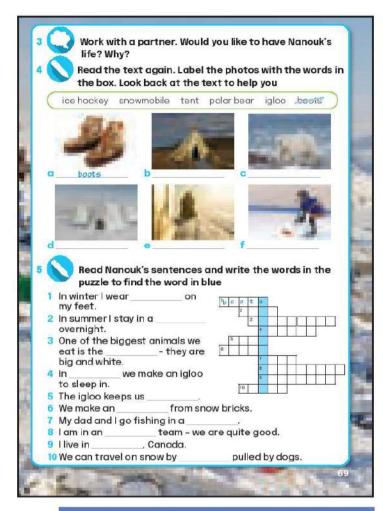
Audioscrip

Nanouk lives in Labrador, in Canada. He and his family live in a house in a small village with shops and a school. During the year, Nanouk and his family sometimes move around. There's a lot of snow where he lives, so they don't travel by car. They travel by snowmobile, dog sleds, and boats. When they stay overnight, they make igloos out of snow to keep them warm. In the summer, they make tents from animal skin. Nanouk learns to hunt and fish with his dad, and they eat polar bears, fish, and seaweed.

In the summer, Nanouk and his family wear simple clothes. But in the winter, when it's very cold, they wear warm, soft boots and long coats made from animal skins.

Nanouk works hard, but he also has a lot of hobbies. He likes to play ice hockey, snowboard, and ice skate.

He has a good life – he likes the outdoors and enjoys learning the traditions and his hobbies.



page 69

3 Work with a partner. Would you like to have Nanouk's life? Why?

- Read out the question and invite some initial responses.
- 2 Ask students to work in pairs and discuss the question further. Encourage them to explain their reasons. Go around and listen, offering prompts where necessary.
- 3 Ask the question again and have students vote (by a show of hands) for Yes or No.
- 4 Have a few students explain their reasons to the class.

Students' own answers

4 Read the text again. Label the photos with the words in the box. Look back at the text to help you

- 1 Tell students to read the text again.
- 2 Ask them to label the pictures with the words in the box. If they're not sure, encourage them to find the words in the text and try to work it out from the context.
- 3 Go through the answers with the class.

Answers:

a boots b tent c polar bear d igloo e snowmobile f ice hockey

5 Read Nanouk's sentences and write the words in the puzzle to find the word in blue

- 1 Ask students to complete the puzzle alone or in pairs. Tell them that all the answers are in the text on page 68. Go around and monitor.
- When they are ready, ask different students to read out a completed sentence to the class Write each word on the board for them to check their spelling.
- 3 Ask what the word in blue is (snowmobile). Say Well done!



Extra practice

- 1 On the board, write an anagram of one of the words from the text (e.g., ologi) Ask students what the word is (igloo).
- 2 Tell them to choose six words from the text and mix up the letters for their partners to work out.

- Books closed. Ask students to brainstorm everything they
 can remember about Nanouk's life. If necessary, give
 prompts, e.g., What does he wear in the summer? How does
 he travel? What's the big white animal called?
- Praise students for their hard work. Tell them that in the next lesson they will be learning about something completely different - cell phones!

10

Introduction

pages 70-71

Objectives:

To introduce students to the topic of the unit

To talk about electronic devices

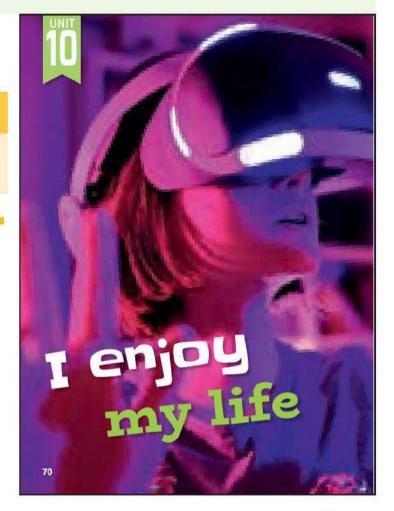
Materials:

Student's Book pages 70-71

Opener

Greet the class and encourage students to greet you back.

- Welcome them to a new unit. Tell them they're going to be learning about modern technology.
- Elicit some 'IT' vocabulary and write good suggestions on the board (e.g., cell phone, tablet, computer, headphones).





In this unit I will ...

- listen, read, research, and write about social media.
- give advice with should.
- learn about what is inside a cell phone.
- learn and say words that start with un-.
- read and listen to a short story.
- write about the pros and cons of computer games.
- research and make a leaflet.

O Lo

Look, discuss, and share

What is the girl doing? How does she feel?

How do people use this device?



Find out

How many people in Egypt have a cell phone?

Share your answers with your partner.



Did you know?

The first call from a cell phone was made in 1973. We check our cell phones about 150 times a day. Do you think this is healthy?

7

STUDENT'S BOOK

pages 70-71

- Say, Open your books. Look at pages 70-71 and hold your copy up. Wait until all students have their books open to the right page.
- 2 Tell them to read the title of the unit I enjoy my life. Ask what kind of things they enjoy doing in their free time. Encourage a range of answers.
- 3 Ask who has a cell phone. What do they use it for? Tell them they will be thinking about devices like phones in this lesson.

0

Look, discuss, and share

- Put students in pairs. Read out the two questions and then ask students to discuss their answers. Go around and monitor.
- 2 Invite different students to share their answers with the class.

Suggested Answer:

She's wearing a virtual reality headset. She looks happy. People mostly use them to play games, but you can also use them to explore places without traveling anywhere.



Find out

Read out the question and ask students to guess the answer.
Ask them to find out the answer at home and compare answers with their partner's next lesson. Explain there may be different answers to this number, depending on where they find the information.

Students' own answers

Did you know?

- · Tell students to read the text in the box.
- Ask them to work out how long ago 1973 was. How old were their grandparents then?
- Ask them to imagine life before cell phones. Do they think it was better or worse than it is now? Why?
- Ask if they think they really check their phones 150 times a day. Do they think it's healthy to do that? Why/Why not?

Students' own answers

Closing

 Focus on In this unit I will... and read through the objectives for this unit with the class.

pages 72-73

Objectives: To listen to and read a conversation and

answer questions about it

To understand and complete a text

Vocabulary: chameleons, log in, password, do research,

message (verb and norm), presentation,

respectful, copy, chat, password

Materials: Student's Book pages 72-73

audio files 1.21, 1.24

Drawing paper and colored pencils

(optional)

Opener

· Greet the class and have students greet their partners.

- Ask who has found out how many people in Egypt have a cell phone. Invite several answers (they will probably vary: between 95-96 million).
- Tell them they're going to talk more about cell phones in this lesson.

STUDENT'S BOOK

page 72

1 III [audio 1.21] Listen and read

- 1 Hold up your book at page 72 and check that all students have their books open to the right page.
- 2 Tell them they are going to listen to a conversation between a girl called Dalia and her mom. Ask them to look at the photo and ask what it shows (a cell phone with a photo of an animal on the screen). Ask, Does anyone know what the animal is? (It's a chameleon). Write chameleon on the board.
- 3 Play the audio straight through while students follow the words in their books.
- 4 Allow time for them to read it through again quietly. Go around and explain new words, making a note of them.
- 5 Explain new words to the whole class and encourage more questions.

Audioscript

Mom: What are you doing, Dalia?

Dalia: I'm doing my homework about chameleons. They're

so interesting! I logged into this library website and

I created a password to get information.

Mom: What does it say?

Dalia: Chameleons change color. They are the same color

as the place where they are.

Mom: Wow! That's interesting! What else?

Dalia: They have amazing eyes and they can see all

around. But I need to do more research. I want to message Yara and chat with her. She knows some

great websites.

Mom: Are you making a presentation about chameleons?

Dalia: Yes, I'm making a presentation with Yara. I need to look at lots of websites and find some nice pictures.

Mom: Remember to be respectful. Don't copy information.

Find ideas and write your own words.



2 I [audio 1.22] Listen again and answer

- 1 Play the audio again. Then read out each question, eliciting the answers from the class.
- 2 Tell students to read the questions again and write the answers. Go around and check.
- 3 Ask different students to read out the questions and answers.

Answers:

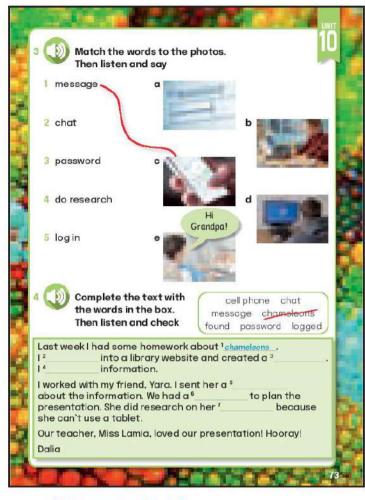
- 1 She's doing her homework.
- 2 She's talking to her mom.
- 3 Be respectful and not copy information; find ideas and write her own words.

Extra practice 1

 Put students in pairs to practice reading the conversation as a dialogue. Monitor and help as needed.

Extra practice 2

 Books closed. Ask students to tell you what they remember about chameleons (they can change color; they are the same color as the place where they are; they have amazing eyes and can see all around).



Extra practice 3

- Hand out drawing paper. Tell students to draw and color a chameleon. Tell them to think about where their chameleon is (e.g., a leaf, or a branch) and color it accordingly.
- Ask them to write a caption under their picture.

STUDENT'S BOOK page 73

3 [audio 1.23] Match the words to the photos. Then listen and say

- Students look at the example, then match the remaining words and pictures.
- 2 Tell them to compare answers in pairs, then go through the answers.
- 3 Play the audio, pausing for them to repeat each word and point to the correct picture.

Answers:				
1c	2e	3a	4ь	5 d

Audioscript

- 1 message
- 2 chat
- 3 password
- 4 do research
- 5 log in

4 I audio 1.24] Complete the text with the words in the box. Then listen and check

- 1 Ask students to look at the words in the box, and then allow time for them to complete the exercise alone or in pairs. Remind them to read to the end of each sentence before they choose the missing word. Go around and monitor.
- 2 Play the audio for students to check their answers.
- 3 You could then ask one or two students to read out the completed text to the class.

Audioscript

Last week I had some homework about chameleons. I logged into a library website and created a password. I found information.

I worked with my friend, Yara. I sent her a message about the information. We had a chat to plan the presentation. She did research on her cell phone because she can't use a tablet. Our teacher, Miss Lamia, loved our presentation! Hooray!

Answers:

- 1 chameleons
- 2 logged
- 3 password
- 4 found
- 5 message
- 6 chat
- 7 cell phone

- Books closed. Ask students to think about the text they just completed (Exercise 4). Ask What was the first thing she did? (She logged into a library website).
- Can they remember what she did next? Elicit all the stages of Dalia's presentation.

pages 74-77

Objectives: To learn about how to stay safe online

To talk about social media
To talk about online bullying
To learn how to give advice

Vocabulary: share ideas, contact, tag, personal, bully, be

friends, keep secret

Language: I should only give my phone number to my

friends.

I should turn my phone off at night. I shouldn't use my phone late at night.

Materials: Student's Book pages 74-77

Audio files 1.25-1.26 Colored pencils

Drawing paper (optional)

Opener

Greet the class and have students greet each other in groups.

Quickly revise the previous lesson. Ask students to tell you
about Dalia's presentation: What was it about? (chameleons)
and How did she research it? (On the library website) Did
she do it alone? (No, she worked with her friend) What did
her mom tell her to do? (Use her own words, be respectful).

STUDENT'S BOOK

pages 74-75

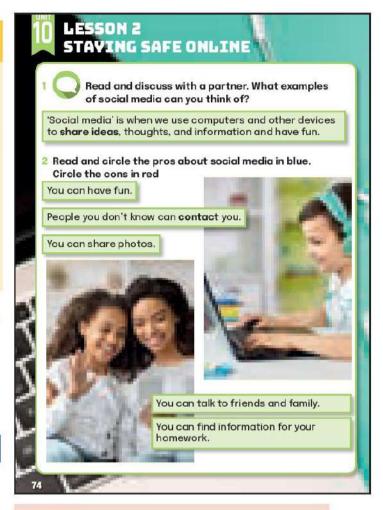
1 Read and discuss with a partner. What examples of social media can you think of?

- 1 Hold up your book to page 74 and check that all students have their books open to the right page.
- 2 Read out the sentence about social media while students follow it in their books. Then put them in pairs to discuss the question. Go around and monitor.
- 3 Elicit ideas from the class. Ask students if they use social media themselves. If so, which platforms do they use?

Students' own answers

2 Read and circle the pros about social media in blue. Circle the cons in red

- 1 Allow time for students to read all the statements. Then read them out one by one or ask different students to read them out. Explain the meaning of new words.
- 2 Check they understand 'pros' and 'cons'. Then put them in pairs and tell them to read each statement again and decide if it's a 'pro' or a 'con'. Go around and monitor.
- 3 Read out each statement again and have them raise their hands if they are 'pros'.
- 4 Then tell them to circle the pros in blue and the cons in red. Tell them to check in pairs.



Answers:

Pros (in blue):

You can have fun.

You can share photos.

You can talk to friends and family.

You can find information for your homework.

You can be creative.

You can play games.

You can learn interesting things.

Cons (in red)

People you don't know can contact you.

People can tag you in photos when you don't want them to.

People can take your personal information.

Some people can bully you.



Think!

1 Ask students to look at the list of cons again. Which ones are scary? Tell them to discuss in pairs, giving reasons. Go around and monitor, then invite students to share their ideas with the class. Make sure they give reasons.

Suggested Answer:

All of them are scary! Strangers can access your details. You don't know who you are really talking to.



page 76

3 Read and choose a or b

- 1 Introduce the expressions in bold using examples. Allow time for students to read through all the options; explain new words.
- 2 Tell them to read each pair of statements again and check option a or b. They then compare answers with a partner.
- 3 Ask different students to read out an option and have them raise their hands if they think it is correct.

Answers:
1 b 2 a 3 b

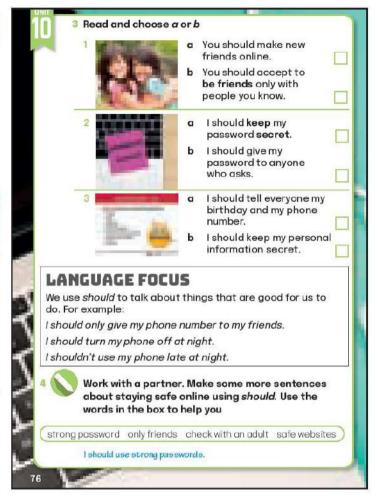
LANGUAGE FOCUS

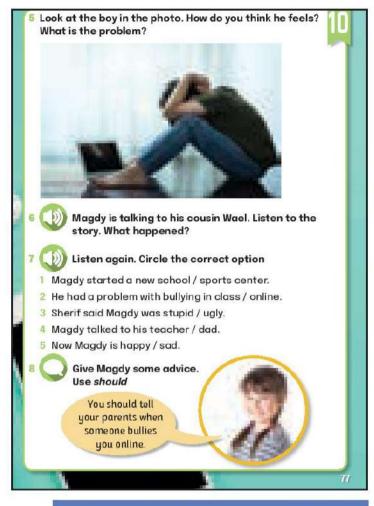
- Read out the text in the box. Then give students some examples with shouldn't, e.g.,
 - I shouldn't give my phone number to strangers.
 - I shouldn't play games on my phone when I'm in bed.
- On the board, write I should... and I shouldn't... Invite students to suggest ways to complete each one. Write good suggestions on the board.
- 4 Work with a partner. Make some more sentences about staying safe online using should. Use the words in the box to help you
- 1 Instruct students to work in pairs and brainstorm more ideas, using both the ideas in the box and their own (remind them that their ideas should be about staying safe online). Tell them to make notes under these headings: I should and I shouldn't.
- 2 Go around and join in their discussions, offering ideas if necessary.
- 3 You could put pairs to gether to share ideas.
- 4 Ask volunteers to read out their sentences to the class, starting with I should or I shouldn't.

Students' own answers

Extra practice

- Hand out drawing paper and tell students to design a poster
 or leaflet with advice about staying safe online. Tell them
 to decorate and/or illustrate it and make it 'eye-catching' so
 that people will stop and look at it.
- Create a class display. Use this for review and reinforcement.





page 77

5 Look at the boy in the photo. How do you think he feels? What is the problem?

- 1 Allow time for students to look at the picture and talk about it in pairs.
- 2 Read out the first question *How do you think he feels?* and elicit ideas (upset, unhappy, worried, scared).
- 3 Read out the second question What is the problem? and ask them to guess. Accept all sensible suggestions. Tell them they will find out in the next Exercise.

Students' own answers

6 [audio 1.25] Magdy is talking to his cousin Wael. Listen to the story. What happened?

- Tell students that the boy in the picture is called Magdy, and they're going to hear him talking to his cousin.
- 2 Ask them to listen while you play the recording straight through. Tell them not to worry about every word, but just listen to the general idea.
- 3 If necessary, play it again. Then ask What happened? Either invite different students to answer or have them discuss the answer in pairs.
- 4 Tell them they will be able to check their answers after the next exercise.

Audioscript

Magdy: Wael, you know I started at the new school?

Wael: Yes? Is it nice?

Magdy: Yes, but I had a problem with online bullying. There was a boy in my class, Sherif, who was sending me

messages.

Wael: What did he say?

Mazdy: He said I was stupid and no one liked me.
Wael: That's horrible! Did you tell someone?

Magdy: Yes, my dad. He went to the school and talked to my teacher. He showed my teacher the messages from

Sherif.

Wael: What did your teacher do?

Mazdy: She spoke to Sherif and Sherif's parents. They all stopped the bullying. They said I shouldn't talk to

Sherif online.

Wael: And Sherif?

Magdy: He said sorry to me. But I feel much happier now! I know what I should do about online bullying now – keep the messages and tell an adult quickly.

Wael: That's really cool! When are you coming to see me?

Students' own answers

7 **a** [audio 1.26] Listen again. Circle the correct option

- 1 Tell the students to read the questions first.
- 2 Play the audio again, then allow time for them to circle the correct options. Go around and monitor.
- 3 Ask five different students to read out the correct sentences.
- 4 If necessary, play it once more.
- 5 Ask What does Magdy say he should do about online bullying? (keep the messages and tell an adult quickly).

Answers:

1 a new school 2 online 3 stupid 4 dad 5 happy

8 Give Magdy some advice. Use should

- 1 Elicit ideas from the class, or ask students to discuss ideas in pairs and then report back to the class.
- Remind them to use should. Write good ideas on the board.

Suggested Answer:

You shouldn't give your number to Sherif.

You should tell the teacher about bullying.

You should tell your parents when you're worried about something.

You shouldn't chat to strangers online.

You should forget about Sherif.

You shouldn't share photos with strangers.

- Tell the class you are going to describe some problems. Ask them to give some advice, using should or shouldn't.
- Write the problems on the board, using your own ideas or the following:



- Youssef feels ill.
- My mom can't find her bag.
- · Samy can't understand his homework.
- Nermine is late for school.
- Dina is too hot.
- · Dad can't start the car.
- Invite ideas from the class. Whose advice is the best?

pages 78-81

Objectives: To read a text about metals in cell phones

and answer questions

To use context to guess the meaning of new

words

To learn about parallel and perpendicular

lines

Vocabulary: precious metal, rare earth, connect,

function, pure form

Materials: Student's Book pages 78–81

Rulers

Protractors or sheets of paper

Opener

- Greet the class and have students greet you back.
- Ask them to remember the previous lesson. What was it about? (staying safe online; social media; online bullying).
- Ask what they should do about online bullying (keep the messages and tell an adult).

STUDENT'S BOOK

pages 78-79

1 Look at the sentence below. Answer the question

- 1 Hold up your book to page 78, say Find page 78 and wait for students to find the correct place.
- 2 Ask them to read the sentence quietly, then read it out to them and elicit the answer.
- 3 Tell students they are going to find out more about cell phones and what they're made of.

Answers:

A cell phone

2 What things can you find inside me? Circle the things. Then read the text and check

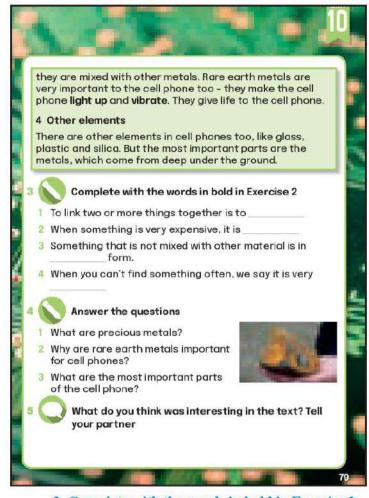
- 1 Read out the question and explain that it is still the cell phone speaking!
- 2 Ask students to look at the list of things. Explain any new words. Then tell them to listen as you read out each word and raise their hands if they think it is inside a cell phone.
- 3 Read out each word, pausing to give students the chance to raise their hands. Don't tell them the answers.
- 4 Tell them to read section 1. Then explain any new words including the words in bold, encouraging students to guess from the context first. Words to explain might include: conduct, deep, mixed, vibrate, elements.



- 5 Then ask them to read the rest of the text. Go around and monitor, answering any questions and making a note of common difficulties.
- 6 When they are ready, discuss and explain new words and answer any questions.
- 7 Either read the text out while they follow it in their books or ask four different students to read out a paragraph each.
- 8 Instruct students to look again at the list of words in the box and circle the things inside a cell phone.
- 9 Check answers with the whole class.

Answers:

gold, plastic, glass, metal



3 Complete with the words in bold in Exercise 2

- 1 Ask students to look back at the text in the previous exercise, and find all the words in bold.
- 2 Tell them to look at the four incomplete sentences and explain that the missing words are in bold in the text.
- 3 Read out the first sentence, pausing to elicit the missing word (connect).
- 4 Allow time for them to read and complete the sentences. Go around and help where needed.
- 5 Read out each sentence, pausing to elicit the answers.

Auswers:

- 1 connect
- 2 precious
- 3 pure
- 4 rare

4 Answer the questions

- 1 Read out each question, allowing time for students to look at the text and find the answers. Alternatively, you could tell them to complete the task in pairs.
- 2 Go through the answers with the class.

Answers:

- 1 gold and silver.
- 2 They make the cell phone light up and vibrate.
- 3 The metals.

Extra practice

- Write these extra questions about the text on the board:
 - 1 How many different metals are there in cell phones?
 - 2 Why do we use gold and silver in cell phones?
 - 3 Where can we find 'rare earth' metals?
 - 4 What other things are in cell phones?
- Either discuss these questions with the class or ask them to discuss the answers in pairs and write them in their notebooks.

Answers:

- 1 around 70
- 2 they are excellent for conducting electricity
- 3 deep in the ground
- 4 glass, plastic, and silica

5 What do you think was interesting in the text? Tell your partner

- Read out the question and then allow time for students to discuss their answers in pairs. Go around and listen, prompting where necessary.
- 2 Invite confident students to share their ideas with the class. Allow a short class discussion.



page 80

6 Look, read, and say

- 1 Ask students to look at the picture and ask them to describe it (It's a cell phone; we can see only half of the screen. The other half of the screen is missing and we can see inside it.)
- 2 Ask them to say what shapes they can see (rectangles and circles). Then ask them to look at the lines that connect the shapes. Write the word *lines* on the board and make sure they understand it.
- 3 Tell students to look at the information in the box while you read it out to them. Have them repeat parallel lines and 'draw' some in the air. Do the same with perpendicular lines.
- 4 Remind them of what a 90° angle looks like have them find examples (e.g., the corners of their books, the corners of the door, etc.).

Answers:

A cell phone with all the different metals inside it.

7 Circle the lines which are parallel

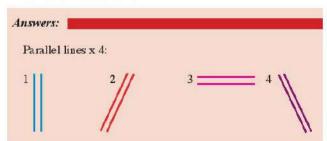
- 1 Read out the instruction then allow time for students to complete the task. Tell them to think extra carefully about c!
- 2 Go around and make a note of students who complete the task correctly.
- 3 Copy the three sets of lines on the board.
- 4 Point to the first set of lines (a). Ask Are these lines parallel? (Yes).
- 5 Repeat with b (No, they aren't.)
- 6 Then point to c. Invite a student to come to the board and circle the parallel lines. Choose someone who has the correct answer in their books.

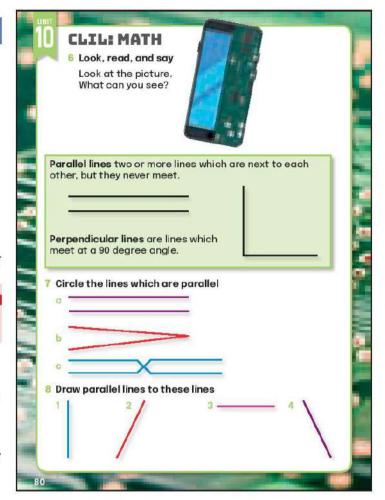
Answers:

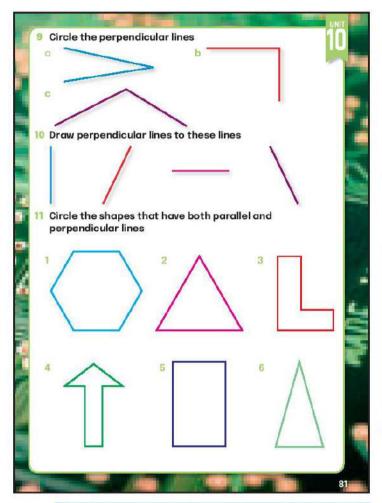
circle a and two sets of parallel lines in c.

8 Draw parallel lines to these lines

- 1 Tell students to use rulers and sharp pencils to draw lines parallel to the four lines in their books. Go around and check.
- 2 Copy the four lines on to the board (preferably with a board ruler) and have different students come up and draw lines parallel to each of them.







page 81

9 Circle the perpendicular lines

- Remind students about perpendicular lines. Have them draw some in the air.
- 2 Ask them to look at the three sets of lines and identify the perpendicular lines (b).
- 3 Elicit why the lines in c are not perpendicular (the angle is not 90°).

Answers:

b

10 Draw perpendicular lines to these lines

- 1 Tell students to use protractors if they have them. If not, they can use the edges of a piece of paper: line one edge along the line in the book and draw along the perpendicular line.
- 2 Copy the four lines on to the board (preferably with a board ruler) and have different students come up and add perpendicular lines to them.

Answers:

Students should draw a line at right angles to each of the 4 lines.

11 Circle the shapes that have both parallel and perpendicular lines

- 1 Ask students to look at the first shape. Ask them to look for parallel lines. Can they find three pairs?
- 2 Draw the shape on the board and have a student come to the front and show the three sets of parallel lines.
- 3 Ask them to look for perpendicular lines in the same shape. (there aren't any!)
- 4 Allow time for them to study the remaining shapes in pairs. Go around and monitor, giving help if needed.
- 5 Talk about each shape in turn: draw them on the board and ask students to identify any parallel and / or perpendicular lines.

Answers:

- 1 The hexagon has 3 pairs of parallel lines.
- 2/6 The two triangles have no parallel or perpendicular lines.
- 3 The 'L' shape has four pairs of parallel lines and six pairs of perpendicular lines.
- 4 The arrow has one pair of parallel lines.
- 5 The rectangle has two pairs of parallel lines and four pairs of perpendicular lines.

Extra practice

- In pairs or small groups, students look around the room and find examples of parallel lines and perpendicular lines. Give them some examples first - e.g., hold up a closed book and run your hand along the opposite edges to illustrate parallel lines. Run your hand around one of the corners to illustrate perpendicular lines.
- · Go around and talk to them while they are discussing.
- Ask students to show the class their examples of parallel and perpendicular lines.

- Books closed. Ask the class to brainstorm what they remember about cell phones. Can they remember what's inside them and how they look?
- Praise them for their work in this lesson. Tell them that in the next lesson they will be learning more about technology.



pages 82-85

Objectives:

To read about digital footprints and answer

questions

To understand the general idea of a text To guess the meaning of unfamiliar words

To write about digital footprints
To learn about how to create a positive

digital footprint

To read a story and answer questions To practice giving advice with should

Vocabulary: digital footprint, click, like, upload

Materials: Student's Book pages 82–85

Opener

· Greet the class and have students greet each other.

 Quickly revise parallel and perpendicular lines. Have students show you real examples of both types that they see around the room.

STUDENT'S BOOK

page 82

1 Read and think. What is a digital footprint?

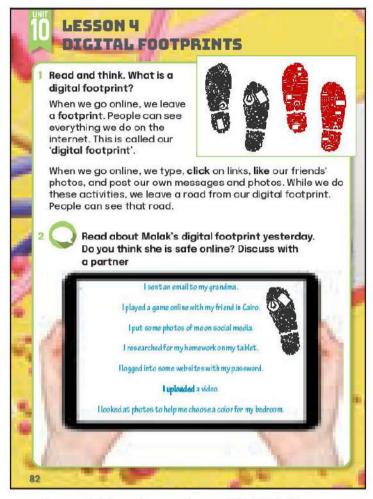
- First, check the meaning of footprint (it's the mark our feet leave in sand or mud).
- 2 Ask students to look at the picture what do they think they are going to read about?
- 3 Allow time for them to read the text. Go around and answer any questions.
- 4 Go over new words with the class, including link, post, message as well as the words in bold.
- 5 Read them out while they follow the word in their books.
- 6 Read out the question What is a digital footprint? and elicit the answer (It's the 'road' of everything we do on the internet.)

Answer:

Everything we do on the internet.

2 Read about Malak's digital footprint yesterday. Do you think she is safe online? Discuss with a partner

- 1 Read out the instructions, then ask students to read what she did and discuss the question in pairs. Go around and monitor.
- 2 Invite a student to read out the first sentence and ask the class Is that safe? Allow a discussion (It is probably safe!)
- 3 Continue in the same way with the remaining questions. Allow differences of opinion, but guide them towards these conclusions:
 - · I sent an email to my grandma. Yes, safe.
 - I played a game online with my friend in Cairo. Only safe if the game site is secure and you have security software.
 - I put some photos of me on social media. Not safe because your image can be copied by anyone.



- I researched for my homework on my tablet. Probably safe, but always be careful that the websites are safe; make sure you have anti-virus software.
- I logged into some websites with my password. Not safe; you should use a different password for each website.
- I uploaded a video. It depends on the video and the site you uploaded it to. You shouldn't upload anything personal.
- I looked at photos to help me choose a color for my bedroom. Yes, safe.



page 83

3 Now write your digital footprint for yesterday. Write four sentences. Share it with your partner

- Ask students to think back to what they did online yesterday
 -ora recent day in the past.
- 2 Invite a few students to tell the class one thing that they did.
- 3 Allow time for them to write four sentences about what they did; go around and offer help where necessary. Check spellings. If they didn't do four things online on one day, tell them to include things they have done recently.
- 4 Students show their sentences to their partners. Monitor as you go around.
- 5 Invite students to read out their sentences to the class. What was the most common activity?

Students' own answers

4 Look at how to create a positive digital footprint

- 1 Allow time for students to read the text at the bottom of the page (4Ps - Positive digital footprint).
- 2 Go through each point with the class:
 - Profile: ask students for ideas or examples of pictures they could use that don't show their faces. Discuss why they shouldn't show their faces? (Strangers could copy them.)
 - Protect: Remind them of the story about online bullying. (Don't bully and don't be bullied.)
 - Privacy: Don't share your password and personal details: Discuss why (Strangers could access your accounts.)
 - Positive: Discuss what 'positive' information means (happy things).
- 5 Are you safe online? Circle the things you do online to be sure you have a positive digital footprint. Share your ideas with your partner
- 1 Tell students to look again at the four ways to create a positive digital footprint. Which ones do they do? Tell them to discuss with their partners. Go around and monitor.
- 2 Invite students to feedback their ideas to the class. Will they change some of the things they do online?

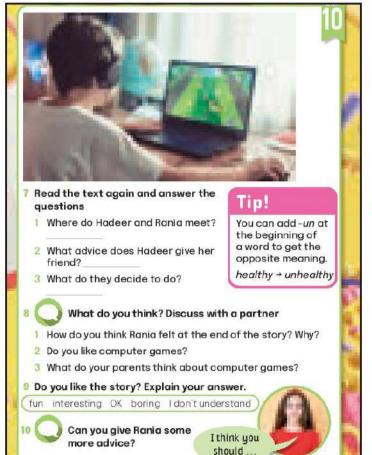


page 84

6 Read the story. Why is Rania unhappy?

- Ask students to read the title of the story and look at the picture. Ask them to guess what they're talking about. Do they look happy?
- 2 Ask them to read until they know what the women are talking about, and then put their hands up.
- 3 Elicit the answer (They're talking about their children).
- 4 Then tell them to read the whole story, while you go around and help with any questions.
- 5 Read out the question Why is Rania unhappy? and elicit the answer (Her children play computer games, don't do their homework, and don't go outside).
- 6 Write the word unhappy on the board. Explain that we can make the opposite of an adjective by adding an extra part to the beginning of the adjective (prefix). Write the word happy then write the prefix un on the board.
- 7 Ask students to read the tip box on the right side of page 85 and the example of unhappy. Ask students to think of other examples (e.g., unhealthy, unlock and unfold).





page 85

7 Read the text again and answer the questions

- 1 Ask students to look back at the story and write their answers. Let them work in pairs if they wish to. Go around and monitor; check spelling.
- 2 Elicit the answers from the class.

Answers:

- 1 At the restaurant
- 2 Children should stop playing after an hour. They should play with their friends. They should go to the park.
- 3 Nader will go to play with Tarek.

Extra practice

- Books closed. In pairs, students role play the conversation.
 Tell them to use their own words. You could help them plan their role plays first: elicit the stages of the conversation and write them on the board:
 - 1 Hadeer asks Rania what is the matter.
 - 2 Rania explains.
 - 3 Hadeer says her children are the same.
 - 4 Hadeer invites Nader to come and play with Tarek.
 - 5 Rania is pleased.

- Allow time for students to practice their role plays. Go around and help.
- Students perform their role plays to the class or in small groups.

8 What do you think? Discuss with a partner

- Students discuss the three questions in pairs. Go around and monitor; make suggestions where necessary.
- 2 Invite different students to share their answers with the class. Allow short class discussions.

Students' own answers

9 Do you like the story? Explain your answer

- 1 Read out the question and ask students to raise their hands if they like the story. From those students, elicit their reasons. They can use some of the words in the box or their own ideas.
- 2 Then ask those who did not raise their hands to explain why, in the same way.

Students' own answers

10 Can you give Rania some more advice?

- 1 Tell students to talk about this in pairs or small groups. Go around and offer suggestions if necessary.
- 2 Invite students to share their ideas with the class. Whose advice is the best?

Suggested Answer:

You should think of more ideas to engage them in other

You should take them to the park.

You should invite friends to play at your apartment.

You should play family games together.

- Ask How can we create a positive digital footprint? And elicit responses from around the class. Encourage students to begin with We should... or We shouldn't...
- If necessary, tell them to look back at page 83 to remind themselves.
- Say Well done. Tell them that in the next lesson they'll be thinking more about computer games.



pages 86-87

Objectives:

To read about the pros and cons of computer

games

To understand a text and make notes To write about pros and cons To practice giving opinions

Materials:

Student's Book pages 86-87

Opener •

· Greet the class and have students greet you back.

Ask them to tell you about computer games that they know.
 Which ones do they like best? Why do they like them?

STUDENT'S BOOK

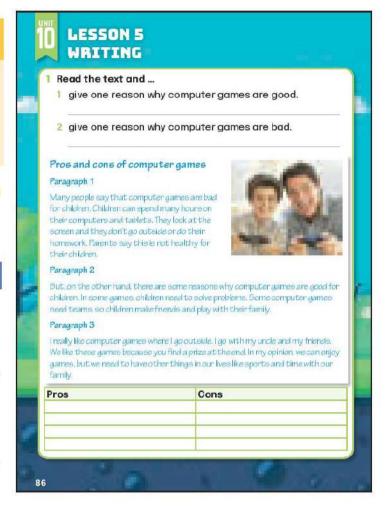
page 86

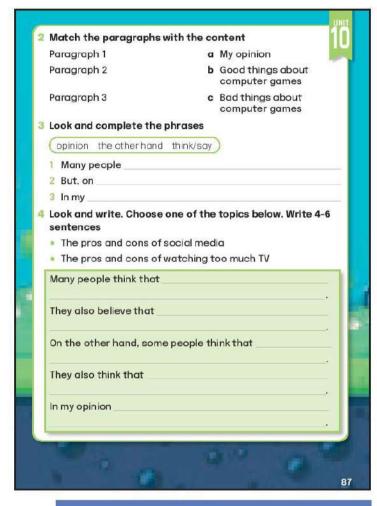
1 Read the text and ...

- 1 Tell students to find page 86 and hold up your book to that page.
- 2 Ask them to look at the title of the text (Pros and cons of computer games). Then ask them to read paragraph 1. Ask Is this paragraph pro or con? (con).
- 3 Then ask them to read paragraphs 2 and 3. Go around and help with any problems.
- 4 Ask different students to read sections of the text out while the other students follow in their books.
- 5 Instruct students to work in pairs and complete the questions at the top of the page. Explain that they only have to write one pro and one con and tell them they should only use reasons that are in the text.
- 6 Elicit answers from the class. The answers will vary because there are several to choose from.
- 7 Now ask students to look at the text again and list all the pros and cons to complete the table at the bottom of the page. Tell them to write notes, not sentences. Tell them to compare ideas with a partner.
- 8 Check answers with the class.

Answers:

Pros	Cons
need to solve puzzles	many hours online
make friends	don't go outside
play with family	don't do homework
can play some games outside	not healthy
have prizes	





page 87

2 Match the paragraphs with the content

- 1 Tell students to look back at the text on page 86 and match each paragraph with the correct option, a, b, or c.
- 2 Check answers. Tell them that the last paragraph is called the conclusion.

Answers:

paragraph 1 c

paragraph 2 b

paragraph 3 a

3 Look and complete the phrases

- 1 Explain to students that they will find the answers in the text.
- 2 Ask them to complete each sentence with the words in the box, using the text to help them.
- 3 Ask three different students to read out the completed sentences.

Answers:

- 1 think/say
- 2 the other hand
- 3 opinion

Extra practice

- Ask students to look again at the text and find on the other hand... Explain or elicit that this phrase comes just before a contrasting idea.
- Give more examples, e.g., I like chocolate. On the other hand, I don't like cake. Egypt is hot in the summer. On the other hand, it gets quite cold in the winter.
- Write some more 'beginnings' on the board and have them suggest contrasting 'endings.' some suggestions:
 - Marwa is good at Math. On the other hand ...
 - We work hard at school. On the other hand
 - Cell phones are useful. On the other hand

4 Look and write. Choose one of the topics below. Write 4–6 sentences

- 1 Read out the two topics and tell students to choose the one they prefer. Let them work alone or in pairs.
- 2 Tell them to make some notes on pros and cons of the topic they have chosen.
- 3 Tell them to complete the sentences with their own ideas. Go around and help.
- 4 Ask volunteers to read out their work to the class.

Suggested Answer:

- Many people think that social media is bad for us because
 we spend too much time on it. They also believe that we
 are not safe online. On the other hand, some people think
 that it's a great way to communicate. They also think that
 it's fun. In my opinion, social media is a good thing, but
 we should be careful and stay safe online.
- Many people think that watching too much TV is not a good idea because it is bad for our eyes. They also believe that it wastes our time because we can spend many hours watching it. On the other hand, some people think that watching TV is a way to spend more time with our family and friends. They also think that watching TV is an easy and cheap source of entertainment and it keeps us informed with the news of the world. In my opinion, watching too much TV can be useful to learn what is going on in the world, but we should not let it waste our precious time.

- · Ask, Is the internet good or bad?
- Tell students to think of a reason why the internet is a good thing. Then ask them to think of a reason why it's a bad thing?
- Continue, inviting alternating 'for' and 'against' arguments for as long as possible.



pages 88-89

Objectives:

To read and understand a leaflet

To collaborate with a partner or in a group

To produce a leaflet

Materials:

Student's Book pages 88-89

Drawing paper Colored pencils

Opener

- · Greet students as they come into the class.
- Ask them to remember the pros and cons of social media that they discussed in the last lesson. Elicit two or three 'pros' and two or three 'cons.'
- Tell them they are going to look at a leaflet and then they are going to make one.

STUDENT'S BOOK

page 88

1 Look at the leaflet below and complete it with the correct headings from the box

- Tell students that this is a leaflet about online bullying. Explain what a leaflet is (a small flat or folded sheet with a printed shape on one or both sides. It is used to provide information in an interesting way) and how it looks like. Allow time for them to read it, and then write the headings in the box in the correct places. Go around and help where needed.
- 2 Ask a student to read out the complete text.

Answers:

Research What to do What to do more

2 Work in groups. Think and write. Complete the table with the sentences and your own ideas

- 1 Ask students to look at the three headings in the table, and then look at the sentences below it.
- 2 Read out each sentence, then tell them to look at the examples. Check they understand the task then put them in groups.
- 3 Allow time for them to discuss the task and write the remaining sentences in the correct columns.
- 4 Go through the answers with the class.

Answers:

Research:

Search for information on the internet

Interview teachers

Find out which websites are safe

What to do:

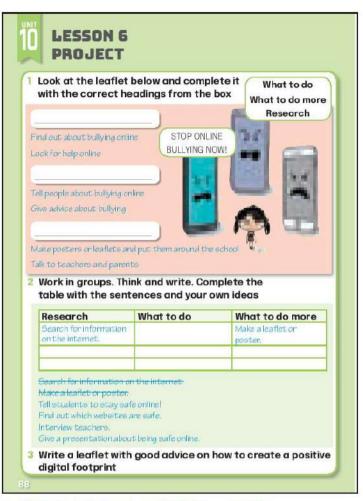
Tell students to stay safe online!

Give a presentation about being safe online.

What to do more:

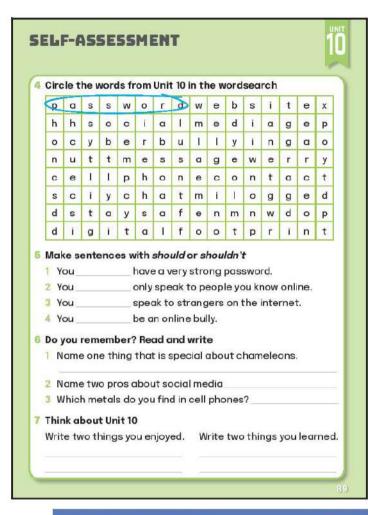
Make a leaflet or poster

Talk to teachers and parents



3 Write a leaflet with good advice on how to create a positive digital footprint

- 1 Ask students to look at the leaflet in Exercise 1 again. Tell them to plan out a similar leaflet with advice about how to create a positive digital footprint. They should think of three or four headings, like the one in the book.
- 2 Tell them to look back at page 83 to remind them and give them some ideas.
- 3 Instruct them to work in pairs. Go around and give advice, and check spellings.
- 4 When they are ready, hand out drawing paper and allow time for them to produce their leaflets. Encourage them to make illustrations and make the leaflets look interesting.
- 5 Instruct students to show each other their work. You could use the leaflets for a class display.



page 89

Self-Assessment

4 Circle the words from Unit 10 in the wordsearch

- Ask students to read out the word circled in the wordsearch (password).
- 2 Tell them there are ten more words or phrases in the wordsearch. They are all words from this unit.
- 3 Go around and monitor. If they are finding it difficult, let them work in pairs.
- 4 Elicit the answers form the class.

password website social media bullying message cell phone contact chat logged stay safe digital footprint

5 Make sentences with should or shouldn't

- 1 Tell students to read to the end of the incomplete sentences before they write should or shouldn't.
- Go around and check answers.

Answers: 1 should 2 should 3 should t 4 shouldn't

6 Do you remember? Read and write

- 1 Encourage students to answer the questions without looking back through the unit. Go around and check and help where necessary.
- 2 Put them in pairs to share ideas and compare answers.

1 They change color, they have amazing eyes 2 research online, play games 3 precious metals (e.g., gold and silver) copper, aluminum, and rare earth metals

7 Think about Unit 10

- Students think about the unit. Encourage them to look back through the unit to remind themselves and think about things they enjoyed and things they learned.
- 2 Students write 2 things they enjoyed and 2 things they learned.
- 3 Monitor and help with spelling but not the actual content of the writing.
- 4 Invite volunteers to read out their work to the class.

Students' own answers

- Ask students to open their books to page 71. Point to In this unit I will ... and read out the list. Did they learn or do these things?
- Quickly revise parallel and perpendicular lines: draw some examples of both on the board and see if students can remember the words!
- Praise students for their work this unit. Tell them that in the next lesson they are going to think about different ways of traveling (transport).



Introduction

pages 90-91

Objectives:

To introduce students to the topic of the unit

To talk about transportation

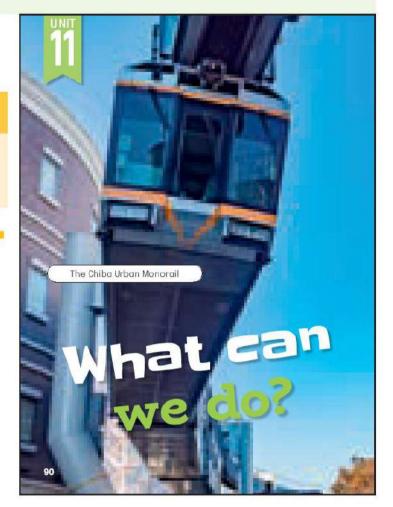
Materials:

Student's Book pages 90–91 World map or globe (optional)

Opener

Greet the class and encourage students to greet you back.

- Welcome them to Unit 11. Tell them they're going to be talking about different kinds of transportation.
- Ask them how long the journey to school usually takes them. Who lives the nearest, and who lives the farthest away?



In this unit I will ...

- listen, read, research, and write about transportation.
- practice making sentences with need and must.
- · learn about different transportation.
- read and listen to a short story.
- learn about and say words that begin with tr and cr, and diphthongs ai, oa, and ea.
- write about how to stop air pollution
- research and make a leaflet about road safety.



Look, discuss, and share

What's this? Where is it? Would you like to travel on it? Why?



Find out

Do you have a monorail in your country? Which public transportation do you have in your town or city?



Did you know?

The Ghan in Australia is the longest passenger train in the world. It is about 774 meters long. The train has up to 44 passenger carriages.

9

Students then share their answers with the class. Do they all agree?

 Ask them to check the answer at home and report back in the next lesson.

Answer:

Yes.

Students' own answers.

Did you know?

- Tell students to read the text in the box, or have a student read it out to the class.
- If possible, have a student locate Australia on a world map or globe.
- Tell them that the Ghan is used for the journey right
 across Australia between two cities, one on the north coast
 (Darwin) and one on the south coast (Adelaide). Ask them
 to guess how long the journey takes (three days!). Tell
 them it's a 'sleeper train' with beds for the passengers.

Closing

 Focus on In this unit I will ... and read through the objectives for this unit with the class

STUDENT'S BOOK

pages 90-91



Look, discuss, and share

- 1 Say Open your books. Look at pages 90-91 and hold your copy up. Wait until all students have their books open to the right page.
- 2 Give them time to look at the picture. Ask if they've ever traveled on anything like that? What is it? Can they guess where it is? (Chiba a city near Tokyo, Japan.)
- 3 Read out the question Would you like to travel on it? Elicit responses and reasons.

Answer:

It's a train above the ground – a monorail. It's in Chiba a city near Tokyo, Japan.

Suggested answer: Yes, it looks fun! You can look down on the city. No traffic jams.

Pind out

- Explain to students what a monorail is. Ask them if they have one in their country.
- Read out the question Which public transportation do you have in your town or city? and ask students to discuss the answer in pairs. Provide vocabulary as necessary.



pages 92-93

Objectives: To learn transportation vocabulary

To listen to a dialog about different ways of

getting to school

Vocabulary: metro, bus, boat, train, taxi, plane, rail,

airplane, ship, car

Language: on foot, by car/bus/tram/plane

Materials: Student's Book pages 92-93

Audio files 1.27-1.30

Pictures of different kinds of transportation,

e.g., from magazines (optional) Drawing paper (optional)

Opener |

· Greet the class and have students greet you back.

- Ask who has checked which public transportation there is locally. Tell students to share their answers and say Well done.
- Ask students to name different methods of transportation and write good suggestions on the board.

STUDENT'S BOOK

page 92

1 • [audio 1.27] Complete the crossword with the correct words for the photos. Then listen and say

- 1 Hold up your book at page 92 and check all students have their books open to the right page.
- 2 Ask students to look at the photos; elicit the correct words and write them on the board (bus, ship, train, car, boat, plane, airport, rail). Review the means of transportation and make sure students know them well.
- 3 Put students in pairs to solve the puzzle. Go around and offer help where needed.
- 4 Ask different students to read out each clue and elicit the answer from the class.
- 5 Finally, play the audio while students check again and repeat each word.

Answers:

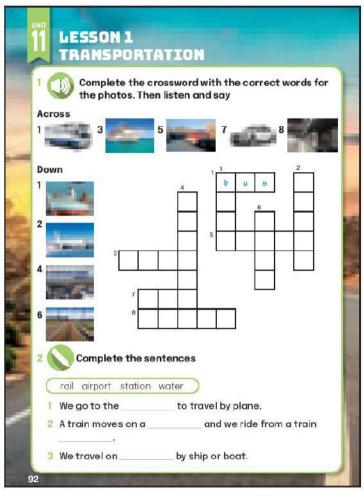
Across: 1 bus 3 ship 5 train 7 car 8 metro
Down: 1 boat 2 plane 4 airport 6 rail

Audioscript

Across: 1 bus 3 ship 5 train 7 car 8 metro Down: 1 boat 2 plane 4 airport 6 rail

2 Complete the sentences

Explain that students are going to know more about the modes of transportation i.e., the places where we ride in one transportation.



- 2 Ask students to look at the words in the box and complete the sentences. Move around and offer help where needed.
- 3 Instruct students to work individually, then compare their answers with a partner.
- 4 Check answers: invite volunteers to read out the completed sentences.



Extra practice

- Play a game, if you have pictures, hand them out to different students and have those students stand in different places round the room, in places where everyone can see them. Ask them to hold up their pictures.
- Point to each picture in turn and elicit or teach the word (bus, train, etc). It doesn't matter if several pictures show the same thing.
- Call out e.g., train! and instruct students to point to the correct
 picture or pictures. You could also call out e.g., red train! or
 long train! to distinguish between pictures.
- Continue like this, or have different students take turns to call
 out the words.

Exercise 1. Ther	entences with the listen and chec	
When I travel by	, I go thro	ugh the air.
When I travel by the water.	and	, I am on
3 When I travel by road.	and	I am on the
4 I travel by	around the city	<i>I</i> .
5 When I travel to Lux rail under the vehicl		I move on c
Which is your favorite	transportation?	Why?
Complete the phrases foot car/bus/tr	with by or on	My favorite transportation is a ship. I love traveling on water.
		1000
people?	eleem interviewi d answer the que	6
people?	d answer the que	estions
people? Listen again an How many people de	d answer the que	estions view? What are their

page 93

3 [audio 1.28] Complete the sentences with the words from Exercise 1. Then listen and check

- 1 Ask students to look at the first sentence, then read it out, pausing for them to supply the missing word (plane).
- 2 Continue the Activity with the whole class or put students in pairs to complete the task; monitor and offer help where necessary.
- 3 Have different students read out the completed sentences.

Answers: 1 plane 2 boat/ship, ship/boat 3 car/bus, bus/car 4 metro 5 train

Audioscript

- I When I travel by plane, I go through the air.
- 2 When I travel by boat and ship I am on the water.
- 3 When I travel by car and bus I am on the road.
- 4 I travel by metro around the city.
- 5 When I travel to Luxor from Cairo by train I move on a rail under the vehicle.

4 Which is your favorite transportation? Why?

- 1 Read out the question and invite answers from the class. Encourage them to give reasons. Alternatively, put them in pairs or small groups to share their answers.
- 2 Invite different students to tell the class their answers. Prompt them to use expressions from the Language Focus box if appropriate.

Students' own answers

LANGUAGE FOCUS

- 1 First, ask students to look at the Language Focus box. Ask them to tell you or guess which preposition, by or on, we use with foot (on). Elicit what they think go on foot means (walk). Point out that we say on foot NOT on feet (although we use both legs!).
- 2 Elicit which preposition we use with car/bus/train/plane/ train (by).

5 [audio 1.29] Listen. Why is Seleem interviewing people?

- 1 Tell student they are going to hear a boy interviewing people. Tell them to listen and then tell you why he is interviewing people.
- 2 Tell them not to worry about every word, but just listen to the general meaning.
- 3 Play the audio straight through, then ask the class why Seleem is interviewing people.

Answer:

To know how people get to school.

Audioscript

Seleem: Hi Maged! I'm doing a class quiz about public

transportation.

Maged: Cool!

Seleem: How do you get to school?

Maged: I come to school on foot.

Seleem: Do you ever catch the bus or metro?

Maged: Only if I'm late. I like to come on foot so I can meet

my friends.

Seleem: Thanks! Ramy, how do you get to school?

Ramy: I come by car with my dad.

Seleem: Do you ever catch the bus or metro?

Ramy: Yes, if my dad is not in town, I take the bus. I like it.

Seleem: Why?

Ramy: We travel slowly and I can see the city.
Seleem: Do you ever come to school on foot?
Ramy: No, my house is very far from the school.

Seleem: Thanks! Have a nice day!

Ramy: You too!

6 [audio 1.30] Listen again and answer the questions

 Ask students to read the four questions but not to answer them.



- 2 Play the audio straight through, then give them time to note down any answers they can manage. Ask if any students use the Cairo Metro.
- 3 Play it a third time, pausing as necessary for them to complete their notes.
- 4 Go through the answers with the class and play it again as necessary.

Answers:

1 two; Maged and Ramy 2 Ramy 3 Maged 4 Ramy. He likes the bus because can see the city

Extra practice 1

- In pairs, students ask and answer about how they get to school. Tell them to ask further questions, like Seleem did, e.g., Do you ever... (catch the bus)?
- Ask them to write a few sentences about how their partners get to school.

Extra practice 2

 Hand out drawing paper and ask students to illustrate their journey to school. Tell them to write a caption under the picture: I come to school (by bus/on foot...).

Closing

- Ask the class to raise their hands if they walk to school.
 Ask students to count the number of raised hands and record it on the board.
- Repeat with other forms of transportation that students use.
 How do most students get to school?
- Tell students that in the next lesson they will be thinking about road safety.

LESSON 2

pages 94-97

Objectives: To learn about road safety

To learn about symmetric figures and lines

of symmetry

Vocabulary: seat belt, symmetrical, line of symmetry

Language: We need safe roads.

You need to look left and right.

Materials: Student's Book pages 94-97

Colored pencils and rulers Drawing paper (optional)

Sheets of paper for folding (optional)
Large paper shapes, any or all of these: a
heart, a pentagon, a circle, an equilateral
triangle, a rectangle, and a square (optional)

Tracing paper (optional)

Opener

- Greet the class and have students greet you back.
- Quickly revise transportation words: choose different students to say one word each.
- Invite volunteers to write the words on the board. Help with spelling as necessary.



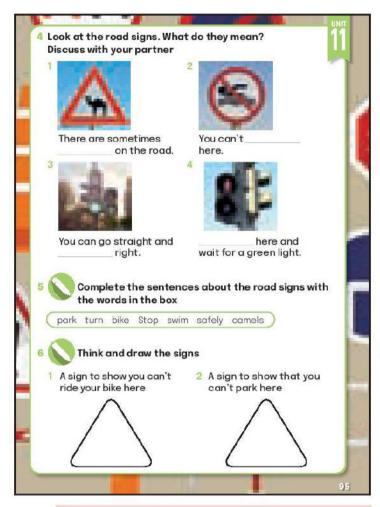
STUDENT'S BOOK

page 94

- 1 Think and discuss. Why is it important to be safe on the roads?
- Read out the question and encourage students to suggest answers.
- Ask further questions to help: What kind of accidents can happen on the roads? (possible answers include to avoid car crashes, cars hit pedestrians, cars hit cyclists, children run out in front of cars, etc.). Try to be sensitive while discussing this topic.

Students' own answers

- 2 Look at the photos and say why the children are in danger. Discuss with your partner
- 1 In pairs, students describe each photo: what are the children doing in each one? Why are they in danger? Go around and monitor, offering prompts where needed.
- 2 Invite different students to share their ideas with the class, saying what each child is doing and why he/she is in danger.



Suggested answers:

- 1 The child is in danger because he's riding a bike on the street, not on a bike pathway. He must be careful with cars.
- 2 The child is in danger because he's looking at his phone and not paying attention to the traffic.
- 3 The child is in danger because he's playing football in the street
- 4 The child is in danger because it's a pedestrian crossing, she must still be careful as cars don't always stop.

LANGUAGE FOCUS

Read out the text in the Language Focus box. Then write more words and phrases on the board and have them make sentences with need, e.g.,

to be careful

to find a safe place to cross

to walk, not run

to find safe places to play football

to learn road safety lessons

3 Read and match the phrases to the pictures

- Tell students to read each sentence; explain or elicit the meaning of seat belt.
- 2 Students then match the sentences with the correct pictures. Go around and monitor.

3 Tell them to compare answers in pairs.

Answers: 1 c 2 d 3 a 4 b

Extra practice

- You could write different suggestions on the board, and ask students to decide if they are necessary or not, e.g., food, fresh air, chocolate, big houses, shoes, cake, water, swimming pools.
- Point to each word in turn and say Do we need (food)? and elicit Yes or No.
- Note: students might disagree about some things; it's
 certainly true that we need food, but do we need foods such
 as chocolate? Some people might think so! Allow a short
 discussion if appropriate.

STUDENT'S BOOK

page 95

4 Look at the road signs. What do they mean? Discuss with your partner

- 1 Ask students to read the incomplete sentences; explain any new words.
- 2 Put students in pairs to discuss each sign and guess the missing words. Tell them to note down their ideas.
- 3 Go around and monitor but don't tell them the answers.
- 4 Tell them they will find the answers in the next Exercise.

Students' own answers

5 Complete the sentences about the road signs with the words in the box

- 1 Read out the words in the box, or ask students to read them
- 2 Explain that four of these words are the missing words from Exercise 4.
- 3 Ask them to look again at Exercise 4 and complete the sentences.
- 4 Check answers: invite different students to read out the completed sentences.

Answers:

1 camels or animals 2 swim 3 turn 4 Stop

6 Think and draw the signs

- 1 Read out the instruction and check that students understand the task. Check they understand the meaning of the verb park.
- 2 Put students in pairs to discuss what to draw. Remind them that signs need to be simple and striking so that people can understand them straight away.
- 3 Give them some time to draw and color their signs.

Students' own answers



Extra practice

- Hand out drawing paper and ask students to design another sign. It could be about road safety or school rules. Tell them to work in pairs.
- Go around and make suggestions where necessary.
- Ask students to show their designs to small groups or to the class. Are the signs easy to understand?

STUDENT'S BOOK

page 96

7 Look at the road signs below. What can you see? Discuss with a partner

- 1 Ask students to tell you what each sign means (the first one is a warning that buses run here and the second one means Go straight on).
- 2 Ask them to tell you what shape each sign is (triangle and circle).

Tip!

- Read out the text in the Tip box. Ask students to imagine
 folding the shapes along the dotted vertical lines (the lines
 of symmetry). One half would cover the other half exactly.
- If you have sheets of paper to fold, hand them out, one per student or pair. Ask students to tell you how many lines of symmetry there are – tell them to fold the paper to find out or check. (Rectangles have two lines of symmetry.)

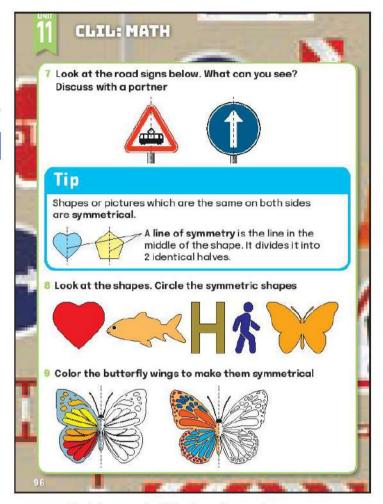
Extra practice

- Hold up large paper shapes, one by one, and ask students to come to the front and fold them along their lines of symmetry. Talk about how many lines of symmetry they have (see below). Explain why a circle has an infinite number of lines of symmetry.
- Draw each shape on the board and instruct students to add the lines of symmetry (for the circle, just have a few!)
- They could make a table and record the results (let them write the shape names or draw them):

Shape	lines of symmetry
heart: 1	1
pentagon: 1	1
circle: an infinite number	impossible to count
equilateral triangle: 3	3
rectangle: 2	2
square: 4	4

8 Look at the shapes. Circle the symmetric shapes

- 1 Ask students to name each shape (a heart, a fish, an H, a man, a butterfly).
- 2 Ask them which ones are symmetrical. If necessary, explain that a symmetrical shape is a shape that has lines of symmetry.
- 3 Let them discuss in pairs, then elicit the answers from the class.
- 4 Invite volunteers to come to the board to draw the



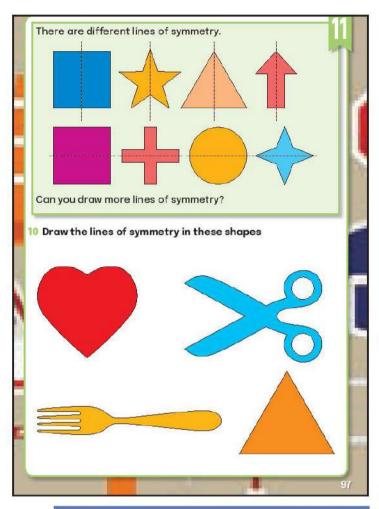
symmetrical shapes and add the lines of symmetry.

Answers

the heart, the H, and the butterfly are symmetrical. The heart and butterfly have one (vertical) line of symmetry each.

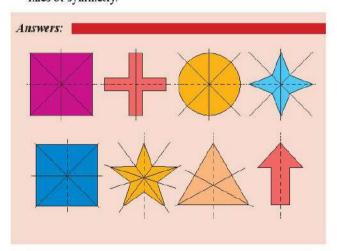
9 Color the butterfly wings to make them symmetrical

- Read out the instruction. Ask them to color the wings so that the patterns as well as the shapes are symmetrical.
- 2 Go around and check; talk to students about the pictures.
- 3 Tell them to check each other's work in pairs.



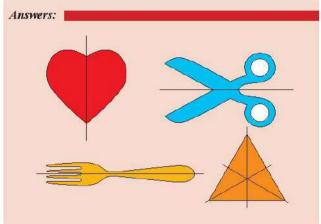
page 97

- 4 Then ask them to look at the shapes on page 97. Elicit the names of each shape (square, star (with five points), triangle, arrow, square, cross, circle, star (with four points).
- 5 Ask them to look at the lines of symmetry already drawn on the shapes. Can they add any more? Let them discuss this in pairs.
- 6 While they are working, draw each shape on the board and add the lines of symmetry given on the page.
- 7 Ask different students to come to the board to draw in extra lines of symmetry.



10 Draw the lines of symmetry in these shapes

- 1 Using rulers, students draw the lines of symmetry in the four shapes.
- 2 Go around and talk to them as they work.



Extra Practice

- Hand out tracing paper. Tell students to choose symmetrical shapes from this lesson (pages 96 and 97) and trace them. Check they have chosen symmetrical shapes.
- They then turn the tracing paper over and place it on to drawing paper. By penciling over the back of the tracing paper they can transfer the shape on to the blank paper.
- They could then draw lines of symmetry (with rulers), design and color symmetrical patterns.

- Draw some shapes on the board and ask students to identify the symmetrical ones. Ask volunteers to come to the board to draw the lines of symmetry.
- Ask them to find symmetrical shapes around the room (e.g. doors, windows, books, rulers, notice boards). Which shapes are NOT symmetrical?



pages 98-101

Objectives: To read and listen to a story about an

accident and to answer questions about it To read for details and the general idea to talk about one character's feeling at some

parts of the story

To express an opinion about a story
To practice pronunciation of cr and tr

Vocabulary: tram, train, crowd, crash, in a hurry,

crosswalk, fall over, shocked, ambulance

Language: must for strong advice

You must wait for the green light.

Materials: Student's Book pages 98-101

Audio files: 1.31-1.33

Opener

 Greet the class and have students chain greetings around the class.

 Remind students about symmetry. Give them two minutes to find as many symmetrical shapes around the classroom as they can.

Have them share their ideas in groups or with the whole class.

STUDENT'S BOOK

page 98

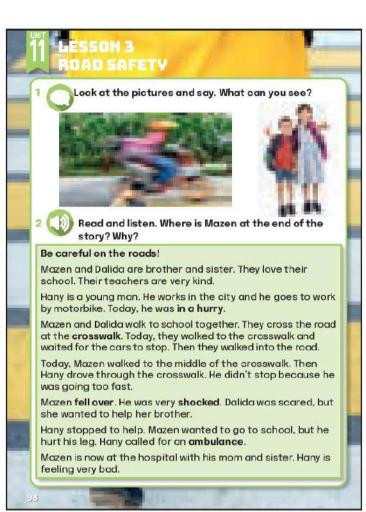
1 Look at the pictures and say. What can you see?

1 Ask students to describe the first picture. Ask What's happening? (Someone is riding a motorbike.) Why can't you see him clearly? (He's going very fast.) What part of the road is it? (It's a crosswalk.)

2 Ask about the second picture. Ask what are the children wearing? (Their school uniform.) Ask Are they friends?? (No, they are brother and sister.) Is the boy older or younger than the girl? (He is younger.)

2 Image [audio 1.31] Read and listen. Where is Mazen at the end of the story? Why?

- 1 Ask students to read the first two paragraphs of the story. Then ask What are the children's names? (Mazen and Dalida) What is the motorcyclist's name? (Hany)
- 2 Then tell them to read again from the beginning while you play the audio straight through.
- 3 Give students a few minutes to reread it quietly. Let them discuss new words in pairs. Go around and help where needed.
- 4 Elicit or teach the meaning of new words, including the words and phrases in bold (explain that fell over is the past form of fall over).
- 5 Read out the question Where is Mazen at the end of the story? Why? and elicit the answer (He's at the hospital because he fell over and hurt his leg.)
- 6 If necessary, play the audio again while students follow in their books.



Audioscript

Be careful on the roads!

Mazen and Dalida are brother and sister. They love their school. Their teachers are very kind.

Hany is a young man. He works in the city and he goes to work by motorbike. Today he was in a hurry.

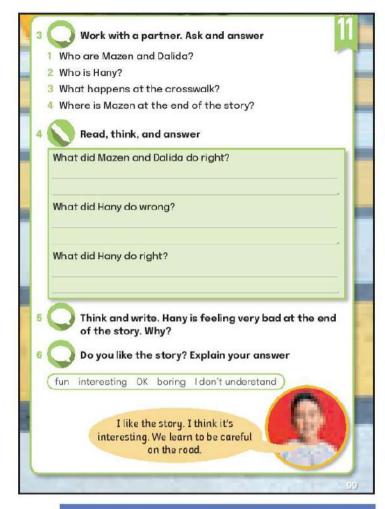
Mazen and Dalida walk to school together. They cross the road at the crosswalk. Today they walked to the crosswalk and waited for the cars to stop. Then they walked into the road

Today Mazen walked to the middle of the crosswalk. Then Hany drove through the crosswalk. He didn't stop because he was going too fast.

Mazen fell over. He was very shocked. Dalida was scared but she wanted to help her brother.

Hany stopped to help. Mazen wanted to go to school, but he lurt his leg. Hany called for an ambulance.

Mazen is now at the hospital with his mom and his sister. Hany is feeling very bad.



page 99

3 Work with a partner. Ask and answer

- In pairs, students read the questions and discuss the answers.
 Go around and monitor, offering help if necessary.
- 2 Check answers with the whole class.

Auswers:

- 1 Brother and sister
- 2 A young man
- 3 Mazen walked to the middle of the crosswalk. Hany drove through the crosswalk. He was going too fast. Mazen fell over.
- 4 At the hospital

4 Read, think, and answer

- 1 Discuss the questions with the whole class or put students in pairs or small groups to share ideas while you go around and monitor.
- 2 Invite different students to answer each question. Allow discussions if students don't all agree.

Answers:

- 1 They stopped at the crosswalk.
- 2 He drove too fast.
- 3 He stopped to help and called an ambulance.

Extra practice

- Books closed. Put students in pairs. One student is an interviewer, and the other student is one of the people in the story
 Mazen, Dalida, or Hany (let them choose).
- Students practice a role play with questions and answers about the accident. Go around and monitor.
- · Have confident pairs perform their role plays to the class.

5 Think and write. Hany is feeling very bad at the end of the story. Why?

- 1 Read out the question and elicit some ideas from the class.
- 2 Ask students to answer the question in one or two sentences. Go around and help where necessary.
- 3 Invite different students to read out their sentences. Accept any sensible answers.

Suggested Answer:

Hany is feeling very bad because he drove too fast. Mazen fell over and hurt his leg.

6 Do you like the story? Explain your answer

- 1 Ask students to think about their answers in pairs or small groups.
- 2 Invite volunteers to share their opinions with the class. Encourage them to give reasons, using the words in the box or their own ideas.

Students' own answers



page 100

LANGUAGE FOCUS

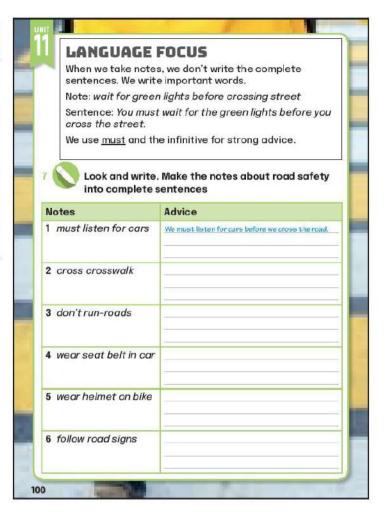
- Remind students about note taking: we only write 'key words'.
- Ask students to read the information in the Language Focus box.
- Ask a student to read out the full sentence You must wait for the green lights before you cross the street.
- Remind students or explain that we use must or mustn't for strong advice or when we are talking about rules.
- Practice using must and mustn't: say e.g., wait for cars to stop (students chorus must); play in the road (mustn't); be careful (must); look at our phones (mustn't).

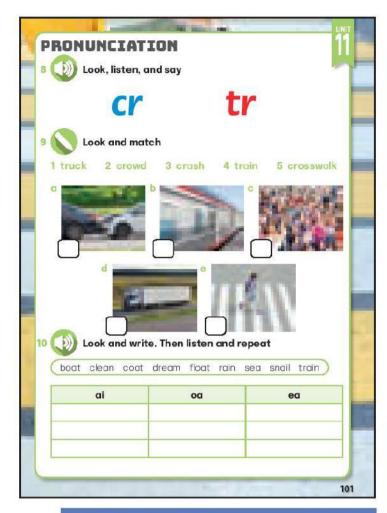
7 Look and write. Make the notes about road safety into complete sentences

- 1 Ask students to look at number 1. Tell them to look at the full sentence (the example) and circle the 'key words' that are in the notes (*must listen for cars*).
- 2 Ask them to look at number 2 and discuss the full sentence in pairs. Monitor.
- 3 Invite several different students to read out their sentences. Write good suggestions on the board (there will be several correct answers).
- 4 Continue the Exercise with the whole class. Alternatively, put more advanced students in pairs to complete the task; go around and monitor.
- 5 Invite students to read out their ideas. As before, write good suggestions on the board (there will be more than one correct answer).

Answers:

- 1 We must listen for cars before we cross the road.
- 2 We must cross the road at the crosswalk.
- 3 We mustn't run across roads.
- 4 We must wear a seat belt in a car.
- 5 We must wear a helmet when we ride a bike.
- 6 We must follow road signs.





page 101

8 II [audio 1.32] Look, listen, and say

- Instruct students to point to each pair of letters in turn while you play the audio.
- 2 Play it again, pausing for them to repeat the sounds.
- 3 Write 'cr' and 'tr' on the board with a big space between them. Make one of the sounds and have students point to the correct letters. Continue, making the sounds in random order.
- 4 You could then reverse the process: point to the letters on the board and have the students make the correct sounds.

Audioscript

cr i

9 Look and match

- 1 Choose five students to read out words 1-5.
- 2 Allow time for the students to match the words with pictures a-e. Tell them to write the correct number in each picture. Let them work in pairs if they wish to.
- 3 Ask five more students to read out the answers. Encourage them to say number, word, and letter (for example *I*, truck, d). Alternatively, you could have the class chorus the answers.

Answers:

1 truck d

2 crowd c

3 crash a

4 train b

5 crosswalk e

10 [audio 1.33] Look and write. Then listen and repeat

- 1 Explain that you are going to talk about long vowels forms.
- 2 Ask students to look at the words in the box, then encourage them to chorus each word. Check they know all the meanings.
- Write the three headings on the board. Then ask the class to find a word in the box that has ai in it (it could be rain, snail, or train). Write the word in the first column.
- 4 Allow time for the students to complete the task: they write the words in the box in the correct columns. Tell them to compare answers in pairs.
- 5 Play the audio for students to check their answers (the words in each list may not be in the same order).
- 6 You could then have different students come to the board to complete the table.

Answers:

ai: rain, snail, train oa: boat, coat, float ea: clean, dream, sea

Audioscript

Narrator: ai/ei/

Actor: rain, snail, train

Narrator: oa/oʊ/

Actor: boat, coat, float

Narrator: ea /i:/

Actor: clean, dream, sea

- Remind students about the story in Lesson 3 (about Mazen, Dalida, and Hany). Can they remember it? Invite different students to tell the story, one sentence at a time.
- Elicit sentences beginning We must... and We mustn't ...
- Tell them that in the next lesson they will be thinking about pollution. Explain the meaning, if necessary, and ask them to think of some examples of pollution in everyday life.



pages 102-104

Objectives:

To read and understand a text about air

pollution and answer questions. To learn about different ways to help stop air

pollution

To listen to an interview about air pollution

and answer questions To discuss air pollution.

Vocabulary:

chemicals, share

Materials:

Student's Book pages 102-104

Audio files: 1.34-1.35

Opener |

Greet the class and have students greet you and each other.

- Ask if they have thought of any examples of pollution in everyday life. Say Well done to those who have and have them tell the class. Examples may include trash in the streets, plastic in rivers and seas, traffic fumes etc.
- Invite further suggestions from the class.

STUDENT'S BOOK

pages 102-103

1 Look and discuss. Why is this boy wearing a mask?

- 1 Give students a few minutes to look at the picture and practice describing it in pairs.
- 2 Read out the question and invite answers from the class (the air is polluted/dirty because of the traffic/cars/busy road). Ask Do they ever wear masks for the same reason? and elicit answers from students.

Students' own answers

2 Read the text. Why is air pollution dangerous?

- 1 Ask students to read the first three paragraphs, stopping at line 7.
- Then read out the same section of text while students follow in their books. Explain any new words, including chemicals.
- Read out the question Why is air pollution dangerous? and elicit the answer.
- 4 Repeat the questions Does this happen to you in your city or town? Is the air dirty or clean? and allow a short class discussion.
- 5 Then tell students to read the rest of the text. Go around and help with difficult words, including rice straw.
- Invite six different students to read out a section of the text each while the other students follow in their books.
- 7 Finally, repeat the question at the end Which idea do you like best? and invite ideas from the class. Encourage students to give reasons.

Answers:

Because when we breathe the polluted air, we cough and feel sick.

104



Look and discuss. Why is this boy wearing a mask?



2 Read the text. Why is air pollution dangerous?

Cities have many cars. Cars make air pollution. They put chemicals into the air. We can't always see the chemicals, but they are dangerous.

Air pollution is very dangerous for us. When we breathe the polluted air, we cough and feel sick.

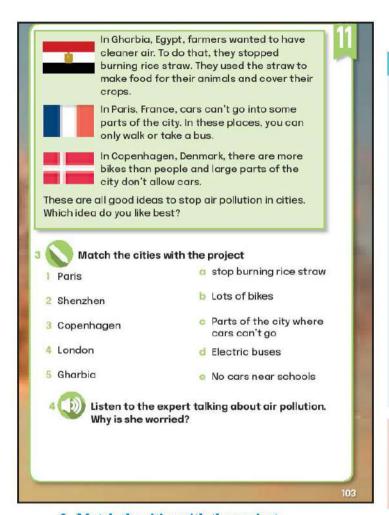
Does this happen to you in your city or town? Is the air dirty or



Some cities are trying to stop the air pollution. In London, England, parents do not drive children to school. The children walk or cycle to school. Cars do not go near the school.



In Shenzhen, China, they have electric buses. These buses do not make air pollution.



3 Match the cities with the project

- 1 Check students understand the task, then allow time for them to complete it. Tell them to draw lines to match the cities with the correct projects. Go around and discuss.
- Check answers.

Answers: 1 c 2 d 3 b 4 e 5 a

4 Image [audio 1.34] Listen to the expert talking about air pollution. Why is she worried?

- 1 Tell the class they are going to listen to an interview about air pollution. Read out the question Why is she worried? and then play the first thirty-nine seconds of the audio, as far as and other children.
- 2 Invite answers to the question; if necessary, explain asthma; a disease of the respiratory system that causes breathing difficulties. (her son has bad asthma because of dirty air.)
- 3 Play the whole audio straight through, from the beginning.

Audioscript

- A: Today I am talking to Doctor Helen Walker about air pollution. Helen, why are you worried about this subject?
- B: Because one of my sons has very bad asthma and I think it is because of the dirty air in our city. I wanted to say something to help him and other children.
- A: What can we do to help make the air cleaner?
- B: I have some ideas. First of all, we need to cut the amount we use our cars. We can try to buy from stores near our house. Children can try to walk to school.
- A: But sometimes children live a long way from school.
- B: Then they could go by bike or maybe take the bus.
- A: Good idea, many schools have buses. What are your other ideas?
- B: Try not to have open fires at home. If it's cold, use the heating. And use renewable energy if you can, like solar power renewable energy keeps the air clean!
- A: Oh, that's helpful. What about more trees?
- B: Yes, that's an excellent idea. We need to plant trees. Trees clean the air because they use the chemicals for their growth through photosynthesis. They also make cities look pretty and give us shade on a hot day!

Answers:

Helen Walker is worried because one of her sons has very bad asthma and she thinks it is because of the dirty air in the city.



page 104

5 [audio 1.35] Listen again. Circle the ideas the expert mentions

- 1 Tell students to look at the six pictures and read their captions. Explain any new words, including share.
- 2 Ask them to listen while you play the audio again; tell them to circle the ideas that they hear the expert talking about.
- 3 Students compare answers in pairs.
- 4 Check answers, and if necessary, play the audio once more.

Answers:

Circle pictures 2, 3, 5, and 6

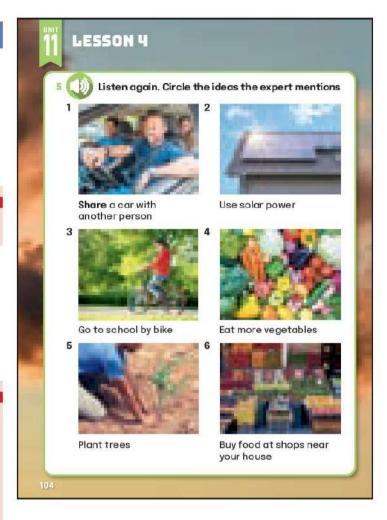
Extra practice

- Ask students to look at the two ideas that the expert didn't mention (1 and 4).
- Ask them to discuss why each of those ideas is still a good idea
- · Invite them to share their ideas with the class.
- Ask them what other idea the expert mentions.

Suggested Answer:

- Picture 1: If you share a car journey with other people, it means there are fewer cars on the road.
- Picture 4: Vegetables are good for us. If we choose vegetables that are grown locally, it cuts air pollution because they don't travel a long way.
- She also said Try not to have open fires. Use the heating.

- Ask students to think back to the text about air pollution (on pages 102 and 103).
- Can they remember which countries or cities are mentioned?
 What are they doing to stop air pollution?
- Ask them to try to remember, then refer back to the text to check.





pages 105-107

Objectives: To read a report about air pollution and

answer questions.

To discuss ways to reduce air pollution

To write a report

Vocabulary: energy-saving lightbulbs, pollute, cycle

lanes

Life skills: Problem solving

Values: Participation, working in a group

Materials: Student's Book pages 105-107

Opener

- Greet the class and have students greet you back.
- Quickly revise ways to reduce air pollution that they discussed in the previous lesson
- Tell them they are going to think about what they can do themselves.

STUDENT'S BOOK

page 105

1 Read Youssef's report. Why is he excited?

- 1 Ask students to read the report quietly while you go around and help with any new words. Encourage them to guess the meaning of energy-saving lightbulbs.
- 2 When they are ready, ask Why is he excited?
- 3 Read the report out while the students follow in their books. Alternatively, you could have them read it aloud, taking turns in pairs or small groups.

Answers:

Because he and his family have a plan to reduce air pollution.

2 Read and match

- 1 In pairs, students decide how to match the photos. e.g., What does Mom do now? (She takes the bus.)
- Check answers. Encourage students to say complete sentences.

Answers:

Mom - bus
Dad - car-sharing
Noura - walking
Youssef - bike

Extra practice

- Ask students to find two more things that Youssef's family does now (They have more plants, and they are going to put in energy-saving lightbulbs.)
- Which of the things in Youssef's report do the students already do? Ask them to discuss in pairs or small groups.



page 106

3 Look at the photo. What can you see?

- 1 Have students talk about the photo in pairs, then invite different students to describe it to the class.
- 2 Ask them what they think the sign means. What are the children planning?

Suggested Answer:

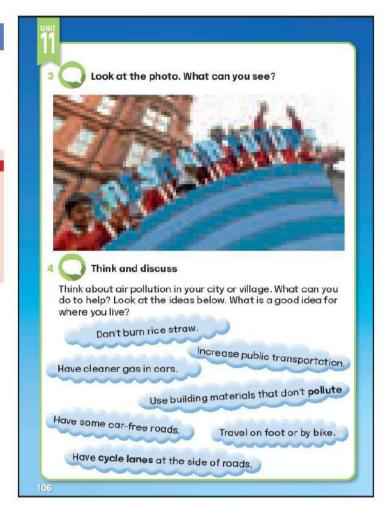
Some children are laughing and waving. They're wearing a school uniform. It's red. They're standing behind a big sign that says FRESH AIR FUTURE. The sign is above a big rainbow.

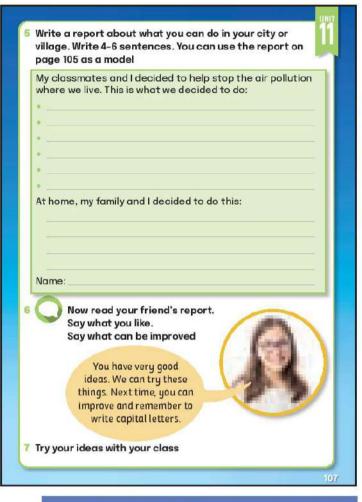
Perhaps they're planning to do the same things as Youssef's family.

4 Think and discuss

- 1 Read out the instructions. Explain that they are to think about good ideas for where they live - not good ideas in general.
- 2 Allow time for students to read the seven ideas. Go around and explain new words including pollute and cycle lanes.
- 3 Students work in pairs or small groups: they consider each idea and decide if it's a good idea for their location.
- 4 When they are ready, read out each idea in turn and have students raise their hands if they think it's suitable.
- 5 You could then ask them to rank the ideas in order of importance.

Students' own answers





2 In pairs, students then read their partners' reports. They then make comments, with constructive advice. Go around and monitor, helping if necessary.

Students' own answers

7 Try your ideas with the class

- 1 Encourage students to try some of the ideas from this lesson. Which ideas will they try?
- 2 Ask them to report back next time.

Students' own answers

Closing

- · Give students one minute to look again at page 106.
- Books closed. How many of the ideas can they remember (in their own words)?
- If the class doesn't manage to recall all seven ideas, give them another minute and then let them try again.
- · Keep trying until they have remembered everything.

STUDENT'S BOOK

page 107

5 Write a report about what you can do in your city or village. Write 4–6 sentences. You can use the report on page 105 as a model

- 1 Read out the instruction. Tell students they are going to use some of the ideas from Exercise 4 to write their reports.
- 2 Tell them to read Youssef's report on page 105 again.
- 3 Students then discuss ideas in pairs or small groups. Tell them to order their ideas into two sections: what everyone can do, and what they and their families can do at home. Go around and offer suggestions where necessary. Correct spellings.
- 4 Instruct students to read their reports to each other in pairs or groups and make adjustments. Go around and identify well written reports.

Students' own answers

6 Now read your friend's report. Say what you like. Say what can be improved

1 Ask a confident student with a well-written report to read it out to the class. Then make comments about the report. Be generally positive and encouraging, but also make one or two suggestions for how to improve it (e.g., check spelling, punctuation).



pages 108-109

Objectives: To read and understand a leaflet

To collaborate with a partner or in a group

To produce a leaflet

To revise language learned in the Unit To do a self-assessment of their progress

Materials: Student's Book pages 108-109

Drawing paper Colored pencils

Opener |

Greet students and have them greet you back.

- Ask students if they have started to try any of the ideas from last lesson – or have they discussed them with their families?
- Tell them they are going to make a leaflet about how to reduce air pollution. Check that all students understand what a leaflet is and why we use it.

STUDENT'S BOOK

page 108

1 Look, read the leaflet, and label

- 1 Ask students to look at the leaflet and then the labels in the box. Ask What is the main heading? (Road safety). Students write main heading in box number 1.
- 2 Continue the Exercise with the whole class; pausing for them to write the answers in the boxes.

Answers:

- 1 main heading
- 2 photo
- 3 sub-heading
- 4 paragraph

2 Think, plan, and choose. Circle the key words you can use to research air pollution

- 1 Read out the words in the box. Explain carbon monoxide (it's one of the poisonous gases that cars, trucks, etc. produce).
- 2 Put them in pairs or small groups to discuss and, if possible, research, ideas for a leaflet about how to reduce air pollution. Tell them that all of the ideas in the box could be useful, but they don't have to use all of them. Remind them of the ideas from the previous lesson, too, and if necessary, let them look back at page 106.
- 3 Go around and help them with ideas and, if you have access to the internet, their research too.

Students' own answers



3 Now make your leaflet

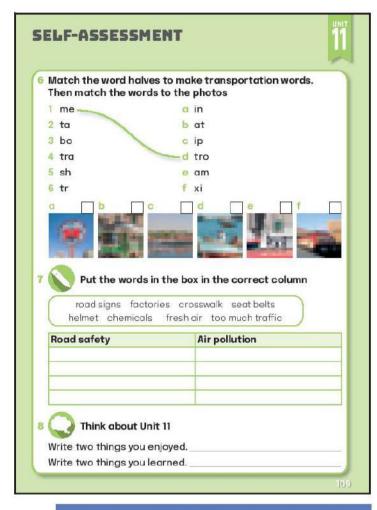
- 1 Tell students to plan their leaflet. Suggest they focus on three or four ideas. Tell them to look at the bullet points in page 108, Exercise 3. They need to think of a main heading and subheadings as well as writing a short paragraph for each idea. Go around and help them with some ideas if necessary.
- 2 Note: They could draw pictures. Alternatively, tell them to decide what photos they need and bring some to the next lesson (and allow time to complete their leaflet then).

4 Are you happy with your leaflet? Show your teacher and your friends

- Students show their partners their leaflets. Can they suggest any improvements?
- 2 Go around and look, commenting, suggesting, and praising.

5 Read your friends' leaflets. Say what you like

- 1 Read out a few leaflets and make positive comments say what you like about them, e.g., I like this leaflet because the heading and subheadings are in big letters and the information is clear.
- 2 Encourage students to make similar comments about their partners' leaflets, saying what they like.
- 3 Praise students for their work.
- 4 You could use completed leaflets for a class display.



Answers:

Road safety: road signs, crosswalk, seat belts, helmet Air pollution: factories, chemicals, fresh air, too much traffic

8 Think about Unit 11

- Students think about the unit. Encourage them to look back through the unit to remind themselves and think about things they enjoyed and things they learned.
- 2 Students write 2 things they enjoyed and 2 things they learned.
- 3 Monitor and help with spelling but not the actual content of the writing.
- 4 Invite volunteers to read out their work to the class.

Students' own answers

Closing

- Ask students to open their books to page 91. Point to In this unit I will ... and read out the list. Did they learn or do these things?
- Ask students to brainstorm transportation words. How many can they remember without looking back through the unit?
- Praise students for their work throughout the unit. Tell them
 that in the next lesson they are going to think more about the
 environment.

STUDENT'S BOOK

page 89

Self-Assessment

6 Match the word halves to make transportation words. Then match the words to the photos

- Students draw lines to match the beginnings and endings to make 6 transportation words.
- 2 They then match the completed words with the correct pictures.
- 3 Check answers.

Answers:

1d metro picture a

2f taxi picture e

3b boat picture d

4a train picture f

5c ship picture c

6e tram picture b

7 Put the words in the box in the correct column

- 1 Students read the words and phrases in the box and copy them into the correct lists. Monitor but encourage them to work without help.
- 2 Tell them one phrase goes in both columns.
- 3 Check answers.

12

Introduction

pages 110-111

Objectives:

To introduce students to the topic of the unit

To talk about environmental problems

Materials:

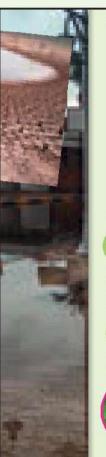
Student's Book pages 110-111

Opener

 Greet the class and have students greet each other in groups or around the class.

- Welcome them to Unit 12. Tell them they're going to be talking about the environment.
- Write the environment on the board and elicit or explain what that means (everything around us – the land, water and air that people, plants and animals live in).





In this unit I will ...

- listen, read, research, and write about world problems and their possible solutions.
- practice making sentences with can for ability.
- learn about different ways of saving the world.
- read and listen to a short story.
- learn about and say words that end with -ion.
- listen to how we can fix things.
- research and make a leaflet about being more environmentally aware.

Look, discuss, and share

What environmental problems can you see in the photos?

Do these problems happen in Egypt? Discuss with a partner.



Find out about methods of irrigation around the world



Did you know?

In the photo you can see a kind of irrigation without soil called 'hydroponics'. How do you think it works?

111

STUDENT'S BOOK

pages 110-111

- 1 Say Open your books. Look at pages 110-111 and hold your copy up. Wait until all students have their books open to the right page.
- 2 Ask them to read the title We can fix it and look at the pictures. Have they seen pictures like this before? If so, where? (e.g., on TV, in newspapers, on social media). Ask Have you ever seen anything like this in real life?

O Look, discuss, and share

- 1 Read out the first question and elicit answers from the class. Elicit or teach flood, drought, fire/wildfire.
- 2 Read out the second question. Tell students to discuss it in pairs then go around and monitor.
- 3 After some time has passed, discuss the second question with the class (see below). You could also ask them to research the questions at home and report back next lesson.
- Egypt sometimes suffers from damaging floods after rainstorms, such as the floods in Aswan in 2021. Parts of the Nile Delta often flood but this is welcomed as it makes the soil fertile.
- Drought (lack of rain) is a growing problem. The Nile provides Egypt's population with water but as the population grows, there is a possible problem of shortage of supply.
- Wildfires are a problem in parts of Egypt where it is very hot and dry.

9 F

Find out

- Read out the instruction and teach or elicit the meaning of irrigation.
- Ask students to find out about irrigation in one or two other countries, and report back next lesson.

Did you know?

- Tell students to read the text in the box, or ask a student to read it out to the class.
- Ask Do you know what is strange about 'hydroponics'? (the plants do not need soil to grow).
- Ask How does it work? Invite suggestions (Plants need sunshine, water, and 'plant food' to grow. With hydroponics, the roots grow down into water that has special plant food in it. The sunshine comes through the greenhouse glass.)

Closing

 Focus on In this unit I will... and read through the objectives for this unit with the class.

pages 112-113

Objectives: To learn environment vocabulary

To read and listen to a conversation about a

beach cleanup

Vocabulary: traffic, pollution, flood, drought, fire, trash,

main, beach cleanup, harm, terrible

Materials: Student's Book pages 112-113

Audio files 1.36-1.38

Opener

- Greet the class and encourage students to greet you back.
- Ask who has found out about irrigation in other countries.
 Say Well done, and then let them tell the class, or small groups, what they have found out.
- If relevant, ask who has found out about environmental problems in Egypt. Say Well done and ask them to share what they have found out.
- Ask students to recall what hydroponics means. Choose one or two students to explain it.

STUDENT'S BOOK

page 112

1 Match the words to the definitions

- 1 Ask students to complete the task alone or in pairs. Tell them to draw lines to match words 1-6 with definitions a-f. Go around and help where needed.
- 2 Check that students understand new words like 'flames'.
- 3 Go through the answers with the class.

Answers:			
1 d	2 f	3 с	
4a	5 e	6 b	

2 Image [audio 1.36] Listen and read. What is Fareeda talking about with her cousin Kareema on the phone?

- 1 First, ask students to look at the photo. Ask Where is it and what's happening? (a beach, someone's collecting trash).
- 2 Read out the question, then play the audio straight through while they follow in their books.
- 3 Elicit the answer to the question What is Farceda talking about? (a beach cleanup).

Answers:

A beach cleanup.



Audioscript

Fareeda: Hi Kareema!

Kareema: Hi Fareeda! What are you doing?

Fareeda: I'm helping everyone here on the beach. We're

cleaning up the trash.

Kareema: That's a great idea. What's the main problem?

Fareeda: The sea animals eat the trash and this trash can

kill them.

Kareema: What do the animals eat?

Fareeda: Plastic trash from people's houses. It can harm

the animals and birds.

Kareema: That's terrible. You are doing a great job. You

are helping to save the world.

Fareeda: Yes, we talked about the problem at school.

Then we read about a beach cleanup in

California. We think we can help our beach too.

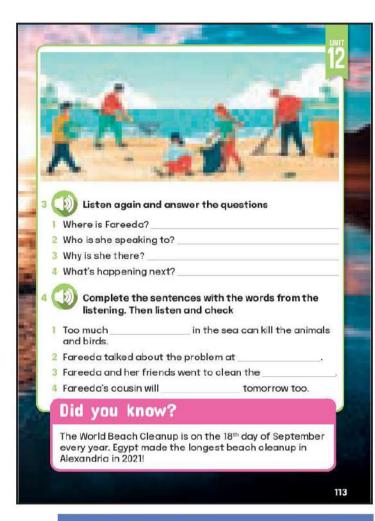
So, I'm here.

Kareema: Can I help, too?

Fareeda: We're finishing now for today, but can you

come tomorrow? We need lots of people to help.

Kareema: Yes, of course. I'll come and get you now.



page 113

3 II [audio 1.37] Listen again and answer the questions

- Play the audio again. Encourage students to listen without reading the text.
- 2 Read out each question and elicit the answers from the class.
- 3 Then tell students to write their answers, working alone or in pairs. Tell them to look back at the text to check answers and spelling. Go around and monitor.

Auswers:

- 1 Farceda is at the beach.
- 2 Kareema, her cousin.
- 3 She's cleaning up the trash.
- 4 Kareema's going to come and get Fareeda and Kareema's going to help tomorrow.

4 a [audio 1.38] Complete the sentences with the words from the listening. Then listen and check

1 Tell students to read the incomplete sentences fully before they add the missing words. Explain that the missing words are all in the audio.

- 2 After they finish, ask students to compare answers in pairs. Go around and monitor.
- 3 Play the audio and ask them to check their answers.
- 4 Have four different students read out the completed sentences.

Answers:

1 plastic trash 2 school
3 beach 4 help

Audioscript

- 1 Too much plastic trash in the sea can kill the animals and birds.
- 2 Fareeda talked about the problem at school.
- 3 Fareeda and her friends went to clean the beach.
- 4 Fareeda's cousin will help tomorrow too.

Did you know?

- Ask a student to read out the text. Ask the class to find out more about the Alexandria beach clean up and report back next lesson.
- · Ask them to find out:
 - How many beaches did they clean? (eight)
 - How many people helped? (200)
 - How much plastic did they collect? (3,000-4,000 kilos)
 - What happened to the plastic? (It was recycled.)

- Revise what a beach cleanup is. What do people collect, and why?
- Tell them that in the next lesson they will be learning about more ways to help the environment.

pages 114-117

Objectives: To read and understand a text about a toy

clinic and answer questions about it To have a discussion about a text

To follow instructions and make a pinwheel

Vocabulary: landfill, toy repair store, main reason,

energy-saving lightbulbs

Language: We can plant more trees to help us breathe

better.

Materials: Student's Book pages 114–117

Colored pencils
Tracing paper
Plain paper
Scissors

Dowels and split pins

A pinwheel to use as an example (optional)

Opener

- Greet the class and have students greet the students sitting near them.
- Ask if any students found out more about the Alexandria beach cleanup. If so, ask them to tell the class (see above).

STUDENT'S BOOK

page 114

1 What things help the environment? Check the

- 1 Allow time for students to look at the pictures and read the captions.
- 2 Ask nine different students to read out the captions and explain any new words once they have finished reading.
- 3 Put students in pairs for them to decide which things are good for the environment and check the boxes. Go around and monitor.
- 4 Read out each caption, pausing for students to raise their hands if they think it's good for the environment.

Answers:

2, 4, 5, 6, 8, and 9 are good for the environment.

LANGUAGE FOCUS

Read out the text in the Language Focus box and ask a student to read out the example (in the speech bubble). Ask if any students can think of other examples.

2 Look at the checked photos and make sentences with can

- 1 Tell students to look again at the photos they have checked (2, 4, 5, 6, 8, and 9).
- 2 Tell them to make sentences starting with We can and to say them to their partners, while you go around and listen.



Auswers:

We can use energy-saving lightbulbs.

We can recycle trash.

We can use more solar energy.

We can use more hydroelectric energy.

We can save water.

We can plant trees.

Extra practice

- Tell students to close their books. Have them remember as many We can...sentences as they can.
- Can they suggest more ways to help the environment? Invite more sentences starting with We can....



page 115-116

3 Read about the toy store. Why is it special?

- 1 Ask students if they have (or used to have) a lot of toys. What do they do with them when they are old, or broken?
- Tell them to look at the main photo on the page. Ask about what it shows (a lot of trash). Ask What happens to all this trash? (It goes into the ground: teach landfill). Do their old toys end up in landfill?
- 3 Allow time for them to read the text. Go around and help with any queries.
- 4 When they are ready, check or explain the meaning of landfill and repair. Then ask Why is the store special? (Toy doctors repair toys).

Auswers:

Because it repairs toys.

4 Read and mark the sentences T (true) or F (false)

- 1 Ask students to read the text on page 115 again.
- 2 Then tell them to read the four sentences and decide if they are true or false. Let them work alone or in pairs. Go around and monitor.
- 3 Ask four different students to read out each sentence and give the answer. If necessary, help students to find the place in the text which gives the answer.

Answers: 1 F 2 T 3 F 4 T

5 Read the text again. Match the words to their meanings

- Allow students to complete the task alone or in pairs. Tell them to draw lines to match words 1-4 with meanings a-d. Go around and help where needed.
- 2 Go through the answers with the class.



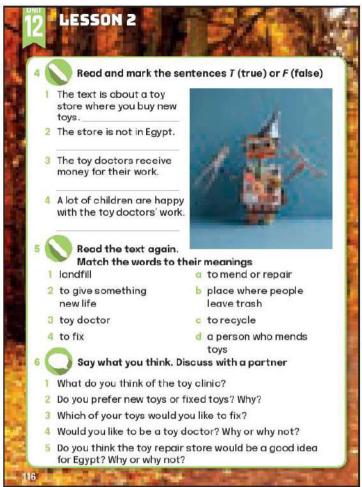
6 Say what you think. Discuss with a partner

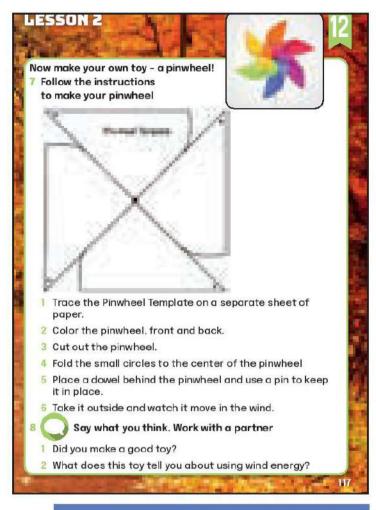
- 1 Review the new words and expressions in the text. Ask questions to check comprehension, e.g. Is a landfill a clean or a dirty place? What do toy doctors fix? Are toy doctors important? Do they really bring life to old toys? Etc.
- 2 Tell students to discuss each question in pairs. Go around and monitor, giving prompts where necessary. Remind them to give reasons for their opinions.
- 3 Read out each question and have different students give their answers. Allow a brief class discussion each time.

Students' own answers

Extra practice

- Ask the class why a store like the toy clinic is good for the
 environment (it stops things from going into landfills, and it
 means fewer things are made in factories).
- Ask them to suggest other things that we could fix and recycle instead of throwing away. Cell phones are a good example.





page 117

7 Follow the instructions to make your pinwheel

- 1 If you have a finished pinwheel, show the class (and demonstrate how to use it!). If not, ask them to look at the photo. Have they ever seen or played with something like that?
- Write pinwheel on the board and tell them they're going to make one. Tell them to look at the picture in their books (or your real pinwheel) as a guide.
- 3 Hand out tracing paper and tell them to trace the template.
- 4 Hand out sheets of plain paper and tell them to turn the tracing paper over and pencil over it so that it transfers to the plain paper underneath.
- 5 Then tell the class to color the pinwheel. Suggest they use several different bright colors.
- 6 Hand out scissors and tell them to cut out the template. Monitor carefully. Then ask them to color the other side, using bright colors again.
- 7 Hand out a split pin and a short piece of dowel to each student. Tell them to use the split pin to make a hole at one end of the dowel and leave the pin in the hole, then put this aside.
- 8 Then tell them to fold the four points of the template (where the small black dots are) towards the center IMPORTANT: Tell them NOT to press the folds down.

- Instruct them to push the split pin and dowel through the center of the template, so that it also goes through the four points. They can then open out the ends of the pin to hold everything in place.
- 10 Finally, test out the pinwheels by blowing on them to make them spin. Tell students to test them outside later.

8 Say what you think. Work with a partner

- Ask students to discuss the two questions in pairs. Go around and listen.
- 2 Ask them to raise their hands if they're pleased with their pinwheels. If they aren't, you could suggest they try again at home and bring the results to the next lesson.
- 3 Read out the second question What does this toy tell you about using wind energy? Invite ideas from the class.

Answers:

- 1 Students 'own answer.
- 2 Suggested answer: It shows that wind can make things move. It's a source of energy. We can use wind as 'green' energy.

- Ask students to think back to the text about the toy clinic.
 How much can they remember?
- Ask Where is it? (South Korea) How many people work there? (14) What do they do? (They fix toys.) Why do they do it? (The main reason is because children are happy when they fix their toys.) Praise the class for their work in this lesson. Ask them to hold up their pinwheels and look at as well as praise each other's work.

pages 118-121

Objectives: To talk about renewable and non-renewable

energies

To read a text about hydroelectricity and

a text about the High Dam

To answer questions about the two texts.

To listen to an interview about erosion.

To learn about and say words with

ion: pollution, erosion, transportation,

celebration

Vocabulary: hydroelectricity, reservoir

nutrient, soil, crop, erode

Materials: Student's Book pages 118-121

Audio files: 1.39-1.41

Opener

Greet the class and have students chain greetings around the class

- Ask if any students have made another pinwheel. If they have, tell them to hold them up to show the class.
- Remind students about the term wind energy; write it on the board.

STUDENT'S BOOK

page 118

- 1 Ask students to look at the text under the main heading. Read it out while they follow the words in their books.
- 2 Allow time for them to read it again quietly. While they are reading, write the two headings Renewable and Non-renewable on the board.
- 3 Elicit or explain the meaning of the two words (renewable means it comes back again and again; it doesn't disappear. Non-renewable means it will disappear when you've used it all.)
- 4 Ask the class to cover the page with their notebooks. Point to the first heading on the board and ask them to try to remember examples from the text (wind, sun, and water). Do the same with the second heading (the text mentions coal and oil).

1 Complete the table with the energies in the box

- 1 Tell students to uncover the page again. Read out each of the words in the box and check that they know their meanings. In particular, explain that 'natural gas' is a gas in the air that comes out of rocks, and is used for cooking, ...etc.
- 2 Ask students to discuss the task and write the words in the correct column in pairs. Go around and help.
- 3 Go through the Exercise with the class, writing the answers under the headings on the board. Discuss the answers as you go, explaining why they are or are not renewable.

Answers:

Renewable: solar energy, water energy, wind energy Non-renewable: coal, oil, natural gas

LESSON 3 RENEWABLE AND NON-RENEWABLE ENERGIES

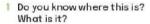
Renewable energies are energies which come from nature, like the wind, sun, and water. They are energies which are replaced. Non-renewable energies, like coal and oil, are also from nature, but they are not replaced. They also harm the environment.

Complete the table with the energies in the box

coal solar energy oil water energy wind energy natural gas

Non-renewable energies

In the last lesson, we looked at wind energy. Now let's look at hydroelectricity.





Hydroelectricity is a very exciting renewable energy. It happens when water moves quickly, then stops in an area called a reservoir. When the gate of the reservoir opens, the force of the water turns a wheel, and this creates electricity. It is clean and cheap, and does not pollute the air!



118

- 4 Ask students to look at the photo below the table in their books. Then read out the accompanying text and questions. Explain hydroelectricity (it means electricity powered by water.)
- 5 Discuss answers with the class; tell them they will find out more in the next text.
- 6 Allow time for the students to read the text quietly, while you go around and offer help where needed.
- 7 Explain or elicit the meaning of reservoir and any other new words to the whole class.
- 8 Read out the text again while they follow it in their books. Alternatively, have four different students read out a sentence each. Check answers after reading the texts.

Auswers:

- 1 The High Dam is in Southern Egypt.
- 2 It's a type of renewable energy that does not pollute the air.



Read the text. Why is the High Dam important to Egypt?

The High Dam in Egypt helps the people a lot. Its **reservoir** is very big. It brings irrigation to people in Egypt and Sudan. It helps the farmers to grow crops which need a lot of water, like rice and sugarcane. It controls flooding. It helps with drought because it stores water. It provides clean energy so it protects the environment. It brings many good things to Egypt.



3 Read the text again. Match the questions and answers

- Why is the High Dam important?
- 2 What crop needs a lot of water?
- 3 How does it help with drought?
- 4 Why doesn't it pollute?
- Because it provides clean energy.
- b It stores water for when there isn't enough rain.
- It brings irrigation to Egypt and Sudan.
- d Rice and sugarcane

119

STUDENT'S BOOK

page 119

2 Read the text. Why is the High Dam important to Egypt?

- 1 Tell students to look at the picture. If appropriate, ask if they've seen the dam in real life. Explain what a dam is (A dam is a special wall built across a river or stream to stop the water from flowing, especially in order to make a lake or produce electricity.), and how it is important for keeping water and to produce clean energy.
- 2 Read out the instruction and question. Tell students to think about the answer while they read.
- 3 Allow time for them to read the text quietly, while you go around and offer help where needed. Make a note of words that cause difficulty.
- 4 Explain or elicit the meaning of difficult words to the whole class. In particular, check they understand irrigation, crops, and sugarcane.
- 5 Read the text out to the class while they follow the words in their books.
- 6 Repeat the question Why is the High Dam important to Egypt? and invite answers.

Answers:

It brings irrigation to people in Egypt and Sudan; it helps the farmers to grow crops; it controls flooding; it stores water; it provides clean energy.

3 Read the text again. Match the questions and answers

- 1 Ask students to read the text again and then draw lines to match questions 1-4 with answers a-d. Go around and help where needed.
- 2 Go through the answers with the class. If necessary, tell them to read the text once more.

Answers:

1 c 2 d

3 b

4 a

page 120

4 The photos show an environmental problem. What do you think it is?

- 1 Ask students to study both photos and discuss them with their partners. What can they see? What has happened?
- 2 Read the question out and invite ideas from the class. Teach riverbank. Introduce the word erosion and ask what they think it means. Accept their ideas and tell them they will find out in the next Exercise.

Students' own answers

5 I I [audio 1.39] Listen to the expert talking about crosion. What is crosion?

- 1 Read out the question, then ask students to listen while you play the audio straight through.
- 2 Elicit the answer from the class. Were their guesses correct?

Audioscript

Interviewer: Professor Fatima, thank you very much for

talking to us about erosion today.

Prof. Fatima: I'm glad to be here. Interviewer: Tell us what erosion is.

Prof. Fatima: Erosion is when water or wind picks off

small pieces of earth and moves them to a

new place.

Interviewer: But why is that a problem?

Prof. Fatima: Because it takes the nutrients from the soil

and the soil isn't good anymore. The farmer

can't grow crops.

Interviewer: I see. And how do humans cause erosion?

Prof. Fatima: Humans cause erosion when they cut down

trees and put animals to feed on land for too long. Erosion also happens when people build things like dams. When a lot of water hits the riverbanks it takes the nutrients from

the soil.

Interviewer: That's terrible. How can humans help stop

erosion?

Prof. Fatima: They can do many simple things. They

can plant trees. They can move animals to different fields. They can plant trees near crops. They can put rocks and stones at riverbanks to help stop erosion.

Answer:

Erosion is when water or wind picks off small pieces of earth and moves them to a new place.

6 II [audio 1.40] Listen again. Answer the questions

- Tell students to read the Language Focus box. Elicit or explain the meanings of the three words.
- 2 Tell them to read the questions, then play the audio again.

12

LESSON 3

Frosion

4 The photos show an environmental problem. What do you think it is?





Listen to the expert talking about erosion. What is erosion?

LANGUAGE FOCUS

Before you listen again, check you know these words:
nutrient soil crop

- 6 (1) Listen again. Answer the questions
 - 1 Why is erosion bad for farmers?
- 2 Name one place where erosion often happens.
- 3 Say how humans can cause erosion.
- Say how humans can control erosion.
- 7 Does erosion happen in Egypt? Talk to your partner

What do you think? Does it happen here?





I think so. In the Nile Delta ...

120

- 3 Ask students to answer the questions in pairs. Go around and monitor.
- 4 Elicit answers from the class. Note that answers will vary so accept all that are correct.

Auswers:

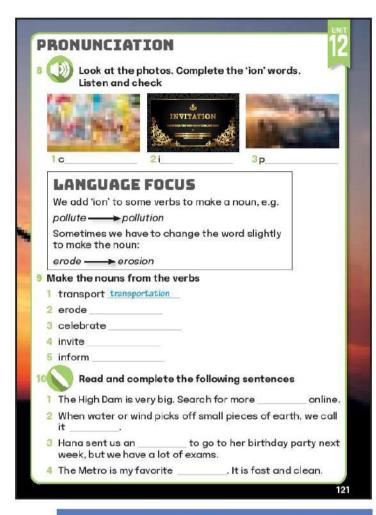
- 1 Because it takes the nutrients from the soil and the soil isn't good anymore. The farmer can't grow crops.
- 2 Erosion often happens by the sea, when the water eats the land away. Also, by fast-moving rivers.
- 3 They cut down trees, put animals to feed on land for too long and build things like dams.
- 4 They can plant trees, move animals to different fields, plant trees near crops, put rocks and stones at riverbanks and by the sea.

7 Does erosion happen in Egypt? Talk to your partner

Encourage students to discuss the question in pairs.
 Alternatively, tell them to research the answer at home and report back to the class next lesson.

Suggested answer:

Erosion of sandy beaches along the coastline and in the Nile Delta is a big problem in Egypt.



page 121

8 [audio 1.41] Look at the photos. Complete the 'ion' words. Listen and check

- Ask students to look at each picture and describe what it shows. Elicit or prompt celebration, invitation and pollution.
- 2 Play the audio and tell them to repeat each word.
- 3 Write the three words on the board and instruct students to copy them to complete the exercise.

Auswers:

- 1 celebration
- 2 invitation
- 3 pollution

Audioscript

- 1 celebration
- 2 invitation
- 3 pollution

9 Make the nouns from the verbs

- 1 Ask students to look at the Language Focus box. Point out that when a word ends in -e (like pollute) we drop the 'e' before we add -ion. Explain more erosion and the change that happens to it.
- 2 Then allow time for them to complete the Exercise. Go around and check spelling.
- 3 Ask different students to come to the board to write the answers

Auswers:

- 1 transportation
- 2 erosion
- 3 celebration
- 4 invitation
- 5 information

10 Read and complete the following sentences

- 1 Tell students to read to the end of each sentence before deciding on the missing word. Explain that all the missing words end in -ion.
- 2 Go around and monitor while they complete the task.
- 3 Ask different students to read out the completed sentences.

Answers:

- 1 information
- 2 erosion
- 3 invitation
- 4 transportation

- Ask students to think back to what they learned about the High Dam. How much can they remember without checking their books?
- Ask: Is it big? Why does it help Egypt?
- Encourage students to recall as much as possible, then, if necessary, let them check back on page 119.
- Tell them that in the next lesson they will be learning some geometry. Write the word on the board and elicit or explain its meaning.

pages 122-125

Objectives: To learn about types of angles

To read a story and answer questions about

it

To write sentences expressing an opinion

Vocabulary: right angle, acute angle, obtuse angle, shed,

special paint

Materials: Student's Book pages 122-125

Rulers

Protractors (optional)

Drawing paper, colored pencils (optional)

Opener

- Greet the class and tell students to greet their partners.
- Write erosion on the board and ask them to tell you what
 it means (erosion is when water or wind picks off small
 pieces of earth and moves them to a new place.) Ask What
 are some good ways to stop it? (plant trees, move animals to
 different fields, put stones and rocks on riverbanks.)
- Ask if anyone has researched erosion in Egypt. If so, say Well done and ask them to share what they have found out.

Presentation |

- 1 Tell students to close their books. Ask the class if they remember about perpendicular lines (Unit 10, page 80). Invite them to show you some examples around the class room (e.g. the adjoining edges of a book).
- 2 Draw perpendicular lines (i.e. a 90° angle) on the board and indicate the angle inside and between the two lines. Elicit or explain that this is a *right angle* and that it measures exactly 90 degrees.
- 3 Write right angle and 90° on the board. Elicit or explain that the symbol of means degrees. Write degrees on the board.
- 4 Now ask students to open their books to page 122. Hold up your book and check they have the correct page. Tell them to read the information in the *Did you know?* box. Go around and monitor.

STUDENT'S BOOK

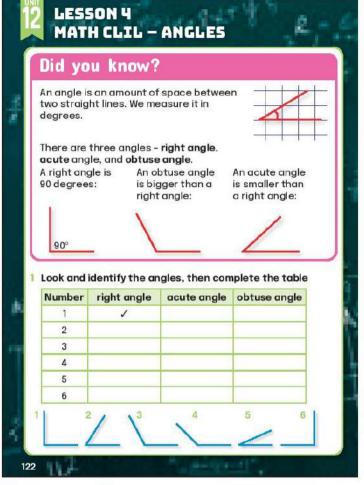
pages 122

1 Look and identify the angles, then complete the table

- 1 Ask students to look at the example. Check they understand the task.
- 2 Tell students to complete the table alone, then compare answers in pairs. Go around and monitor.

Answers:

1 right angle 2 acute angle 3 obtuse angle 4 obtuse angle 5 acute angle 6 right angle



Extra practice

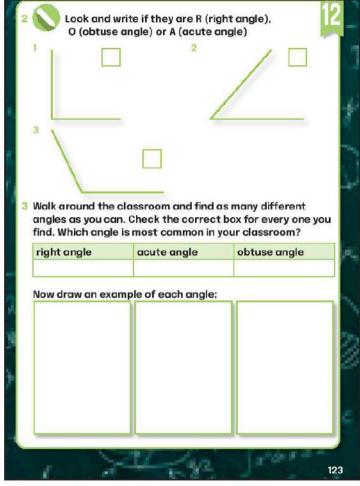
 Draw some more angles on the board, some acute, some obtuse, and some right. Point to them each at a time and have the class chorus the correct word.

Extra practice

- If you have protractors, hand them out (students can share).
 Hold up your book and show them how to place a protractor so that it measures the degrees.
- Tell them to measure the angle at the top of the page (it measures 35°).
- Then tell them to measure the remaining angles on the page.
 Go around and help them; ask them to say the numbers as well as write them.

Answers:

The three angles in the box: 90° , 120° , and 40° . The angles at the bottom of the page: $1~90^{\circ}~2~59^{\circ}~3~117^{\circ}~4~135^{\circ}~5~25^{\circ}~6~90^{\circ}$



- 3 Look and write if they are R (right angle), O (obtuse angle) or A (acute angle)
- Ask students to complete the task alone and compare answers in pairs.
- 2 Say number one and tell them to chorus the answer (R). Repeat with two and three.



- 4 Walk around the classroom and find as many different angles as you can. Check the correct box for every one you find. Which angle is most common in your classroom?
- 1 Read out the instructions. Explain that every time they find an angle, they check the correct box. NOTE: They will be able to find many right angles, so perhaps ask them to look for acute and obtuse angles first.
- 2 Allow about ten minutes for this task. With very large classes, ask them to look around instead of actually moving. What can they see? Encourage them to look at small things, e.g. in their pencil cases, as well as big things, like doors and windows.

- 3 Ask which is the most common angle (the right angle). Ask how many acute and obtuse angles they have found. Encourage different students to show the class what they found.
- 4 Then ask students to draw examples of each angle. For example, they could draw the corner of a book as an example of a right angle.

Students' own answers

page 104

4 Read the story quickly. What does Shehab do?

- 1 Tell students to look at the two photos. Say the following words and phrases and ask them to point to the correct picture (they can check each other in pairs): a pink bike; a green shed; a park; a clean bike outside a shed; a bike with a basket at the front; an old bike.
- 2 Write shed on the board and have them point to the correct picture.
- 3 Tell the class to read the story quickly, without worrying about every word. Go around and monitor.
- 4 Read out the question What does Shehab do? Answers will vary (in short, he recycles an old bike for his sister).
- 5 Elicit or explain the meaning of new words (e.g. metal, leather).

Auswer:

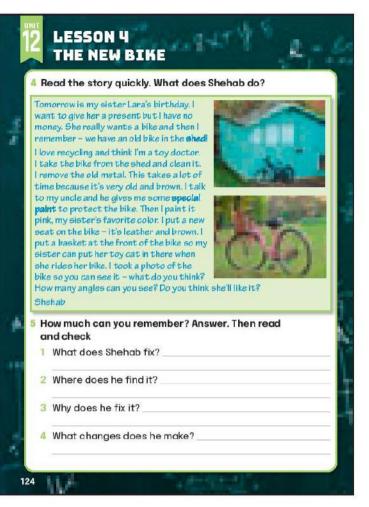
He recycles an old bike for his sister.

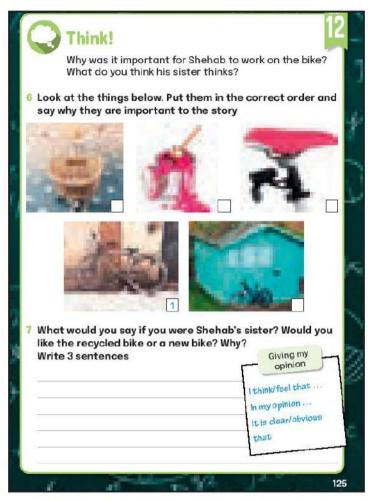
5 How much can you remember? Answer. Then read and check

- 1 Tell students to cover the text with their notebooks.
- 2 Then ask them to discuss the questions in pairs and note down their answers. Go around and monitor.
- 3 Read out each question and invite initial answers from different students.
- 4 Tell them to uncover the text and read it carefully, adjusting their answers.
- 5 Go through the answers with the class.

Answers:

- l an old bike
- 2 in the shed
- 3 His sister wants a bike. It's her birthday tomorrow.
- 4 He paints it pink, he puts a new seat on the bike and he puts a basket at the front.





Think!

- Read out the questions and have students discuss them in pairs or small groups. Go around and listen.
- Invite ideas from the class. Allow a class discussion and varying opinions.

Suggested Auswer:

It was important because the bike was old and dirty. Also, It was a present for his sister's birthday.

She was probably very happy and thought he was a kind brother

6 Look at the things below. Put them in the correct order and say why they are important to the story

- 1 Ask students to describe each picture: what can they see? (a basket on a bike; pink paint; a bike seat; a bike with old brown metal (you could teach the word *rust*), a bike outside a shed).
- 2 In pairs, tell them to remember (or look back at) the story and put the pictures in the correct order. Go around and talk to them about the task.

- 3 Check answers. If necessary, tell them to read the story again.
- 4 Ask Shehab's question How many angles can you see? Have students look at the two photos on page 124 and find as many angles as they can. Go around and make suggestions where necessary.
- 5 Invite different students to hold up their books and show the class different angles in the pictures. Are they acute, obtuse, or right angles?

Answers:

- l a bike with old brown metal
- 2 a clean bike outside a shed
- 3 pink paint
- 4 a bike seat
- 5 a basket on a bike
- Why they are important: Students' own answers.

7 What would you say if you were Shehab's sister? Would you like the recycled bike or a new bike? Why? Write 3 sentences

- 1 Read out the questions and invite initial ideas from the class. Make sure students give reasons for their opinions.
- 2 Put them in pairs or small groups to discuss the questions further. Go around and offer ideas or prompts where necessary.
- 3 Ask students then to write three sentences. Go around and help, correcting spelling.
- 4 Choose a few students to read out their sentences to the class. Do the other students agree with them?

Students' own answers

Extra practice

Hand out drawing paper. Tell students to imagine that Shehab has recycled a bike as a present for them. Tell them to make a 'thank you' card for him. Inside the card, tell them to write one or two sentences saying why they like the present.

- Have students tell the story again: choose different students to say one sentence each (choose confident students only).
- Tell them that in the next lesson they will be learning more about 'good energy'.



pages 126-127

Objectives: To learn more about solar and wind energy

To use notes to write about solar energy
To prepare a presentation about looking after

the environment

Vocabulary: wind energy, solar energy, solar panels,

clean up

Materials: Student's Book pages 126-127

Opener

- Write renewable energy and non-renewable energy on the board. Ask students to explain what the terms mean and give examples of each (Renewable: solar, wind, water. Nonrenewable: coal, oil, gas, natural gas).
- If necessary, tell them to look back at page 118 of their books to remind themselves.
- Remind them of the pinwheels they made. What kind of energy do they demonstrate?

STUDENT'S BOOK

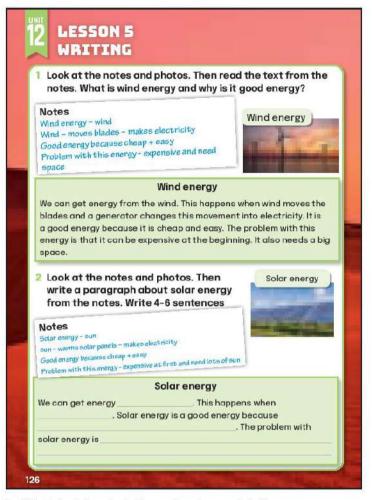
page 126

- 1 Look at the notes and photos. Then read the text from the notes. What is wind energy and why is it good energy?
- 1 Hold up your book at page 126 and wait for students to find the correct page in their books.
- 2 Ask students to look at the first picture and describe what they can see (they are wind turbines, standing in the sea).
- 3 Remind students that notes are 'key words', not sentences. Allow time for them to look at the notes about wind energy and then read the text.
- 4 Explain new words, e.g., blades, generator. Use the picture to explain blades.
- 5 Read out the question What is wind energy and why is it good energy? and invite answers from the class
- 6 Ask an extra question: What are the problems with wind energy? (It can be expensive at the beginning, and it needs a big space.)

Answers:

Energy that comes from the wind. It's cheap and easy to collect, and it doesn't run out.

- 2 Look at the notes and photos. Then write a paragraph about solar energy from the notes. Write 4-6 sentences
- 1 Ask students to look at their notes again and make the notes into sentences, using the partially completed sentences at the bottom of the page to help them.
- 2 Tell students to look at the second picture and the notes about solar energy. Use the picture to explain solar panels.



- 3 Put students in pairs to discuss how to complete the sentences in the text, using the notes as well as the first text as a model.
- 4 Tell them to complete the sentences. Go around and check.
- 5 Monitor and help as needed.
- 6 Ask confident students to read out their sentences if you have time.

Auswers:

from the sur

the sun warms solar panels and a generator makes electricity

it's cheap and easy

it's expensive at first and needs lots of sun

You are going to give a presentation about how we can help the environment. You will present in groups. Think of these ideas:

Recycle

Good behavior at home | Renewable energies |

3 First you need to do some research. Circle the key words below that you can use for interviewing people or checking on the internet

recycle toys and other things cut down trees renewable energies beach cleanup energy-saving lightbulbs turn off lights solar energy save water plant trees wind energy

- Now choose some good photos for your presentation. You can find these on the internet
- Make the notes below into complete sentences

Notes	Sentence
1 Need to look after planet	We need to look after the planet.
2 Droughts, floods, fires – natural or humans make problems?	Are droughts, floods, and fires natural or do humans make these problems?
3 should use more solar energy	
4 should save water	
5 should use energy-saving lightbulbs	
6 can clean the beach	
7 can recycle	
8 can fix old toys and other things so they have a new life	

STUDENT'S BOOK

page 127

- Read out the instruction at the top of the page. Their presentation will be about How we can help the environment.
- Ask students to look at the three ideas. Invite some initial suggestions for each one (e.g., We can recycle glass and paper. We can turn off lights at home. We can use so lar energy.)
- Allow time for students to think of more suggestions in pairs.

3 First you need to do some research. Circle the key words below that you can use for interviewing people or checking on the internet

- 1 In pairs, students read the list of words and phrases. Which ones are useful key words for their research? Go around and talk to them about this task.
- 2 Invite ideas from the whole class. See the word box on page 127 of the Student's Book for suggestions.
- 3 If the students have access to the internet, they could carry out their research now. Alternatively, tell them to research ideas at home.

Students' own answers

4 Now choose some good photos for your presentation. You can find these on the internet

1 Tell students to discuss what kind of pictures they will need for their presentation and tell them to bring them to the next lesson

Suggested Answer:

wind turbines, solar panels, recycling bins, polluted seas, rivers, examples of erosion

5 Make the notes below into complete sentences

- 1 Tell students to work in pairs. They look at the notes and use them to make complete sentences. Tell them to study the examples, then discuss and write six sentences. Go around and help where needed.
- Have six different students read out their sentences to the
- 3 Explain that they can use these sentences, or similar ones, in their presentations.

Auswers:

- 1 We need to look after the planet.
- 2 Are droughts, floods, and fires natural or do humans make these problems?
- 3 We should use more solar energy.
- 4 We should save water.
- 5 We should use energy-saving lightbulbs.
- 6 We can clean the beach.
- 7 We can recycle paper, glass, and other things.
- 8 We can fix old toys and other old things to give them a new life.

- Ask students to continue their research at home and be ready to present their ideas to the class.
- Remind them to bring some pictures to the next lesson...

pages 108-109

Objectives: To prepare and give a presentation about

looking after the environment

To revise language learned in the Unit To do a self-assessment of their progress

Materials: Student's Book pages 128-129

Students' pictures from home

Opener |

 Quickly revise what wind energy and solar energy are. Why are they 'good energies'?

- Tell students they are going to use their ideas from last lesson and from their research to prepare and give their presentations.
- Ask who has brought in some photos. Say Well done and have them show each other in pairs or groups. What do they show?

STUDENT'S BOOK

page 128

- Remind the class that the title of the presentation is How we can help the environment.
- Hold up your book at page 128 and wait for them to find the correct page.
- Ask them to look at the language in the box, then allow time for them to plan their presentations.
- Tell them to use their own ideas as well as the ideas on page
- · Remind them to use their pictures to illustrate their points.

1 Practice your presentation with your group. It's a good idea for everyone in the group to say something. Give feedback to your group

1 In small groups, students take turns to practice their presentations. They listen to each other and make helpful comments. Remind them to ask (and answer!) further questions. Go around and offer help where needed.

Students' own answers

2 Time your presentation and make sure it's not too long

- Students could time each other with their phones. Presentations shouldn't last more than 2-4 minutes.
- 3 Give your presentation to the class. Answer your classmates' questions. Have fun!
- Students take turns to give their presentations to the class. Alternatively, in large classes, you could change groups around and have them give their presentations to a different set of students.
- 2 Make notes as you listen and give general feedback to the class.

12

LESSON 6 PRESENTATION

How to present

Now you have all your information. You can prepare to present the information. The language in the box will help you organize your presentation.

Say hello	Good morning/afternoon everyone!	
What you want to talk about	This morning/afternoon I want to tell you about	
Put your thoughts in order	First of all Then Lastly	
Finish your talk	Thanks very much for listening. Are there any questions?	

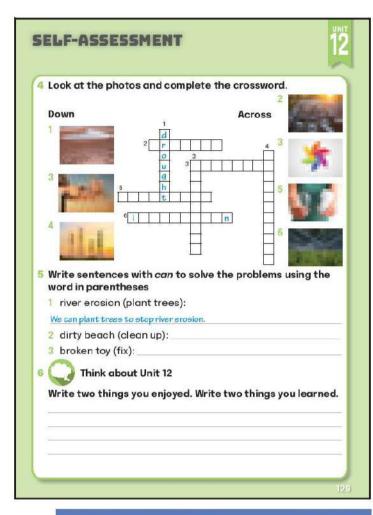
- Practice your presentation with your group. It's a good idea for everyone in the group to say something. Give feedback to your group
- 2 Time your presentation and make sure it's not too long
- 3 Give your presentation to the class. Answer your classmates' questions. Have fun!



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3 Praise them for their work. Public speaking is not easy!

Students' own answers



page 129

Self-Assessment

4 Look at the photos and complete the crossword

- 1 Ask students to look at the photos; elicit the correct words and write them on the board.
- 3 Put students in pairs to solve the puzzle. Go around and offer help where needed.
- 4 Check answers by asking different students to read out each clue and elicit the answer from the class. Point to each answer on the board.

Auswers:

- 1 down drought
- 3 down pollution
- 4 down electricity
- 2 across traffic
- 3 across pinwheel
- 5 across lightbulb
- 6 across irrigation

5 Write sentences with can to solve the problems using the word in parentheses

- 1 Ask students to look at the example and then complete the task
- 2 Monitor but encourage them to work without help.
- 3 Check answers.

Answers:

- 1 We can plant trees to stop river erosion.
- 2 We can have a beach clean-up.
- 3 We can fix broken toys.

6 Think about Unit 12

- 1 Ask students to think about the unit. Encourage them to look back through the unit to remind themselves and think about things they enjoyed and things they learned.
- 2 Instruct students to write 2 things they enjoyed and 2 things they learned.
- 3 Monitor and help with spelling but not the actual content of the writing.
- 4 Invite volunteers to read out their work to the class.

Students' own answers

- Ask students to open their books to page 111. Point to In this unit I will ... and read out the list. Did they learn or do these things?
- Ask students to remember the problems they have looked at this unit (e.g., erosion, pollution, fires, floods, drought, traffic). What can we do about them? Ask students to brainstorm ideas from the unit.
- Praise students for their work throughout the unit. Tell
 them that in the next lesson they are going to look back at
 everything they have learned so far this term.



pages 130-131

Objectives: To revise the vocabulary and language of

units 10-12

Vocabulary: phone, bus, message, traffic, fire, train,

chat, pollution, ship, log in, flood, create a password, plane, drought, settings

Materials: Student's Book pages 130-131

Audio file 1.42 Colored pencils

Opener

- Ask the class What do you remember about units 10, 11, and 12? Elicit a few initial ideas.
- Have students discuss the question in pairs or small groups, then invite more answers from the class.

STUDENT'S BOOK

page 130

1 II [audio 1.42] Listen and point

- 1 Hold up your book to page 130 and make sure that students have the correct page.
- Play the audio, pausing for the students to point to the correct picture.
- 3 Play it again and have them repeat each word or phrase.

Audioscript

Cell phone

bus

road

messag e

traffic

fire

train

chat

pollution

ship

log in flood

create a password

plane

drought

2 Look and write

- Instruct students to write the correct word under each picture. Go around and monitor but do not correct.
- 2 Check answers. Write the correct words on the board and have students correct their own work.



Auswers:

1 Cell phone	2 bus	3 road
4 message	5 traffic	6 fire
7 train	8 chat	9 pollution
10 ship	11 log in	12 flood
13 create a password	14 plane	15 drought

3 Play and say

- Practice the game first, with the whole class. You could choose a student to ask the questions.
- 2 As students to work in pairs or small groups, tell them to ask and answer. Go around and monitor.

Extra practice

- In pairs: Student A turns his/her book over or covers the page. They then try to remember as many words on the page as possible. Student B checks and counts.
- Students A and B exchange roles. Who remembered the most words?



3 Invite different pairs to repeat their conversations for the

Students' own answers

STUDENT'S BOOK page 131

4 Complete the text with the words in the box

- Ask students to read the incomplete text right through. Make sure all students understand the words in the box. Check comprehension for the word settings.
- 2 Allow time for them to complete the missing words, using the words in the box. Go around and monitor but do not provide answers.
- 3 Tell them to read the whole text through again and change their answers, if necessary.
- 4 Check answers: have different students read out a sentence each.

Auswers: tagged, logged on, mom, should, choose

5 How can you keep safe online? Talk about the words in the box. Then talk to your partner

- Tell students to read the words in the box and check they remember their meanings.
- 2 Ask students to read out the example question and answer in pairs, and then continue with the ideas in the box and their own ideas. Monitor as you move around and encourage students to answer on their own.



pages 132-133

Objectives: To revise the vocabulary and language of

units 10-12

Language: should, shouldn't

Materials: Student's Book pages 132-133

Audio file 1.43 Colored pencils

Drawing paper (optional)

Opener

Ask the class to brainstorm transportation words.

Have different students write the words on the board.

STUDENT'S BOOK

page 132

1 Look and complete the sentences with the words in the box

- 1 Read out the first sentence of the text and check that students understand the task. Remind them to read to the end of each sentence before they choose the correct word.
- 2 Go around and monitor while they are working. Let them compare answers in pairs.
- 3 Check answers: have different students read out a sentence each

Answers:

1 boat 2 animals 3 peaceful
4 crowded 5 empty 6 city

2 Think of your favorite form of transportation and write

- 1 Allow time for students to think about their answers and then complete the task. Monitor and correct spelling.
- 2 Ask a few students to read out their sentences to the class.

Students' own answers

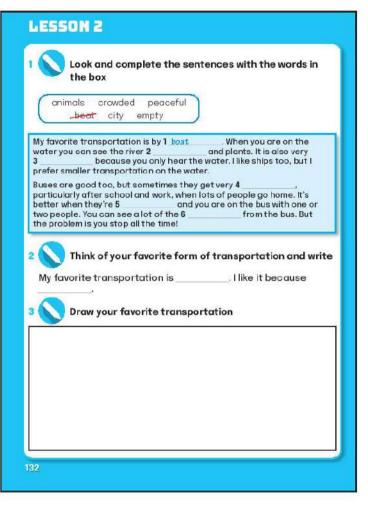
3 Draw your favorite transportation

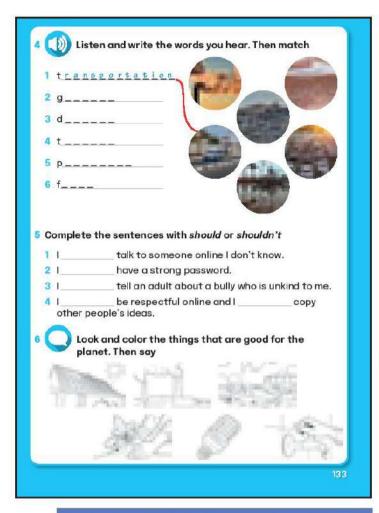
- Ask students to draw pictures to illustrate their sentences in Exercise 2.
- 2 Have them show each other their work in pairs or groups.

Students' own answers

Extra practice

Tell students to make 'best copies' of their pictures and write their sentences underneath in their best writing. These could be used as a class display.





page 133

4 in [audio 1.43] Listen and write the words you hear. Then match

- 1 Play the audio while students listen and complete words 1-6. Play it again as necessary.
- 2 Ask them to draw lines to match the words with the pictures. Go around and check.
- 3 Tell students to write the words on the board and check spellings.



Audioscript

- 1 transportation
- 2 garbage
- 3 drought
- 4 traffic
- 5 pollution
- 6 flood

5 Complete the sentences with should or shouldn't

- 1 Allow time for students to decide how to complete the
- 2 Go around and talk to them while they complete the task.
- Check answers.

Auswers:

- 1 shouldn t
- 2 should
- 3 should
- 4 should, shouldn't

6 Look and color the things that are good for the planet. Then say

- 1 Ask students to look at each picture and suggest a word or phrase that they have learned (solar panels, pollution, traffic, plant trees, energy-saving lightbulbs, save water)
- 2 Tell them to color the pictures that show things that are good for the planet.
- 3 Check, then have them make sentences about the pictures they have colored.

Auswers:





We can use solar panels.

We can plant trees.





We can use energy-saving lightbulbs.

We can save water.

- Tell students that in the next lesson, they will be making a report about how we can help the environment at home.
- Ask them to think about the topic and to bring their ideas as well as useful pictures (e.g., from magazines) to the next lesson.



pages 134-135

Objectives:

To revise the vocabulary and language of

units 10-12

To make a report about helping the

environment at home.

To self-evaluate progress made in units

10-12

Materials:

Students Book pages 134–135 Writing and drawing paper

Scissors
Colored pencils
Glue sticks

Pictures brought in by students

Opener |

- Remind students that in this lesson they will be making a report about how we can help the environment at home.
- · Brainstorm a few ideas that they have already thought of.
- Ask who has brought in pictures to illustrate their ideas.
- Encourage students to tell the class what they have brought

 or have them show partners or groups.

STUDENT'S BOOK

page 134

- 1 Work in groups. Think about how we can help the environment at home. Look at the pictures and discuss
- 1 Put students in groups and ask them to describe each picture and use them to say how we can help the environment. Go around and talk to them about their ideas.
- 2 Bring the class back together and elicit ideas from each group.

Suggested answers:

use energy-saving lightbulbs, look after plants, reduce garbage, save water, don't burn fires.

2 Read and do

- 1 Ask students to read the text quietly.
- 2 Then ask different students to read out one sentence each.
- 3 Hand out writing paper and allow time for them to write their own reports in their notebooks. Tell them to use the text as a model.
- 4 Hand out drawing paper to students who haven't brought in any pictures and tell them to illustrate their ideas.
- 5 Ask students to show each other their reports in groups or pairs. Encourage them to make helpful suggestions.

3 Present

- Display the reports around the class and have students go around and look at them.
- 2 Make new pairs. Have them tell their new partners one thing they like about their report and make one suggestion.
- 3 Let students take their reports home or keep them to make a class display.

PRESENTATION

1 Work in groups. Think about how we can help the environment at home. Look at the pictures and discuss



How we can help the environment at home

Many people think it is difficult to help the environment. But we can begin with little things at home.

When we leave a room we can switch off the light and turn off the faucet. We can water our plants. We can recycle our garbage. We can look after our plants and trees. If we do these things we can all help our planet.

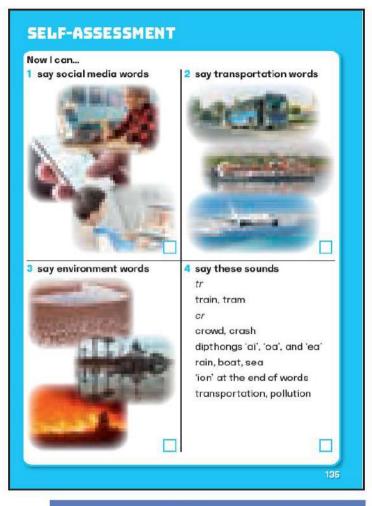
2 Read and do

- 1 Draw or find some pictures you can use.
- 2 Make your report with your group.

3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

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page 135

Self-Assessment

Now I can...

- 1 Ask students to work through each exercise, checking the ones they complete. Go around and monitor. Tell them for sections 1-3 they should think of as many words as they can (not just what is illustrated).
- 2 Drill the sounds and words in Exercise 4 and elicit more examples of each sound.
- 3 Tell students they will be making posters about environmental problems in the next lesson. Ask them to bring in any useful photos (e.g., from magazines) if possible.

Suggested answers:

- 1 Now I can say social media words such as, message, chat, password, do research, log in, cell phone
- 2 Now I can say transportation words such as, bus, boat, plane
- 3 Now I can say environment words such as, drought, flood, fire



pages 136-137

TERM 2 PROJECT

Objectives: To revise the vocabulary and language of

units 10-12

To make a poster

To prepare and give a presentation To write a message to the class

Materials: Student's book pages 136-137

Drawing paper

Colored pencils, scissors, glue

Large sheets of paper

Pictures brought in from home (optional)

Opener

 Tell students they are going to make a poster to use in a presentation about environmental problems in their local area and in the country.

 Remind them that a good poster needs an eye-catching main heading, sub-headings, short interesting texts, and clear pictures. Invite some suggestions for main headings for their posters.

STUDENT'S BOOK

page 136

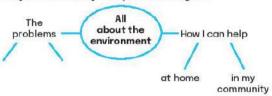
- 1 Read and think about the project and make a poster. Then prepare a presentation for your class
- 1 Ask students to read the text in the box.
- Instruct them to think about environmental problems and make notes.
- 3 Tell them to use their notes to write a message to the class on ways they can help the environment.
- 4 Put students into groups and ask them to create posters using their notes and pictures or drawings to make their posters interesting.
- 5 You could hold a class vote on the best poster and display it in class
- 2 Think about the environmental problems in your city and country. Think how you can help the environment at home and in your community. Complete the diagram
- 1 Read out the instructions.
- 2 Tell students to study the diagram in pairs. While they are doing that, copy the diagram on to the board.
- 3 Elicit ideas from the class: ask What are the problems? Add good suggestions to the diagram (suggestions: pollution, erosion, drought, floods, fires).
- 4 Continue with How can we help at home? (save water, turn off lights, use energy-saving lightbulbs, recycle, use green energy) How can we help in the community? (walk or cycle to work, plant trees, share cars).
- 5 Students could copy the diagram into their notebooks and add their own ideas.

TERM 2 PROJECT

1 Read and think about the project and make a poster.
Then prepare a presentation for your class

Think about environmental problems. Then think about how you can help the environment in your own home and in the community. Write a message to your class.

2 Think about the environmental problems in your city and country. Think how you can help the environment at home and in your community. Complete the diagram



3 Do your research on the internet. Circle the key words below that you can use for your search.

fires clean energy electric cars recycling trash drought hydroelectric electricity save energy plant trees save water energy-saving lightbulbs floods

Work in a group. Take some notes. You could refer to the Egyptian Knowledge Bank https://www.ekb.eg/ for further information

Some environmental problems: floods, fires, ... How can I help at home: turn offlights, ...

How can I help in the community: beach cleanup, ride buses ...

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Students' own answers

- 3 Do your research on the internet. Circle the key words below that you can use for your search
- 1 Ask students to look at all the words in the box and decide which ones are useful key words for an online search.
- 2 Go around and talk to them about this task.

Students' own answers

- 4 Work in a group. Take some notes. You could refer to the Egyptian Knowledge Bank https://www.ekb.eg/ for further information
- 1 Put students in groups and ask them to discuss and note down ideas and add them to the examples.
- 2 Tell them to look back at the diagram in Exercise 2 for ideas.
- 3 Invite each group to share ideas with the class.

Students' own answers





page 137

- 5 Choose your visuals. Circle the photos below that you could use for your presentation. Then find some more. You could also draw some pictures for your presentation
- 1 Read out the instructions. Ask students to discuss in their groups which pictures will be useful for their presentations (the captions for the pictures are in the box below).
- 2 Explain that they can hold up their books and point to pictures that are useful as they give their presentations. Alternatively, they could use pictures from home, or draw some now.
- 3 Hand out drawing paper and/or scissors as required. Allow time for students to create posters to use in their presentations.

Students' own answers

6 Work in a group. Present your ideas

- 1 Tell students to work in their groups dividing up the parts of the presentation. Then they should practice. Go around and offer advice and encouragement.
- Groups then take turns to present their ideas to the whole class. Make sure everyone takes part.

7 Look, write, and complete. Write a message to your class

- 1 Ask students to look at the incomplete sentences first and discuss in pairs how they could complete them. Tell them to use the ideas from their presentations.
- Allow time for students to complete the sentences. Go around and monitor, making corrections as necessary.
- 3 Invite volunteers to read out their messages to the class.

Students' own answers

Closing

Praise students for their hard work on this Unit. Tell them
they are going to finish the term with a story.

LESSON 1

pages 138-145

Objectives: To read and understand a story

To enjoy reading in English

Vocabulary: wheat, crop, irrigation canal, irrigation,

wheat flour, maize, village, main square, blocked, household, plan, agriculture

Materials: Student's Book pages 138-145

Audio file 1.44

Opener

- · Welcome students to the class.
- Tell them they are going to read and listen to a story. Ask how often they read stories at home. Do they ever listen to stories? Which do they prefer?

Presentation =

- 1 Show the title page (page 138). Read the title. Ask students what they think the story will be about.
- 2 Present the words in the picture dictionary on page 139 and get students to point and say as you say the words.
- 3 Ask them what they remember about irrigation. What problem does it help with? (drought).

STUDENT'S BOOK

pages 138-145

[audio 1.44] Dalia Saves the Village!

- 1 Ask students to look through the pictures and story. Tell them not to read anything, but just look at the pictures.
- 2 Ask what they think the story will be about. Answer any questions they might have or tell them their questions will be answered as you read.
- 3 Play the audio with students following the text.
- 4 Play it again or have students read it quietly to themselves.
- 5 Ask them what the story is about.

Suggested answers:

Dalia is doing research about crops in Egypt. Her village has a problem with the water and they have no irrigation. The canal is blocked with trash. She calls everyone in the village and they clean the canal. She tells the villagers to try growing wheat. They make bread and cookies from the flour. Everything is better. When she grows up, she helps other people with their crops.

STUDENT'S BOOK pages 140-145

- Refer students first to pages 140-141. Play the recording.
 Students listen and read.
- 2 Ask comprehension questions: What is Dalia's research about? (Crops in Egypt) What is an important crop in Egypt? (Wheat) What kind of bread does Dalia like best? (baladi). Why are the crops failing? (There's no irrigation, the canal is blocked.) What does Dalia suggest? (Let's call everyone in the village on social media.)

DALIA SAVES THE VILLAGE!



BV NICOLA GARDNER

131

- 3 Play the recording for pages 142 and 143. Ask Where does Daila's family get their water from? (The Nile) Where do the villagers meet? (The main square) Where do they meet the next day? (At Dalia's grandparents' house). What's the problem? (The irrigation canal is blocked with trash.) What do the people do? (They clear the trash.) How many trash bags do they fill? (20).
- 4 Continue with pages 144 and 145: Is the water polluted now? (No) Do the crops grow back? (Yes) What's Dalia's next plan? (The villagers should grow wheat.) What do they make from the wheat? (Flour) What do they make with the flour? (Bread and cakes) What do they do with the bread and cakes? (Sell them to other villages.)

Audioscript

Narrator: Dalia saves the village

Dalia lives in a village in Egypt. One evening she is doing her homework on her computer. She is doing research about crops in Egypt, like wheat, maize, and rice, and it is very interesting.

Wheat is an important crop in our country and we use it to make bread. Dalia looks at the pictures of delicious Egyptian bread. Dalia likes baladi bread best. Which is your favorite?

Dalia's mom, Gameela, is speaking to Dalia's dad, Waleed, who looks sad. 'The crops are not growing well in the village. There is a problem with the water and we have no irrigation,' says Gameela to Dalia. 'We need to help everyone in the village with their crops.' Dalia's brother, Tarek, says, 'But what can we do?' Dalia says, 'It's very simple. Let's call everyone in the village on social media. We need to help our village.'

Dalia's family gets water from the Nile. But the irrigation canal is not working. She tells everyone in the village about this problem on social media, then meets everyone in the main square. A lot of villagers say they can help.

The next day everyone gets together in the center of the village. Some people come on foot, and some by bike. Some people come by boat or by car from another village to help. Everyone is very excited to help with the problem. They meet at Dalia's grandparents' house. Dalia's grandma gives them tea and cookies.

Dalia and her family go to see the problem. The irrigation canal that brings the water from the Nile is blocked with trash – plastic bottles and household things. There are also some plants in the water. Tarek says, 'We need to start work and clean the water.' The water is not very deep and they start to clear the trash. They fill 20 trash bags with the trash. Now the water isn't polluted.

The water comes back to the village and the crops grow again. Everyone is very happy. They can grow food on their land and they can sell their fruit and veg etables to buy other things. Their lives become easier. But some of the crops are not very good.

Dalia has a plan. She thinks the villagers can produce more food. She says they should try wheat — she tells them about her research. She says wheat grows very well in Egypt and is great for making delicious bread and cakes.

Some villagers like the idea — they start to grow wheat in some of their fields.

From the wheat they can make flour. From the flour they can make delicious Egyptian bread. Grandma can make more of her awesome cookies. The villagers make bread and cookies to sell to other villages.

In a few years, everything is better in the village.

Dalia walks around the village and sees the changes. She is very proud. When she grows up she works with agriculture to help other people with their crops.

Extra practice

Put students in groups to practice reading the story to each other

- Ask students what they enjoyed about the story. Praise all their answers.
- Tell students that in the next lesson, they will look at the story again in more detail.

LESSON 2

pages 146-147

Objectives:

To read and understand a story To identify characters in a story

To identify key events and vocabulary in a

story

Materials:

Student's Book pages 146-147

Opener

 Ask students what they remember about the story. Who is the main character? What's the story about?

STUDENT'S BOOK

page 146

1 Look and write

- 1 Ask students to look at the pictures. Can they guess the names of the characters without looking in the word box?
- 2 Ask students to then look at the names in the box and match them with the correct pictures.
- 3 Remind students that they can look back and check who is who and read the story again.
- 4 Check answers as a class.

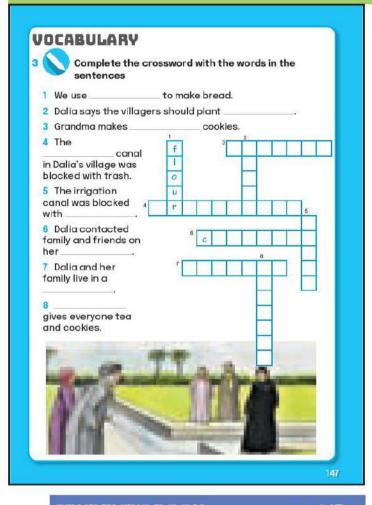
iswers:		
l Dalia	2 Tarek	3 Waleed
4 Grandpa	5 Gameela	6 Grandma

2 Read and write T (True) or F (False)

- Read out each sentence and ask students to say if they are true or false.
- 2 Ask students to complete the exercise in pairs.
- 3 Discuss with students the importance of helping one another, focusing on the support Dalia had from her family, father, mother, Grandpa, Grandma, and brother.
- 4 Check answers.

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





Extra practice

Ask students to write an alternative ending to the story.
 Compare ideas with the rest of the class and vote for the best ones.

STUDENT'S BOOK

page 147

3 Complete the crossword with the missing words in the sentences

- 1 Put the students in pairs to solve the puzzle. Remind them always to read to the end of the sentence first. Go around and offer help where needed.
- Check: ask different students to read out completed sentences.



Closing

· Ask students who their favorite character is. Why?

LESSON 3

pages 148-151

Objectives:

To review the story and check understanding
To put events from a story in order
To examine the characters in a story
To use some of the vocabulary learned this

term

To discuss the story To write an email

Materials:

Student's Book, pages 148-149

Opener

 Quickly revise the main points of the story. Ask How did Dalia save the village? (She organized the clean-up of the irrigation canal.)

STUDENT'S BOOK

page 148

4 Look and put in order

- 1 Ask students to say what is happening in each picture.
- 2 Instruct them to number the pictures in the order that they happen in the story. They can do this in pairs.
- 3 Check their answers as a class. Encourage students to say what else they remember about each scene in the pictures.

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

5 Read and match

- Ask students to match beginnings 1-5 with endings a-d. Go around and monitor.
- 2 Tell four different students to read out the sentences to the class.





_	ash irrigation	canal	household	d plan	agricul	ture av	wesome
1	The	b	rings the	water	to the	villages	s.
2	Mom went to the market to buy cups, plates, and other things.						
	Amir had a gre win.	at		for	how to	make h	is team
	People drop polluted. The p		ind anima			nd it be	comes
5	Mom's cake is			It tas	tesso	good!	
	Mr Fawzy likes	-	dy dii dbo	ut plu	nts di la	ci ops.	TIC IINC
6	Read and	answe	r				
	Why is Dalia an	impor	tant pers	on in t	he stor	у?	
	Why is Dalia an	18 11				5((
2	3 8	nk helj	os Dalia tl	ne mos	st? Why	?	w.

page 149

6 Read and complete

- 1 Instruct students to work in pairs and complete the sentences with the words in the box. Go around and monitor.
- 2 Ask different students to read out the completed sentences.

Answers:

- 1 canal
- 2 household
- 3 plan
- 4 trash
- 5 awesome
- 6 agriculture
- 7 irrigation

7 Read and answer

- 1 Read out each question to the class and invite initial ideas.
- 2 Ask students to discuss ideas further in pairs. Go around and monitor, offering ideas if necessary.
- 3 Allow time for students to write their answers. Go around and offer help; check spelling.

Suggested answers:

- 1 Because she saved her village.
- 2 Her family. Because they supported her and helped her call everyone and solve the problem.
- 3 Students' own answers.

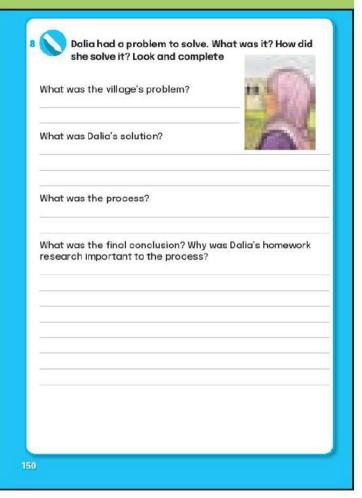
STUDENT'S BOOK

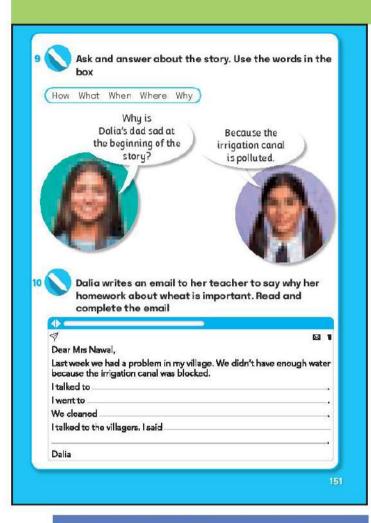
page 150

- 8 Dalia had a problem to solve. What was it? How did she solve it? Look and complete
- 1 Read out each question to the class and invite answers.
- 2 Allow time for students to write their answers. Let them work in pairs. Go around and offer help; check spelling.

Suggested answers:

- They had no irrigation and some of the crops were not very good.
- She called everyone and they cleaned the blocked canal. She also told the villagers to try growing wheat.
- Dalia did research about crops. Then she learned about the problems in her village and agreed with her family to call everyone to help. They cleaned the canal and the water came back.
- Dalia saved her village and when she grew up, she worked with agriculture to help people with their crops. Her homework research helped her to know how to help her village and other people in the future.





STUDENT'S BOOK

page 151

9 Ask and answer about the story. Use the words in the box

- Read out the instructions and ask two students to read out the example question and answer.
- 2 Ask another question about the story, beginning with What (e.g., What is Dalia's brother's name?) and elicit the answer (Tarek). Then ask volunteers to ask more questions, beginning with one of the words in the box.
- 3 Put students in pairs to ask and answer more questions about the story, beginning with each of the words in the box. Go around and help.
- 4 Invite different students to ask the class their questions.

Students' own answers

10 Dalia writes an email to her teacher to say why her homework about wheat is important. Read and complete the email

- Check that all students understood what an email is. Hold up your book, point to the format of an email.
- 2 Put students in pairs to read the incomplete email and discuss how to complete the sentences. Tell them to look back at the story to find the missing information.

- 3 Go around and monitor while they complete the task. Offer help and check spelling.
- 4 Ask a few students to read out their completed emails to the class.

Suggested answers:

Dear Mrs Nawal

Last week we had a problem in my village. We didn't have enough water because the irrigation canal was blocked

I talked to my family and we called everyone in the village on social media to help.

I went to the canal with my family to see the problem. We cleaned the canal and put the trash in trash bags. I talked to the villagers. I said that they should try growing wheat because it grows very well in Egypt. I learned this from doing my homework about wheat, it was very helpful.

Dalia

Extra practice

- Put students in small groups to practice acting out the story.
 Tell them to use their own words and ideas, although they can also refer back to the text.
- Have them act out the story for the class.

- Ask students Do you think Dalia will be successful when she leaves school? Why?
- Ask if they liked the story. Why / Why not?
- Praise students for their work this term.



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