



Lisa Darrand



Egyptian International Publishing Company – Longman 9 Rashdan Street Messaha Square Dokki Giza Arab Republic of Egypt

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York Press Ltd. 322 Old Brompton Road London SW5 9JH England

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First published 2024 ISBN 978-977-16-1638-2 Deposit 17508/2024 Printed by

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Scope and sequence

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networkwedding Social media post: My friends weddingfriend Email: Some family lifter (my your, her, his, its, relevations to textaround the world Profiles: My family lifter Life skill intercultural awareness: showing interest in other countries TASK Presenting a family lifter profileonline Dialog: How to sel something safely online Grammar: Can and will for requestsFriends Online (short story) Matching post: My brother's birthdaycelebrations Social media post: My brother's birthday3 My timeHow I spend my time Email: My free timeWhat are you doing?Our school bazaar Dialog: Dialog: Dialog: Dialog: Dialog: Dialog: Dialog: to sell at the school bazaarGiving advice Problem page letter: Advice to help a friend Summarise a storyLiterature: An Unusual Hobby soft story)Shared interests Forum post: Finding friends words to help a friend storyShared interests storyShared interests story3 My timeHow I spend my time Email: My free timeWhat are you doing?Our school bazaar to sell at the school bazaarGiving advice Problem page letter: Advice and object pronounsLiterature: An Unusual Hobby soft story)Shared interests3 My timeHow I spend my time Email: My free timeWhat are you doing?Our school bazaarGiving advice prohounsLiterature: An Unusual Hobby soft story)Shared interests3 My time timeHow I spend my time Email: My free te		activities A blog post: What I did in the summer vacation Vocabulary: Summer vacation activities Guessing the meaning of	Online forum posts: My summer vacation Grammar: The past simple	buildings Dialog: A visit to the temple of Edfu Life skill Problem- solving: using a flow chart TASK Presenting a solution to a	spent Dialog: How did you spend your summer? Grammar: Adverbs of frequency with the past	Hana Goda (biography) Predicting the topic of a text from visual	Email: My new school Making your language informal in
my time Email: My free timedoing?bazaar Dialog: Where we spend our free timeProblem page letter: Advice to help a friendUnusual Hobby (short story)interestsVocabulary: Free-time activitiesGrammar: The present continuous tenseDialog: Deciding what to sell at the school bazaarProblem page letter: Advice to help a friendUnusual Hobby (short story)Forum post: Finding friends with similar interestsScanning a text for key words: nouns and verbsThe present continuous tenseLife skill: Collaboration: respecting others' opinions and inputCollaboration: respecting others' opinions and inputUnusual Hobby (short story)Forum post: Forum post: Using key words to summarise a storyTASK Presenting an idea for a school bazaarProblem page letter: Advice to help a friend Grammar: Subject and object pronounsUnusual Hobby (short story)Forum post: Forum post: Using punctuation correctly		wedding Social media post: My friend's wedding Vocabulary: Wedding celebrations Matching pictures to	friend Email: Some family photos Grammar: Determiners (my, your, her, his, its, their) and the possessive 's	around the world Profiles: My family life Life skill Intercultural awareness: showing interest in other countries TASK Presenting a family life	online Dialog: How to sell something safely online Grammar: Can and will for	Friends Online (short story) Matching speakers to	celebrations Social media post: My brother's birthday Using Wh- questions to help generate
Review A		my time Email: My free time Vocabulary: Free-time activities Scanning a text for key words: nouns	doing? Dialog: Where we spend our free time Grammar: The present continuous	bazaar Dialog: Deciding what to sell at the school bazaar Life skill: Collaboration: respecting others' opinions and input TASK Presenting an idea for a	Problem page letter: Advice to help a friend Grammar: Subject and object	Unusual Hobby (short story) Using key words to summarise a	interests Forum post: Finding friends with similar interests Using punctuation

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
4 Digital life	Green technology Infographic: Inventions for a sustainable future Vocabulary: Technology Using visual clues to identify text type	A new app Dialog: A new app Grammar: Imperatives	Online safety Article: Tips for staying safe online Life skill Digital literacy: staying safe online TASK Presenting ways to stay safe online	Science and technology A talk: The difference between science and technology Grammar: The zero conditional	Literature: Scammed! (short story) Finding specific information: numbers, dates, and times	Problem- solving tech Blog post: Solve it with tech! Using features of a blog to organize your ideas
5 In nature	Climate change Article: How climate change is affecting me Vocabulary: Problems that climate change causes Using punctuation correctly: capital letters	Water scarcity Article: Thirsty planet Grammar: Comparatives & superlatives		Geology A talk: Rock types Grammar: Articles <i>a</i> , <i>an</i> , and <i>the</i>	Literature: Helping the Earth(poem) Identifying the structure of a poem	Eco me! Blog post: Rami's eco blog Using conjunctions and, but, and because
6 Food for thought	Traditional food Article: Food on the go Vocabulary: Traditional food Finding information in different parts of a text	At a restaurant Menu: Nile View Café Grammar: Wh- questions in the past simple	A taste of the past Online article: Food in Ancient Egypt Life skill: Personal development: using research to learn TASK Making a recipe card about a dish from another country	Celebration food Descriptions: Celebration food around the world Grammar: Adverbials of time and place	Literature: The Living Café(short story) Summarizing a story in your own words	My favorite food Email: My favorite food Using paragraphs correctly
Review B						
General Exe	ercises					

UNIT

A great summer

Unit objectives

- **Reading:** A blog post about summer vacation activities; Forum posts about summer vacation activities; A quiz about how you spend your summer; *Hana Goda*: a biography
- Writing: An informal email to a friend
- Listening: Understand conversations about summer activities
- **Speaking:** Play a guessing game about summer vacation activities; Ask and answer questions about how often you did something
- Language: The past simple tense; Adverbs of frequency with the past simple tense

1 Vacation activities pages 4–5

Lesson objectives:

- Learn vocabulary for summer vacation activities (Exercises 1–2)
- Read and understand a blog post about summer vacation activities (Exercises 3–4)
- Guess the meaning of new words (Exercises 5–6)
- Vocabulary: play in a tournament, help out at your family's workshop, teach adults to read and write Arabic, volunteer at a community garden, write stories using AI
 Materials: Student's Book pages 4–5 Audio files
- Greet the class. Ask a student: *How are you?* and invite students to ask their partner how they are. Introduce yourself to the class and invite one or two students to introduce themselves to you by saying: *What's your name?* If students are new to the class, invite them to ask and answer with the students around them.

STUDENT'S BOOK page 4 UNI 1 great summer Reading: A blog post about summer vacation activities; Forun posts about summer vacation activities; A quiz about how you spend your summer; Hana Goda: a biography Think! Writing: An informal email to a friend Listening: Understand conversations about summer activities What makes your summe "great"? What activities do you like to do? Speaking: Play a guessing game about summer vacation activities; Ask and answer questions about how often you did Language: The past simple tense; Adverbs of frequency with 1 Vacation activities Lesson objectives: Read and understand a blog post about summer vacation activities Learn vocabulary for summer vacation activities • Guess the meaning of new words 1 Look at the photos and activities (1-5). Write the number of the activity in a help your parents and grandparents at work b help to make your local area bette c write something using computer softw d take part in games with other teams e teach people how to do something new teach adults to read and write Arabic help out at your family's workshop using Al Work in pairs. Ask and answer. Which activities do you do? Which activities would you like to do? I play in tournaments and I help out at my family's workshop. Which activities do you do? 4

- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.
 Answer any questions students have.
- **1** Look at the photos and activities (1-5). Write the number of the activity in which you ...
- 1 Draw students' attention to the photos in Exercise 1 and explain that they all show different kinds of activities you can do in the summer vacation. Elicit what students can see in each photo and write any useful words on the board. For each item, teach the phrase. Start with photo 1: elicit *play a game*, then teach *play in a tournament* /tur-nə-mənt/ (*a series of games in a competition*). For each of the photos, check students' understanding by asking questions, e.g. What sport do you play tournaments in? What can you do in a community garden? What can you make in a workshop? What does AI stand for? What can you use it for? Name some things you can't do with AI.

- 2 As this is the first activity in the course, you may prefer to do one or more of the items as a class. Alternatively, put students into pairs to do the activity. Remind students to look for words in the sentences (a-e) that are the same or similar to the words in the captions under the photos to help them match the photos to the descriptions.
- 3 Check the answers as a class, eliciting the words in the options that helped them find the answers.

Answers:

a 4; b 2; c 5; d 1; e 3

Work in pairs. Ask and answer. Which activities do you do? Which activities would you like to do?

- Ask a student to read the instruction, then 1 a different pair to read the example dialog. Demonstrate the activity but first tell the class what activity you do in the summer vacation, e.g. I teach adults to read and write Arabic/ English. Then ask a confident student: What activities do you do in the summer vacation?
- 2 Use the speech bubbles as an example, students ask and answer in the same way. Allow students just one minute, then invite pairs to tell the class one thing their partner does.

Think!

- 1 Put students into pairs or groups of three. Ask a student to read the questions to the class. Elicit from the class another word for "great" (good, fantastic, lovely, wonderful, etc.).
- 2 Ask one or two students what activities they like to do on their summer vacation, and write them on the board.
- Ask groups to ask and answer one other thing 3 they do on the summer vacation. After one minute, elicit answers around the class, and write any interesting vocabulary on the board.

STUDENT'S BOOK



Read and listen to Omar's blog post. 3 Which activity from Exercise 1 does he mention? How does he feel about it?

- 1 Explain to students that they are going to read and listen to Omar talking about his summer vacation. Ask students to look at the photo of Omar. Ask students: Is Omar happy in the photo? (Yes); What activity do you think he *mentions?* (Football)
- 2 Ask a student to read the instruction, then ask students to have a guess which activity he will mention. Don't confirm the answer at this point.
- 3 Remind/elicit from students how to scan for specific information in a text (move your eyes quickly across the text to find the words you are looking for). Read the question with the class again and ask students to decide which key words they need to look for (one of the activities from Exercise 1). Students scan the blog post and find the activity. Students can then look for Omar's feelings about the activity.
- Play the recording for students to read the text as they listen. Pausing after the answer to check. Check students' understanding of nervous and

excited by asking: *Why was Omar excited/ nervous? Which feeling is more positive?* (excited)

Extention: Ask: Where do you think Omar posted his blog post? (e.g. on a website); Do you read blog posts? Where do you read them? Do you have a blog? What do you write? Ask these questions as a class or write them on the board for students to discuss in pairs/groups.

Audioscript

Hi, I'm Omar! This summer was great. I played football every day! At first, I played with some of my neighbors in the street. Our street is quiet and very safe. We had a lot of fun and we liked to imagine that we were famous football players! Then, a new boy joined in. He told me about a football club in our area.

One afternoon, I decided to go to the club. There were lots of boys playing in two teams and I watched them for a while. Then the coach saw me and asked if I played football, too. "Do you want to try playing with the team?" he asked. Of course I did! The coach watched me kick the ball and said I was a talented football player. He asked me to join the team.

For the next six weeks, I played with my neighbors in the morning and then with the team at the football club in the afternoon. It was very tiring, but really fun! At the end of the summer, we took part in a tournament. I was nervous about it, but excited. I tried my best and scored three goals! Our team won the tournament. It was an amazing end to the summer!

4 Read again and answer the questions.

- Mixed-ability: If this is a new class, allow students to work in pairs to gain confidence and to give you time to become familiar with which students need more support. Students therefore read in pairs to find the answer to each question. Alternatively for more support, play the recording a second time and pause the recording after each answer. Elicit the answer from the class.
- 1 Remind students to make a note of where in the text the answer is as you will ask them when you check the answers.
- 2 Give students 3–4 minutes to read the text and find the answers. End the activity when most of the students have found the answers, then check

the answers around the class.

- 3 Encourage students to say full sentences when giving answers as this will give them practice changing the subject from the first person to the third person. Ask one pair for the answer and another pair to read out the sentence from the text which gives the answer.
- *Extention:* Students talk about activities which make them feel excited/nervous. Depending on your class, confident classes can do this activity in mixed-ability pairs or groups. Alternatively, to support students more, have part of all of the discussion as a class. Encourage students to give reasons why. Allow 1–2 minutes for discussion and class feedback.

Teacher support: Personalization extension activities early in the course like the one above will help you understand which of your students need more support. Make a mental note of which students find speaking easy and not so easy.

Answers:

1 in the street 2 a new boy

- 3 because he was a talented football player 4 three
- 5 Find the words in the blog post. Write *N* (noun), *V* (verb), or *A* (adjective) for each word.
- Write three headings: Noun, Verb, and Adjective on the board and elicit the meaning of each one from the class (a noun is the name of a person or a thing; a verb is an action; an adjective describes a person or a thing, i.e. a noun). Invite students to come to the board and write examples under the headings. The rest of the class should decide if the example is correct.
- 2 Read though the *Skills* box with the class and elicit whether students were correct in step 1.
 - Mixed-ability: For more support, do one or more items as a class. Ask students to find *imagine* in the text and decide which type of word it is. Ask: Is it the name or a person or thing? Is it an action? Does it describe a person or thing? Elicit the answer (it's an action). Follow up by asking: Who does the action? (Omar and his neighbors). Repeat for some or all of the questions depending on the level of support needed.

3 Check the answers around the class. For each answer, ask a different student to justify their answers (see the key).

Answers:

- 1 V (it's an action; Omar and his neighbors do the action)
- 2 A (it describes Omar)
- 3 N (a person; it has the article a before the noun)
- 4 A (it describes the noun football)
- 5 N (it's a thing; it has the article a before the noun)

6 Work in pairs. Work together to guess the meanings of the words (1-5) in Exercise 5.

- Mixed-ability: Put students of similar ability into pairs/groups. Depending on the time available or students' abilities, allocate less able groups 1–2 of the items in Exercise 5, allocating different items to different groups. Allocate more able groups all of the items. Monitor and support the less able groups.
- Read the instruction with the class and remind students of the skills box. Explain that once students have worked out what type of word it is – which they did in Exercise 5 – they can then look at the other words in the sentence for clues.
- 2 Demonstrate with the first word imagine: Read the sentence from the text and ask: Are Omar and his friends "real" famous football players? (no); So, what does "imagine we were famous football players" mean? (they were pretending/ role-playing).
- 3 Give students enough time to complete the discussion of the words you have allocated to them, then regroup as a class. Elicit ideas about one word from each group, encouraging groups to support their ideas with information from the text and from the skills box.

Answers:

Students' own answers.

Assess your progress

Teacher support: At the beginning of the lesson, you read through the lesson objectives with the class so that they were clear on the purpose of the lesson and the exercise within it. At the end of each lesson, it's important to revisit the lesson objectives with the class, so that students can see the learning value in the exercises they have done and also so that we can begin to foster more awareness and autonomy in students' own relationships with their learning. As well as this, it's an opportunity for both the teacher and students to understand if students have met the learning objectives of the lesson or need further practice or support.

- 1 Draw students' attention back to the lesson objectives at the beginning of the lesson.
- 2 Go through each objective individually and refer students to the corresponding exercises that presented and practiced the individual learning objective (see the lesson objectives with the corresponding exercises at the beginning of the lesson notes). Alternatively, to increase students' own awareness of the purpose of individual tasks, encourage students to work this out for themselves.
- 3 Once students have found the exercise(s) that correspond to the lesson objective, ask them to consider if they feel they have met the objective, i.e. for the first objective, do they now feel that they can read and understand a blog post or were there parts of the lesson (Exercises 3–6) that were more difficult than others. In identifying these, students will be able to understand which areas of their learning they need more support or practice on.
- 4 Encourage students to discuss this in pairs briefly for each learning objective and decide a step to take to improve their confidence in just one area. This might look like asking a partner for help, asking the teacher to explain something again, or more practice at home.
- 5 Revisit this at the beginning of the next lesson and answer any questions students might have. Praise any steps students might have taken individually to improve by themselves as this is exactly what we want students to do in order to improve their learner autonomy and agency.

2 A helping hand pages 6–8

Lesson objectives:

- Read and answer forum posts about summer vacation activities (Exercises 1–2)
- Use the past simple tense (Exercises 3–5)

Materials:	Student's Book pages 6–7		
	Audio files		

1 With books closed, tell students that this lesson is about activities we do on summer vacation.

Elicit some activities students remember from the previous lesson and write them on the board. Leave the activities on the board to help students in Exercises 4 and 7.

- 2 Divide the class into two teams and explain to students that they are going to play a miming game to guess the activity. Demonstrate by miming something simple, e.g. tennis. The first student to put their hand up and guess correctly gets a point for their team and mimes the next word.
- 3 Continue until one team reaches five points.



• Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

Think!

• Read through the *Think!* box with the class. Ask students to look at the three posts in Exercise 1 and have a guess (*a forum is an online message board where people can post messages*). Ask if anyone posts on a forum and if so, what kind of things do they post?

1 Read and listen to forum posts about summer vacation activities. Match the activities (1-3) to the posts (a-c).

- 1 Read through the instruction and the options 1–3 and ask students which are the important words in each one. Remind students to look for these words in the posts as they read and listen.
- 2 Play the recording and pause after each post to give students a chance to write the correct letter for each answer.
- 3 Check the answers around the class. If students need extra support, play the recording again and pause after each post to check the answer. Elicit reasons why students chose their answers, e.g. *Elsa talks about empty cans and chocolate bar wrappers = litter.* Follow up by asking students to say one thing they found interesting or surprising about each of the blog posts.

Extention: Put students into groups of three

to take turns telling each other which of the three activities mentioned they would like to do the most, and why. Monitor and support as necessary.

Audioscript

Elsa: I noticed that there were too many empty cans and chocolate bar wrappers on the streets in our city. Last summer, I decided to do something about it. I didn't want to wait for the adults to clean up our streets. I made some posters to ask young people to join my group. Four people came to our first meeting. We picked up litter from one part of the city, put it in bags, and took it to the recycling center. The week after that, eight people came and then after that there were twelve of us. The group grew and grew over the vacation and now it has twenty-four members.

Leon: Last summer, I did something really fun. I took part in a project where young people write stories using AI. Because computers write them, we had to check to make sure that there were no mistakes in them. Before I started, I didn't know that AI can write really good stories. You imagine that only people can write stories, but AI can give a helping hand. I was surprised! Most of the stories I read were fine, but sometimes I found something strange in them. For example, there was one story where the sun never sets. Of course, that's not possible, so I changed that part of the story. Gameela: Two months ago, I started helping out at a project in my city. In this project, young people like me help adults who can't read and write Arabic. My partner was Mrs Azza and she was very nice. First, we looked at the alphabet together. I said the sound for each letter and Mrs Azza repeated it. Sometimes, she nearly gave up, but then I said things like: "You're doing really well! Don't stop now." It was fun to be a teacher instead of a student, especially when I asked her: "Did you do your homework this week?", or "What did you learn yesterday?" It was great to help Mrs Azza learn something new.

Answers:

1 c; 2 a; 3 b

- 2 Read the forum posts again. Complete the sentences with the correct name: *Elsa*, *Gameela*, or *Leon*.
- 1 As a class, read through the sentences and choose the key words for each one to helps students find the answers.
- 2 In mixed-ability pairs, students find the words in the text and read the whole sentence around the key word to find the answer.
- 3 Elicit the answers from the class, asking students to use full sentences when they answer the question.

Answers:

1 Gameela; 2 Elsa; 3 Elsa; 4 Leon; 5 Leon; 6 Gameela

STUDENT'S BOOK

page 7



- **3** Read the *Language box* and complete the examples with words from the three forum posts.
- 1 Ask a student to read the first sentence of Gameela's post: *Two months ago, I started helping out at a project in my city.* Write the sentence on the board and elicit and underline the main verb (*started*) and the tense (past simple). Elicit the time phrase in the sentence (*Two months ago*). Underline *Two months ago*. Ask students if Gameela is still helping out at the project (*No*) then ask: *Why do we use the past simple in this sentence?* (to talk about actions that started and ended in the past). Elicit more examples of sentences in the past simple from students' own summer vacation activities, using the prompts that you wrote on the board during the lesson warm-up activity.
- 2 Now ask students to complete the *Language box* individually or in mixed-ability pairs for support.
- 3 Fast finishers underline more examples of the past simple in the text for each point in the *Language box*. Elicit these during class feedback.

4 Read through the completed *Language box* as a class and check the answers.

Answers:

1 was; 2 was; 3 were; 4 decided; 5 looked; 6 changed; 7 grew; 8 grew; 9 said; 10 did; 11 didn't want; 12 Did; 13 do; 14 did; 15 learn

4 Look at the photos. Use the prompts to write sentences or questions in the past simple about the summer activities in each one.

- Mixed-ability: For mixed-ability classes, ask half the class to find the answers to items 1–3 and the other half of the class to find the answers to 4–7; confident students can write the answers to all the questions. For more support, ask students to put the verbs into the past simple first, then check as a class/group, before students write full sentences.
- Explain to students that they have to write the sentences with the correct form of the verbs. Tell them to refer to the *Language box* if they need to. The past simple should be revision for students, so they should be able to complete the sentences individually, then check answers with a partner. If pairs have different answers, they should try to see if they can work out what the correct answer is.
- 2 Give students 2–3 minutes to write the correct answers to complete the sentence, then check answers around the class.
- 3 Ask students to read their completed sentences to the class. Go over any difficulties with the present simple.

Answers:

- 1 People from our community planted flowers and vegetables.
- 2 We gave the plants a lot of water.
- 3 Yesterday, I didn't want to leave the garden.
- 4 My dad worked all summer.
- 5 I helped out in his family's workshop.
- 6 My dad made toys and I helped him.
- 7 What did you do last summer?

5 Work in pairs. Ask and answer about your summer vacation.

1 Remind students of the activities on the board from the lesson warm-up activity.

- 2 For greater speaking fluency, students can first write notes using the past simple. Otherwise, ask a pair to read the example exchange to the class, then give students two minutes to ask and answer in their pairs.
- 3 Go around and monitor, only correcting any issues with the past simple. Make a mental note of any good examples to elicit during class feedback.

Answers:

Students' own answers.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 15.

Next lesson

• To prepare for the *Task* in the next lesson, ask students to think about an ancient building or site they have visited in Egypt. What problems does it have? They can bring in photos if they wish. Tell them to ask a parent or carer to help them. Alternatively, if they haven't visited anywhere, ask students to find an interesting building via an internet search, again asking for support from an adult if necessary.

3 Ancient buildings pages 8–9

Lesson objectives:

- Learn about ancient buildings in Egypt (Exercises 1–3)
- Present a solution to a problem (Exercises 4–5 and Task)
- Problem Solving: use a flow chart for solving problems (Exercise 5 and Task)

Vocabulary: *catacombs, temple, obelisk, statue*

Materials: Student's Book pages 8–9 Audio files

 To prepare for the *Task* at the end of the lesson, students should have thought about an ancient building or other place they have visited on vacation and which has problems. Put students into different pairs from Lesson 2. Some students may have brought in photos. If so, try to divide pairs so that as many pairs as possible have photos to discuss. Students practice the language from Lesson 2 by asking and answering about their visits. Review the past simple briefly in advance, if necessary.

- 2 Give students 2 minutes to ask and answer.
- 3 Ask students to change partners and feedback on their first partner's visit, then select a few students to report back to the class.



• Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Match the words (a-d) to their definitions (1-4).

- Mixed-ability: If this activity will be challenging for some of the class, do the activity together. Support the class to find the question that is the easiest and write the answer. Continue this process of elimination until all of the items are complete.
- 1 Ask students to say what they can see in each photo. Model each of the words for the class to repeat. Read through the definitions with the class and check students' understanding of the

vocabulary in the definitions.

- 2 Students match the words and pictures with the definitions in pairs or individually. Encourage them to use the photos to help them, e.g. for 1, ask students to find something that looks like a person, animal, or an object.
- 3 Remind students to complete the definitions they are sure about first and then come back to the ones they are less sure about.
- 4 Allow students to work individually or in mixedability pairs for support. Check the answers around the class.

1d; 2c; 3a; 4b

2 Read the information about an ancient building in Egypt. Answer the questions.

- 1 Look at the photo with the class and ask if any of the students recognizes the building.
- 2 Read through the questions with the class. Elicit from the class which are the important words in each question. Tell students to underline the key words. This will help them find the answer quickly in the text.
- 3 Students find the answers individually, then compare with a partner.
- 4 Check answers around the class, with one student giving the answer and a different student giving the sentence in the text where they found the answer.
- 5 To follow up, ask if students visited the temple. Encourage students to use the past simple in their answers.

Answers:

1 It's a temple; 2 Edfu (on the west bank of the River Nile); 3 about 2,250 years; 4 it gives us very interesting and useful information about language and religion over 2,000 years ago

3 ▲ Listen to the dialog. Mariam visited the temple of Edfu in the summer vacation. Check (♥) the problems at the temple that she mentions.

- 1 Explain that students are going to listen to Mariam talking about her visit to the temple and that there were some problems.
- 2 Read through the problems and decide as a class

which words in the choices are the important key words to listen out for. This will also help them when they come to match the problems with the effects in the next exercise. (key words: 1 difficult, get to; 2 weather; 3 tourists walking; 4 not enough time; 5 not enough money; 6 very old). If there is time, go through each of the key words and ask students what similar words they might hear on the recording.

- 3 Play the recording for students to choose their answers.
- 4 Play the recording again and pause after each answer to check answers.

Audioscript

- Hadaya: IWhat did you do in the summer vacation, Mariam?
- **Mariam:** I visited my aunt and uncle in Edfu. It's near Aswan and there's a beautiful temple there.
- Hadaya: Oh, yeah. It's an ancient temple, isn't it?
- Mariam: Yes, and it tells us a lot about what life was like in Ancient Egypt, so it's a special place. Unfortunately, there are some problems at the temple of Edfu. The weather in Egypt is bad for the stone walls. The wind and sand very slowly cut the stone away.
- Hadaya: That's too bad. Do lots of tourists come to the temple?
- **Mariam:** Yes, and all those people's feet are bad for the stone, too.
- **Hadaya:** Is anyone doing anything to protect the building?
- Mariam: Yes. Volunteers work with archaeologists on the buildings. Some of them are students like us who help in their summer vacation. They can stop these bad effects on some buildings, but there isn't enough time or people to help all the buildings at the same time.
- Hadaya: That's a pity. And the buildings are so old, aren't they?
- **Mariam:** Yes, because they're very old, they need lots of care and repairs.

Answers:

2; 3; 4; 6

STUDENT'S BOOK page 9 1 4 Match the problems mentioned in Exercise 3 with the effects that these problems have (a-d). Then listen to the dialog again and check vour answers. a the buildings need lots of care and repairs b people's feet walking on the stone is bad for it wind and sand very slowly cut the stone away d there aren't enough people to help all the buildings at the same time 6 Complete the flow chart showing how to solve problems with the correct present problem reasons solution solutions 1 Identify what the . is. Solving problems Ť We use the skill of problem solving We use the skill of problem solving nearly every day to solve small problems in our daily lives. We can also use it to solve bigger problems in the world and help to make it a better place. 2 Think about possible for the problem. 3 Use the reasons to help you think of possible ______ for the problem. make it a better piace. When we try to solve a problem, it's important to have organized steps like the ones in the flow chart. Remember that if you want to change things for the better, you also need to tell other people about your solution and explain why it will work. T 4 Look at your ideas and discuss what the best ______ is. Give reasons for your choice. Ŧ 5 Think about how you can your solution to other people # TASK Work in groups. 1 Think of an ancient building that you know well and which problems 2 Go through the five steps in the flow chart and prepare to resent your solution in cla Present your group's solution in class and listen to other students' presentations. 3 4 Give your opinion about whether you think other groups solutions will work and say why you think this.

4 Match the problems mentioned in Exercise 3 with the effects that these problems have (a-d). Then listen to the dialog again and check your answers.

- Before you do the exercise, make sure students understand effect. Elicit some problems students are familiar with, such as dropping litter, and ask: What happens when you drop litter? (it harms the environment/the area looks dirty). Explain that dropping litter is the problem and harming the environment/the area looking dirty is the effect. Elicit other problem scenarios and effects until you are confident students understand the concept (write the problems on the board for use in Exercise 5).
- 2 Explain that students only need to match the correct answers they checked in Exercise 3 (2, 3, 4, and 6).
- 3 Look at the first correct problem in Exercise 3 (item 2) and ask students what the key word was (weather). Ask students what weather words they heard on the recording (wind). Students look for wind in options (a–d).
- 4 Students match their checked answers in Exercise 3 with the options (a–d) individually or in mixed-ability pairs for support.

5 Play the recording from Exercise 3 again, pausing after each answer to check.

Answers:

a6; b3; c2; d4

5 Complete the flow chart showing how to solve problems with the correct words.

- 1 Ask a confident student to read the *Solving problems* skills box to the class. To get students thinking about the topic, elicit any big problemsolving projects they know about either locally or nationally. If students aren't sure, share one you know of with the class – what the problem is and what people are trying to do to solve it.
- 2 Read the instruction to the class and draw students' attention to the flow chart. Elicit/Teach what a flow chart is (*a diagram that shows a process or a step-by-step approach to solving a problem*). Elicit how many steps there are in this flow chart (five).
- 3 Put students into mixed-ability groups of three students. Students will stay in these groups to do the *Task* in the next exercise.
- 4 Ask groups to read through the words in the box, then read the steps in the flow chart, and complete the flow chart. Remind students that if it gets difficult, they should complete the gaps they are confident about first and leave the difficult ones at the end.
- 5 Move around and monitor, helping where required.
- 6 Draw the class's attention and check answers, asking each group to read out one complete stage.
- **Extention:** Confident students can do this task for homework: refer students back to the problems they came up with in Exercise 4, which you wrote on the board. Students rewrite the flow chart using the example problem and imagine what steps the problem solvers took to solve the problem.

Answers:

1 problem; 2 reasons; 3 solutions; 4 solution;

5 present

\$ TASK Work in groups

- **Extention:** Ask students to complete the preparation section (step 1) of this activity for homework, so that they can spend some time researching a building as suggested at the end of last lesson
 - Mixed-ability: For more whole-class support, go through the instructions for each numbered stage with the class, then allow students to carry out the stage before regrouping as a class to go on to the next stage.
- Students stay in the same groups as the previous exercise. Go through the *Task* box with the class: for step 1, explain to groups they are going to choose one building which has a problem, and find a solution for their building as a group using the flow chart in Exercise 5. Tell them to choose a building that they think has a problem *that they can think of a solution for*. Give students 1–2 minutes to do this. (Students may need access to the internet to find an ancient building which has problems if they did not prepare for homework before the lesson. Alternatively, you could provide some notes about a building on the board.)
- 2 For step 2, you may choose to break this down and have the class feedback after they have completed each step in the flow chart. Alternatively, give groups 6–8 minutes to work through the steps in the flow chart. Go around and provide help where needed. Write any vocabulary that students need on the board for them to copy. Bear in mind that students have not covered the future tense yet, so they will need to use the present simple to present their ideas.
- 3 For step 3, explain to groups that they will present their ideas to the class. Give groups a few minutes to decide how they will present and how they will divide the roles between them. For example, one student might write on the board while the other two students take turns to explain the steps.
- 4 Groups present their ideas to the class. Encourage the class to ask follow-up questions about each solution or ask about any words or ideas they aren't sure about.

- **Extention:** After the presentations, ask
- groups to write up their problem-solution presentation in a flowchart. Display these on the wall and have a class vote on the best presentation by asking students to circulate and draw a smiley face on their favorite presentation. Ask students to base their decision on how clear the steps were and whether the group used language correctly. Find the winning presentation and ask the class what made the presentation special. Congratulate the group on their hard work.

Answers:

Students' own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 15.

4 Summer well spent pages 10-11

Lesson objectives:

- Read and understand a quiz about how you spent your summer (Exercises 1–5)
- Use adverbs of frequency to talk about the past (Exercises 6–9)
- Materials: Student's Book pages 10–11
- 1 Explain to students that this lesson is about how they spent the summer vacation. With books closed, put students into groups of three. Tell students they are going to find out what the most popular summer vacation activity was this year. Before they do the activity, ask them to take a guess at which activity might be the most popular.
- Put students into groups of three to decide their group's top three activities from the summer. If the group can't decide then they should each choose one activity.
- 3 Give groups 2–3 minutes to discuss, then regroup as a class and invite ideas. Write each activity on the board and write the number of times each activity is mentioned. This will give you the most popular activity at the end of the class feedback. Was the class right?

STUDENT'S BOOK



page10

 Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Read the quiz. Write the number of the question (1–4) that asks about:

- 1 Check students' understanding of *community* (a group of people living in the same place).
- 2 Give students 1–2 minutes to complete the activity individually, then compare answers in the same groups as the warm-up activity.
- 3 Check answers around the class.

Answers:

a3; b4; c2; d1

2 **b** Listen and choose TWO words to describe Younis.

- 1 Read through the options with the class. Check students' understanding by asking for example sentences that show the meaning of the words.
- 2 Students listen and choose two words.

3 Ask students to compare their answer in pairs, then listen again as a class to check answers. Elicit reasons for students' answers, e.g. Younis is active because he played sports every day; he's helpful because he helped out at his parents' café and volunteered to help out at a project to collect litter.

Audioscript

- **Basel:** So, Younis, what's your answer to the first question: did you help other people in the summer vacation?
- Younis: Yes, of course I did. I helped out in my parents' restaurant. I cleaned the dishes and cleaned the floor in the restaurant at the end of the day. I often went to other shops to buy things that my parents needed, too. I would say I often helped my family and friends in the summer vacation.
- **Basel:** *Great, so you helped your family and you learned how to work in a restaurant.*
- Younis: Yes, that's right.
- **Basel:** *How about sports? How often did you do sports?*
- Younis: Every day, I think. I always played sports in the summer vacation. I love playing football with my friends near my building.
- **Basel:** So, you were active in the summer vacation?
- Younis: Yes, definitely.
- **Basel:** The next question is: How often did you do something to help your community?
- Younis: I often volunteered to help at a project in my community. People walk around the streets, collect litter and recycle it. Then our streets are cleaner and we can use the paper and plastic again.
- **Basel:** Sounds great. Can I join in too? I never did anything in my community in the summer vacation, but I want to start helping out.
- Younis: Of course, Basel.
- **Basel:** The last question is: did you learn anything interesting online this summer? How often did you go online?
- Younis: I sometimes went online at home in the evening. I was usually tired in the evening, but sometimes I watched some videos about how to make videos with a phone and how to edit the videos so they look good.
- **Basel:** That sounds useful.
- Younis: Yes, I want to give it a try myself now.

Answers:

active; helpful

3 Listen again. Complete Younis's answers to the quiz questions.

- Mixed-ability: For stronger classes, allow students to write the words then listen to check.
- 1 Read through the questions as a class decide which type of words students have to write (adverbs of frequency/how often he did something).
- 2 Remind students that the questions are in the order of the recording. Play the recording for students to listen. If necessary, pause the recording after each section for students to write the answers.
- 3 Play the recording a third time for students to listen, if necessary, otherwise play the recording and pause after each answer to check.

Answers:

1often; 2 always; 3 often; 4 sometimes

4 • • • • Listen again and answer the questions.

- 1 Students complete the task individually, or with a partner for support. Students can either listen to answer the questions or discuss what they think are the answers with a partner, then listen to check.
- 2 Elicit answers from the class, along with the student's reason for the answer.

Answers:

1 at his parents' café; 2 he cleaned the dishes and the floor; 3 his friends; 4 he collected and recycled litter; 5 watch videos about how to make and edit videos

5 Key Work in pairs. Ask and answer the quiz questions.

- 1 Students do the quiz with a partner. One student asks the questions and takes notes on their partner's answers. Student then swap roles and repeat.
- 2 Give students around 5 minutes to complete the activity or until most of the students have finished, then ask pairs to feedback on their partner's answers, taking care to use adverbs

of frequency correctly. Encourage the class to say whether the adverbs of frequency were used correctly after a student has spoken.



6 Think of two more questions to ask your partner about how often they did things in the summer vacation.

- 1 In their pairs, students think of two more questions together. Remind them to use *How often...* in their question, so that students can answer with an adverb of frequency.
- 2 Students then make new pairs so that they each have a question to ask a new partner.
- 3 Students ask and answer, then give feedback to the class on their partner's summer vacation activity. Correct any issues with adverbs of frequency.

7 Read through the *Language box* and complete the rules.

- 1 Read through the *Language box* with the class and complete the options together. For question 1, after students have answered *how often*, as what we use to say *when* someone did something in the past (the past simple tense).
- 2 For questions 2 and 3, write the example sentences on the board and ask students to tell

you the main verb in each sentence (*watch*, *was*). Underline the verbs then ask students to say where the adverb of frequency is in the sentences. Circle these, then elicit the difference between the position of the adverb of frequency in the two sentences. Read through the options in the *Language box*, and elicit the answers.

Extention: This activity will help students prepare for the writing activity in Exercise 9. Elicit some sentences about students' own summer vacation activities using the verb be and other verbs. Use the question form at the end of the Language box. Correct any errors with the position of the adverb of frequency. Then ask students to ask and answer in pairs using the question and answer in the box as a model. Monitor and correct the target language as necessary. Give students 1–2 minutes to ask and answer questions, then elicit some good examples that you heard while you were monitoring. Use this opportunity to also correct any errors you heard, and write them on the board.

Answers:

1 how often; 2 after; 3 before

- 8 Complete the sentences about the last summer vacation so they are true for you. Use adverbs of frequency and the expressions in brackets.
- 1 Check students' understanding by asking what type of words they need to complete the sentences (*adverbs of frequency*), and where they can find them (*in the Language box*).
- 2 Students work individually to complete the sentences with the correct adverb.
- 3 Check answers around the class.

Answers:

Students' own answers

9 Write two or three sentences about your summer vacation.

- 1 Students work individually to write their sentences, either in class or for homework.
- 2 Students then swap sentences with a partner for peer correction. Partners should check the sentences against the *Language box* to make sure that the adverb of frequency is in the correct place and that the past simple tense is used correctly.

- 3 Students rewrite their sentences based on their peer feedback.
- 4 Elicit some sentences around the class and encourage the class to correct any errors.

Answers:

Students' own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 15.

5 Literature

pages 12-13

Lesson objectives:

- Predict the topic of a text from visual clues (Exercise 1)
- Read and understand a short biographical story (Exercises 3–6)

Vocabulary: *achievement, opponents, victories, focus, champion*

Materials: Student's Book pages 12–13

- Students play a short game to revise adverbs of frequency. Write the adverbs of frequency on the board for students to refer to. Put students into groups of three or four to play a memory game: the first student says a sport or pastime that they never/sometimes/often/frequently/ always do, e.g. *I often went to the pool in the summer vacation.* The next student repeats the first sentence then adds one of their own. The group continues in this way until a student can't remember a sentence in the sequence or makes a mistake. That student is 'out'. The winner is the last student left.
- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.



1 Work in pairs. Look at the photos and discuss the questions.

- 1 Look at the photos with the class, and elicit the sport shown (table tennis).
- 2 In pairs, students read and discuss the questions.
- 3 Conduct class feedback and accept any reasonable answers from students.
- Answers:

Students' own answers

2 Read and listen to the story. Check your answers to Exercise 1.

- 1 Draw students' attention to the text on page 12. Play the recording or ask students to read around the class.
- 2 When the story is finished, go over students' ideas from Exercise 1, and credit any students who guessed correctly.

Audioscript

A Rising Star!

When Hana Goda first started playing table tennis at the age of four, her talent for the sport quickly became clear.

However, there was a problem.. The table was too high for her!

"What can we do?" her coaches asked, seeing how much she wanted to play.

In the end, they made the legs shorter so that the table was lower.

Since then, Hana has improved year after year, and she amazed the table tennis world by her speed and focus.

Born on 12th December 2007, Hana became Egypt's youngest ever national champion in 2019, at the age of 12. Just one year later, she came top of the ITTF (International Table Tennis Federation) under-15 women's world rankings – the first African and Arab player to do so. Then, in 2022, she won a top award at the ITTF African Cup in Lagos. What an achievement!

The United Nations chose Hana to take part in Shabab Balad, a project in Egypt to help young people learn and connect in the world of work.

Although Hana is still much younger than many of her opponents, she works just as hard as any older player. She has also spoken about how important it is for her to take things step by step, always learning and trying hard to achieve her victories.

Hana really enjoys practicing for long hours every day, even if it is hard work. She is showing young people in Egypt that not only is it possible to make your dreams come true, but you can also enjoy the journey even if the road is difficult.

Answers:

1 table tennis; 2 Hana Goda; 3 working hard and always learning

STUDENT'S BOOK page13



3 Match the words in **bold** in the story (1-5) to their definitions (a-e).

- 1 Put students into mixed-ability pairs. Pairs find each word in turn and decide what type of word it is. Review the skills box on *Guessing the meaning of new words* on page 5, if necessary.
- 2 Once students have found out what type of word it is, they should then look at the words in the sentence or other sentences close to it for clues, e.g. in 1 achievement, the word is a noun because it comes after the article "a", and previous sentences says that "she won a top award". Students then look for an option which matches (d – *a thing that someone has done very well*).
- 3 Students repeat with items 2–5. Remind them to match the ones they are sure about first.

Elicit class feedback, asking different pairs to give you the answer, the type of word and the clues in the text that helped them find the answer.

Answers:

1 d; 2 e; 3 b; 4 a; 5 c

4 Read and listen again. Answer the questions.

- 1 Read through the questions with the class and check students' understanding of *qualities* (high standards or positive parts of a person's character).
- 2 Ask students to underline the key words in the questions to help them find the answers in the story.
- 3 Students then work individually or in pairs to answer the questions.
- 4 Check answers around the class.
- **Extention:** To follow up and to set up the
- next exercise, ask students which one of Hana's qualities do they think helps her the most, and why? Discuss either as a class or allow students to discuss in pairs then give feedback to the class.

Answers:

1 four; 2 they made the legs of the table shorter; 3 she won a top award at the ITTF African Cup in Lagos; 4 speed, focus, being hard-working, enjoying what she does

5 Work in pairs. What do you think the moral of Hana's story is? Check your answer(s), then discuss.

- 1 Put students into pairs or small groups and ask them to decide on the definition of a moral. Give students one minute then elicit answers (*a story with a lesson*).
- 2 Now read the question and options with the class and give them one more minute to decide what the moral of the story is. Tell students that they should find the part of the text that gives them the answer. Note that there is no right or wrong answer to the question, but students should be able to give reasons for their answers and justify them with the part of the text that gave them the answer.
- **Extention:** As a follow-up, ask pairs/groups to discuss which of the other options could also be a lesson from the story. There is no right or wrong answer to this question. Or, if students prefer, they can say which of the options they *don't* think is the right answer and why.

Answers:

Students' own answers

6 Think about your answers to these questions and make notes. Share your ideas with the class.



Mixed-ability: For classes needing more support, break down the questions and ask students to discuss and give feedback on each question before moving onto the next one.

- **Teacher support:** Students are encouraged to write notes so that they can formulate and organize their ideas before speaking, so that they can focus on fluency when they speak, providing them with more confidence in speaking practice. They should refer to their notes but not read from them.
- 1 In their pairs or groups, students discuss the questions.
- 2 These questions encourage higher order critical thinking beyond the events of the story. Some students may need additional support with this, so monitor and ask prompt questions to encourage students who may be struggling. Note any interesting ideas and encourage students to share them during the feedback stage. Invite other members of the class to say if they agree, and if not, to give an alternative point of view.
- **Extention:** You can also use this activity for fast finishers. Students work in pairs to roleplay an interview of a reporter interviewing Hana after a competition. The interviewer should ask Hana how she felt. Alternatively, students can write a blog or diary entry for that day as Hana saying how they felt about the day's events.

Answers:

Students' own answers

BOOK CLUB

- Teacher support: This section helps students to think critically and consolidate their learning by applying it to a situation in their own life through a personalization activity. In this way, they are more likely to remember what they have learned.
- Put students into groups of students with whom they will feel comfortable sharing their feelings. Give them 1–2 minutes to discuss each question.
- 2 Ask volunteers to share their story.
- 3 Students can also do the whole task or answer

the last bullet as a written task in class or for homework for extra writing practice.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 15.

6 Writing

pages 14-15

Lesson objectives:

- Introduce topics in an email (Exercise 3)
- Write an informal email (Exercises 4–6)

Materials: Student's Book pages 14–15

Before using the book:

• Ask students if they have any friends who live far away. Elicit ways in which they keep in touch and write these on the board, e.g. by phone. Find out if students write emails to their friends. If you have friends or family you send emails to, share this with the class. Explain to students that this lesson is about writing emails to friends.



• Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Read the email. Why is Waleed writing to Ashraf?

- 1 Ask students to read the email individually and find the answer.
- 2 Elicit the answer from a volunteer.

Answer:

To tell him about his summer vacation and first week back at school.

2 Read Waleed's email and answer the questions.

- 1 Before students do the activity, draw their attention to the email and ask: *Who is the email to?* (Ashraf); *Who is the email from?* (Waleed); *What is the email about?* (Waleed's summer and being back at school).
- 2 Ask a student to read the email to the class. Read through the questions with the class and check students' understanding.
- 3 Students answer the questions then compare answers with a partner. If students have differing answers, they should re-read the email again together, and work out the correct answer.
- 4 Check the answers around the class, with different students saying answers and others providing the justification from the text.

Answers:

1 happy; 2 seeing his friends and learning something new every day; 3 how to explain things clearly, by teaching adults to read and write in Arabic; 4 a pingpong table

3 Read again. Underline these things in the email:

- 1 Ask a student to read the *Skill box* for making your language informal in emails to the class.
- 2 Students find the sentences and short forms in email, then compare answers with a partner.

Answers:

1 Hope you and your family are OK.; 2 v; 3 TTYL; 4 BTW



4 Match the short forms you can use in informal emails with their long forms.

- 1 Write *BTW* on the board and ask students what they think the long form is (*by the way*).
- 2 Students match the other short forms and compare answers with a partner.

Answers:

1 d; 2 a; 3 b; 4 c

5 Think about your summer vacation. Make notes in the table.

- 1 Ask students to copy the table into their notebooks.
- 2 Read through the topics with the class, then ask students to make notes about at least one interesting thing they did for each topic. They can do this individually. If students can't think of something to write from their own experience, then they can make it up. Give students a couple of minutes to do this.

Answers:

Students' own answers.

- 6 Write an email to a friend about your summer vacation. Use your notes from Exercise 5 and the expressions in the *Useful language* box. Write 80–100 words.
- 1 Elicit what the features of an informal email are (*informal greeting and signing off, friendly informal language*), and elicit examples of each from Waleed's email. Then read through the *Useful language* box with the class and remind students to use these phrases in their writing.
- 2 Students write their email in class or for homework.
- 3 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), checking for the bulleted points in Exercise 6 as well as sentences to introduce the topics and the list of items in Exercise 4.
- 4 Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class. Encourage the class to ask follow-up questions.

Answers:

Students' own answers.

Self-Assessment

Learning objectives

- use vocabulary for summer vacation activities (Student's Book page 4)
- use the past simple tense (Student's Book page 7)
- use a flow chart to solve problems (Student's Book page 9)
- use adverbs of frequency to talk about the past (Student's Book page 10)
- write informal language in an email (Student's Book page 14)

Teacher support: Self-Assessment is a proven way to encourage students to take ownership of their learning and become more aware of what they have understood well, and what they feel they need more practice or support in. By carrying out extra practice at home or seeking additional support, they will start to feel more confident in their learning, which in turn, fosters independent learning. Allow more time for this first Self-Assessment in order to lay the foundations in helping students understand why selfassessment is very helpful both for your students and also for you in understanding which areas your class needs more support. You may wish to do part or all this section in the students' own language.

- 1 Explain that the statements in the box are called 'can-do statements' and write this on the board. Explain that they relate to the lesson objectives at the beginning of the lesson. The statement means that students 'can do' what it says in the lesson objective now they have finished the unit. However, sometimes they might not feel that they 'can do' what the statement says with confidence.
- 2 Put students into familiar pairs or small groups, with students they feel comfortable talking to. Read though the first learning objective with the class, then turn to the corresponding lesson (summer vacation activities vocabulary page 4). Ask pairs/groups to discuss how confident they feel about being able to use this vocabulary now: Do they remember all the vocabulary? Can they use them in sentences? Or are there some items they still aren't sure about?
- 3 Ask students to discuss reasons why they might not have achieved the lesson objective. Suggest one or two ideas so that students understand that they can be open with themselves and each other in this section, e.g. they weren't able to do your homework; the activity was difficult; they couldn't hear the explanation well, the activity was too fast.
- 4 Give students 1–2 minutes to do this, then regroup as a class. Ask volunteers what they can do to improve their confidence with this learning objective. This might look like more practice, reviewing something in class, asking a partner for support, etc.
- 5 Repeat this step for all of the lesson objectives and ask students to focus on one of the objectives with which they feel they need more support/practice. Together in their groups, students help each other decide how best to work on the lesson objective. Ask students to spend time working on their lesson objective at home or ask for more support.

Next lesson

Follow up on students' extra practice on their chosen lesson objective in the next lesson. Offer further support or guidance and congratulate any progress students make as this will help foster their independent learning and, eventually, their learning autonomy. **My network**

Unit objectives

Reading:	Social media posts about a friend's wedding; An email to a friend about making arrangements; <i>Friends online</i> : a short story
Writing:	Social media post about a birthday
Listening:	Profiles about family life around the world; A dialog about selling things online
Speaking:	Asking questions about family life in other countries
Language:	Determiners and possessive 's/s'; <i>Can</i> and <i>will</i> for requests

1 My cousin's wedding pages 16–17

Lesson objectives:

- Learn vocabulary for wedding celebrations (Exercises 1–2; Exercise 5)
- Match pictures to text (Exercise 3)
- Read and answer questions a social media post about a friend's wedding (Exercises 3–4)
- **Vocabulary:** bride, groom, guests, marriage contract, wedding cake, wedding dress, wedding reception

Materials: Student's Book pages 16–17 Audio files

Before using the book

- Explain to the class that this unit is about our friends and family. Family member vocabulary should be revision for students. Ask a confident student: *Do you have any brothers and sisters?* If they have brothers and sisters, ask follow-up questions; if they don't, elicit: *I'm an only child*. Then invite the same student to ask you questions.
- Elicit more family members we can ask each other about, e.g. *cousins*. Write the family members on the board.
- Put students into pairs to ask and answer. Give them 1–2 minutes, then students join another pair to feedback about their partner's family.

STUDENT'S BOOK page 16 2 network Reading: Social media posts about a friend's wedding; An email to a friend about making arrangements; Friends online: a short story Writing: Social media post about a birthday Listening: Profiles about family life around the world; A dialog about selling things online Think! Have you ever been to a wedding? Who was Speaking: Asking questions about family life in other countries Language: Determiners and possessive 's / s' ; Can and will for getting married? 1 My cousin's wedding Lesson objectives: Read and understand a social media post about a friend's wedding Learn vocabulary for wedding celebrations Match pictures to text 1 Read the plan for a wedding and complete the definitions of the people and things in it. m, sherif, arrive a • The bride, Shorouk, and the gro The photographer arrives at 5.30 pm to take photos of the bri wedding dress and the arcom. • The wedding guests arrive for the • The signing of the r and 8.30 pm. • The wedding reception starts at 9 pm. The gu wedding cake, and take photos with the bride h man who gets married is the . 2 The man who gets married is the 3 The people who come to the wedding are the The ______ is the paper that the people who are getting married sign is the event where people eat and enjoy themselves _____ is something sweet that people at a wedding eat. 6 The The ____ is a special outfit that a woman wears at her wedding (2) \cap Listen and check your answers for Exercise 1. 16

• Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson. Answer any questions students have.

Think!

Explain to the class that this lesson is about family weddings. Ask a student to read the *Think!* box to the class. This question will students thinking about how weddings can be different and will also be a chance for you to see what vocabulary students already know. Ask students to put their hands up if they have been to a wedding and if enough students have, put them into pairs/small groups to discuss. Alternatively, elicit answers around the class.

- **1** Read the plan for a wedding and complete the definitions of the people and things in it.
- 1 Before students read the wedding plan, elicit what happens at a wedding. Write the students ideas of the order of events on the board.

Students read and then compare the notes with their ideas on the board. What is the same/ different from students' ideas?

- 2 Read through the definitions with the class and check students' understanding of sign (demonstrate on the board) and outfit (special clothes). Students complete the activity individually or in mixed-ability pairs for support.
- 3 Don't check answers yet as students will do this in the next exercise.

2 Disten and check your answers for Exercise 1.

- 1 Ask students to compare their answers with a partner. If they have difference answers for any of the questions, they should read the notes again and decide which is the best answer.
- 2 Explain to students that they are going to hear the completed sentences in order to check their answers.
- 3 Play the recording and pause after each item for students to check their answers.

Audioscript

- 1 The woman who gets married is the bride.
- 2 The man who gets married is the groom.
- 3 The people who come to the wedding are the guests.
- 4 The marriage contract is the paper that people who are getting married sign.
- 5 The wedding reception is the event where people eat and enjoy themselves.
- 6 The wedding cake is something sweet that people at a wedding eat.
- 7 The wedding dress is a special outfit that a woman wears at her wedding.

Answers: 🗕

(Exercises 1 and 2)

1 bride; 2 groom; 3 guests; 4 marriage contract; 5 wedding reception; 6 wedding cake; wedding dress



3 Read and listen to Manal's social media posts about a wedding. Choose the correct photo for each post.

- 1 Ask students to look at the photos. Then elicit things students can see in each photo and write them on the board.
- 2 Ask a student to read the skills box at the bottom of page 17 to the class. Follow the process in the skills box as a class but before students read/ listen, ask them to scan the text for important key words to help them match the pictures. Play the recording of the first post and ask students to read along and underline any further key words. Pause the recording after the first post and match the keywords to one of the photos. Explain that if students aren't sure, that's OK as they still have two more posts to read.
- 3 Repeat the process for the two remaining social media posts, or alternatively play the recording all the way through the remaining posts.
- 4 Allow students to compare answers with a partner and self-correct before checking answers as a class. Ask students to explain why they chose each photos and what key words from the text helped them choose.

Audioscript

Last weekend in Luxor, my cousin Amira got married to Ayman. It was a really fun day. I have a large family and more than half of the wedding guests were members of my family! I loved seeing my whole family come together to celebrate with Amira and Ayman. I saw aunts and uncles who live a long way from us and who I don't see very often. This is a photo of me next to Amira and some of my cousins.

The wedding service was really beautiful. When Amira arrived, you could hear everyone say, "Wow!". She looked so beautiful and her wedding dress was amazing. It was white, and she was wearing a beautiful gold necklace and bracelets that were a gift from Ayman. Ayman's traditional galabeya was white. The bride and groom looked very happy!

After the signing of the contract, it was time for some food and some fun! That's my favorite part of a wedding – the wedding reception! I sat at a table with my two brothers, my parents, and my grandma. I wanted to talk to some other relatives after the meal, so I got up and went to talk to my cousins. My cousin Eman showed me all her photos of the wedding on her phone, then Ayman and Amira cut the wedding cake. It was delicious!

Answers:

1c; 2a; 3b

4 Read and listen again. Write the person who ...

- Mixed-ability: To make the task easier for less able pairs, ask some pairs to answer questions 1–3 and some pairs to answer 4–6. During class feedback, request answers from both sets of pairs as well as those students answering all the questions.
- Explain to students that they need to write the names of the people, not the new vocabulary. Ask students to name the different people mentioned in the text (*Amira – bride, Ayman – groom, Manal – person writing the post, Eman – Manal's cousin*). Write them on the board if you think it will help some students.
- 2 Students complete this task individually, or in pairs as a speaking activity for speaking practice. Remind students to back up their answer with the justification in the text.

- 3 Fast-finishers can ask and answer more questions about the posts in pairs.
- 4 Students compare answers. If their answers are different, they should look back at the posts and decide which answer is correct.
- 5 Check as a class, and ask different students to also provide the sentence in the post that gave them the answer.

Answers:

 \bigcirc

1 Amira; 2 Ayman; 3 Manal; 4 Ayman; 5 Eman

5 Think of a wedding that you went to. Write sentences about who got married and who was at the wedding, what you did and what you thought of the wedding.

Mixed-ability: Confident students write a social media post, like the one in Exercise 3.

- **Extension:** In pairs, students can share their ideas in preparation for their writing task. Alternatively, students can write their sentences first, then tell each other about their
 - wedding experience, taking care not to read out their sentences. Encourage students to ask each other follow-up questions.
- 1 Students can do this task in class or for homework.
- 2 Brainstorm words students will need and write these on the board. Provide any unknown vocabulary students need. Allow students to write notes if they will do this activity for homework.
- 3 Give students 5 minutes to write their sentences or posts or until the majority of the class has finished. Monitor and support where needed.
- 4 Ask students to swap writing and check for any mistakes. Students can rewrite their sentences/ posts (for homework) to take in any corrections.
- 5 Ask volunteers to read out their completed sentences/posts, and encourage the class to ask follow-up questions. Alternatively, students carry out this step in pairs.

Extension: Put the sentence/social media

posts on the wall around the class and invite the class to read them. Regroup as a class and invite any comments or questions from the class.

Answers:

Students' own answers.

Assess your progress

Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

- Ask students to interview family members, carers, or friends about their wedding and take notes. As a class, brainstorm some questions students can ask, e.g. When did you get married? *How many people were there? What happened?* What's your favorite memory from the day? Tell students to be prepared to feedback on their interviews at the beginning of the next lesson.
- Ask students to bring in a family photo for Exercise 7 on page 19. Alternatively, students can draw or take a picture of their family and bring that to the next class.

2 Language

pages 18-19

Lesson objectives:

- Read and understand an email to a friend about making arrangements (Exercises 1-4)
- Use determiners and possessive 's / s' (Exercises 5–6)

Materials: Student's Book pages 18-19 Audio files

Before using the book

- Put students into pairs to report back on their wedding interviews which they did for homework. Give students one minute each, then swap. Nominate students to tell the class about their partner's family wedding.
- If students did the writing task (Lesson 1, Exercise 5) for homework, ask students to peer-check each other's work, paying attention to the use of the past simple and the correct spelling of the wedding vocabulary they learned in Lesson 1.

STUDENT'S BOOK



page 18

Work in pairs. Look at the photos. In 1 which of these places do you meet your friends and family?

- 1 Look at the photos with the class and elicit what they can see in each one (shopping mall, restaurant, movie theater, football stadium). Write the words on the board if you think it will help.
- 2 In pairs, students read the instruction and take turns to answer the question. Remind them to talk about both their family and their friends.
- Come together as a class and ask volunteers to 3 give feedback about their partner.



Mixed-ability: More able students can also talk about other places they meet up. Help with any unknown vocabulary.

Answers:

Students' own answers.

- 2 Read and listen to the email. Check (the place in Exercise 1 where Malak wants to meet Tamara.
- 1 Draw students' attention to the email and explain that it's from a girl called Malak to her friend, Tamara. 23

- 2 Ask students to look at the photo and guess what the email is about (a birthday party). Elicit who students think are in the photos, but don't confirm as students will read and listen to find out.
- 3 Play the recording, and ask students to listen/ read for the answer.
- 4 Check the answer with the class, and ask a different student to say the part of the text which has the answer. Then elicit any further information they remember about any of the photo or the email.

Audioscript

Hi Tamara,

How are you?

I'm sending you a photo of me at my grandma's birthday party last week. The party was at my grandparents' house and our whole family was there. We all had a lot of fun together!

The party showed me that sending messages to your friends and family is fine, but it's not as good as spending time with them. You can laugh with them, hug them, and look in their eyes and really listen to them.

Do you have time to meet up with me one afternoon next week? Maybe on the weekend? We could go to the shopping mall. There's a shop there that has some beautiful clothes in its windows. I could ask my parents for some money for the cinema or to go to a restaurant.. My dad's friend Ali opened a new restaurant last month and it looks great. What do you think?

Write soon and tell me about your family.

Love,

Malak

Answer: _

shopping mall

3 Read again and answer the questions.

- Read though the questions with the class. For each question, decide as a class what the key words are, and ask students to underline them. Students then scan the text individually for these words to find the answer.
- 2 Ask the class to compare answers in pairs, cross-checking with the text and amending any answers that they think might be incorrect.

3 Check answers around the class. Ask different students for the answers and for the part of the text where they found the answer.

Answers:

- 1 at her grandma's birthday party/her grandparents' house
- 2 laugh with them, hug them, look in their eyes, and really listen to them
- 3 one afternoon next week
- 4 go to the shopping mall/movie theater/a restaurant; 5 beautiful clothes
- 6 her dad's friend, Ali

4 Read and again and underline the phrases that Malak uses to ...

- 1 Explain to students that this exercise helps them learn useful phrases for writing an email.
- 2 Read through the options with the class, then students underline the correct phrases individually before checking with a partner. Check answers around the class.

Extension: Students write their own email

about a recent family event and then inviting a friend to meet it. Students should use the useful phrases from Exercise 4 in their email. This task can be done in class or for homework.

Answers:

- 1 How are you?
- 2 I'm sending you a photo
- 3 Do you have time meet up with me?
- 4 What do you think?

STUDENT'S BOOK page 19 2 (5) Read the Language box and complete the examples and rules Determiners and the possessive 's / s' Ve use determiners (my, your, his, her, its, our, their) to say who is the owner of something, or who something belongs to: I'm sending you a photo of me at 1. grandma's birthday party last week You can look in² ____eyes and really listen to them There's a shop there that has beautiful clothes in $^{\scriptscriptstyle 3}$ _ windows Write soon and tell me about 4 family We can also use ⁵ 's / s' after a name or a singular noun to say who owns something or who something belongs to My dad's friend Ali opened a new restaurant last month After a plural noun, we add ⁶ 's / s': It was at my grandparents' house (6) Complete the sentences with the correct determiner or possessive 's / s' This is my brother Yehia, His / Your hair is short and curly. My grandparents / grandparents' house in Luxor is near the river. This is our cat. Its / Their name is Fluffy: Fluffy's / Fluffys' fur is brown. Hana is my cousin. Its / Her mom is my Aunt Magda. Is this a photo of your / its cousin's wedding, Samir? The bride's / brides' dress is 7 Find a photo or draw a picture of your family all together. Write a descriptio of it in your notebook. Describe: • who was there • where you what you were doing why you enjoyed it



5 Read the *Language box* and complete the examples and rules.

- 1 This language point should be revision for students, so there is no need to present the language as new. Read the first sentence of the *Language box* to the class, then ask students to complete the example sentences from the email on page 18. Monitor and support where necessary.
- 2 Ask students to compare answers with a partner and to note any difficulties they might be having. Elicit these from the class and go over any areas of difficulty.
 - **Teacher support:** Note that some irregular plural nouns have an *s* after the apostrophe, e.g. *children's, women's*. Write these on the board for students to make a note of in their notebooks. You may also like to highlight that the determiner *its* doesn't have an apostrophe, unlike the short form of *it is* (*it's*). Remind students to be careful of this when they are writing.

Answers:

1 my; 2 their; 3 its; 4 your; 5 's; 6 s'

6 Complete the sentences with the correct determiner or possessive's/s'.

- 1 Students do this task individually or in mixed-ability pairs for more support. Remind them to look back at the language box if they need support.
- 2 Check answers around the class and address any issues.
 - Mixed-ability: Fast finishers can write sentences with options and swap with a partner to complete

Answers:

1 His; 2 grandparents'; 3 Its, Fluffy's; 4 Her; 5 your, bride's

- 7 Find a photo or draw a picture of your family all together. Write a description of it in your notebook. Describe:
- 1 Ask students to get out their family photos/ drawing that they brought in.
- 2 In pairs, students plan their description using the prompts. Students help each other to write notes. Monitor students and support where necessary, providing any vocabulary students need on the board.
- 3 Students can write their paragraph using the model in the Student's Book to help them. Students should write no more than 60 words They can write their paragraph either in class or for homework.
- 4 When they have finished, pairs swap notebooks and peer-check each other's work. They should check to make sure the paragraph includes the information in the bulleted prompts. Students rewrite their paragraphs based on their partner's feedback.

Answers: _

Students' own answers.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• To prepare for the *Task* in the next lesson, ask students to bring in a photo of their family or a drawn picture.

3 Families around the world pages 20–21

Lesson objectives:

- Learn about family life around the world (Exercises 1–4)
- Present a family life profile (Exercises 5–6 and Task)
- Intercultural awareness: showing interest in other cultures (Exercise 5)

Materials: Student's Book pages 20–21 Audio files

Before using the book

• Remind students that in the last lesson, students learned about families in Egypt. Explain to the class that in this lesson, students are going to learn about families around the world. On the board, write two headings: "Egypt" and "Other countries". Invite students to share any ideas they might have about how families and family life is different in Egypt from any other countries. Encourage them to mention any trips they might have or any ideas from reading books or watching TV/movies. Write students ideas in different columns. Keep the ideas on the board for students to use in Exercise 6.



1 Listen and match the speakers to the countries.

- Teacher support: The photos show the following landmarks: Indonesia – Wisma 46 building, Jakarta; UK – Big Ben (clock tower) and the Houses of Parliament, London; Canada – CN Tower, Toronto; Italy -St. Peter's Basilica, Rome.
 - Mixed-ability: You may prefer to do the stages as a class, pausing after each speaker to check the answer, so that students do not get left behind.
- 1 Ask students to say what they can see in the photos. Teach *landmark*, and elicit if any students know the names of any of the landmarks. Check students understand where the countries are using a map on the wall or on the board.
- 2 Remind students to listen out for key words which will help them match the speakers to the people and places.
- 3 Play the recording for students to match the speakers.
- 4 Allow students to compare answers at the end of the exercise, before checking the answers around the class. Discuss with students which parts of the script listening helped them find the answer.

Audioscript

- Isabella: Hello, my name's Isabella. I'm from Naples, a big city in the south of Italy. I live with my mom, dad, and brother in an apartment. My grandparents live just across the road! We have a car, but my brother usually gets around on his motorbike. On the weekends, we like to get out of the city to explore the coast and islands near Naples.
- Liam: Hi, I'm Liam. I'm from Toronto in Canada. I live with my mom, brother, and two sisters. Oh, and our dog, Bobby! But our grandparents live on the other side of Canada, so we only see them in the school vacation. Our house is big and has a garden. We have a car, too. It's fun hanging out with my family. In the summer, we ride our bikes. In the winter, we go skiing!
- Komang: Hi, my name's Komang. My family and I live on an island in Indonesia. It's a big family! There's my mom, dad, brother, and grandma, my aunt and uncle, and my three cousins. We

all live together in a traditional house. We don't have a car, but we have two motorbikes. Our favorite thing to do together is go to the beach to fly kites!

Alice: Hello. My name is Alice and I live with my family in a village in the UK. In my family, there's me and my sister, and our mom. Our grandparents live nearby, and we often all go for walks in the countryside together. Our house is very new and modern – I call it our 'greenhouse' because it's made of recycled materials and has solar panels on the roof.

Answers:

Isabella 4 (Italy); Liam 3 (Canada); Komang 1 (Indonesia); Alice 2 (UK)

2 Listen again. Circle the number of people that each speaker lives with.

- Read the instruction with the class, and ask: Do you need to count everybody in each speaker's family? (No, students must count the number of people each speaker lives with, not everyone in their family.) Tell students to listen and count without looking at the numbers in the students book. They can then which match their answer against one of the numbers in the question.
- 2 Play the recording again, pausing after each speaker to discuss the answers. Reach a consensus as a class and play the sentence containing the answer again if necessary.
- 3 To follow up, ask a few volunteers how many people are in their family and how many people they live with.

Answers:

Isabella 3; Liam 4; Komang 9; Alice 2

3 **b** Listen to Liam again. Number the pictures in the order he mentions them.

Teacher support: The first question is given as an example, so This would be a good opportunity to develop students listening skills: explain to students that when they hear the dog mentioned (example), they know they need to start listening for the next answer. When they hear the next answer (skiing, grandparents or house), they need to start listening for the next one, and so on.

- 1 Go through the photos with the class and elicit what they can see in each one (skiing, dog, grandparents, house). Explain to students that these are the key words students need to listen for.
- 2 Play the section of the recording where Liam speaks all the way through for students to write the order of the photos.
- 3 Check the answers around the class.

Answers: ____

a 4; b 1; c 2; d 3

STUDENT'S BOOK page 21



4 Read the sentences and write *I* (Isabella), *L* (Liam), *K* (Komang), or *A* (Alice). Then listen again and check.

- 1 Put students into pairs to answer the questions. If students aren't sure, they should discuss what they remember from the listening and make an informed guess.
- 2 Play the recording and pause after each answer.

Answers:

1 I; 2 I; 3 A; 4 K; 5 K; 6 L; 7 A; 8 L

5 Listen again and complete the table below.

- 1 Students can attempt this exercise before listening, then listen to check.
- 2 Students work individually or in pairs to check their answers.
- 3 Play the recording and pause after each answer so students can check their answers.

Answers:

family members, transport, family activities

- 6 Work in pairs. What other areas of family life in another country would you like to know about? Add your ideas to the headings in Exercise 5.
- 1 Refer students back to the ideas on the board from the warm-up activity to help them. In pairs, students spend 1–2 minutes sharing their ideas, then for a group with another pair to exchange ideas.
- 2 Come together as a class and elicit some feedback.

TASK

- Mixed-ability: Group fast-finishers together so that they can work independently and then share their written work without disturbing the rest of the class. Slower groups can finish their writing for homework. This will also allow you to support less able groups.
- 1 Put students into groups of three to write notes, then share their ideas about their families. Alternatively, students can do the speaking part of the activity first to brainstorm in their groups, then write down their notes.
- 2 Tell students to use their list in Exercise 5 as well as their ideas from Exercise 6.
- 3 Give students 4–5 minutes for the preparation part of the activity, then ask them to write a short profile of 40–50 words. Monitor and support where needed. Students can use their photo/ picture from Exercise 7, page 19 or draw a new one.
- 4 When most of the students have finished writing their profiles, students present their profile to their groups. Ask one or two volunteers to read out their profile to the class. Encourage the class to ask follow-up questions.

Extension: Put students work up around the room for the class to circulate and read. Ask students to write a tick on their favorite profile. Find out the most popular profile and ask students what was special about the profile. Congratulate the profile owner!

Answers:

Students' own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• To prepare for the next lesson, ask students to think about the kinds of things you can buy and sell online.

4 Selling things online pages 22–23

Lesson objectives:

- Listen to and understand a dialog about selling things online (Exercises 1–3)
- Make and answer requests with *can* and *will* (Exercises 4–7)
- Materials: Student's Book pages 22–23 Audio files

Before using the book

• Tell students to stand up to play a game. Review the topic of families by saying phrases like: *My family is big, I have two brothers, I don't have sisters, I have three cousins*, etc. If the phrase is true for a student, they should remain standing, if not they should sit down. Continue with the game until there is only one student left

STUDENT'S BOOK

page22



1 Work in pairs. Do your family and friends ever sell things online? How do they do this?

 Elicit some ways adults can sell online. Point out that you must be 18 years old to sell on most websites, so students should never try to sell something themselves online. Always ask an adult.

Answers:

Students' own answers

2 • Read and listen to the dialog. What is the first thing Grandpa wants to sell online?

- 1 Read the instruction and play the recording for students to listen along. Either play the whole recording or pause after the answer since students will listen again in the next exercise.
- 2 Elicit the answer from the class as well as any other information students can remember. If you play the whole recording, elicit as many safety rules as students can remember. This will help them do the next exercise.

Audioscript

Seif:	Grandpa, why don't you sell some of this old
	furniture online? That way, you can get some
	money for it.
Grandpa:	I don't know Is it safe?
Seif:	It's safe as long as you follow a few rules.
Grandpa:	Can you tell me what they are?
Seif:	I can, yes. First, always use a well-known
	website to buy or sell something. Here's a
	good one. OK, what do you want to sell?
Grandpa:	How about this table?
Seif:	Great. Can you give me your phone so I
	can take a photo of it? Thanks. OK, the next
	thing to remember is: always be honest.
	Make sure all the information you give about
	something you're selling is true.
Grandpa:	Well, this is a large table from the 1970s. It's
	in good condition.
Seif:	OK. Now, another very important rule is:
	don't share personal information. That's
	things like your name, date of birth, address,
	or bank account details.
Grandpa:	Got it. What happens next?
Seif:	Someone will send you a message if they
	want to buy it.
Grandpa:	And then do I meet the person to give it to
	them?
Seif:	It's better to send it to them. In fact, that's
	another important rule. If you have to meet
	someone, meet them in a public place and
	don't go alone.
Grandpa:	Thanks, Seif. We never did this when I was
	your age!

Answers:

a large table from the 1970s.

3 Read and listen to the dialog again. Complete the online safety rules that Seif gives Grandpa.

- Elicit the meaning of *personal information* (your address, date of birth, bank details, etc.) and *public place* (a place where there are lots of people; not somewhere quiet or your home). Students will need to understand this vocabulary to do the exercise.
- 2 Read through the questions with the class, then ask students to attempt to do the task before listening, using the information they can remember from the listening as well as guessing

the missing word from the context of the sentences.

- 3 Students compare answers. If they have different answers, then they should tell each other why they chose the answer to see if they can work out which one is correct.
- 4 Play the recording to check.

Answers:

1 website; 2 true; 3 share; 4 public, alone



4 Read the Language box and complete the rules.

- Before reading the Language box, check students' understanding of the terms subject and object. Write a simple sentence on the board, e.g. I sat on the chair. Elicit what/who is the subject in the sentence (I) and underline it. Then elicit the object (chair) and circle it. Ask students to change the object noun to an object pronoun (I sat on it).
- 2 Read through the first point in the box with the class along with the examples. Elicit the answer, and ask students to identify the object pronoun or name (noun) in the example sentences (they; the photos).

3 Read the next point and elicit whether the example sentences are positive or negative. Ask them to compare the example sentences with the first negative example below (*Sorry, I can't at the moment*) so that they can see the difference between including *can't*. Finally, students choose the answer to the third point.

Answers:

1 object; 2 positive; 3 negative

5 Match the sentence halves to make requests.

- 1 Check students' understanding of *fetch* (to bring something to you).
- 2 As before, remind students to match the ones they are confident about first.
- 3 Give students 1–2 minutes to complete the activity alone or in mixed-ability pairs for support, then check the answers.
- *Extension:* Fast finishers role-play the completed requests with a partner and take turns to give positive and negative responses, making sure that they give a reason for negative responses. At the end of the main activity, the whole class can practice one or two exchanges in pairs.

Answers:

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

6 Complete the dialog using the words in brackets and phrases from the *Language box*.

- 1 Ask two students to read the first three lines. Elicit the meaning of intercom and ask: *Where do Nabila and her Mom live?* (in an apartment); *Why does Mom need help?* (she has lots of bags).
- 2 Students can do this activity in mixed-ability pairs for support. Refer students to the *Language box* for help.
- 3 To check answers, ask a pair to role-play the dialog for the class.

Answers:

1 Can you open the door; 2 of course; 3 Can you carry them; 4 no problem; 5 can you ask your brother

- **9** Think of something a family member sometimes asks you to do. Write a dialog with their request, using can or will.
- Students can do this task in class or for 1 homework.
- 2 In pairs, students can brainstorm their ideas, and, time permitting, they can role-play the situation, then make notes to help them write their dialog. Or, for more support, give students a few minutes to write notes individually and then take turns to role-play their dialog with a partner, before writing it up for homework.

Answers: -

Students' own answers

Assess your progress

Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

To prepare for the next lesson, ask students to • think about different ways to make friends.

5 Literature

pages 24-25

1

Lesson objectives:

- Read and understand a short story about an online friendship (Exercises 2-5)
- Match speakers to what they say (Exercise 6)
- **Materials:** Student's Book pages 24-25 Audio files

Before using the book

With books closed, put the class into pairs. Ask them to write down four things they have to do today, e.g. do my homework. They are going to ask each other to do their chores using Can and Will for requests that they learned in the last lesson. Students accept two requests and refuse the other two. If they need support, they can refer to the Language box on page 23. Give students 2-3 minutes then nominate a few pairs to role-play one request each to the class.

STUDENT'S BOOK



However, one day, Ashly suddenly stopped answering Salma's messages. Salma felt worried. She sent several messages, but there was no reply. Salma felt sad that their friendship might be over.

page 24

Salma couldn't focus on her schoolwork or her photography. After talking with her mother, Salma decided to send a message, letting Ashly know that sh was there for her. She words, "Hi Ashly. I hope you're oka If you need someone to talk to, I'm here for you."

A few more days passed, and finally, Ashly replied. She explained that she had been dealing with some difficult hamily news and needed some time offline. Salma was happy to hear from Ashly again. They talked about what had appened and made plans to continue their challenge.

Salma and Ashly now had a better understanding of the importance of **communication** and being there for each other. They knew that their friendship, though online, was real and meaningful.

Work in pairs. Discuss the questions.

- *Teacher support:* Remind students that they should always tell an adult if they make a new friend online, and that they should never agree to meet a person in real life who they have met online. Put students into pairs or groups of three to discuss the questions. Monitor and offer support, taking care to sensibly guide and conversations around making friends online.
- Elicit ideas from different groups, and bring out 1 any sensible comments around making friends online with someone you have not met in real life. Remind students they should always let an adult know that they trust, if someone who they have met online, wants to meet in real life

Answers:

Students' own answers

2 Look at the title of the story. What do you think it is about?

1 Ask students to look at the title of the story. Ask: Do you think the friends meet up? (no, they see
each other online). Ask students to look at the photo and ask: *Why do you think that there is a photo of someone with a camera?* (because the friends like photography).

Answers:

Students' own answers

3 Read and listen to the story and check your answer to Exercise 2.

Mixed-ability: Ask stronger students to also listen to find out why Salma felt worried and sad (Ashly stopped replying to her messages).

- 1 Students listen and read individually to check their answers to the question in Exercise 2.
- 2 Go through the *Think!* box with the class.

Think!

In an online forum, anyone can leave a post and anyone can reply to it. That's when people come together to discuss a topic that everyone is interested in. It's different from your personal social media account because only people you know or you are friends with (friends and family) can comment on your personal posts.

Audioscript

Friends Online

Salma, a 15-year-old girl from Egypt, loved photography. She often shared her photos on a website for young photographers. One day, she got a comment from Ashly, a girl her age from Australia, who liked her photos. They started chatting and found out they had a lot in common. They both loved taking pictures of nature. Soon, they were talking every day, and decided to do a

30-day photography challenge together. Each day, they had to take a photo on a specific theme and share it. They enjoyed the challenge and became closer friends. However, one day, Ashly suddenly stopped answering Salmas messages. Salma felt worried. She sent several messages, but there was no reply. Salma felt sad that their friendship might be over.

Salma couldn't focus on her schoolwork or her photography. After talking with her mother, Salma decided to send a message, letting Ashly know that she was there for her. She wrote, "Hi Ashly, I hope you're okay. If you need someone to talk to, I'm here for you." A few more days passed, and finally, Ashly replied. She explained that she had been dealing with some difficult family news and needed some time offline. Salma was happy to hear from Ashly again. They talked about what had happened and made plans to continue their challenge.

Salma and Ashly now had a better understanding of the importance of communication and being there for each other. They knew that their friendship, though online, was real and meaningful.

Answers:

an online friendship (between two people who like photography.

STUDENT'S BOOK page25

a Something that is difficult and tests your ability 1 website 2 chatting b The art or practice of taking pictures with a camera c A place on the internet where you can find information or do activities. 3 photography 4 challenge d The act of talking or writing to share information with 5 communication e Talking to someone in a friendly way, often online (5) Read the story again and answer the questions. 1 Where did the two airls meet online? 2 What hobby do they share? 3 What project do they decide to do together? 4 Why did one of the girls stop communicating? 5 How did Salma and Ashly feel about their online friendship? 6 Read the statements and write S (Salma), A (Ashly), or B (both) 1 "I love taking photos of nature." 2 "I had to deal with some family problems and couldn't go onli 3 "We decided to do a 30-day photography challenge together." 4 "I felt very worried when my friend stopped replying to my mes "I sent her a message saying I was there if she needed to talk." **BOOK CLUB** scuss these questions in pairs or small groups. What did you think about the way Salma handled the situation when Ashly stopped replying? Would you have done anything differently? How important is communication in a friendship? Give examples from the story and your own experiences. Do you think online friendships can be as strong as face-to-face friendships? Why or why not?

4 Match the words (1–5) to their definitions (a–e).

 What did you learn from this story about handling misunderstandings in friendships?

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- 1 Draw students' attention to the words in bold in the text. Go through each one individually as a class, and elicit students' ideas for the meaning of each word.
- 2 Now read through the definitions with the class and check students' understanding. Elicit from students which definition is the definition of a verb (e).

- 3 Students match the words to the definitions. Remind them to match the ones they are confident about first and to use the context of the word in the sentence in the text to help them.
- 4 Allow students to compare answers with a partner before checking as a class. If partners have differing answers, they should go back to the text and try to find the correct answer together.
- *Extension:* Ask students to record the new vocabulary in their notebooks. Then elicit some sentences with the vocabulary from volunteers. Elicit the base form of chatting (*chat*) and the verb forms of the nouns (*photograph*, *challenge*, *communicate*). Alternatively, ask students to write one sentence for each of the new words in their vocabulary notebook. Personalising new words in this way helps students to retain them.

Answers:

1 c; 2 e; 3 b; 4 a; 5 d

5 Read the story again and answer the questions.

- **Teacher support:** Question 4 uses the new word *communication* in the gerund form of the verb. When you read through the questions, elicit what part of the speech communicating is in item 4, in order to check understanding.
- 1 For question 5, ask more able students to report back on both girls' feelings throughout the text (they both loved taking pictures; they enjoyed the challenge; Salma felt worried when Ashly didn't reply, then she felt sad, then happy again when Ashly responded; then both girls felt their friendship was real and meaningful).
- 2 Students work individually or in pairs to answer the questions. Ask student to write the answers in full sentences. Check the answers around the class, and ask students to read out the part of the text where they found the answer.

Answers:

1 website; 2 photography; 3 a 30-day photography challenge; 4 she had been dealing with some difficult family news; 5 that it was real and meaningful

5 Read the statements and write *S* (Salma), *A* (Ashly), or *B* (both).

- 1 Students can do this task with a partner. Ask them to read each sentence then find the part of the text that the sentence relates to and decide which girl(s) it talks about.
- 2 Give students a couple of minutes to discuss, then check the answers. Nominate different pairs to answer and encourage them to give full reasons for their answers.

Answers:

1 B; 2 A; 3 B; 4 S; 5 S

BOOK CLUB



Mixed-ability: Put students into mixed-ability pairs or groups of three. For more support, allow students to discuss each question briefly, then regroup as a class to share ideas. Alternatively, put more able students together in a group to discuss all the questions and divide the questions up between less able groups. Monitor and support less able groups, prompting them with questions or ideas where needed.

- Read through the questions in turn with the class and check students' understanding of *handle* (v) (deal with or experience sth); *face-to-face* (when you see someone in real life, not just online); *misunderstanding* (when two people understand the same thing differently, causing a problem).
- 2 When students have finished, regroup as a class and elicit one idea from each group.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

6 Writing

pages 26-27

Lesson objectives:

- Use *Wh* questions to generate ideas (Exercise 4)
- Write a social media post to congratulate someone (Exercises 4–5)
- Materials: Student's Book pages 26–26 Audio files

Before using the book:

• With books closed, put students into groups of four to play a game (pairs with the pairs sitting behind them). Explain to students that they are going to play a memory game about birthday gifts. The first student says: *For my birthday, I got (a football)*. The second student says: *For my birthday, I got a football and (a book)*. The group continues to take turns to add an item to the list until one student gets the order wrong or forgets. That student is then "out". The game continues until there is only one student left.



• Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson. Elicit/Teach the meaning of *congratulate* as they will need to understand it to plan and write their social media post (to tell some that you are pleased for them about a special event). To check students' understanding, ask: *What things can we congratulate someone about?* Answer any questions students have.

1 Work in pairs. Think about birthday celebrations in Egypt. Discuss the questions.

Mixed-ability: Less able students can talk about their own birthday with their partner.

- 1 Allow students to use the Arabic words for any special words.
- 2 Give students 1–2 minutes to come up with their ideas, then elicit them from the class. Write any new vocabulary on the board.

Answer:

Students' own answers.

- 2 Read Mazen's post about Mido's birthday. Choose the correct words to describe it.
- 1 Draw students' attention to the social media post and elicit everything they can see. Help with any new vocabulary such as *profile picture*, *button* (i.e. 'like' button), *comments*, *emojis*.
- 2 Ask: Where do we see this kind of post? (on social media). Ask: Who reads our social media posts? (friends and family). Then ask students to guess the answer to each of these questions before reading.
- 3 Read the post as a class and check the answers. Ask why the post is informal (because friends and family will be reading it).

Answers:

1 short; 2 informal; 3 emojis

3 Read the post again. Answer the questions.

- 1 Read through the questions with the class. Underline the keywords in the questions (*Who*, *Why Why*, *What (sport)*, *How*). In doing this, students will be set up for Exercise 4, which explains how using Wh-questions can help you plan your writing.
- 2 Students answer the questions then compare answers with a partner. If students have different answers, they should read the email again together, and work out the correct answer.
- 3 Check the answers around the class, with different students saying answers and others providing the justification from the post.

Answers:

1 Mazen's brother; 2 to say happy birthday to Mido; 3 because he's always there for him and their little sister; 4 football; 5 proud



4 Plan a social media post to congratulate someone. Answer the *Wh*- questions to help you plan your post.

- Mixed-ability: Stronger students can choose their own idea for congratulating someone, but otherwise ask students to stick to a birthday scenario in order to help them concentrate better on their writing skills.
- 1 Tell students that they used *Wh* questions to find the core information in the model social media post in Exercise 3. Now they will use them to plan their own writing task.
- 2 Ask the class to think of someone they would like to write about. Read through the questions quickly as a class and for question 2, make sure students understand that they need to write about an event that want to congratulate them for.
- 3 Students can do this activity individually and then compare notes with a partner. Alternatively, students can plan in pairs for more support. Remind students to refer to the model writing task for help if they need it, and encourage them to use full sentences in their answers as this will help them prepare for their writing task. Monitor and assist where necessary.

Answers: _

Students' own answer

- 5 Write your social media post. Use your answers to the questions in Exercise 4 and the expressions in the *Useful language* box. Write 60–80 words in your notebook.
- 1 Review the features of a social media post (Exercise 2). Useful language box with the class and remind students to use these phrases in their writing. Tell students to use their sentences in Exercise 3, the Useful language and the model in Exercise 2 to help them. Read through the Check your writing box before they start their task so that they can have the points in mind as they write.
- 2 Students write their post in class or for homework, then refer to the Check your writing box again to check they have included everything. Encourage student to read through their work carefully before deciding that they have finished.
- 3 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), checking for points in the Check your writing box as well as the *Useful language* box. They should also check that students have written the minimum 60 words.
- 4 Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class. Encourage the class to ask follow-up questions.

Answers:

Students' own answer (use the model writing as a guide)

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Self-Assessment

Learning objectives

- use vocabulary for wedding celebrations (Student's Book page 16)
- use determiners and possessive 's / s' (Student's Book page 19)
- show interest in other cultures (Student's Book page 21)
- make and answer requests using can and will (Student's Book page 23)
- use *Wh* questions to generate ideas (Student's Book page 27)

Self-Assessment is a proven way to encourage students to take ownership of their learning and become more aware of what they have understood well, and what they feel they need more practice or support in. By carrying out extra practice at home or seeking additional support, they will start to feel more confident in their learning, which in turn, fosters independent learning. Allow more time for this first Self-Assessment in order to lay the foundations in helping students understand why self-assessment is very helpful both for your students and also for you in understanding which areas your class needs more support. You may wish to do part or all this section in the students' own language.

- 1 Explain that the statements in the box are called "can-do statements" and write this on the board. Explain that they relate to the lesson objectives at the beginning of the lesson. The statement means that students 'can do' what it says in the lesson objective now they have finished the unit. However, sometimes they might not feel that they "can do" what the statement says with confidence.
- 2 Put students into familiar pairs or small groups, with students they feel comfortable talking to. Read though the first learning objective with the class, then turn to the corresponding lesson (summer vacation activities vocabulary page 4). Ask pairs/groups to discuss how confident they feel about being able to use this vocabulary now: Do they remember all the vocabulary? Can they use them in sentences? Or are there some items they still aren't sure about?

- 3 Ask students to discuss reasons why they might not have achieved the lesson objective. Suggest one or two ideas so that students understand that they can be open with themselves and each other in this section, e.g. they weren't able to do your homework; the activity was difficult; they couldn't hear the explanation well, the activity was too fast.
- 4 Give students 1–2 minutes to do this, then regroup as a class. Ask volunteers what they can do to improve their confidence with this learning objective. This might look like more practice, reviewing something in class, asking a partner for support, etc.
- 5 Repeat this step for all of the lesson objectives and ask students to focus on one of the objectives with which they feel they need more support/practice. Together in their groups, students help each other decide how best to work on the lesson objective. Ask students to spend time working on their lesson objective at home or ask for more support.

Next lesson

• Follow up on students' extra practice on their chosen lesson objective in the next lesson. Offer further support or guidance and congratulate any progress students make as this will help foster their independent learning and, eventually, their learning autonomy.

UNIT

My time

Unit objectives

Reading:	An email about ways to spend your free time; A letter to a problem page; <i>An Unusual Hobby</i> : a short story
Listening:	A dialog about free-time activities
Speaking:	Talking about ways to spend your free time
Writing:	A forum post about finding friends with similar interests
Language:	The present continuous tense; Subject and object pronouns

1 How I spend my time pages 28-29

Lesson objectives:

- Learn vocabulary for free-time activities (Exercise 1–2)
- Read and understand an email about ways to spend your free time (Exercise 3; Exercise 5)
- Scan a text for key words: nouns and verbs (Exercise 4)
- Vocabulary: help in the community, learn new skills, spend time with family, take regular exercise, walk in nature
 Materials: Student's Book pages 28–29 Audio files

Before using the book

Do a quick survey of how students spend their free time. Elicit five popular free time activities, and write these on the board (keep them on the board to help students in Exercise 6). Ask the class to guess which one will be the most popular and find out if they are right. For each one, ask students for a show of hands if they do this free-time activity every weekend. Write the number of students next to each free-time activity. Find the most and the least popular free-time activities. If you have time, put the information into a pie chart or a bar chart on the board. Ask volunteers to say if they are surprised by the results of the activity.



• Read through the lesson objectives in the box with the class so that they know what to expect and also for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

Think!

Explain to the class that this lesson is about our free time. Ask a student to read the *Think!* box to the class. These questions will get students thinking about *how* they use their free time. Ask students what the question "Do you think you use your free time *well?*" means? Make sure students understand that the question is asking if the activities they do in their free time are good and sensible ones, e.g. learning something new or helping someone. Give the students one to two minutes to discuss in pairs, or in groups of three, then elicit some ideas around the class.

1 Match the free-time activities 1-6 to the pictures (a-f). Then listen and repeat.



(3) Ask students to say what activities they can see in each photo but don't provide any unknown vocabulary at this point.

- 1 Read through the activities in 1–6 with the class.
- 2 Students match the words and pictures.
- 3 Remind students to match the ones they are sure about first and then come back to the ones they are less sure about.
- 4 Allow students to work individually or in mixed-ability pairs for support.
- 5 Play the recording to check the answers, then drill the pronunciation of the new vocabulary. Alternatively, play the recording first, pausing after each item to match the photo to the activity as a class.

Audioscript

- 1 spend time with family 2 write a journal 3 learn new skills 4 help in the community 5 take regular exercise

6 walk in nature

Answers:

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

2 Write which activity each sentence describes.

- 1 Read through the sentences with the class and ask them to pick out the key words, e.g. park, healthy activities.
- 2 Students match the sentences to the pictures and activities in Exercise 1. Remind them to match the ones they are confident about first and to match the key words they picked out to the phrases in Exercise 1.
- 3 Allow students to compare answers with a partner before checking as a class. If partners have differing answers, they should go back to the text and try to find the correct answer together.

$\overline{\mathbf{R}}$ Ask students to record the new vocabulary

in their notebooks. Ask students to write one sentence for each of the new words in their vocabulary notebook. The sentence they write should be true for them. Students then take turns to ask and answer with a partner about whether they do each of the activities in Exercise 1.

Answers-

1 help in the community 2 walk in nature 3 take regular exercise 4 spend time with family 5 learn new skills 6 write a journal



3 6 Read and listen to the email. How does Mahmoud start and end his day?

- 1 Draw students' attention to the email and elicit who the email is from (Mahmoud) and who it is to (Asser).
- 2 Play the recording, and ask students to listen/ read for the answer.
- 3 Check the answer with the class, and ask a student to say the part of the text which has the answer. Then elicit any further information they remember about the email.

Audioscript

Hi Asser.

Thanks for your email! You asked me about my free time. This is an important year at school and I don't have much free time, so I like to use it well.

In the mornings before school, I write a "To do" list of things I need to do. It really helps me to organize my day. After school, I do different things. It's important to take regular exercise, so on Tuesdays and Thursdays I play football with my friends. I like playing with them! They help me a lot. I also like to learn new skills, so I go to evening classes. At the moment I am learning first aid! I want to be able to help people.

On the weekends, I spend time with my family. We like to go for walks in nature. We don't take our phones, so we can enjoy what is around us. There are some really lovely parks and gardens in this city. Sometimes my brother and I help in the community. He is a chef, and we help to make food for hungry people at his restaurant. I love to learn recipes from him. My mom is a good cook, too. I think my brother learned a lot from her!

Every night, before I go to bed, I write a journal. It helps me to think about what I have done and focus on good things. I think it helps me to sleep better, too!

Tell me how you spend your free time. Maybe I can get some good ideas!

Bve! Mahmoud

Answers:

He writes a "To do" list in the morning and he writes a journal about his day in the evening.

4 Read questions (1-5) and underline the question words. Think: what type of key words do you need to find to answer each question?

- Read the box on scanning for key words with the 1 class. Read through the instruction with the class and look at the example in question 1 together. Ask students to underline the key words in the remaining questions. Check answers.
- 2 For each of the key words, elicit the type of information students need to look for in the text to answer the question. Together, look at the example: the key words are on which days and elicit the type of word *days* is (noun), and the answer is Tuesdays and Thursdays (days of the week). Students do the same together for the remaining questions individually or in mixed-ability pairs for support.

- 3 Check the part of speech of the key words.
- Ask more able students to also underline any
- $[\underline{\forall} \forall \exists d b b]$ other key words in the questions (1 football; 2 new skills; 3 weekend; 4 brother; 5 in the community), and elicit these during class feedback.

Answers:

1 On which days; noun 2 How: verb 3 Who; noun

5 Where: noun

4 What: verb

5 Answer the questions in Exercise 4.

- 1 Explain to students that they now have the key words and part of speech to find the answers quickly in the text. Read this section of the scanning for key words again: To find key words, you don't need to read and understand every word in the text. Practice looking quickly through the text and underlining them.
- 2 Students now scan the text to find the answers individually.
- 3 Check the answers around the class, asking students for the key word, part of speech, the answer, and where they found the answer in the text.

Answers:

1 Tuesdays and Thursdays 2 he goes to evening classes 3 his family 4 help to make food 5 at his brother's restaurant

6 **Work in pairs.** Talk about how you spend your free time.

Pairwork activities like these help students personalize the vocabulary and cement it in their memory. They also serve to provide speaking practice to improve fluency. Therefore, don't interrupt students to correct errors. However, if a student is struggling then offer prompts: ask questions to elicit answers, however simple at this point.

To improve students' confidence in their fluency, it can help to write brief notes to prepare for the speaking. However, students should not read from their notes while they are speaking.

- 1 Remind students of the activities on the board from the lesson warm-up activity as well as the activities in Exercise 1.
- 2 For greater speaking fluency, students can first write notes using the present simple. Otherwise, ask a pair to read the example exchange to the class, then give students two minutes to ask and answer in pairs.
- 3 Go around and monitor, but don't correct any errors. Make a mental note of any good examples to elicit during class feedback.
- 7 Tell the class how your partner spends his or her free time.
- 1 Bring the class together and nominate a few pairs to feed back to the class about their partners' free time activities. Encourage the rest of the class to ask follow-up questions, e.g. *What kind of books do you read? Where do you play table tennis?*

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

2 What are you doing? pages 30-31

Lesson objectives:

- Listen to and understand people talking about activities that are happening now (Exercises 2–4)
- Use the present continuous tense to talk about things that are happening now (Exercises 5–7)

Vocabulary:	<i>café, cinema, shopping mall, sports field, swimming pool, tennis court</i>
Materials:	Student's Book pages 30-31
	Audio files

Before using the book

- Put students into different pairs from the ones they had in the previous lesson, and ask them to ask and answer what their favorite free-time activities are, and where they do them.
- Give students 1–2 minutes to discuss, then elicit ideas from the class. Write any places on the board for reference later in the lesson.

STUDENT'S BOOK page 30 Lesson objectives UNIT Use the present continuous tense to talk things that are happening now Listen to and understand people talking about activities that are happening now is tense to talk about 2 What are you doing? 3 ① Match the places in the box to the pictures (1-6). Then check (✓) the places you sometimes go to after school. e theater café shopping mall sports field swimming pool tennis court (2) \cap Listen to the dialog. Which of the places in Exercise 1 are they going? der. Mazen and Malee Samer and Adam (3) G Listen again and write the name of the person who says each thing. 1 "I'm getting ready to go out." 2 "It isn't raining at the moment. 3 "I'm doing my math project." 4 "I'm meeting a friend at the cinema (4) \cap Listen again and answer the questions. 1 What is Maleeka doing when Mazen calls? What does Maleeka say she must do before she leaves the house? Why can't Samer join Mazen and Maleeka? What has Adam just finished doing? What is Adam doing now? 30

Read through the lesson objectives in the box with the class so that they know what to expect and also for them to revisit the objectives when they check their progress at the end of the lesson.

Match the places in the box to the pictures (1-6). Then check (✔) the places you sometimes go to after school.



Ask students to say what places they can see in each photo but don't provide any unknown vocabulary at this point.

- 1 Ask a student to read the places in the box.
- 2 Students match the words and pictures.
- 3 Remind students to match the ones they are sure about first and then come back to the ones they are less sure about.
- 4 Allow students to work individually or in mixedability pairs for support, then check answers around the class.

Answers:

1 tennis court 2 sports field 3 movie theater 4 café 5 swimming pool 6 shopping mal

3 Listen to the dialog. Which of the places in Exercise 1 are they going?

- 1 Read the instruction and play the recording for students to listen along.
- 2 Either play the whole recording, then check answers, or pause after Mazen and Maleeka's answer to check the answers and give students more support.

Audioscript

Maleeka: Hi, Mazen.

	, .
Mazen:	Hi, Maleeka. What are you doing?
Maleeka:	I'm helping Mom tidy the house.
Mazen:	Do you still want to go to the park?
Maleeka:	Actually, let's go to the tennis court.
Mazen:	OK, good idea.
Mazen:	What are you doing now?
Maleeka:	I'm looking for something. I must find my umbrella before I leave the house.
Mazen:	Why? It isn't raining at the moment.
Maleeka:	It isn't for the rain. It's for the sun!
Mazen:	Oh, OK. Well, see you soon. Bye!
Samer:	Hi, Mazen.
Mazen:	<i>Hi, Samer. Do you want to come to the tennis court with me and Maleeka?</i>
Samer:	Thanks, but I can't. I'm doing my math project. Have fun!
Mazen:	Thanks! Bye!
Mazen &	Maleeka: Hi, Adam!
Adam:	Hi, Mazen. Hi, Maleeka. What are you doing?
Maleeka:	We're going to the tennis court. What are you doing?
Adam:	<i>I've just finished training with my football team. Now, I'm meeting a friend at the movie theater</i>
Maleeka:	Nice! Who are you meeting?
Adam:	I'm meeting Samer.
Mazen &	Maleeka: What?! He said he had to do his math project!
Adam:	Yes, but he finished early and now he can come!

Answers:

1 tennis court 2 movie theater

3 Listen and write the name of the person who says each thing.

 \bigcirc

Some students might have difficulty following the different speakers. For less able students, task them with finding one of the answers each. Alternatively, pause the recording after each answer.

- 1 Before students listen, ask them to underline the key words in each sentence to help them listen out for the answer (1 tidy the house; 2 raining; 3 math project; 4 movie theater).
- 2 Play the recording all the way through, or pause after each answer to check around the class.

Answers: 🗕

1 Maleeka 2 Mazen 3 Samer 4 Adam

4 **O** Listen again and answer the questions.

- 1 Students can either listen to answer the questions, or discuss what they think the answers are with a partner first, then listen to check.
- 2 Elicit answers from the class.

Answers:

1 helping Mom tidy the house 2 find her umbrella; 3 he's doing his math project 4 training with his football team 5 meeting a friend at the movie theater



5 Read the *Language box* and complete the rules.

- 1 The present continuous tense should be revision for students. Read through the *Language box* with the class and complete the options together, if necessary. Otherwise, ask students to complete the rules individually, and then compare with a partner.
- 2 Check the answers around the class, then elicit the short form for each one and write the short forms on the board (I'm/you're/he's/she's/it's/ we're/they're helping). Explain to students that when we speak and write in English, we usually use the short form unless it is a formal situation, such as a letter.
- 3 Read the *Remember* box with the class. Ask students to watch out for any of these verbs in the next exercise.

Answers:

1 are 2 am 3 is 4 are 5 helping 6 Are

6 Complete the text with the present continuous form of the verb in brackets.

- 1 Look at the photo with the class and elicit what the text is about (a sports day).
- 2 Explain to students that they have to complete the text with the correct form of the verbs. Tell them to refer to the *Language box* if they need to. The present continuous tense should be revision for students, so they should be able to complete the sentences individually, then check answers with a partner. If pairs have different answers, they should try to see if they can work out what the correct answer is. However, monitor less able students and support if needed.
- 3 Before students start, ask them to look at all the verbs in brackets, and elicit which one is different (5 – get ready is a two-part verb). Elicit which part of the verb we change here to form the present continuous (get).
- 4 Give students 2–3 minutes to write the correct answers to complete the sentences, then check answers around the class. The answers are in the long form, but accept short form answers as well, as long as they can also provide the long form when asked.
- 5 Ask volunteers to read their completed sentences to the class. Go over any difficulties with the verb form.
- 6 During class feedback, ask which answers used verbs from the *Remember* box, and for each one, elicit what changes students needed to make: 1 have – having (drop the 'e'); 2 run – running (double the consonant).

Answers:

1 are not having 2 are running 3 are watching 4 are playing 5 are getting ready 6 is walking

- 7 Imagine you are at a sports day at your school. Which sports are you doing? What sports are other students doing? Write four sentences about what is happening in your notebook. Use the present continuous tense.
- Help students prepare by eliciting all the sports you can do at a sports day (sprints (running), long jump, high jump, basketball, volleyball).
 Write these on the board if necessary.
- 2 Put students into pairs to ask and answer questions using the present continuous, then to write notes.

3 Students then write their sentences either in class or for homework.

Answers:

Students' own answers.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

 For the Task in the next lesson, students will need large pieces of paper and colored pens or pencils.

3 Our school bazaar pages 32-33

Lesson objectives:

- Learn about other ways to use your free time (Exercises 1-2)
- Collaboration: respect others' opinions and input (Exercises 3-4)
- Present an idea for a school bazaar (Exercise 4 and Task)

Materials: Student's Book pages 32–33 Audio files

Before using the book

- If students did the writing task (Lesson 2, Exercise 7) for homework, ask students to peer-check each other's work, paying attention to the use of the present continuous in their partner's sentences. Students rewrite their sentences based on their partner's feedback.
- Write the word *school bazaar* on the board. Elicit the meaning (*an event where people can play games, win prizes, and buy food and drink*). Ask students what kind of things you can do or buy at a school bazaar. Accept any sensible answers, and write them on the board for students to use later in the lesson.



• Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.

1 ● Read and listen to the dialog. Check (✔) what Salma and Sahar decide to sell on their stall at the school bazaar.



Ask stronger students to also listen for the different suggestions that Salma makes. How many can they remember? (buy some lemonade, make jewelry, sell some old toys).

- 1 Read the instruction and play the recording for students to read and listen along. Play the whole recording as the answer is at the end.
- 2 Elicit the answer from the class as well as any other information students can remember. Elicit the suggestion Salma makes from the more able students.

Audioscript

Salma: Hi, Sahar!Sahar: Hi, Salma. What are you drinking?Salma: Homemade lemonade. My friend Shorouk and

her sister are selling it from their stall at the bazaar.

- Sahar: That's a good idea, isn't it?
- Salma: Yes, I agree. The weather is so hot.

Sahar: I'd love a glass of cool lemonade right now!

Salma: Well, why don't you buy some?

- Sahar: I don't think so. Our break is almost over.
- Salma: OK. What's that you're making?
- **Sahar:** It's jewelry. Look, I put these beads onto some string and there you go a bracelet!
- Salma: That's cool. You could sell them at the next school bazaar.
- Sahar: But they take a long time to make.
- Salma: That's true. Why don't we sell some of our old toys?
- Sahar: I'm not sure about that. It would be nice to make something. I know, how about cupcakes? Everyone loves cupcakes!
- Salma: Great, let's find the ingredients ...

2 Read and answer the questions.

- Give half of the less able students questions 1–3 and the other half questions 4–6. This will give them more time to find the answers and also more confidence because they will have time to finish the exercise.
- Read though the questions with the class. For each question, decide as a class what the key words are, and ask students to underline them. Students then scan the text individually for these words to find the answer.
- 2 Ask the class to compare answers in pairs, cross-checking with the text and amending any answers that they think might be incorrect.
- 3 Check answers around the class. Ask different students for the answers and for the part of the text where they found the answer. Alternatively, listen to the recording again and pause after each answer to check.
- 4 To follow up, elicit from volunteers which of the activities mentioned they would like to do at a bazaar and why.

Answers:

- 1 Shorouk and her brother
- 2 Because the weather is so hot.
- 3 Because their break is almost over.
- 4 beads and string
- 5 Because they take a long time to make.
- 6 Because everyone loves cupcakes.



3 Look at the phrases in **bold** in the dialog. Write them in the correct column.

- 1 Read through the text in the box on agreeing and disagreeing in a discussion.
- 2 Put students into pairs to discuss which column each phrase belongs in.
- 3 Give students two minutes to complete the activity, then come together as a class. Explain that for the phrase, *I'm not sure about that*, students can also use this phrase to mean *I* don't know, but in this instance it does mean disagreement. Ask students how we know Sahra is disagreeing here (because in the next sentence Sahar says she wants to make something instead).

Answers: _

Agreeing: Yes, I agree.; OK.; That's true. Disagreeing: I don't think so.; I'm not sure about that.

- 4 Work in pairs. Think of another idea for something to sell from a school bazaar stall. Take turns to say your ideas and whether you agree or disagree with each other. Use the phrases from Exercise 3.
- 1 To help students, remind them of the activities on the board from the warm-up activity. Ask them to choose two activities each, making sure that partners have chosen different activities.
- 2 Remind students that it's important to give a polite reason why if you disagree.
- 3 Start the activity and monitor and support where necessary. Don't interrupt students' fluency, but make a mental note of any issues with the target language for the feedback stage.
- 4 Bring the class together when most of the students have finished role-playing their two ideas. Nominate some pairs to role-play their conversation for the class. Go through any problems with the language on the board.

Answers:

Students' own answers

TASK

- For more whole-class support, go through the instructions for each numbered stage with the class, then allow students to carry out each stage before regrouping as a class to go on to the next stage.
- 1 Draw students' attention to the photos and teach *stall*. Students stay in the same pairs as for the previous exercise. Go through the *Task* box with the class: for step 1, tell them to choose 2 to 3 things to sell from the lesson, reminding them to use language for agreeing and disagreeing politely. Give students a minute to do this.
- 2 For step 2, give pairs a large piece of paper and ask them to use their colored pens of pencils. Refer students to the stalls in the photos again, and ask them to draw a large picture of their stall with the things they have decided to sell. They should label the things they are going to sell.
- 3 For step 3, students can either do the writing task in class or go through the points in pairs as a speaking activity, and make notes for their presentation. Circulate and give help where required. If you do this part of the activity as a speaking activity, students can write up the notes for homework.

- 4 Pairs present their ideas to the class. Encourage the class to ask follow-up questions. After the presentation, ask students for a show of hands for their favorite store. Students must give reasons for their choice.
- Turn the classroom into a school bazaar,
- and have half the pairs to find a place in the classroom and place their stall pictures in front of them and pretend they are a real stall. The rest of the class should go round and ask the store holders what they are selling, then choose to buy one item. Time permitting, students can then swap, and the other half of the class sets out their stall.

Answers:

Students' own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• To prepare for the next lesson, ask students to think about what they do when they have a problem at home, at school or with friends, and what solutions they use. Students should be prepared to talk about one problem and a solution at the beginning of the lesson.

4 Giving advice pages 34–35

Lesson objectives:

- Read and understand a letter to a problem page (Exercises 1–4)
- Use subject and object pronouns (Exercises 5–8)
- Materials: Student's Book pages 34–35 Audio files

Before using the book

• If students did the next lesson activity, elicit some problems and solutions from volunteers. Praise the sensible solutions. Encourage students to do the same.



• Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.

1 When you have a problem, who do you ask for help or advice? Check (✔) all that are true for you.?

- 1 Do this activity as a class. Read through the words and look at the pictures together. Elicit what kind of person an 'expert' might be (e.g. a doctor).
- 2 Elicit any other ideas students can think of (e.g. other family member such as an older brother or sister). Finally, ask students to discuss their choices in pairs.

Answers:

Students' own answers

2 Read and listen to the letter. Why is Rasha writing to Jana?

1 Draw students' attention to the email, and elicit who Jana might be (an expert, possibly on a website, newspaper or magazine). Ask students: *Are Jana and Rasha friends?* (no – they don't know each other).

- 2 Play the recording, and ask students to listen/ read for the answer.
- 3 Check the answer with the class, and ask a different student to say the part of the text which has the answer. Then elicit any further information they remember from the email.

Audioscript

Dear Jana,

I'm writing to you about my best friend Fareeda. She's a good friend and a kind person. She works hard at school. My friends and I are really worried about her. She studies all the time and she is very stressed. Her parents work hard, and they want her to do well at school. She wants to make them happy. She doesn't go out at breaktime and she always asks our teacher for extra homework. Last week, she asked him to give her exercises for the weekend! He was surprised! We want her to spend her free time with us to relax. Is it a good idea to ask her to play sports with us? It's fun! Or maybe we can all join a club to learn a new skill? She is good at it! What do you think?

Rasha, 12

Answers:

for advice/help (about how to help her best friend)

3 Read and circle T (true) or F (false).

- 1 Read through the questions with the class, and check the meaning of *calm* and *relaxed*.
- 2 Ask students to do the task individually, with fast finishers also correcting the false statements.
- 3 Students compare answers. If they have different answers, then they should tell each other why they chose the answer to see if they can work out which one is correct.
- 4 Check answers around the room, asking fast finishers to correct the false statements (2 F – she is very stressed; 3 F – she doesn't go out at breaktime). Play the recording to check.

Answers:

1 T 2 F 3 F 4 T 5 T

- 4 Work in pairs. Think of advice for Rasha and share your ideas. Agree or disagree politely with your partner's ideas.
- 1 To help students, brainstorm some ideas on the board before starting the activity.
- 2 Remind students that it's important to give a polite reason why if you disagree.
- 3 Start the activity, monitor and support where necessary. Don't interrupt students' fluency, but make a mental note of any issues with the target language for the feedback stage.
- 4 Bring the class together when most of the students have finished exchanging ideas.
- 5 Nominate some pairs to role-play their conversation for the class. Go through any problems with the language on the board.

STUDENT'S BOOK page35 3 (5) Read the Language box and complete the rules, the Subject and object pronouns Subject pronouns Object pror We use ¹ subject / object prond them to replace the person, place, or thing receiving the action. You us She it We use ² subject / object pronouns to replace the person, place, or thing doing the action. He me We him Which subject and object pronouns are the same word? They her lt vou (6) Write S (subject pronoun) or O (object pronoun) for the underlined words 1 We go to parks and walk in nature with them on the weekends. 2 She can help you. 3 We do regular exercise. It helps us to relax. 4 Lalways ask them for advice when L have a problem. 5 He is learning new skills in after-school classes with us 6 They asked her to help in the community, and she agreed. (7) Find and underline the mistakes in the sentences. Write the correct pron 1 I have a journal and I write in him every night. Them take regular exercise and play tennis three tir 3 We're helping he with his homework tonight. Samir needs to plan his free time. It could write a "To do" list. 5 Do you want to come for a walk with I? 8 Work in pairs. Take turns to choose a subject or object pronoun for your partner to make a sentence with. Try to use all of the pronouns! You, me. You can go with me to the club on Thursday 35

5 Read the *Language box* and complete the rules, then match the pronouns.

Before reading the *Language box*, review the terms 'subject' and 'object'. Write a simple sentence on the board, e.g. *I have my green bag*. Elicit what/who the subject is in the sentence (*I*) and underline it. Then elicit the object (*bag*) and circle it. Then elicit what a pronoun is (it is a word that replaces the noun, making the sentence less repetitive).

- 2 Read through the first two points in the box with the class. Elicit the answers.
- 3 Now ask students to match the subject and object pronouns, then check the answers with the class. Finally elicit which ones are the same (you–you; it–it).

Answers: _

1 object 2 subject

I, me; you, you; she, her; he, him; we, us; they, them; it, it

6 Write *S* (subject pronoun) or *O* (object pronoun) for the underlined words.

- 1 Elicit where the subject of the sentence normally comes (at the beginning of the sentence). If students aren't sure, refer them to the sentence that you wrote on the board.
- 2 Students do the task individually, then check answers as a class.

Give students one minute to write sentences

with a subject noun, a verb and an object noun. Students then swap sentences for their partner to underline the subject and object, and then replace the subject and object nouns with subject and object pronouns. Students then swap again to check their partner's work.

Answers:

1 We S, them O 2 She S, you O 3 We S, It S 4 I S, them O 5 He S, us O 6 They S, she S

7 Find and underline the mistakes in the sentences. Write the correct pronouns.

- 1 Read the instruction with the class and explain that all the errors are subject or object pronouns and there is one error in each sentence.
- 2 Students can do this activity in mixed-ability pairs for support. Refer students to the Language box for help.
- 3 To check answers, nominate students to read out their corrected sentences, and encourage the rest of the class to say if they agree.

Suggested answers

1 him: it 2 Them: They 3 he: him 4 It: He 5 I: me

- 8 Work in pairs. Take turns to choose a subject or object pronoun for your partner to make a sentence with. Try to use all of the pronouns!
- 1 Students can do this task in class or for homework.
- 2 Students can either do this activity as a speaking activity, or for more support, students can think of a subject and object pronoun each and swap with a partner, who writes the sentence. Pairs can then join another pair to say or swap sentences.
- 3 Give students 2–3 minutes to say as many sentences as they can, then nominate some students to share their sentences with the class.
- 4 If you are short on time, students can do part of this activity for homework: ask students to write some subject and object pronouns in their partner's notebook for them to write the sentences at home.

Answers:

Students' own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

5 Literature

pages 36-37

Lesson objectives:

- Read and understand a short story about an unusual hobby (Exercises 1–4)
- Use key words to summarize a story (Exercise 5)
- Materials: Student's Book pages 36–37 Audio files

Before using the book

- With books closed, ask the class if anyone has an unusual hobby (free-time activity) or a hobby that hasn't been mentioned yet in this unit, and if they would be willing to share it with the class. If someone volunteers their hobby, encourage students to ask questions.
- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.

STUDENT'S BOOK



page 36

1 Guess the meanings of the words, then read and listen to the story and check your answers.

For stronger classes, do Exercises 1 and 2 together.

- Read through the words with the class and model the pronunciation: geocache /'dʒirou,kæʃ/; clues /kluz/; coordinates /kou'ərdɪnəts/; geeky /'girki/; logbook /'ləg,buk/.
- 2 Read through the definitions. Remind students to match the ones which they are confident of first, then tackle the more difficult ones. Also remind students how they can narrow down answers by deciding which part of speech each word is, and if it's a noun, whether it's a singular or plural noun. Elicit the part of speech for each of the words. If students aren't sure they should have a guess, e.g. a word ending in -s might be a plural noun: 1 singular noun; 2 plural noun; 3 plural noun; 4 adjective; 5 singular noun; 6 singular noun phrase. Elicit which of the definitions describes an adjective (b). Students do the task individually or in pairs for support. Check the answers around the class and ask students to say how they found the answers.

Audioscript

An Unusual Hobby

When Nermine's family move to Oxford for her dad's job, she misses her hometown, Alexandria. She decides to use her favorite hobby, geocaching, to explore the city. Geocaching is a special sort of outdoor treasure hunt. Just like a normal treasure hunt, you solve clues to help you find something interesting – the treasure. But in geocaching, the clues come from an app on your phone. When you solve the clues, you get coordinates, which are pairs of numbers. These help you find the treasure – the geocache, a box with small, interesting things in it. In Alexandria, Nermine loved geocaching with her friends. She's worried that her new classmates might think geocaching is geeky, so she doesn't tell them about it.

Then, one lunchtime, Nermine is looking at a new challenge on her phone when two girls from her class, Sarah and Ella, come over.

"What's that game?" asks Sarah.

Nermine explains. "There are millions of geocaches all over the world. When you find one, you don't take the treasure. You write your name in a logbook to tell other geocachers that you found it, then you put it back. If you want, you can put something new into the geocache for other people to find."

"That sounds fun!" says Ella. "Can we play, too?" "Sure! But this is a really difficult one."

"That's okay. Three heads are better than one, so maybe we will find the treasure more quickly together!" Their classmates notice that Nermine, Sarah, and Ella are spending all their lunchtimes together. They ask questions and soon there are ten of them geocaching. When they find the geocache, they discuss what to add to it. They decide on a school badge and a shell from the beach in Alexandria.

One day, Nermine, Sarah, and Ella decide to make their own geocache. They tell their math teacher. She thinks their idea is good and says that the geocache could be a challenge for the rest of the class.

The clues lead the class all over the school. It's hard work and they have to work together. Nermine feels included and happy. Finally, they work out the coordinates and find the geocache. They all have such a good time that they don't even mind that the treasure is extra math homework!

Answers:

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

STUDENT'S BOOK



page37

2 Read the story again What is geocaching? Would you like to try it? Why?

1 Students read the second paragraph to find the answer, then check with a partner. Elicit whether students have ever tried geocaching. If a student has, encourage other students to ask questions about the experience.

Answers:

Geocaching is a special kind of treasure hunt, where you solve clues to help you find something interesting. These help you find a treasure.

Students' own answers

3 Read the story again and number the events in the correct order.

- 1 Ask students to try to order the events before reading, then compare answers with a partner. Ask them to try to find the first and last event, then the others in between.
- 2 If partners have differing answers, they should discuss which one they think is correct and why. Students then read to check their answers either individually or in pairs.
- 3 Ask a more able student to read the events in order.

Answers:

a 1 b2 c6 d4 e5 f 3

4 Read the sentences and circle *T* (true) or F (false).

- 1 Read through the questions with the class.
- 2 Ask students to do the task individually, with fast finishers also correcting the false statements.
- 3 Students compare answers. If they have different answers, then they should tell each other why they chose the answer to see if they can work out which one is correct.
- 4 Check answers around the room, asking fast finishers to correct the false statements (2F – the clues come from an app on your phone; 5F - you should put it back).

Answers:

1 T 2F 3T 4T 5F

5 Find eight key words in the story to complete the summary.

- For less able classes read through the summary together and brainstorm the part of speech for each missing word (1 singular noun; 2 singular noun; 3 verb; 4 singular noun; 5 adjective or noun).
- 1 Students do the task individually or in pairs.
- 2 Give students 3–4 minutes to complete the summary. Check answers by asking three students to read a paragraph each.

Answers:

1 hobby 2 classmates 3 geocaching 4 challenge 5 extra math homework

BOOK CLUB

- Put students into mixed-ability pairs or groups of three. For more support, allow students to discuss each question briefly, then regroup as a class to share ideas. Alternatively, put more able students together in a group to discuss all the questions and divide the questions up between less able groups. Monitor and support less able groups, prompting them with questions or ideas where needed.
- 1 Read through the questions in turn with the 50

class, and answer any questions students might have.

- 2 Give students three to four minutes to discuss all the questions. Monitor, providing help where required, but also make mental note of any interesting ideas to share with the class.
- 3 When students have finished, regroup as a class and elicit one idea from each group. Note any interesting ideas that came up while you were monitoring.

Assess your progress

Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

Create a small geocaching box for the class with clues, then hide it somewhere in the classroom or in the school. Give students the clues, then allow them to find the box and add something to it. Perhaps they can invite another class to participate.

Writing

pages 38-39

Lesson objectives:

- Use punctuation correctly (Exercises 4–5)
- Write a forum post about a free-time activity (Exercise 6)

Materials: Student's Book pages 38–39 Audio files

Before using the book:

- Students search for the geocache box that you made in preparation for this lesson.
- Read through the lesson objectives in the box with the class so that they know what to expect, and for them to revisit the objectives when they check their progress at the end of the lesson.

STUDENT'S BOOK



page38

1 Work in pairs. Talk about your favorite free-time activity. What is it? Who do you do it with?

- 1 Read the instruction with the class and provide any new vocabulary that students might need.
- 2 Students ask and answer the questions in pairs. Remind partners to ask follow-up questions. Stop the activity when the majority of the class has finished talking, and invite students to tell the class about their partner's free-time activity and the answers to the follow-up questions they asked.

Answer:

Students' own answers.

- 2 Read the forum post. Check (✔) the purpose of Nabila's post.
- 1 Read the options with the class and ask students to read the post to find the answer.
- 2 Check the answer with the class and ask students to say the part of the text that gave them the answer.

Answers:

She wants to meet other people who share her interests.

3 Read again and answer the questions.

- 1 Read through the questions with the class.
- 2 Remind students of the activity they did in Lesson 1 when they underlined the key words in the question (Exercise 4, page 29). Ask students to underline the key words in the questions to help them find the answers.
- 3 Students answer the questions then compare answers with a partner. If students have differing answers, they should re-read the email again together, and work out the correct answer.
- 4 Check the answers around the class, with different students saying answers and others providing the justification from the post.

Answers: _____

1 drawing and painting 2 it's relaxing 3 art club 4 cats, dogs, and rabbits 5 draw and paint together, share ideas, give each other tips, and have fun



4 Find examples of punctuation in Nabila's post. Circle periods in red. Circle question marks and exclamation points in blue.

- 1 Read the box on *Using punctuation correctly*, then ask students to find each of the punctuation marks in the forum post.
- 2 Students compare answers with a partner to make sure they have the same answers. If not, they should refer to the box on *Using punctuation correctly* to agree on the correct answer.
- 3 Check the answers around the class.

Answers:

Hi everyone I love coloring and painting, and I really enjoy going to art club after school I also practice most days at homeo It's so relaxing My favorite thing to draw is animals I think I can draw cats, dogs, and rabbits quite well Here's a drawing I did of my cat last week Do you like art, too? I would like to meet other people who share my hobby so that we can set up a group to draw and paint together. We could share ideas, give each other tips to improve our work, and have fur Message me

5 Read another reply to Nabila's post. Add the punctuation.

- 1 Ask students to read again the post in Exercise 4, and this time observe how and when commas are used.
- 2 Elicit answers from students.
- 3 Then ask them to add the punctuation to the reply post individually.
- 4 Students compare answers with a partner.
- 5 Check the answers around the class.

Answers:

Nice to meet you Nabila I like your idea. I draw and paint a lot too but sometimes I want to practice and share my pictures with other people Also I have an idea for the group. We could have a different theme every month Everyone in the group draws or paints a picture on that theme. We can then share them at the end of the month What do you think?

6 Write a forum post about your favorite freetime activity. Use Nabila's post and the *Useful language* box to help you. Write 60–80 words in your notebook.

Read through the *Useful language* box with the class and remind students to use these phrases in 52 their writing.

- 2 Students write their email in class or for homework. When they have finished writing, they should check their post carefully to make sure they have the correct punctuation.
- 3 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), checking for the points in the *Check your writing* box, the *Useful language* and *Using punctuation correctly*.
- 4 Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class. Encourage the class to ask follow-up questions.

Answers:

Students' own answer (use the model writing as a guide)

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Self-Assessment

Learning objectives

Reading: An email about ways to spend your free time (page 29); A letter to a problem page (page 34); *An Unusual Hobby*: a short story (page 36)

Listening: A dialog about free-time activities (page 30)

Speaking: Talking about ways to spend your free time (page 29)

Writing: A social media post about finding friends with similar interests (pages 38–39)

Language: The present continuous tense (page 31); Subject and object pronouns (page 35)

Self-Assessment is a proven way to encourage students to take ownership of their learning and become more aware of what they have understood well, and what they feel they need more practice or support in. By carrying out extra practice at home or seeking additional support, they will start to feel more confident in their learning, which in turn, fosters independent learning. Allow more time for this first Self-Assessment in order to lay the foundations in helping students understand why self-assessment is very helpful both for your students and also for you in understanding which areas your class needs more support. You may wish to do part or all this section in the students' own language.

- 1 Explain that the statements in the box are called "can-do statements" and write this on the board. Explain that they relate to the lesson objectives at the beginning of the lesson. The statement means that students "can do" what it says in the lesson objective now they have finished the unit. However, sometimes they might not feel that they "can do" what the statement says with confidence.
- 2 Put students into familiar pairs or small groups, with students they feel comfortable talking to. Read though the first learning objective with the class, then turn to the corresponding lesson (summer vacation activities vocabulary page 4). Ask pairs/groups to discuss how confident they feel about being able to use this vocabulary now: Do they remember all the vocabulary? Can they use them in sentences? Or are there some items they still aren't sure about?
- 3 Ask students to discuss reasons why they might not have achieved the lesson objective. Suggest one or two ideas so that students understand that they can be open with themselves and each other in this section, e.g. they weren't able to do your homework; the activity was difficult; they couldn't hear the explanation well, the activity was too fast.
- 4 Give students 1–2 minutes to do this, then regroup as a class. Ask volunteers what they can do to improve their confidence with this learning objective. This might look like more practice, reviewing something in class, asking a partner for support, etc.
- 5 Repeat this step for all of the lesson objectives and ask students to focus on one of the objectives with which they feel they need more support/practice. Together in their groups, students help each other decide how best to work on the lesson objective. Ask students to spend time working on their lesson objective at home or ask for more support.

Next lesson

• Follow up on students' extra practice on their chosen lesson objective in the next lesson. Offer further support or guidance and congratulate any progress students make as this will help foster their independent learning and, eventually, their learning autonomy.





Review A

Unit objectives

To revise the ve Units 1–3	ocabulary and language from
Reading:	Blog posts about how you spend your summer
Listening:	A dialog about a family birthday celebration
Language:	The past simple tense; Adverbs of frequency with the past simple tense; determiners and possessive 's; <i>can</i> and <i>will</i> to make requests; the present continuous tense; subject and object pronouns
Vocabulary:	play in a tournament, help out at your family's workshop, teach adults to read and write, volunteer at a community garden, write stories using AI
Speaking:	Ask and answer questions about your free time, last vacation, and a family party
Writing:	An informal email reply to a friend about your summer vacation and first week at school
Materials:	Student's Book pages 40-43 Audio files for Review A
×	



Listening

1 Read the forum posts. What is the topic of the forum?

- 1 Read the question with the class and elicit the key word (topic). Review what a *forum* is (an online message board where people can post messages). Then look at the photos and elicit what students can see in each photo. Ask students to predict what the forum topic might be. Don't confirm any answers, but point out that it's always a good idea to try to predict the topic of the question before reading. Elicit from students if they should read the forum posts quickly or in detail (they should read the posts quickly to find the general idea; they don't need to worry about the details).
- 2 Student's read the posts individually to find the answer. Elicit the correct answer. To follow up, ask students why the two other options are incorrect (the posts are in the present simple

tense – if **a** or **c** were correct, they would be in the past or future tenses).

Answers:

b How you spend your free time

2 Read the posts again. Write the name of the person who ...

- 1 Elicit from the class what they need to do in this activity (find the information in the text and write the correct person). Elicit how they should do the activity (find the key word in the sentence endings and look for the similar words and phrases in the posts).
- 2 Elicit the meaning of *keeps a record*. Students read and answer the questions individually, then compare answers with a partner.
- 3 Check the answers as a class, then ask the class to say where each of the countries are in the posts.

Answers:

1 Luca 2 Nadia 3 Ellie 4 Josh 5 Nadia 6 Luca 7 Ellie and Josh 8 Luca and Nadia.



3 Find a word or phrase in the text with the following meaning.

- 1 For less able students, ask some students to answer 1-4 and others 5-8. Otherwise, students do the task individually then compare answers with a partner.
- 2 Check the answers around the class, then ask students to write any new words in their notebook, along with the meaning and an example sentence.

Answers:

1 huge 2 volunteer 3 indoor 4 compete 5 tournament 6 training 7 improving 8 a journal

Listening

 Listen to a dialog between Sarah and Mariam about a birthday party. Match the people (1-6) to the actions (a-f).

- 1 Remind students to listen for the person's name in the listening in order to find the answer. Read through the actions with the class and ask them to underline the key words.
- 2 Play the recording all the way through, then again, pausing after each answer to check.

Answers:

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

Audioscript

- **Mariam:** Hi, Sarah. I saw some photos of you on social media yesterday. You were at a party. It looked fun!
- Sarah: Thanks, Mariam. Yes, I had a great time! It was my grandmother's 70th birthday party, and we all wanted it to be special, so we spent weeks preparing it. It was hard because there was a lot to do, and we wanted it to be a surprise.

Mariam: Oh, so she didn't know about the party?

Sarah: No, she didn't. Mom organized everything, but we all helped. My sister, Nadia, got in touch with all the family members on social media. I made the cake, and Dad took the photos on the day.

Mariam: And how was the big day?

Sarah: *Perfect! My uncle has a café in town, so we*

had the party there. My grandfather took my grandmother for a walk and said, "Why don't we stop for a coffee at the café?". When they went in, we were all there.

- Mariam: That's great! And did you know everyone there?
- Sarah: No, I met lots of new relatives. It was also good to see cousins that I usually just message online. It's much better to chat face-to-face, isn't it?

Mariam: True!

- 2 Listen again. Read the sentences and circle *T* (true) or *F* (false).
- 1 Put students into pairs to read through the sentences and decide whether they are true or false.
- 2 Play the recording for students to check their answers. Follow up each false answer by asking a volunteer to correct it.

Answers:

1 T 2 F 3 T 4 F 5 T

- **3** Listen again and complete the sentences with words from the dialog.
- 1 Give students two minutes to try to predict the answers by deciding what part of speech the missing word is and predicting what they think the answer might be. This will help them to listen out for the answer when it comes.
- 2 Play the recording and check answers around the class. Ask students who haven't yet answered in this lesson.

Answers:

1 weeks	2 sister	3 café
4 walk	5 relatives	6 message

Language **STUDENT'S BOOK** page 42 Δ Language Complete the post with the verbs in the box. helped played taught volunteered wrote I had a very busy weekend, I ¹ in a tennis tournament - and got man ² at the community garden, like she does every Saturday. adults to read and wirte Arabic at his parents' school, and Naglaa out at her family's workshop. Talia ⁵ school and region her My friends and I had a very busy weekend. I ¹ second place! Eman ² ______ at t nd place! Er Yehia aptop using Al. 2 Complete the sentences with the missing words. The first letter has been given. we my friends, but I also like to s_____ Why don't you write an e __ about your summer vacation A loor joo wine are ______ about you summer weatain: It's important to h ______ in the community where you live. Noor ______ new skills all the time: yesterday she started painting! My grandparents t ______ regular exercise: they walk 2 kilometers every day! It's important to stay a ______, so try to walk to work instead of driving. 3 Complete the sentences with the past simple of the verbs in brackets. Sorry I'm late, I (stop) to talk to a friend on the w My friends and I (be) at the shopping mall yesterday Mona _____ (read) the whole book in just two days! Where _____ (you/spend) your last summer vacation Where ____ (you/spend) your last summer vacation? 5 |____ (not watch) the game last night. Was it good? (I / tell) you about my uncle? He's getting married! (4) Choose the correct option to complete the dialogs. 1 A: 1 Salma's / Salmas' cats are so cute! B: They are! I forgot ² its / their names, though A: Kitty and Cookie, I think. 2 A: Mom, can we have a party here? All of my "friend's / friends' parents said no B: Maybe, if your father's OK with it. I'll ask 4 he / him. Complete the text messages with the present continuous of the verbs in brackets. 2 Amal and I _____ (wait) for you here at the café. See you soon! I _____ (walk) home from school right now, I'll ring you when I get there. 3 What _____ (you / do) right now? Can I ring you? Wael _____ (not answer) 5 Hanan can't talk right now. She ______ (get) ready for the party! 6 I _____ (not feel) very well today. Can you tell the teacher? 42

1 Complete the post with the verbs in the box.

- 1 Look at the words in the box with the class and ask what tense the words are (past simple). Ask students if they need to put the words in the past simple tense (no).
- 2 Ask students to complete the paragraph with the words, reminding them to do the ones they are sure of first, then come back to the ones they aren't sure about.
- 3 Read the completed paragraph around the class to check answers.

Answers:

1 played 2 volunteered 3 taught 4 helped 5 wrote

Fileped 5 wible

2 Complete the sentences with the missing words. The first letter has been given.

- 1 Put students into pairs to try to find the answers together, then check their answers with another pair.
- 2 Check answers with the class.

Answers:

1 spend 2 email 3 help 4 learns 5 take 6 active

3 Complete the sentences with the past simple of the verbs in brackets.

- 1 Look at the base form of the verbs in brackets and elicit from the class which verbs are irregular (2 be; 6 tell).
- 2 If you think it will help, review the past simple tense *Language box* on page 7. Alternatively, review it after the exercise if students have any issues.
- 3 Students complete the exercise individually, then check for any difficulties students had forming the past simple and review if necessary.

Answers:

1 stopped 2 were 3 read 4 did you spend 5 didn't watch 6 Did I tell

4 Choose the correct option to complete the dialogs.

- 1 This exercise reviews determiners and possessive 's and subject and object pronouns. If you think it will help, review the *Language boxes* in the unit. Alternatively, review it after the exercise if students have any issues.
- 2 Put students into pairs to choose the correct options, then role play the completed dialogs to make sure their answers work.
- 3 Ask one or two pairs to role play the dialogs to the class to check the answers.

Answers:

1 Salma's / their 2 friends' / him.

5 Complete the text messages with the present continuous of the verbs in brackets.

- 1 This exercise reviews the present continuous. If you think it will help, review the *Language boxes* in the unit. Otherwise, review the language after the exercise if students have any issues.
- 2 Elicit from the class which question asks students to use a question form (3).
- 3 Ask students to complete the messages alone, then compare with a partner.
- 4 Check the answers with the class and ask if students had any difficulties. Go over any issues

with the class.

Answers:

- 1 I'm walking 2 are waiting 3 are you doing
- 4 is not answering 5 is getting ready 6 am not feeling

Speaking



1 In pairs, follow the instructions below.

- 1 Read the instructions with the class and elicit which topics this activity reviews (my last vacation, free time and a family party). Write the topics on the board and elicit some vocabulary items that might help students during the listening activity. If necessary, remind students of the unit vocabulary.
- 2 Read through the instructions with the class, check students' understanding, then put students in mixed-ability pairs to ask and answer.
- 3 Monitor and check for any issues. Address the issues during class feedback.

Answers:

Student's own answers

Writing

1 Read the email and write T (true) or F (false)

- 1 Read the questions with the class and ask them to underline the key words that they think will help them find the answers in the text.
- 2 Students read the email individually to find the answers, then compare with a partner. Check with the class, then ask students to correct the false statements.

Answers:

1 false 2 false 3 true 4 true 5 true

- 2 Write a reply to Shahd, telling her about your summer vacation and first week back at school. Remember to use informal language and to check your spelling and punctuation. Write 100–120 words.
- 1 Read the instructions and elicit features of the email that make it informal (informal greeting and signing off with TTYL (talk to you later), short form of verbs, etc).
- 2 Put students into pairs to brainstorm what they are going to write about in their email reply. Remind them to answer Shahd's questions in their reply.
- 3 Students write their reply in class or for homework.
- 4 Students swap work with a partner to correct. They should check: the word count, that the email reply answers the questions in the original email, that the language, including the greeting and sign-off are informal language, and that the email includes vocabulary from the unit.
- 5 Students rewrite their email based on their partner's feedback.

Answers:

Student's own answers

UNIT

Digital life

Unit objectives

Reading:	Information about inventions for a sustainable future; An article; <i>Scammed!:</i> a short story
Writing:	A blog post about staying safe online; taking part in a technology competition
Listening:	Understand a dialog about a new app
Speaking:	Talk about staying safe online; Discuss which devices are important and why
Language:	Imperatives for instructions; The zero conditional

1 Green technology pages 44–45

Lesson objectives:

- Learn vocabulary for technology (Exercises 1–2)
- Use visual clues to identify a text type (Exercises 3–4)
- Read and understand information about green technology (Exercise 5)
- **Vocabulary:** *ATM*, *battery*, *devices*, *recycle*, *search engine*, *solar panels*

Materials: Student's Book pages 44–45 Audio files

Before using the book

- Write the phrase green technology on the board, and elicit its meaning (technology that is environmentally friendly). Using the examples of green and not so green technology that you prepared for this lesson, have a quick game to see who can guess which one is which.
- Split the class into two teams. Hold up or display on the IWB the first picture and ask students to raise their hands to guess if it's green or not green. Allow the first person to put their hand up to answer. If they are correct, they get a point for their team. The team can have another point if they can name the technology; if they are incorrect, the other team has a chance to answer. Play until all the pictures are used up. Congratulate the winning team.



- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.
- Remind students that they learned what *clues* are in the geocaching lesson in Unit 3, and elicit the meaning. Answer any questions students have.

Think!

Explain to the class that this lesson is about the technology we use in our homes. Read through the *Think!* box with the class, and either talk through the questions together, or put students into pairs to discuss for one to two minutes before eliciting feedback.

1 Write the words under the pictures. Then listen, check, and repeat.

 Look at the photos with the class and ask students to say what they can see in each one.
 Write any useful words on the board to help less able students in Exercise 2.

- 2 Read the words in the box, modelling the pronunciation. Give students one minute to write the words under the photos, then compare with a partner.
- 3 Listen to check, then drill the pronunciation of the words chorally and individually. Ensure students understand what battery means (a container that converts chemical energy into electricity as a source of power). If necessary, translate it into the students' own language.

Audioscript

a search engine b recycle c devices d ATM e solar panels f battery

Answers:

a search engine; b recycle; c devices; d ATM; e solar panels; f battery

2 Work in pairs. Play a guessing game. Choose one of the things from Exercise 1, and describe it for your partner to guess.

- Mixed-ability: Allow less able students to use the words on the board from Exercise 1 to help them. Pair more able fast finishers together and ask them to think of one more thing related to technology and describe it to their partner to guess. Offer help where needed.
- 1 To make the game more fun, students can keep score. You may wish to demonstrate the task with *battery* as students might find this word challenging to describe.
- 2 Monitor and help where needed.
- 3 Give students 2–3 minutes to play the game, so that most of the students have talked about all six items from Exercise 1.
- 4 Nominate a couple of pairs to role-play their game for the class. Elicit from the class if they had any problems describing any of the words and provide clarification if needed.

Answers:

Students' own answers.



3 Look at the text and check (✓) the correct text type.

- 1 Read the heading of the Using visual clues to identify a text type box with the class, and ask students to predict what they think it will be about. Read the box with the class before doing the exercise.
- 2 Before you look at the text, read the options with the class and elicit the features of each one (an article: a main heading, sometimes sub-headings, text and sometimes photos; infographic: data presented in a visual way, e.g. chart or diagram; email: a digital letter, with a greeting and a sign off).
- 3 Look at the text with the class and ask them to decide what features it has, and which one of the three options it is most like. Students give reasons for their answer.

Answers:

1 an infographic

4 Look at the text again. Which of these things does it have?

1 Elicit the meaning of emojis and any other words that you didn't cover in Exercise 3.

- 2 Students work individually to choose the correct options, then compare answers with a partner and try to correct any answers which differ.
- 3 Elicit answers around the class and ask students to give a reason for each one.

Answers:

a title
 colorful pictures
 easy to read information and facts
 short paragraphs

5 Read and listen to the text. Answer the questions.

- 1 Read through the questions with the class and ask them to underline the key words so that they can listen out for these or similar words to help them find the answer. Remind them that once they have heard the answer, they should write brief notes quickly so they don't lose their place while they are listening.
- 2 Play the recording for students to find the answers and write them in their notebooks.
- 3 Students compare answers before checking around the class. Ask students to say full sentences when giving their answer.
- **Extension:** In pairs, ask students to decide which one of the five inventions is the best invention, and why. Remind students to use the polite language for agreeing and disagreeing that they learned in Unit 3, Lesson 3. If you think it will help, review the phrases for agreeing and disagreeing on page 32 as well as the content in the *Agreeing and disagreeing in a discussion* box. Otherwise, quickly remind students to give a reason when they disagree. Give students 2–3 minutes to decide, then nominate a few pairs to share their ideas with the class. If other pairs had different ideas, encourage them to disagree politely and give a reason.

Answers:

- 1 We can recycle old electronic devices and get money for them
- 2 Solar-powered airplanes fly using power that comes from solar panels
- 3 Some search engines give the money they get from advertisements to help tree planting projects around the world
- 4 In the future, they could even produce enough power to run electric cars

5 Ocean clean-up projects collect rubbish in the water, then ships take it back to land for recycling.

Audioscript

Inventions for a sustainable future

Our world has many problems. We need new ways to help us take care of our planet and fix some of the problems it faces. Here are some exciting new inventions which will help us.

EcoATMs

We use regular ATMs to take money out or put money into our banks. Eco-friendly ATMs help us recycle old electronic devices. When you put your old device in it, the machine tells you how much money you can have for it. You can keep the money or give it to a charity! Tree-planting projects

When we go online, we see online advertisements. Some search engines give the money they get from advertisements to help tree-planting projects around the world.

Solar-powered airplanes

Most airplanes aren't good for our planet. Solar-powered airplanes fly using power that comes from solar panels. It is very clean power. The planes can fly around the world, day or night. It's an exciting new invention for the future!

Plant-based batteries

Scientists are developing batteries that work using material from plants. The way these batteries are made is better for the environment than traditional batteries. In the future, they could even produce enough power to run electric cars!

Ocean clean-up projects

The world's oceans are full of plastic which is very bad for life in the ocean. Ocean clean-up projects collect rubbish in the water, then ships take it back to land for recycling.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• To prepare for the next lesson, either ask students to research a new green technology to share with a partner in the next lesson (they can either write a paragraph, an infographic or just talk about it). Alternatively, ask students to think about their favorite app and share this with a partner.

2 What are you doing? pages 46–47

Lesson objectives:

- Read and understand a conversation about a new app (Exercises 2–3)
- Use imperatives to give instructions (Exercises 4–7)

Vocabulary:	camera, health and fitness, maps, social media, music, radio
Materials:	Student's Book pages 46–47
	Audio files

Before using the book

• In pairs, students share the information they found out at home either about a new green technology or their favorite app (whichever one you set). After a few minutes bring the class together and nominate a few students to report the information their partner told them.



• Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.

1 What kinds of apps do you have on your phone? Which ones do you use most often?

- 1 Read though the options and elicit things you can do with each app to check students' understanding.
- 2 Either have the discussion as a class or put students into small groups to speak for 1–2 minutes, then bring the class together to elicit some ideas.

Extension: Turn the activity into a survey

with bar chart results. Write the six words as columns into a bar chart on the board. Call out each word in turn and ask students to raise their hands if they use the app daily. For every one, two or five students (depending on the size of your class), add a block to the bar chart. Alternatively, ask a student to fill in the bar chart on the board.

Answers:

Students' own answers.

2 Read and circle the correct words. Then listen and check.

- 1 Ask students to look at the words in bold and say what type of words they are (verbs).
- 2 Students complete the activity individually, then compare answers with a partner to try to resolve any differing answers
- 3 Either play the whole recording, then check answers, or pause after each answer to check.

Audioscript

Amir:	Hi Selim. Thanks for telling me about
	AppErture! I'm really excited!
Selim:	No problem! I can show you how to use it if you want. Have you got the app on your phone yet?
Amir:	Yes, I have! I want to try it now! Show me how to use it!
Selim:	OK. First, tap the app to open it. Can you see the camera icon?
Amir:	Here? Yes.
Selim:	Press on the icon for one second and it will open your photos. Don't stop pressing. Wait until they open. Then choose a photo you want to change.
Amir:	Right. Here's a photo of my cat, Fluffy!
Selim:	Sweet! You have a black cat do you want to make it another color?

Amir: OK!

- **Selim:** *Open the color bar and choose the color you want.*
- **Amir:** Haha! I have a purple cat! What about these effects? Look! I can use the eraser to take away your bed. You look like you're flying now! How can I save the photo?
- Selim: Keep your finger on the photo and drag it to the 'Save' folder. Now share it with me, please! I love it!
- Amir: I will! Thanks, Selim.

Answers:

1 show	2 tap	3 press	4 don't stop
5 open	6 choose	7 keep	8 share

3 Read again and match the parts of the sentences.

- 1 Check students' understanding of *icon*, *bar*, and *eraser*.
- 2 Ask more able students to try to match the sentence parts before reading, then read to check. Otherwise, students read individually then match the sentences.
- 3 Students compare with a partner before you check around the class.

Answers:

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

STUDENT'S BOOK page 47 4 (4) Read the Language box and complete the rules. The imperative When you give instructions, you use the imperative form of the verb. This is the infinitive form of the verb without to (e.g. press, send, wait). Start the instructions with the imperative form of the verb: Show me how to use it! Tap the app to open it You ¹ add / do not add the personal pronoun (e.g. you) before the verb When you tell someone **not** to do something, you use ² doesn't / don't before the imperative form of the verb. Don't stop pressing (5) Look at the signs and complete the instructions with the imperative (6) Read and circle the correct answers.? ira: Can you **speak / tell** me how to use the video call app? nia: Sure, it's really easy. **Switch on / put down** your laptop! ira: Done! What's next? Samia: Open the video call program. And don't forget to connect / delete your headphones Amira: Ok amia: Then click / delete the address book samia: i in in die V dereite the address book. Amira: i is in othe **i** V right of my soreen? Samia: No, it's on the left. Next, **find / send** the name you want. Amira: I found Nermine. What now? Samia: Finally, just **click / scroll** on her name to call her! Remember to **close / open** your webcam too! Amira: Thank you Samia! First, find the camera Ok, I opened the camera icon and click on it. What's next? 7 You are telling a friend how to do one of these things: Point the camera and Take a photo with a phone Install an app on their phone take the photo Look at the dialog and say how to do these in pairs. 47

4 Read the *Language box* and complete the rules.

- 1 Read the first paragraph and the examples in the *Language box* with the class. Then ask students to say if there is a subject pronoun "you" in the example sentence (no it's left out). Read the options in rule 1 and complete as a class. Drill some examples in the positive with the class: write some prompts on the board, e.g. close/ door; open window, and ask students to say the imperative sentence.
- 2 Repeat for rule 2.
- 3 Answer any questions students have about the *Language box* before moving onto Exercise 5.

Answers: 🗕

1 do not add 2 don't

5 Look at the signs and complete the instructions with the imperative.

1 Elicit the meaning of *insert* (put something inside of something else), and explain that we usually use *insert* when we want something to happen, not, for example, if we are just putting

something in a bag/pocket/cupboard. Elicit some example sentences to ensure that students have understood.

- 2 Look at the pictures with the class and elicit why two of the pictures have a red circle and line through them (this means *don't* do something, so here students need a negative form).
- 3 Students complete the sentences individually, then bring them together as a class to check answers.

Extension: In pairs, students write more

gapped sentences using the words in the box, then swap with another pair to complete. The original pair then checks the answers.

Answers: .

1 turn 2 put 3 don't use 4 don't take

6 Read and circle the correct answers.

- 1 Ask students if they often make video calls, and who they make them to. Ask students on which devices you can make a video call (phone, tablet, laptop). Teach *click* (press a button using the mouse or your finger on a touchscreen) and *connect something* (join something to something else).
- 2 Put students into pairs to choose the right verbs in the sentences. If they make video calls, ask them to visualize the steps. Encourage them to discuss and justify their choices.
- 3 Bring students together as a class to check answers.

Answers:

tell; switch on; connect; click; left; find; click; open.

7 You are telling a friend how to do one of these things: take a photo with a phone or install an app on their phone.

- 1 Read the example dialog with the class.
- 2 Put students into pairs for this activity. Ask the pairs to choose one activity each.
- 3 Allow students to use one phone per pair to carry out the action on the phone in order to help them to work out the steps.
- 4 Give students a few minutes to write notes. Circulate and offer help where needed. Remind students to use the imperative correctly as well

as include sequencing words for each stage. Encourage students to also include negative instructions as well, e.g. *Don't move the phone quickly*. (taking a photo on your phone).

- 5 Tell students to role-play the dialogs, taking turns in giving instructions and responding.
- 6 Invite a few pairs to role-play their dialogs in front of the class and encourage the others to give feedback.
- 7 Ask students to write the instructions for homework.

Answers:

Students' own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

3 Our school bazaar pages 48-49

Lesson objectives:

- Digital literacy: learn about ways to stay safe online (Exercises 4–7)
- Give a presentation about staying safe online (Task)
- Materials: Student's Book pages 48–49 Audio files

Before using the book

- If students did the writing (Lesson 2, Exercise 7) for homework, ask students to peer-check each other's work, paying attention to the use of the imperative in their partner's instructions as well as sequencing words in the right order. Students rewrite their instructions based on their partner's feedback.
- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.



1 Look at the headings in the article. What do you think it is about? Check (✓).

Read the instruction, then ask a student to read the first paragraph heading. Ask: *What is a password?* (a secret word or combination of letters and numbers you use to prove who you are when you want to access an online account). Ask: *Why do we need passwords?* (to keep our information safe). Look at the options with the class and decide which one this paragraph heading most describes. Do the same for the remaining paragraphs, then ask students to choose the correct option, A, B or C. Check the answer. If some students chose "A", that's OK as all of the headings also apply to social media.

Answers:

B staying safe online

2 Match the words in **bold** in the article to their definitions.

 Draw students' attention to the words in bold in the text. Go through each one individually as a class, and elicit what type of word it is (part of speech – noun, verb, adjective, etc.), then ask students' ideas for the meaning of each word based on the context of the word in the sentence in the text – ask them to look for clues around the word.

- 2 Now read through the definitions with the class and check students' understanding.
- 3 Students match the words to the definitions. Remind them to match the ones they are confident about first and to use the context of the word in the sentence in the text to help them.
- 4 Allow students to compare answers with a partner before checking as a class. If partners have differing answers, they should go back to the text and try to find the correct answer together.
- 5 Ask students to record the new vocabulary in their notebooks along with the part of speech, and to write one sentence for each of the new words in their vocabulary notebook.

Answers:

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

STUDENT'S BOOK

page 49 4 (3) Read and listen to the article. Circle T (true) or F (false). It's a good idea to have a short password because it's hard to guess. T/F You can control what happens to something that you write or share after you post it. T / F 3 It's a bad idea to accept friend requests from people you don't know. T/F It's important to be kind online and not to post things that are rude or upset others. T/F (4) Read and listen to the article again. Answer the questions What makes a password strong? What information should you not put in a password? 3 What shouldn't you share or post? What do cyberbullies sometimes use when they post horrible messages online? Who should you talk to if you are being cyberbullied? (5) ²⁴ Work in pairs. Discuss the questions below. 1 What are some examples of bad behavior online? 2 What happens as a result of this bad behavior? 3 Why do you think it is important to stay safe online? 4 Which of the ways discussed do you think are the most important to help young people stay safe online? # TASK Give a presentation about top tips for staying safe online. Work in aroups Share your ideas about other ways to stay safe online 2 Make a list of your group's ideas, then choose the ones you want to include in your presentation. 3 Decide how to present your top tips. Think about • how to share your tips with the cla how to explain why each tip is important · who will talk about each top tip 5 Present your top tips to the class. Which 49

• Read and listen to the article. Circle T 3 (true) or F (false).

- 1 Read through the questions with the class, and check the meaning of *control* (to limit or rule something or someone), and rude (the opposite of polite).
- 2 Ask students to work individually to read through the sentences and find key words that might help them find the answers in the text, e.g. 1 password. Students then find the statement in the text and decide if it's true, with fast finishers also correcting the false statements.
- Students compare answers. If they have different 3 answers, then they should tell each other why they chose the answer to see if they can work out which one is correct.
- 4 Check answers around the room, asking fast finishers to correct the false statements (1 F – long passwords are a good idea as they are hard to guess; 2 F - when you post a comment or photo on social media, it stays there forever;). Play the recording to check.

6 Audioscript

When you go online to send messages, play video games, download an app, or just check your social media, it's important to remember a few simple rules that can keep you safe.

1 Choose strong passwords

It's important to use a password that is a mix of letters, numbers, and special characters like an exclamation mark, ampersand, or dollar sign. Long passwords are also a good idea as they are hard to guess. Never use your name or date of birth, your pet's name, or anything that hackers can guess from your social media.

2 Think before you post

When you post a comment or photo on social media it stays there forever, even if you delete it from your account. Don't post or share anything nasty or false.

3 Be careful of friend requests

Don't accept friend requests from people you don't know. Always tell your parents if someone you don't know sends you messages or wants to chat with you and don't click on any links they send you. Never share personal information with anyone.

4 Be kind online

Cyberbullying is a big problem for young people. It's easier for bullies to post horrible messages online as they can hide behind a false name. Cyberbullying can happen any time you are online – at home, at school, or out with your friends. Tell an adult if someone is bullying you. And always be kind online.

Answers:

1F 2F 3T 4T

4 Read and listen to the article again. Answer the questions.

- 1 Again, remind students to find the key words in the questions in order to search for them or similar words and find the answers quickly in the text.
- 2 Students scan the text to find the answers individually.
- Check the answers around the class, asking 3 different students for the keyword, the answer and where they found the answer in the text.

Answers:

- 1 a mix of letters, numbers, and special characters like !, &, or \$. Long passwords are also a good idea as they are hard to guess
- 2 Never use your name or date of birth, your pet's name, or anything that hackers can guess from your social media

3 Don't post or share anything nasty or false

- 4 a false name
- 5 tell an adult

5 Key Work in pairs. Discuss the questions below.

- **Teacher support:** Split the class up into groups of less able and more able students. Give the more able students all of the questions to ask and answer and then split the questions among the less able groups according to what you think they will be comfortable answering. Monitor and offer support, taking care to sensibly guide conversations around safety online.
- 1 Allow discussion to continue until some of the groups have finished.
- 2 Elicit ideas from different groups, and bring out any sensible comments around safety online and share any interesting or helpful information.

Answers:

Student's own answers

TASK

- **Teacher support:** For more whole-class support, go through the instructions for each numbered stage with the class, then allow students to carry out the stage before regrouping as a class to go on to the next stage.
- 1 Students stay in the same groups as for the previous exercise. Go through the *Task* box with the class: for step 1, tell students to choose four of their best ideas for staying safe online from question 4 in Exercise 5 or from the article in Exercise 1.
- 2 For step 2, give groups 4–5 minutes to formulate their ideas. Circulate and provide help where needed, and write any vocabulary that students need on the board for them to copy. Remind them to use the imperative for any instructions.
- 3 For step 3, explain to groups that they will present their ideas to the class. Give groups a few minutes to decide how they will present and how they will divide the roles between them. For example, one student might write on the board while the other two students take turns to explain the steps.
- 4 Groups present their ideas to the class.

Encourage the class to ask follow-up questions about each solution or ask about any words or ideas they aren't sure about.

Extension: As an extra step, students put their information into a poster or infographic to help them prepare for the presentation and/ or to use during the presentation as a visual. At the end of the class or at the beginning of the next lesson, display them on the wall and have a class vote on the best one by asking students to circulate and draw a smiley face on their favorite poster/infographic. Ask students to base their decision on how clear and informative the students' work is. Congratulate all groups on their hard work, with special mention for the winning group.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

To prepare for the *Before opening the book* activity in the next lesson, find photos of the following science and technology topics (or alternative ones your class will be familiar with): examples of science: *ecosystems, the water cycle, human body, astronomy, electricity;* 7 *examples of technology: smartphone, microscope; electric car; computer, solar panels, calculator, virtual reality headset.*

4 Science and technology pages 50–51

Lesson objectives:

- Listen to and understand a talk about science and technology (Exercises 2–3)
- Use the zero conditional to talk about facts and things that are always true (Exercises 5–8)

Materials:	Student's Book pages 50–51
	Audio files

Before using the book

 Read the unit heading Science and technology to the class and elicit the meaning of the two words (science is the study of the physical world; technology is applying scientific knowledge for other purposes, e.g. making things). Show each of the pictures you prepared in a random order, and ask students to categorize the photo by responding "science" or "technology". Alternatively, play a game, splitting the class in two and ask each team in turn. If they get it
right, they get a point, if not, open it up to the other team for half a point. The team with the most points when all of the photos have been sorted, wins.



• Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.

1 Think about science and technology. Do you study them at school? What do you do in these subjects and why are they useful?

- 1 Direct students' attention to the photos, and elicit what each one shows (first photo: a girl using a microscope, possibly in a science lesson; second photo: a boy making something, possibly in a technology class), elicit that the first photo shows the study of something form the physical world (science) and the second photo shows someone using science to make something (technology).
- 2 Ask students to discuss the questions in pairs or small groups for one minute, then elicit some ideas as a class making sure students give reasons for their answers. Encourage differing opinions.

Answers:

Students' own answers

- 2 Listen to a talk about science and technology. Then look at the sentences about the two subjects and circle S (science) or T (technology).
- 1 As before, read through the sentences and check students' understanding, then ask students to find and underline the key words before they listen.
- 2 Play the recording. For more support, pause the recording after each answer to give less able students more time to choose and record the answer.
- 3 Check the answers around the class and, if necessary, play the part of the recording again with the answer.

Audioscript

Well, science tell us about the world and how everything in it works. Technology, on the other hand, helps us to solve problems. It also helps us to do things better and more quickly.

In science, we ask questions about the natural world – questions like, If this happens, why does this always happen next? To answer these questions, we do tests. We must look carefully at the results of the tests to check whether our ideas are correct. If we can use science to prove something, we know it is a fact. For example, we can do tests to show that, at sea level, if fresh water cools to a temperature of zero degrees Celsius, it always freezes into solid ice.

In technology, we use the information we learn from science to solve problems and find new ways to do things. Sometimes we do this by making devices such as phones and computers. Of course, to make a device that uses electricity, we must first understand how electricity works – in other words, the science behind the technology!

So, in short, science is about understanding the world, while technology is about using that understanding of the world to make and do things that help it.

Answers:

1 S 2 T 3 S 4 T

3 Listen again. Match the definitions to the words in the box from the talk .

- 1 Teach *achieve* (to finish something after a lot of hard work or effort) and check students' understanding by asking: *What can you achieve at school?* Elicit some examples.
- 2 In their pairs, students try to match the words and definitions before they listen, and then listen to check. Ask them to match the ones they are sure about first, and then match the more difficult ones.
- 3 Play the recording to check.

Extension: Call out the words and ask

think the sentence is correct or incorrect. You can say each of the words more than once for students to say different sentences. Alternatively, students do this activity in pairs.

Answers:

1 prove 2 aim 3 freeze 4 cool 5 efficiently 6 device

4 Work in pairs. Ask and answer questions about technological devices. Which are the most important in our lives today?

- 1 Explain to students that a device can be any object or machine for a particular purpose, not just an electronic device such as a tablet or a mobile phone. Elicit some examples of a device, and write them on the board to help less able students.
- 2 Read the example dialogue with a more able student, and ask students to share their ideas in pairs. Remind them to use language for agreeing and disagreeing politely, and encourage them to disagree with each other.
- 3 Monitor and help, noting any interesting conversations to bring out during class feedback.

Answers:

Students' own answers

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4 5 Read the Language box and choose the c The zero conditional We use the zero conditional to talk about facts and things that are ... if fresh water **cools** to a temperature of 0°C, it always **freezes** into We can't design a new phone if we don't understand how electricity Conditional sentences usually have 1 one / two parts: the if-clause and the main clause When the *if*-clause comes first, we put a ²**period / comma** betw two clauses. When the *if*-clause comes second, we don't use one We use the ³ present / future simple tense in both clauses. (6) Match clauses (1-5) to clauses (a-e) to make zero conditional sentences a you have to spend a lot of money I lf it raine in the depart b I'm always tired the next morning. 2 If you want a good phone. 3 If you press this button, c you click on this picture 4 If I go to bed late d plants can suddenly app 5 What happens if e it takes a photo (7) Complete the sentences with the correct form of the verbs in brackets. 1 If I _______ (not / wear) my glasses, I ______ (can / not / see) wel the door (open) if you (press) that button? (cycle) to the beach, it _ _ (be) much quick (read) a lot, you _____ 4 If you (learn) more words 5 What (happen) if you (add) some oil? 8 Look at the pictures. Use the prompts to write zero conditional sentences about them in your notebook. call better / wear headphones 51

page51

5 Read the *Language box* and choose the correct answer to complete the rules.

- 1 Read the first sentence and the two examples in the *Language box* with the class. Elicit things we can use the zero conditional to talk about in our everyday lives (accept any reasonable answers based around facts and things that are always true such as science, technology, the weather, using devices).
- Read the next sentence containing the first 2 option and elicit the meaning of *clause* (a group of words in a sentence with a subject and a verb). Ask students to look at the example sentences and identify clauses in each one. If necessary, write one of the sentences on the board and underline each clause. Students then choose the correct answer (*two*). In each case, decide together which one is the if-clause and which one is the main clause - write this on the board on the sentence: ... if fresh water cools to a temperature of 0°C [*if*-clause], it always freezes into solid ice [main clause]; We can't design a new phone [main clause] if we don't understand how electricity works [if-clause].
- 3 Read the next sentence with the second option and refer students back to the examples. Decide

together which example has a comma and which one doesn't.

4 For the final option, elicit from students which tense is used in the examples (present tense).

Answers:

1 two 2 comma 3 present

- 6 Match clauses (1–5) to clauses (a–e) to make zero conditional sentences.
- **Extension:** Put students into mixed-ability pairs. Ask them to go through sentences 1–5 and highlight the key words in the sentence beginnings in order to help them match them to the endings. Also remind students to look at the subject of the sentence to help them match the two parts.

Answers:

1 d 2 a 3 e 4 b 5 c

7 Complete the sentences with the correct form of the verbs in brackets.

- 1 Explain to students that they have to complete the sentences with the correct form of the verbs. Tell them to refer to the *Language box* if they need to.
- 2 Give students 2–3 minutes to write the answers, then check answers around the class. Again, elicit which sentences have the *If*-clause first and which don't (1, 3 and 4 have the *If*-clause first; 2 and 5 don't).
- 3 Go over any difficulties.

Answers:

- 2 don't wear, can't see
- 2 Does / open, press;
- 3 cycle, is
- 4 read, learn,
- 5 happens, add

- 8 Look at the pictures. Use the prompts to write zero conditional sentences about them in your notebook.
- **Extension:** More able students should write the sentences twice, once with the *If*-clause
 - first and once with the *if*-clause second.
- 1 Ask students to say what they can see in each photo and elicit/teach *remote control, password, tired.*
- 2 Ask student to write the sentences in their notebook. They can do this task for homework. At the beginning of the next lesson, students swap sentences to peer-check each other's work. Remind students to check for correct use of commas. If more able students have written the extra sentences, they should swap with another able student for peer-checking.

Answers:

- 1 We press the button if we want to turn the TV on;
- 2 You cannot use a computer if you don't remember the password
- 3 You can hear a video call better if you wear headphones
- 4 If you play lots of video games, your eyes will get tired.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• Ask students to think about things that can go wrong when you use the Internet and to write a short list to share with the class at the beginning of the next lesson.

5 Literature pages 52–53

Lesson objectives:

- Read and understand a short story about a scam (Exercises 1–5)
- Find specific information: numbers, dates, and times (Exercise 5)

Vocabulary:	amazing, cautious, embarrassed, expensive, limited-edition
Materials:	Student's Book pages 52–53
	Audio files

Before using the book

- If students did Exercise 8 for homework, students swap their work for peer-checking. Refer to Exercise 8 in Lesson 4 for instructions.
- If students did the *Next lesson* preparation at the end of Lesson 4, elicit some things that can go wrong when you use the Internet. Write any on the board that relate to wrongdoing, such as *information theft*. This will help students start to think about the topic and lead into "*scamming*".
- Ask students if they know anyone who has been a victim of theft. What was stolen? Write some of the things on the board in a list, then write the heading "*Real life*" at the top. Next to it, write the heading: "On the Internet". Then ask: What about on the Internet? What could someone steal from you on the Internet? Write students' ideas on the board, e.g. your personal information, photos. It doesn't matter if they don't mention money at this point.

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- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson.
- Tell students they will find out what a "scam" is in the first activity.

1 Look at the title of the story and the pictures. What is a "scam"?

- **Teacher support:** If students don't know the answer to the question, don't give them the answer before they read. Instead, let them find out through the context of the story so that they gain confidence in having understood for themselves. Then give them the definition post reading.
- 1 Do this activity as class. Ask students to look at the photo of the family and ask: Are they happy? (no).; Why do you think they aren't happy? (something is wrong). Say: Look at the picture of the video controller. What do you think happened to the boy in the picture? What do you think a "scam" is. If students don't know, don't give them, the answer; tell them to read the first paragraph of the story, then let them make a guess before giving them the definition.

Answer: 🗕

A scam is a dishonest plan or activity, esp. one for making money. Online, it's when false information is used to make you give personal information or buy something.

2 Read and listen to the story. How is Ali scammed?

1 Students can either read to the end of the first long paragraph to make an informed guess, or play the recording for students to read and listen to the end of the first column on the page (... *until finally Ali realized it was a scam*). Elicit the answer from a volunteer. Then play the rest of the story for students to find out what happened next.

Audioscript

Scammed!

Ali read the post carefully, and then read it again. "No way!" he thought.

He was on his favorite gaming forum. Usually, he used it to chat to other gamers, but this morning another type of post caught his eye. In it, someone wanted to sell a limited-edition games console. Consoles like that were very expensive, and they weren't many of them. Ali wanted it!

Ali checked the time of the post: 2 am. It was now 8 am. Maybe he could be the first person to message the seller! From his part-time job in a restaurant, Ali had some savings. He also had LE 500 from his grandma for his birthday. He checked his account: yes, he had enough for the console!

The seller had a good profile and lots of positive reviews. So, Ali sent him a message.

This console looks awesome! Why is it half price? The seller replied quickly. He explained that the console was a present, but he already had one. He sent Ali some photos and videos of it.

Thanks, Ali messaged back. I'll take it!

The seller told Ali where to send the money, and Ali made the payment. He felt excited – his friends would be amazed when he told them!

Every day, Ali waited for the console to arrive. After three days, he messaged the seller again.

The console hasn't arrived yet. When did you send it? Another three days went by. No reply. No console. Ali began to worry. He messaged the seller again.

The console still hasn't arrived. Please reply! Nothing. A whole week went by, and then another, until finally Ali realized it was a scam. He felt terrible, and very embarrassed. All his money was gone and he had nothing to show for it.

Eventually, Ali knew that he needed to tell someone. "Mom, Dad, I need to talk to you..."

Ali felt much better after speaking to his parents. They helped him report the scammer.

The next time Ali went onto the gaming forum, the post was gone. He felt glad about speaking up, so the scammer couldn't do the same thing to someone else. He also learned to be cautious when shopping online. It was a difficult lesson, but an important one.

Over the next few months, Ali worked hard at the café and saved up enough money to buy the console from an official seller.

"Remember," he said to his friends when he proudly showed them his new console. "If something doesn't seem right, stop, think, and speak to your parents or another adult for advice. It could be a scam!"

Answers:

Ali is scammed online by buying a product that was not really for sale, and the seller just took his money.

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3 Look again at the words in **bold** in the story. Which can you use to describe each of the following?

- **Teacher support**: Asking students to try to find the meaning of the words before locating them in the text will make them think about the part of speech of the word and the definition it describes. Then when they come to the text, they will be looking for a word that matches the part of speech.
- 1 As a class, read through the definitions and check students' understanding of *ashamed* (feeling bad about something you have done).
- 2 In pairs, students try to match the words first without looking at the text. Remind them to check what type of word they are, then match the word type to a definition that describes that word type.
- 3 Students find the words in the text and read the whole sentence. They then match the meaning of the word to the definitions from the context of the sentence in the text.
- 4 Check answers around the class. Follow up by asking students how they worked out the correct answers, e.g. from the part of speech or from the context of the sentence, giving examples.

Mixed-ability: Fast-finishing pairs can write example sentences with the word in their notebooks. However, ask all students to write the words and definitions with example sentences for homework.

Answers:

2 cautious 3 limited-edition 1 amazing 4 embarrassed 5 expensive

4 Read the story again. Answer the questions.

- Mixed-ability: Give half of the less able students questions 1-3 and the other half questions 4–6. This will give them more time to find the answers and also more confidence because they will have time to finish the exercise.
- 1 Read though the questions with the class. For each question, decide as a class what the key words are, and ask students to underline them. Students then scan the text individually for these words to find the answer.
- 2 Ask the class to compare answers in pairs, cross-checking with the text and amending any answers that they think might be incorrect.
- 3 Check answers around the class. Ask different students for the answers and for the part of the text where they found the answer. Alternatively, listen to the recording again and pause after each answer to check.
- To follow up, ask students what signs there were 4 at the beginning of the story that this wasn't an honest sale (the time of the post, the cheap price, the fact that the console was not being sold on a real selling site).

Answers:

1 chat to other gamers 2 in a restaurant 3 the seller had a good profile and lots of positive reviews 4 the seller says that the console was a present but he already has it 5 Ali felt worried 6 they helped him report the scammer

5 Read the story again. Choose the correct answers.

- 1 Together, read the box on *Finding specific* information: numbers, dates, and times.
- 2 Go through each of the questions with the class an underline the keywords (1 When; 2 How many; 3 How much; 4 How many days). For each one, elicit what kind of information

students need to look for: 1 a time, so ask: What can we look for in the text to find a time? (am/ pm); 2 a number – ask students: Is it a small number or a large number? (small). Continue in this way for all the questions.

- Students then look for and find the answers in 3 the text, individually or in mixed-ability pairs.
- Check the answers around the class, eliciting the answer, the information students were looking for in the text and the part of the text where they found the answer.

Answers: 2 a 3 b 1 b 4 c

BOOK CLUB



- Teacher support: Question 3 (third bullet), might cause some students to be embarrassed or ashamed so you may prefer to do this question as a class. Offer an anecdote about someone you know (or make one up) and then invite volunteers to share their stories. In this way, students have a choice not to participate if the question causes them difficulty.
- 1 Read through the questions in turn with the class, and answer any questions students might have.
- 2 Give students three to four minutes to discuss all the questions. Monitor, providing help where required, but also make mental note of any interesting ideas to share with the class.
- 3 When students have finished, regroup as a class and elicit one idea from each group, noting any interesting ideas that came up while you were monitoring.

Answers:

Students' own answers

BOOK CLUB

Mixed-ability: Put students into mixed-ability pairs or groups of three. For more support, allow students to discuss each question briefly, then regroup as a class to share ideas. Alternatively, put more able students together in a group to discuss all the questions and divide the questions up between less able groups. Monitor and support less able groups, prompting them with questions or ideas where needed.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

6 Writing

pages 54–55

Lesson objectives:

- Use features of a blog to organize your ideas (Exercises 3–4)
- Write a blog post about a problem-solving technology you use (Exercise 5)

Materials: Student's Book pages 54-55

Before using the book:

• Ask the class: *Do you read blog posts*? Elicit some ideas from the class and ask follow-up questions such as: *What are good topics to read*? *What makes a good blog post*? *What makes a bad blog post*? Encourage students to agree or disagree with each other. Explain that in this lesson, students are going to learn how to write an interesting blog post.

6 Writing 6 Writing 6 Unit a blog post about a problem-solving technology you use • Use features of a blog to organize your ideas

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• Read through the lesson objectives in the box with the class so that they know what to expect, and for them to revisit the objectives when they check their progress at the end of the lesson.

1 Work in pairs. How do these technologies help you every day? What problems do they solve?



Teacher support: Avoid asking students who has the items in the photos to avoid any embarrassment: some students may have all the items, and some may not have any.

- 1 Read the instruction with the class, elicit the items in the photos (smartphone, headphones, smartwatch).
- 2 Tell students that they can talk about other items too if they prefer, and provide any new vocabulary that students might need.
- 3 Students ask and answer in pairs, and remind partners to ask follow-up questions.
- 4 Stop the activity when the majority of the class has finished talking, and invite students to tell the class about their partner's ideas.

Answer: -

Students' own answers.

2 Read the blog post. What did the students achieve at the fair?

- 1 Elicit the meaning of *achieve* (complete something, usually after difficulty).
- 2 Check the answer with the class and ask students to say that part of the text that gave them the answer.

Answer:

They came up with a science or engineering project that solves a world problem.

STUDENT'S BOOK page 55 4 (3) Read the blog again, and find the parts in the box. a introduction b list of examples d call-to-action e catchy title c question to get attention Organizing your ideas using blog features When you are writing a blog post, think about what you need to include to make it interesting for your readers. Think of a title that is exciting and eye-catching. Ask an interesting question. Provide clear information in your first paragraph. Use images and lists to make reading easy. Remember to ask readers to respond! (4) Look again at the parts of the blog post in Exercise 3. Put them in order to show ho you would organize then Check you writing Does your blog post ... include information about a problem-solving chnololgy? use blog features to organize your ideas? have correct spelling and 5 Think of a problem-solving technology you use. Write a blog post about it. Write 100-120 words. Check your progress use vocabulary for technology use the imperative for instructions understand how to stay safe online use the zero conditiona use features of a blog post to organiz my ideas

3 Read the blog again, and find the parts in the box.

 Read through the different sections with the class and elicit what each one means: introduction (a short paragraph at the beginning of the text explaining the reason for the text); a list of examples (a list giving examples of things the writer has mentioned before); a question to get attention (a question designed to interest the reader enough to read on); call-to-action (when the writer asks the reader to do something); catchy title (a fun title that will make people want to read the text).

- 2 Ask students to work in mixed-ability pairs to find the features of the blog post and write the letter in the box.
- 3 Give students 2–3 minutes to complete the activity, then check answers around the class.
- 4 To follow-up, ask students to say if they think the title *is* catchy and if the question to get attention works, i.e. did it make them want to read on. If not, what changes would they make? This will help students think about the language and prepare them for their own writing task.

Answers: _

e; c; a; b; d

- 4 Look again at the parts of the blog post in Exercise 3. Put them in order to show how you would organize them.
- 1 Read through the *Organizing your ideas using blog features* box with the class.
- 2 Ask students to complete the flow chart in pairs with the features of a blog post a–e in Exercise3. Do the first one together to start them off.
- 3 When most of the class have finished, check the answers around the class.
- **Extension:** Fast finishers can read the instruction in Exercise 5 and choose a heading and 'question to get attention.

Answers: _____

catchy title 2 question to get attention
introduction 4 list of examples 5 call to action

5 Think of a problem-solving technology you use. Write a blog post about it. Write 100–120 words.

- 1 Elicit some ideas from the class for a problemsolving technology, e.g. an app that finds your phone if you lose it. Write these on the board for students to use as ideas.
- 2 Students write their blog post in class or for homework. Remind them to use the flow chart in Exercise 4 to help them plan their post. Read the Check your writing box with the class to remind them to include all the points in their writing. Finally, recap on the information in the

Organizing your ideas using blog features box.

- 3 When they have finished writing, they should check their post carefully against the above parameters.
- 4 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), checking for the points in the Check your writing box, the Useful language and Using punctuation correctly.
- 5 Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class. Encourage the class to ask follow-up questions.

Answers:

Students' own answer (use the model writing as a guide)

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Self-Assessment

Learning objectives

Reading: Information about inventions for a sustainable future (page 45); An article (page 48); Scammed!: a short story (page 52)

Writing: A social media post about taking part in a technology competition (page 54)

Listening: Understand a dialog about a new app (page 46)

Speaking: Talk about staying safe online (page 49); Discuss which devices are important and why (page 50)

Language: Imperatives for instructions (page 47); The zero conditional (page 51)

Repeat the steps in the Self-Assessment section at the end of Unit 1 Teacher's notes on page 4.

UNIT

In nature

Unit objectives

Reading:	An article about how climate change is affecting people; An article about water scarcity; <i>Helping the Earth</i> : a poem
Writing:	A blog post about becoming more eco-friendly
Listening:	Understand a talk about geology
Speaking:	Talk about the effects of climate change; Making comparisons
Language:	Comparatives and superlatives; Articles

1 Climate change

pages 56-57

Lesson objectives:

- Learn vocabulary for problems that climate change causes (Exercise 1)
- Read and understand a story about how climate change is affecting people (Exercises 2–3)
- Use punctuation correctly: capital letters (Exercise 3

Vocabulary:	(a) drought, (a) flood, heatstroke,
	(a) storm, water scarcity, (a) wildfire
Materials:	Student's Book pages 56–57

Audio file

Before using the book

- Write the words climate change in a circle on the board and ask students to say words that they think of when they see this phrase. Write the words on the board around the phrase in a mind map. Leave the words on the board as they may help students later in the lesson.
- Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson.

STUDENT'S BOOK

page 56



Think!

Teacher support: Broadly speaking, the temperature in Egypt is increasing year by year and the amount of rainfall is decreasing. This trend is expected to continue over time.

- 1 Explain to the class that this lesson is about climate change, pointing to the mind map on the board, and elicit a definition from the class (climate change = changes in the world's weather, especially the fact that it is getting warmer as a result of the actions of humans).
- 2 Give the students one to two minutes to discuss in pairs or groups of three, then elicit some ideas around the class.
- 3 Follow up by asking students if they know anyone who lives in a different part of the country and what their experience of climate change is. Ask: *What problems can climate change cause?* Write any answers on the mind map on the board as this will help students in Exercise 1.

- **1** Look at the photos showing the effects of climate change. Complete the comments with the correct words under the photos.
- 1 Look at each photo in turn with the class and elicit what students can see, e.g. for the first photo: dry, hot, no water, nothing growing. Prompt students to check their understanding, e.g. for heatstroke ask: Where is the man? (outside, in the sun); Why is he holding his head? (heatstroke can give you a headache or make you feel confused).
- 2 Teach each word and model the pronunciation of drought /draut/, flood /flAd/, scarcity /'sker.sə.ti/.
- 3 Ask students if they have experienced any of these effects of climate change. To help them, provide an anecdote from your own experience (or invent one), then elicit ideas from the students. It could also be something they have seen in the media.
- 4 Read the comments and check understanding, then ask students to underline the key words (1 wind; 2 rain; 3 burnt; 4 drink; 5 ill, sun; 6 water, river), then ask students to work in pairs write the correct word next to the comment. Check answers around the class and elicit any sentences fast finishers have written.

Extension: Fast finishers can think of a follow-up sentence to write for each comment, e.g. 1 Let's close all the windows.

Answers:

2 a drought 3 wildfire 1 a storm 5 heatstroke 4 water scarcity 6 a flood

STUDENT'S BOOK



2 Read and listen to the article. Match the photos to the paragraphs.

- 1 Tell students they are going to read about a girl called Leonie. Read the article title and look at the photos with the class. Elicit what Leonie might be writing about. Accept any reasonable answers but don't confirm at this stage.
- Play the recording for students to read along, 2 then elicit the answer.

50 Audioscript

Hi, I'm Leonie. I live in a village in Andalusia in Spain. Hot weather in summer is normal for us, but this summer the highest temperature was 46 degrees Celsius. That's about five degrees warmer than it normally is. My family is having a lot of problems because of the hot weather here

My family lives on a farm. Because of the hot weather, there's a drought in the south of Spain right now. The tomato plants on our farm are getting smaller and some of their leaves are brown. Because of the drought, we can't give the plants as much water as they need. My family therefore don't have enough tomatoes to sell. My dad is looking for a second job so he can earn more money.

We're also having some problems with our health. My mom had heatstroke last week and she stayed in bed for three days because she was too ill to get up. She had a fever and she was really tired all the time. We were very worried about her, but, fortunately, she's feeling better now. Some of my friends had heatstroke, too. I'm trying to stay inside as much as possible, so I don't get heatstroke as well.

The worst thing about this summer for me was that our school closed for a week. The teachers said it was dangerous for us to travel to school because it was so hot. It was also too hot for us to be at school because we don't have air conditioning there. I missed my friends when we couldn't go to school. I hope that never happens again!

Answers:

1 c 2 a 3 d 4 b

3 Read the article again. Then read the sentences and circle *T* (true) or *F* (false).

- 1 Read through the questions with the class.
- 2 Ask students to do the task individually, with fast finishers also correcting the false statements.
- 3 Students compare answers. If they have different answers, then they should tell each other why they chose the answer to see if they can work out which one is correct.
- 4 Check answers around the room, asking fast finishers to correct the false statements (1F – the temperature is about five degrees warmer than it normally is; 3F – there's a drought in the south of Spain right now ... we can't give the plants as much water as they need; 4F – she stayed in bed for three days). Alternatively, play the recording to check.
- 5 Read through the Using punctuation correctly: capital letters box with the class, and elicit other geographical places we use capital letters to name, e.g. rivers, mountains, and elicit some examples from the class to write on the board. Draw students' attention to $46^{\circ}C$ in the first paragraph of the text and write the long and short forms on the board for students to see how they are written.

Answers:

1 F 2 T 3 F 4 F

4 Work in pairs. Say which of the effects of climate change affect you now and will affect you in the future.

- **Teacher support:** Students will have some general climate change knowledge. However, some students might struggle to apply the knowledge to their own personal situation. Therefore, before beginning the activity, elicit some ideas from the class and write them on the board for others to call on during their activity. If there isn't a sufficient response from the class, provide a few prompts/ideas and write these on the board for both now and the future. Students may also benefit from time to write notes to prepare their answer before speaking.
- 1 Put students into mixed-ability pairs to help with the difficult topic of the activity.
- 2 To further support students, break the activity into two sections, coming together as a class to feed back on 'now' and either ask students to carry on their discussion about the future, or extend the class feedback to prompt students to say how the effects will get worse in the future.

Answers: 🗕

Student's own answers.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• For the next lesson, ask students to research water scarcity in Egypt. They can ask a parent or carer to help them.

2 Water scarcit	
	y pages 58–59

Lesson objectives:

- Read and understand an article about water scarcity (Exercises 1–3)
- Use comparatives and superlatives (Exercises 4–5)

farms, health, hygiene,
transportation
Student's Book pages 58-59
Audio files

Before using the book

• Write the lesson title *Water scarcity* on the board and elicit the meaning. If students aren't sure, refer them back to Exercise 1 on page 56. Elicit the adjective for the noun scarcity (scarce) and model the pronunciation: */skers/*. • Students share the information they found out at home about water scarcity in Egypt with the class. Write any helpful information on the board.



- Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson.
- **1** Work in pairs. What problems do people have when there is water scarcity. Think about the effects on the things in the box and discuss your ideas
- 1 Read the title of the article to the class: *Thirsty planet*. Ask: *Why does someone or something get thirsty?* (because they need water/don't have enough water). Ask: *Why is the article called Thirsty "planet"?* (because there is not enough water on the planet).
- 2 Read the instructions and explain that students have to listen for the topics and write the order they hear them in the boxes in Exercise 1.
- 3 Play the recording for students to read and write the order the topics are mentioned, then elicit the answer from the class. Follow up by asking students what other information they can remember from the article.

Answers:

Students' own answers.

- 2 Read and listen to an article about water scarcity. Number the topics in Exercise 1 in the order that you read about them.
- 1 Ask students to look at the words in bold and say what type of words they are (verbs).
- 2 Students complete the activity individually, then compare answers with a partner to try to resolve any differing answers
- 3 Either play the whole recording, then check answers, or pause after each answer to check.



Thirsty planet

Water scarcity is one of the most worrying problems facing the world today. Although water covers more than 70% of Earth's surface, two billion people don't have enough fresh, clean water for drinking, washing, cooking, and growing food. Even in countries where there are good water resources, the water cannot always reach the people who need it.

One of the reasons for water scarcity is climate change. On average, temperatures are higher than they were in the past. In some places, there is also less rain, so there isn't as much water in lakes and rivers.

Water scarcity affects people in different ways. Farmers, for example, can't grow as many crops as they used to. Without crops to sell, they can't earn enough money to pay for clean water. A lack of water can also mean that people have to walk a long way to find it, which can have a negative effect on their health. The biggest impact can be on children, who have less time to spend in school.

Another problem is that people often can't find clean, safe water. The dangerous metals and bacteria in dirty water can make them very ill. This can be more dangerous for children than for adults because their bodies are less able to fight the illnesses.

Solving the problem of water scarcity is not simple. However, there are lots of things that can help such as finding new water sources and developing new technologies to produce and clean water. It is also important that people who live in countries with plenty of water don't use too much of it. The worst thing that could happen is that no action is taken, and more people suffer.

Answers:

1 hygiene 2 food 3 farms 4 health

3 Read again, and answer the questions.

- Mixed-ability: Give half of the less able students questions 1–3 and the other half questions 4–6. Allocate all the questions to the more able students.
- Read though the questions with the class. For each question, decide as a class what the key words are, and ask students to underline them. Students then scan the text individually for these words to find the answer.
- 2 Ask the class to compare answers in pairs, cross-checking with the text and amending any answers that they think might be incorrect.
- 3 Check answers around the class. Ask different students for the answers and for the part of the text where they found the answer. Alternatively, you can play the recording again and pause after each answer to check.

Answers:

1 two billion people; 2 climate change; 3 they can't grow their crops to sell; 4 because they have to travel a long way to find clean water; 5 because their bodies are less able to fight illness; 6 finding new water sources, developing new technologies to help clean it, countries with plenty of water not using too much



4 Read the *Language box* and complete the rules.

- Comparatives and superlatives should be revision for students. Read the first sentence with the class and ask students to give you examples of a comparative sentence. Choose one example sentence with a shorter -er comparative adjective and one with a longer more ... than adjective, and write them on the board. Ask students which sentence has an -er adjective and which more ... than. Then ask students to count the syllables in the adjective in each sentence. Demonstrate that the shorter adjective (usually two syllables or less) takes -er and the longer one (usually three syllables or more) takes *more* ... than. Now ask students to read the sentences and complete 1 and 2. Check the answers before moving on.
- 2 Students should now be able to answer 3 and 4 without support. Put students into pairs to read the sentences and answer the questions.
- 3 Read through the completed questions on superlatives as a class in order to check the answers, then remind students of the exceptions to the rules, which they need to learn.

Answers:

1 short 2 long 3 short 4 long

- 5 Kork in pairs. Look at the photos and use the prompts to compare them.
- 1 Look at the prompts with the class and decide which sentences will be comparative and which will be superlative and why (1, 2, 4, and 5 are comparative sentences because they are comparing Photos A and B; the prompt for 3 only mentions Photo A so it's a superlative).
- 2 Nominate a pair to read the example dialog for the class, then put students into pairs to complete the activity. Some students may benefit from preparation time to write the sentences before completing the speaking activity.
- 3 Monitor and help students where needed, then ask pairs to say their sentences to the class. Invite peer checking and encourage the class to correct any errors constructively and respectfully.
- **Extension:** Fast finishers can express the sentences in the opposite way, e.g. 1 The water level in Photo B is lower than in Photo A. (Teach *shallow* as the opposite of *deep* for 3.).

Answers:

- 1 The water level in Photo A is higher than in Photo B.
- 2 More rain has fallen in Photo A than in Photo B.
- 3 The water is deepest in Photo A.
- 4 Water scarcity is worse in Photo B than in Photo A.
- 5 The weather is drier in Photo B than in Photo A.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

- For the next lesson, ask students to think about one way they personally try to help the environment, for example, having shorter showers to save water. Students can use this information in Exercise 5 in the next lesson.
- For the *Task* in the next lesson, students will need a large piece of paper between 3–4 students and colored pens or pencils to create their posters.

3 Saving energy

pages 60-61

Lesson objectives:

- Learn about ways to protect the environment (Exercises 1–4)
- Collaboration: mind mapping ideas as a group (Exercise 5)
- Design a poster of tips for being eco-friendly (Task)

Materials: Student's Book pages 60–61 Audio files

Before using the book

• Put students into pairs to write a list of as many environmentally friendly and unfriendly activities as they can in one minute. After one minute, invite pairs to share how many items they have on their list and ask the pair with the most items to read their activities to the class. Then invite other pairs to say if they had any other activities on their list.

STUDENT'S BOOK



page 60

• Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson

1 Work in pairs. Look at the poster. Match the headings (1–3) to the paragraphs (a–c).

- 1 Go through the options and ask students to say which words are keywords that will help them find the answer in the text (1 reuse; 2 switch off; 3 shower/bath).
- 2 Draw students' attention to the text and explain that they need to match the paragraphs with the letters a to c; the first paragraph is the introduction. Students read paragraphs a–c and match the activities.
- 3 Check the answers around the class asking students to justify their answer by reading out the section of the text which helped them find the answer.
- 4 Ask students if they thought the keywords in the questions help them find the answer.

Answers: _

1 c 2 a 3 b

- 2 Read and listen to the text. What do you think is the best title for the poster? Check (✓).
- 1 Read through the headings together.
- 2 Play the whole recording for students to read along. At the end of the recording, elicit from the class which is the best heading and why (2 – because it covers all of the tips; the other two headings only cover what's in one of the paragraphs).

Audioscript

Air conditioning, hot water, and electronic devices in our homes all use a lot of electricity. Making electricity uses a lot of the planet's resources, which can make climate change worse. Let's help our planet – let's save energy at home!

Remember to always switch off lights, TVs, computers, games consoles, tablets, and all of your electronic devices when they aren't in use. Don't leave them on stand-by as this still consumes a lot of energy. And don't use more than one device at the same time!

There are about 150 to 200 liters of water in an average bath, but there's only between 30 and 80 litres in a fiveminute shower. Showers are a great way to save water and energy. But don't spend a long time in the shower: set the alarm on your phone for five minutes and then stop!

There are lots of things in our trash that we can recycle or even reuse at home. Plastic bottles are a good example. Reuse them to make other things, for example a bird feeder, or a hanging basket for your plants.

Answers:

2 Tips to be more eco-friendly in the home

STUDENT'S BOOK

page 61



3 Read the text again. Match the words (1–6) with the definitions (a–f).

- 1 Draw students' attention to the words in bold in the text. Go through each one individually as a class, and elicit what type of word it is (part of speech – noun, verb, adjective, etc.), then elicit students' ideas for the meaning of each word based on the context of the word in the sentence in the text – ask them to look for clues around the word.
- 2 Now read through the definitions with the class and check students' understanding.
- 3 Students match the words to the definitions. Remind them to match the ones they are confident about first and to use the context of the word in the sentence in the text to help them.
- 4 Students compare answers before checking as a class. If pairs have different answers, they should go back to the text and try to work out the correct answer together.
- 5 Ask students to record the new vocabulary in their notebooks along with the part of speech, and to write one sentence for each of the new words in their vocabulary notebook.

Answers:

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

4 Read the sentences and circle *T* (true) or *F* (false).

- 1 Read through the sentences with the class.
- 2 Ask students to work individually to read through the sentences and find key words that might help them find the answers in the text, e.g. 1 makes a difference. Students then find the statement in the text and decide if it's true, with fast finishers also correcting the false statements.
- 3 Students compare answers. If they have different answers, then they should tell each other why they chose the answer to see if they can work out which one is correct.
- 4 Check answers around the room, asking fast finishers to correct the false statements (3 F – And don't use more than one device at the same time!). Play the recording to check if necessary.
- **Extension:** Students write two more
- sentences about the text one true and one false – for their partner to answer. Their partner should correct the false sentence. Time permitting, pairs can then also swap sentences with another pair for more practice.

Answers:

1 T 2 T 3 F 4 T 5 T

5 Key Work in groups. Think of ideas about ways to be more eco-friendly. Think about

- Mixed-ability: Depending on your class, you might put students into groups according to similar ability. This way, you can spend more time supporting the groups that need it. However, if you have a class with a large number of students that need support, you might prefer to use mixed-ability groups and encourage the more able students to help their partners and involve them as much as possible. Or you could have a combination of both – mixed-ability groups and one or two groups that need the most support, which you can monitor throughout the preparation and the task.
- 1 Read the Mind mapping ideas box with the class. Students have already worked with mind maps earlier in the unit to formulate ideas as a class and also in pairs, so by now they should

be familiar with the concept and able to use it to their advantage to map out their ideas.

- 2 To prepare for this lesson, students thought about ways to help the environment. Students can share their ideas now in their groups in this mind mapping exercise. Alternatively, feedback as a class and record the ideas on the board so that students have access to all the ideas for their posters.
- 3 Monitor and support students where needed, correcting any language at this stage so that errors on the poster can be minimalized.

Answers:

Student's own answers

TASK

Design a poster with tips about being more eco-friendly.

- *Mixed-ability:* For more whole-class support, go through the instructions for each numbered stage with the class, then allow students to carry out the stage before regrouping as a class to go on to the next stage.
- 1 Students stay in the same groups as the previous exercise. Go through the Task box with the class: for step 1, tell students to choose 3–4 of their best ideas from their mind map in Exercise 5.
- 2 For step 2, give groups 4–5 minutes to formulate their ideas. Circulate and provide help where needed, and write any vocabulary that students need on the board for them to copy.
- 3 Students can do steps 3 and 4 in their groups.
- 4 Explain to groups that they will present their ideas to the class. Give groups a few minutes to decide how they will present and how they will divide the roles between them. For example, one student might write on the board while the other two students take turns to explain the steps.
- 5 Groups present their poster to the class. Encourage the class to ask follow-up questions about each solution or ask about any words or ideas they aren't sure about.
- **Extension:** As an extra step, display the posters on the wall and have a class vote on the best one by asking students to circulate and draw a smiley face on their favorite poster. Ask students to base their decision on how clear and informative the students' work is. Congratulate all groups on their hard

work, with a special mention for the winning group.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

4 Geology

pages 62-63

Lesson objectives:

- Listen to and understand a talk about geology (Exercises 1–3)
- Use articles a, an, and the (Exercises 4–6)

Materials:Student's Book pages 62–63Audio files 44–47

Materials: layers, minerals, rock, surface

Before using the book

• Read the unit heading Geology /dʒi'aː.lə.dʒi/ to the class, and elicit the meaning (the study of rocks).



• Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson.

1 Listen to Part 1 of a talk. Number the features in the order you hear them.

- 1 Elicit from the class what the picture shows (a mountain made of rock).
- 2 Elicit/Teach the words in the photo so that students understand them before they listen: draw a cake with layers on the board to demonstrate layers and show the surface of lots of different objects to show surface.
- 3 Tell students that they are going to listen to someone talking about geology in two parts. Now they are going to listen to the first part. Play the recording for students to read along and write the order they hear the words. Check answers around the class.

Audioscript

Good morning class. Today we're looking at different types of rocks for module 3 on the structure of the Earth. Tarek, please show the first slide. That's it, thank you. The Earth's surface is, as you can see, made up of layers of rocks. Rocks are solids which are made of minerals. Rocks can be grouped into three types depending on which minerals they contain and how they were formed.

Answers: ____

1 rocks 2 surface 3 layers 4 minerals

2 **C** Listen again and answer the questions.

- Read through the questions and elicit the key word in each question (1 Where; 2 What; 3 Who). Students listen and write the answers.
- 2 Check answers around the class, and elicit the words that gave them the answers, e.g. 1 Good morning, class.

Answers: ____

1 in a classroom 2 different types of rocks 3 b (his students)

3 Now listen to Part 2. Match the pictures (a-c) to the rock types (1-3).

1 Look at the photos with the class and elicit what students can see in each one. Explain that the speaker is going to talk about the rocks in these photos now.

- 2 Read the words and the gapped sentences, then play the recording for students to complete 1–3 with a–c.
- 3 Nominate students to read the complete sentences to check the answers. Follow up by asking students what else they can remember from the lesson.

Extension: Ask more questions to check comprehension: Which photo shows a stone in its natural form (a); Which stone is made up of broken parts of other stone? (sandstone); Which rock forms when the rock melts and cools again? (basalt); Which rock is used to make statues? (marble); Why? (because it's strong).

Audioscript

The three types of rock we're looking at today are sandstone, basalt, and marble.

Sandstone is usually found near the Earth's surface. It's formed from the broken parts of other rocks and material when they press together. The youngest layers of sandstone are at the top. The oldest layers are at the bottom. The Ancient Egyptians used sandstone to build things, like the Sphinx in Giza.

Now, if rock becomes very, very hot, it melts into liquid. Basalt is a type of rock that forms when liquid rock cools again and becomes solid. We find these rocks in the bottom layers of the Earth's surface. It can make some amazing natural shapes. Here's an example. This is the Giant's Causeway in Ireland.

Finally, let's look at marble. Marble is also found in the bottom layers of the Earth's surface. It forms when other types of rock get very hot and the minerals in them change form. Marble is a very strong type of rock. It is often used to make statues, like this one here from Ancient Greece.

Answers:

1 c 2 a 3 b

STUDENT'S BOOK



page 51

4 Read the *Language box* and complete the rules.

- 1 Articles and their uses will be revision for students so most of the students will not need support here. Students read and complete the *Language box* individually or in mixed-ability pairs for extra support.
- 2 When checking the answers, elicit the vowels (a, e, i, o, u), and write them on the board if you think it will help some students.

Answers:

1 before 2 something specific 3 something in general 4 an 5 a 6 do not

- 5 Complete this part of the audio script with the missing words. Write (X) if no word is needed. Then listen again and check.
- **Extension:** Fast finishers can complete

Exercise 6, while others can complete it for homework.

1 Students complete the paragraph individually. Students compare answers with a partner and if they have differing answers, they should refer back to the *Language box* again to decide on the correct answer. 2 Play the recording again pausing after each gap to check the answer.

Audioscript

Now, if rock becomes very, very hot, it melts into liquid. Basalt is a type of rock that forms when liquid rock cools again and becomes solid. We find these rocks in the bottom layers of the Earth's surface. It can make some amazing natural shapes. Here's an example. This is the Giant's Causeway in Ireland.

Answers:

1 a 2 the 3 an 4 the

- 6 Complete the sentences with the, a, an, or ★ (no article).
- 1 Students can compete this simple task for homework.
- 2 Encourage students to check their answers against the *Language box* for any errors.

Answers:

1 a 2 x 3 the 4 an 5 the

- 7 Work in pairs. Choose one of the three types of rock and write sentences about it. Don't write which rock it is! Swap sentences with your partner and guess which type of rock they wrote about.
- 1 Students can either write their sentences or say them to their partner as a speaking activity.
- 2 When students have finished, they can swap partners and repeat the activity. Circulate and monitor, providing help and prompts where needed.
- 3 Bring the class together and invite one or two volunteers to repeat their sentences for the class to guess the rock.

Answers:

Student's own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• Ask students to find a short poem, either in English or in Arabic, and be prepared to tell the class what they liked or didn't like about it at the next lesson.

5 Literature pages 64–65

Lesson objectives:

- Read and understand a poem about helping the Earth (Exercises 1–4)
- Identify the structure of a poem (Exercise 5)

Materials: Student's Book pages 64–65 Audio files

Before using the book

• If students found a poem in preparation for this lesson, ask volunteers to read all or part of it to the class and say, in English, what they liked or didn't like about it.



• Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson.

1 Listen to and read the poem. Match the words to their definitions.

- Look at the poem with the class. Elicit the title of the poem *Helping the Earth*, and elicit some ways to help the Earth that might be in the poem. Draw students' attention to the word stanza. Ask: *How many stanzas are there in the poem?* (three). Explain that a stanza in a poem is like a paragraph in other kinds of texts.
- 2 Read the words 1–4 and ask students to underline them as they listen and read the poem.
- 3 Play the recording for students to underline the words. In pairs, students match the words to the definitions, looking back at the poem to help them.
- 4 Check the answers around the class.
- 5 To follow up, draw students' attention to the phrase for all we're worth in the second to last line of the poem, and ask: What does this phrase mean? (to do something as best you can; to put a lot of effort in).

Audioscript

As the Earth grows hotter and wetter, We need to learn to look after it better. A drought here, a flood there, We can help no matter where!

Turn off the lights that you don't need, Turn off that tap, others are in need, Walk or cycle rather than drive. Don't throw plastic where dolphins dive!

Plant more flowers, plant more trees, For the birds and for the bees. We must try for all we're worth, So we can save our Planet Earth!

Answers:

1 c 2 d 3 a 4 b

2 Read the poem again. Answer the questions.

- 1 Draw students' attention to the first question and ask what the poet means by hotter and wetter (the temperature is increasing and there is more rainfall).
- 2 Put students into pairs to answer the questions, then elicit the answers around the class. For questions 2 and 3, elicit more ways to look after the Earth and more things we should stop doing in addition to those in the text.

Answers:

1 because of climate change 2 turn off lights and taps, walk or cycle, plant more flowers and trees 3 driving, throwing plastic



- **3** Read the poem again and write your answers to the questions.
- 1 Together, read the box on *Identifying the structure of a poem.*
- 2 Go through each of the questions with the class and check students' understanding of stanzas and rhyme.
- 3 Students then look for and find the answers in the poem, individually or in mixed-ability pairs.
- 4 Check the answers around the class, eliciting the answer, the information students were looking for in the text and the part of the text where they found the answer.

Answers:

13

- 2 wetter / better, there / where, trees / bees; worth / Earth
- 3 people who are in need of water
- 4 yes, personification

BOOK CLUB

- Mixed-ability: Put students into mixed-ability pairs or groups of three. For more support, allow students to discuss each question briefly, then regroup as a class to share ideas. Alternatively, put more able students together in a group to discuss all the questions and divide the questions up between less able groups. Monitor and support less able groups, prompting them with questions or ideas where needed.
- 1 Read through the first two questions with the class, and answer any questions students might have. Tell them to answer the first two questions only for now.
- 2 Give students 2–3 minutes to discuss all the questions. Monitor, providing help where required, but also make mental note of any interesting ideas to share with the class.
- 3 When students have finished, regroup and elicit one idea from each group, noting any interesting ideas that came up while you were monitoring.
- 4 Now tell students they are going to write that own poem. The poem should be 4 to 6 lines, so for simplicity, tell students their poem should have one stanza of four lines or two stanzas of three lines. Students can chose to try to rhyme some words at the end of the lines or not. More able students should also try to use personification.
- 5 Students should write their poem individually in class or for homework. When students have finished, display the poems on the wall for students to read. Then regroup as a class and ask volunteers to say which poems they found interesting and why.

Answers:

Students' own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

6 Writing

pages 66-67

Lesson objectives:

- Use conjunctions *and*, *but*, and *because* (Exercise 3)
- Write a blog post about becoming more eco-friendly (Exercises 5–6)

Materials: Student's Book pages 66–67

Before using the book:

Ask the class: *Do you read about helping the environment? If so, where?* Write some answers on the board (e.g. websites, social media, blogs). Explain that in this lesson, students are going to learn how to make a blog post more interesting by joining sentences together.



• Read through the lesson objectives in the box with the class so that they know what to expect, and also so that they can revisit them when they check their progress at the end of the lesson.

1 Work in pairs. Discuss the questions.

1 Students should be able to answer these questions without much support.

- 2 Tell students that they can talk about other things they do in addition, and provide any new vocabulary that students might need.
- 3 Students ask and answer in pairs, and remind partners to ask follow-up questions.
- 4 Stop the activity when half of the class has finished talking, and invite students to tell the class about their partner's ideas.

Answer:

Students' own answers.

2 Read the text. What type of text is it? Check (✓). How do you know?

1 If you discussed the learning objectives with the class, focus here on the additional features that tells us it's a blog (photo, "like" button, Comments, links).

Answer:

2 a blog post, because the title says it's a blog

3 Read again. Choose the correct conjunctions to complete the text.

- 1 Read the box on *Using conjunctions* with the class before students do Exercise 3. If you think it will help, write three sentences on the board, each using one of the three conjunctions. Gap the conjunction from the sentence. Elicit from the class which conjunction goes in which sentence and why.
- 2 Students complete the blog individually.
- 3 Check the answers around the class and for each one elicit the reason (i.e. to add information, contrast information or give a reason).

Answer:

1 becau	se	2 but	3 and	4 and
5 and	6 b	ecause	7 and	8 because



4 Read again and complete Rami's part of the table.

- 1 Explain to students that the first four rows of the table are about Rami, and the second four rows of the table students will complete with their own information in exercise 5.
- 2 Do travel as a class: elicit what the text says about what transportation Rami used to go to school by (bus) and what he uses now (bicycle). Students complete the row in the table.
- 3 Ask students to complete the next two rows for Rami individually and compare answers in pairs. Check answers as a class.

Rami's changes	In the past, he	Now, he
Travel	travelled to school by bus	rides his bike to school
Trash	never put his trash in the recycling bins or thought about if it was reusable	puts trash in the right recycling bin
Technology	didn't switch off all his tech devices when he wasn't using them	switches off all his tech devices when he isn't using them

Answers: 🗕

5 Think about one or more changes you have made in your life to be more eco-friendly. Complete your part of the table in Exercise 4.

- 1 Students can either discuss their answers with a partner first, then complete the table to help them prepare for the writing task, or they can write the answers first, then compare them with a partner to check for accuracy before they attempt the writing task in Exercise 6.
- 2 Note that if students haven't yet made three changes, they can imagine that they have. Monitor and support, providing any additional vocabulary students might need. Write it on the board.

Answers:

Student's own answers

- 6 Write a blog post about the changes you listed in Exercise 5. Use Rami's blog post and the expressions from the *Useful language* box to help you. Write 100–120 words in your notebook.
- 1 Read through the *Check your writing* box and *Useful language* box with the class and remind them to refer to these during and after writing to check that they have included all the points and language in their blog. Finally, recap on the information in the Using conjunctions box, and remind students to use Rami's blog as a model.
- 2 Students write their blog post in class or for homework.
- 3 When they have finished writing, they should check their post carefully against the above parameters.
- 4 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), checking for the points in the Check your writing box, the Useful language and Using conjunctions box.
- 5 Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class. Encourage the class to ask follow-up questions.

Answers:

Students' own answer (use the model writing as a guide)

Assess your progress

Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Self-Assessment

Learning objectives

Reading: An article about how climate change is affecting people (page 57); An article about water scarcity (page 58); Helping the Earth: a poem (page 64)

Writing: A blog post about becoming more eco-friendly (pages 66–67)

Listening: Understand a talk about geology (pages 62–63)

Speaking: Talk about the effects of climate change (page 57); Making comparisons (Page 59)

Language: Comparatives and superlatives (page 59); Articles (page 63)

Repeat the steps in the Self-Assessment section at the end of Unit 1 Teacher's notes on page 4.

Food for thought

Unit objectives

Reading:	An article about traditional food; A menu; A discussion about a recipe; <i>The Living Café</i> : a short story
Writing:	A blog post about favorite foods
Listening:	Understand descriptions of celebration favorite foods
Speaking:	Discuss food choices; Talk about celebration foods
Language:	<i>Wh</i> - questions in the past simple; Adverbials of time and place

1 Traditional food pages 68-69

Lesson objectives:

- Learn vocabulary for traditional food (Exercise 1)
- Find information about traditional food in different parts of the world (Exercises 3–4)
- Read and understand an article about traditional food (Exercises 3–5)
- Vocabulary: koshari, sweet potatoes, shawarma, falafel, corn-on-the-cob

Materials: Student's Book pages 68–69 Audio files

Before using the book

Read the title Food for thought to the class • and elicit the meaning (something to think about seriously). Explain that this unit is about food. Tell students they are going to play a memory game. Put students into groups of 3-4 to revise food words. Demonstrate by asking a student: What one thing did you eat yesterday? Elicit, for example: I ate rice. Respond by saying: I ate rice and an apple. Invite students to continue in this way, adding food items to the list. The game continues until someone says the list in the wrong order or forgets an item from the list. The winner is the last student remaining in the game.



Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson.

Think!

Ask a student to read the questions, then either elicit some answers around the class, or ask students to discuss in pairs. Ask the class to list some healthy foods and some unhealthy foods. Write any unknown vocabulary on the board.

1 Work in pairs. Look at the photos and discuss the questions.

- Look at the photos with the class and ask students to say what they can see in each one. Read the words, modelling the pronunciation. Ask students where they can find all these foods (in Egypt – they are traditional Egyptian foods).
- 2 Put students into pairs to read and discuss the questions for 2–3 minutes before you elicit

some answers from some volunteer pairs. Elicit a list of traditional foods from other countries and write these on the board. Find out if students have tried these in Egypt or if anyone has traveled to a different country and tried traditional food there. What was the experience like? Encourage other students to ask follow-up questions.

Answers:

Student's own answers

2 What are the most important things you think about when deciding what traditional food to eat?

- 1 Nominate a student to read the question and the prompts. Go through each prompt with the class and elicit ideas for each one. Elicit/ Teach taste.
- 2 Students can stay in their pairs from Exercise 1. Ask a pair to demonstrate the activity by reading the example dialog to the class
- 3 Students discuss the questions for 2–3 minutes. Then nominate some students to report back to the class about their partner.
- 4 Follow up by asking students what traditional food they ate last week and how they decided what to eat.

Answers:

Student's own answers



3 Read and listen to the article. Where do people eat these traditional foods? Complete the last column in the table.

- 1 Read the question with the class and draw their attention to the last column in the table, labeled: *Where do people eat it?*
- 2 Play the recording for students to listen and read along. They should write the name of the place when they hear it. To help students, explain that there are three paragraphs and three answers, with the first one provided.

Audioscript

Host:	Food on the Go. We asked our readers to tell us about the traditional food that they love. Here's what they said!
Samir:	Most Egyptians know hawawshi. It is a type of bread with meat, vegetables, and spices inside it. Some people like to add cheese to it, too. You bake it in the oven and eat it warm. Delicious! You can also find it in some parts of the Middle East.
Elizabeth:	Chipsi mayai, which is also sometimes called zege, is a very popular traditional

food here in Tanzania. We make it with fries and eggs fried in oil. I love it, but I don't think it is a very healthy snack, so I don't eat it very often!

Youssef: Maakouda are very popular in Morocco, Algeria, and Tunisia. We make them with potatoes. We boil the potatoes in hot water, then make them into small balls. Sometimes we put meat, fish, or cheese in them, too. Finally, we fry them in a lot of oil and serve them in a sandwich. They're so good!

Answers:

Chipsi Mayai: Tanzania; Maakouda: Morocco

4 Read again and complete the rest of the table.

- Read the Finding information in different parts of the text box to the class. Draw students' attention to the two columns that students will complete. Elicit what kind of information they need for the Main ingredients column (food words – nouns) and the How do they cook it? column (ways of cooking – verbs). Remind students to look for the key words from the table in the text to find the answer.
- 2 Students complete the table individually, then compare answers with a partner. Bring the class together to check the answers. Follow up by asking if anyone has tried chipsi mayai or maakouda, and if not, which one they would like to try and why.

Answers:

1 vegetables and spices 2 bake it 3 eggs 4 fried 5 potatoes 6 boil 7 make 8 small balls

5 Complete these expressions for ways to cook food with words from Exercise 3.

- 1 As before, remind students to look for the key words, this time in the table, and complete the expressions.
- 2 Check answers with the class and check their understanding by eliciting examples of other foods they can cook in this way. (e.g. 1 bake bread).

Answers:

1 bake 2 fry 3 boil

6 Work in pairs. Discuss these questions.

Students can do question 2 for homework and ask a parent to help them list the ingredients of their favorite traditional food. Otherwise, allow pairs 1 -2 minutes to discuss, before nominating students to tell the class about their partner's favorite food.

Answers:

Student's own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

 Ask students to bring in some takeout menus for the optional warm-up activity in the next lesson. Bring some in as well in case some students do not bring any.

2 At a restaurant pages 70-71

Lesson objectives:

- Read and understand a menu and an email (Exercises 1–3)
- Use *Wh* questions in the past simple (Exercises 4–7)

Materials: Student's Book pages 70–71

Before using the book

- In their pairs, students pretend they are going to order dinner together using the takeout menus they brought in with them. Give them a budget. Students decide what food they are going to get in pairs within their budget.
- Ask students: *What can go wrong when you eat out at a restaurant?* If appropriate, provide a short anecdote from your own experience. Elicit some further ideas from the class, and write them on the board.



• Read through the lesson objectives in the box with the class so that they know what to expect, and also so that they can revisit them when they check their progress at the end of the lesson.

1 Look at the menu and answer the questions.

- 1 Elicit what a *menu* is, then look at the menu with the class. Check students' understanding of starter, main course and dessert, by asking for examples of each one.
- 2 Read the questions with the class and explain that *sweet dishes* means the same as *dessert*.
- 3 Students read the menu and write the answers, then check with a partner.

Answers:

- 13
- 2 yes (koshari)
- 3 Baklawa, Om Ali, Basbousa, Chocolate ice cream

2 Read and listen to an email from a customer at the Nile View Restaurant. Circle the food that Randa and her family ate on the menu.

Mixed-ability: Ask students to listen for three other pieces of information while

they do the exercise, then ask volunteers to provide the answers. This gives more able students the opportunity to extend their listening, but doesn't put less able students on the spot.

- 1 Elicit which key words students need to listen out for in order to find out what they ate (*starter*, *main course*, and *dessert*).
- 2 Play the recording for students to read along with and find the answers.
- 3 Check answers and elicit from volunteers any extra information students remember.

Audioscript

Dear Sir or Madam,

My family and I ate at your restaurant last Wednesday. The restaurant is clean and comfortable, but unfortunately, we did not enjoy our meal very much at all.

It took a long time for our starters to arrive. We kept saying to each other: "When did we order our food? I think it was 40 minutes ago!" I ordered a special salad which must be quick and easy to make. After 50 minutes, the waiter brought our starters to us. The starters tasted delicious, but then our main courses came about one minute after we finished eating the starters! We didn't like that at all.

We all ordered sayadieh el samak as our main course. When it arrived, there weren't any tomatoes on our plates. "Why did your cook put no tomatoes on our plates?" we asked the waiter. He said, "We don't have any tomatoes today."

After all of that, we weren't sure if we wanted desserts. But, as it was my daughter's birthday, we decided to order them anyway. Five minutes after we ordered, the waiter came back to our table and asked us, "What did you order for dessert?" At that point, we decided to pay for the food we had and leave. I had ordered basbousa and I can also buy that in a sweet shop. So, that's what I did!

Your restaurant is a nice place, but I really think that you need to make some changes. Our family definitely doesn't want to eat there again unless you improve your service. Regards,

Randa Al-Katib

Answers:

special salad; sayadieh el samak; basbousa (although they did not eat basbousa in the restaurant, Randa bought it at a sweet shop after they left the restaurant)

- **3** Read again. Circle *T* (true) or *F* (false).
- 1 Read through the questions with the class.
- 2 Ask students to work individually to read through the sentences and find key words that might help them find the answers in the text. Students then find the statement in the text and decide if it's true, with fast finishers also correcting the false statements.
- 3 Students compare answers. If they have different answers, then they should tell each other why they chose the answer to see if they can work out which one is correct.
- 4 Check answers around the room, asking fast finishers to correct the false statements (1 F – The starters arrived 50 minutes after the family ordered them; 4 F – The family were celebrating their daughter's birthday).

Answers:

1 F 2 T 3 T 4 F 5 T



4 Read the *Language box* and complete the rules.

1 Nominate students to take it in turns to read the *Language box* to the class down to and including the paragraph containing answer 1. Draw students' attention to the example question: *When did we order our food*? and elicit an example answer, then ask students if the answer is a *yes/no* answer (no, it isn't). Students complete answer 1.

- 2 Read the paragraph on how to form the questions with the class, and ask students to look at the example questions in pairs, then complete answers 2 and 3.
- 3 Answer any questions students have about the *Language* box before moving onto Exercise 5.

Answers:

1 don't have 2 did 3 verb

5 Use the words in brackets to write *Wh*- questions in the past simple.

- Students complete the questions independently, or in pairs for more support. Monitor and help less able students.
- 2 Nominate less able students to provide the completed question during class feedback and the more able students provide an answer to the question.
 - *Mixed-ability:* Fast finishers can invent responses to the questions. For less able students, you can split the exercise so that some of the students complete 1–3 and some complete 4–6.

Answers:

1 when did he go 2 why did you stay 3 how much did they pay 4 who did we invite 5 where did she sit 6 how did I find

- 6 Write five *Wh* questions in the past simple that you could ask a partner about the last time he or she ate at a café or restaurant. Use a different *Wh* question word in each question.
- 1 If you are short on time, students could do this exercise for homework and Exercise 7 at the beginning of the next lesson.
- 2 If students need support for this exercise, remind them to refer to the *Language* box.
- 3 Monitor and provide support if students need it and correct any mistakes with the formation of *Wh*- questions in the past before students use the questions in the pair work activity in Exercise 6. Provide any extra vocabulary

that students might need and write this on the board.

Answers:

Student's own answers

- 7 Work in pairs. Take turns to ask and answer your questions from Exercise 6.
- 1 Put students into mixed-ability pairs to ask and answer their questions. Monitor and make a mental note of any interesting conversations to elicit during class feedback.
- 2 After half of the pairs in the class have finished their conversations, come together as a class and nominate some pairs to role-play their conversation. Encourage the rest of the class to ask follow-up questions.

Answers:

Student's own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

- **Teacher support:** The following instructions enable students to do some of the lesson preparation at home in order to make more time for the task itself during class time. This approach is called the "flipped classroom". However, be aware that not all students will have the facilities or support at home to carry out this activity, therefore you should also prepare a recipe and information about the country to share on the board in the next lesson for those students who were not able to prepare their own.
- 1 To prepare for the *Task* in the next lesson, either to save time in the lesson or if it isn't possible for students to use the internet in class, ask students to find a simple recipe for a traditional dish from another country and bring it to the next lesson. They can ask a parent or guardian to help them search on the internet, if necessary. They should also try to bring in a picture of the dish, which they can download from the internet or draw and color themselves at home.
- 2 Read through steps 1–3 in the task box with the class as well as the *Using research to*

learn box, and ask them to make a note of the steps in their notebook, so that they can carry out the steps at home.

3 A new recipe pages 72–73

Lesson objectives:

- Research a recipe (Task)
- Personal development: use research to learn (Task)
- Make a recipe card (Task)

Materials: Student's Book pages 72–73 Audio files

Before using the book

- If students did Lesson 2, Exercise 6 for homework, students can now ask and answer their questions with a partner: follow the instructions for Lesson 2, Exercise 7.
- STUDENT'S BOOK page 72



Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson. Elicit the meaning of *research* (looking for information about a specific topic).

1 Listen to Farah talking about researching a recipe. Then look at the recipe card and correct the mistakes on it.

- 1 Explain to students that in this exercise they are going to listen to a student talk about how they are researching a recipe, and this is what they will be doing at the end of the lesson.
- 2 Read through the recipe with the class and ask students to listen a first time and correct any mistakes on the recipe card that they can hear on the recording. As an extra task, they should also listen for how Farah did her research.
- 3 Play the recording all the way through.
- 4 Check the mistakes, then elicit any steps students can remember in the research. Write these on the board as they will help students in the next exercise.

Audioscript

Mom:	What are you doing, Farah?
Farah:	A research task for school.
Mom:	That's an interesting picture. What is it?
Farah:	It's called Barramundi. It's a river fish from
	Australia.
Mom:	Where does the name come from?
Farah:	It's from a native Australian language and
	means "large-scaled river fish".
Mom:	So, the name describes what it is.
Farah:	Yes, and you can eat it in nearly every
	restaurant in the country. People usually eat it
	with tomatoes and potatoes.
Mom:	How did you do your research?
Farah:	First, I decided on a country.
Mom:	And you picked Australia.
Farah:	Yes, I didn't know anything about Australian
	food so I thought it would be interesting.
	Once I'd decided on the country, I went on the
	internet and did a search for famous dishes. I
	looked at a few different websites so that I could
	check the information. I then looked at the
	questions from the project and tried to find the
	answers. The next thing I did was make notes.
	Then, I selected the information from my notes
	that I wanted to include in my project. Finally, I
	wrote the recipe card. Do you want to see it?
Mom:	Yes. please!

Answers:

Ingredients: fish (not chicken) and potatoes

- Listen to Farah again talking about 2 her research. Number the steps in the correct order.
- 1 Read the steps with the class and check off students' ideas from the last lesson – did they remember everything?
- 2 Elicit from students the sequencing adverbs to listen for which will tell students that the next step is coming (first, then, next, finally).
- 3 Play the second part of the recording again for students to order the steps. Alternatively, students order the steps before listening, then listen to check answers.

Audioscript 60

Yes, I didn't know anything about Australian food so I thought it would be interesting. Once I'd decided on the country, I went on the Internet and did a search for famous dishes. I looked at a few different websites so that I could check the information. I then looked at the questions from the project and tried to find the answers. The next thing I did was make notes. Then, I selected the information from my notes that I wanted to include in my project. Finally, I wrote the recipe card.

Answers:

1 She decided on the country 2 She went online to find information 3 She looked at a few websites to check information 4 She checked the task questions 5 She made notes 6 She selected information from her notes 7 She wrote her recipe card.



3 Think of your favorite Egyptian food and complete the notes.

- 1 Read the instruction and explain to students that they will need to choose a food that they know how to cook, or it it's easier, write two or three popular Egyptian dishes on the board and provide the cooking method for each one.
- 2 Go through the notes with the class. For the second item, students may not need to fill the gap if their favorite recipe is grilled/boiled/ fried.
- 3 Students can do this task alone or in pairs as a speaking activity. Allow 1–2 minutes, then elicit a couple of ideas from different students.

Answers:

Students' own answers

- 4 Work in pairs. Discuss what you think people from other countries know about Egyptian food today. Which dishes are popular outside Egypt? Why do you think people like them?
- 1 Mind map some popular Egyptian food on the board, and support students with ideas if

they don't have much experience of Egyptian food outside Egypt.

2 Nominate a pair to read the example dialog to the class, then students ask and answer in pairs using the information on the board. Give students 1–2 minutes, then elicit some ideas from volunteer pairs.

Answers:

Students' own answers

TASK

- **Teacher support:** Make a recipe card about a dish from another country.
- 1 During Student Book steps 1–3 and then steps 4–5, remind students how much time they have left.
- 2 Read through the Using research to learn box with the class. If you did the flipped classroom approach at the end of the last lesson, students will have already completed these steps at home. Recap and check if students have all the information they need. If some students were not able to do the preparation at home, provide ideas on the board for them to use. Then proceed to step 4 in the Task, so that students have more time to write their recipe cards and feedback on their classmates' recipe cards.
- 3 Otherwise, if students have the facility to research in class, read through steps 1–3 with the class, then in the same pairs as Exercise 4, allow students 6–8 minutes to choose their country and research the recipe of their chosen dish. Monitor and provide help where necessary.
- 4 For step 4, give groups 10 minutes to write their recipe card and stick their photos/ draw pictures. Circulate and provide help where needed, and write any vocabulary that students need on the board for them to copy.
- 5 For step 5, explain to groups that they will present their recipe to the class. Give groups a few minutes to decide how they will present and how they will divide the roles between them. For example, one student might give the information on the country and the background to choosing the dish and the other students might explain the steps.
- 6 Pairs present their ideas to the class. Encourage the class to ask follow-up

questions, or ask about any words or ideas they aren't sure about.

- **Extention:** As an extra step, students
- display their recipes on the classroom wall. Have a class vote on the best one by asking students to circulate and draw a smiley face on their favorite recipe. Ask students to base their decision on how clear and visually interesting the students' work is. Congratulate all students on their hard work, with special mention for the winning pair.

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

4 Celebration food pages 74–75

Lesson objectives:

- Listen to and understand descriptions of celebration food (Exercises 2-4)
- Use adverbials of time and place (Exercises 5 - 7)

Materials: Student's Book pages 74-75 Audio files

Before using the book

Students imagine they made the dish from the Task in Lesson 3 last night. Students tell a partner how they made their dish: what ingredients they used and how they cooked it. They should say what went well; what didn't go well; and whether they enjoyed their meal. Give students 2–3 minutes then elicit some examples to share with the class.

STUDENT'S BOOK



Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson. Elicit the meaning of celebration (a special social event, such as a party, when you celebrate something, e.g. a birthday).

Work in pairs. Discuss these questions. 1

- 1 Elicit different celebrations from the class and write these on the board.
- 2 Students ask and answer in pairs, and remind partners to ask follow-up questions.
- Stop the activity when half of the class has 3 finished talking, and invite students to tell the class about their partner's celebrations.

Answers:

Students' own answers

- 2 **b** Listen to four speakers talking about foods they eat in their country when they celebrate. Match them to the photos (a-d).
- 1 Look at the photos with the class and elicit what students can see in each one. Elicit some key words that students might hear for

each one and write them on the board.

- 2 Explain that four speakers are going to talk about the traditional foods from their country in these photos.
- 3 Play the recording for students to match the speakers with the foods, then check the answers around the class.

Answers:

1 c 2 d 3 b 4 a

Audioscript

1

At New Year in my country, we have a very big festival. At this time of year, we always cook special noodles which are very, very long. In Chinese, this dish is called 'longevity noodles'. It's a dish that we believe can help you to live a very long life! We say if you eat very long noodles at New Year, your life will be very long in the future!

2

The Bûche de Noël is a traditional cake that we bake for Christmas in my country. We roll the cake into a cylinder shape, then cover it in chocolate. We also often decorate it with sweets which look like leaves, or we put sugar on the cake to look like snow, so the cake seems like the branch of a tree in winter!

3

My favorite celebration dish is an Eritrean stew called <u>tsebhi</u>. That's t-s-e-b-h-i. It's a delicious meat dish that we cook during the vacation season. We make it with lamb, onions, tomatoes, garlic, butter, and special spices. In my family, my grandma is the person who usually cooks the tsebhi. She also bakes a type of bread called injera, which she serves next to it.

4

In my country, there's a popular celebration dish called Christmas pudding. It's a dessert which has lots of dried fruit, sugar, and spices in it. We boil it for a long time, then serve it hot with a sweet sauce. Sometimes you can find a coin in your Christmas pudding! People bake a coin into the pudding and the person who finds it will have good luck!

3 Listen again. Which celebration food ...

1 Elicit the key words in each question that students should listen for. Remind students

that they should write the answer quickly and continue to listen for the next question.

2 Play the recording all the way through, then play the recording again, pausing after each answer to check the answers with the class.

Answers:

1 d 2 a 3 b 4 c

4 Work in pairs. Which of the celebration dishes in Exercise 2 would you like to try? Why?

1 Ask a pair to demonstrate the example dialog to the class, then put students into pairs to talk about the dishes. Fast finishers can also discuss which dish they would like to try the least and why.

Answers: _

Student's own answers



5 Read the *Language box* and choose the correct answer to complete the rules.

1 Elicit from the class what an *adverbial* is (an adverb/adverbial is a word or group of words that describes a verb). Explain that these words describe when or where we do something. Draw students' attention to the first example sentence and elicit the adverbial phrase (*At this time of year*).

- 2 Read through the first paragraph and the example with the class, then elicit the answer to question 1. Do the same for question 2.
- 3 Read the last sentence and refer students back to the two examples and elicit where the adverbial is in each (one at the beginning and the other at the end), then ask students to complete the last questions. Check the answers.

Answers:

1 time 2 place 3 start or the end

- 6 Put the adverbials you heard in Exercises 2 and 3 in the correct column. Then add one more adverbial of each type.
- 1 Read through the instructions and do the first one at New Year as an example.
- 2 Ask students to complete the exercise individually then check answers with a partner. Fast finishers can add more than one extra example of each.

Answers:

Adverbials of time: at New Year; during the vacation season; for a long time

Adverbials of place: into the pudding; next to it; on the cake

7 Complete the text with the adverbials from the box.

- 1 Elicit from students whether each example in the box is an adverbial of time or place. This will help them complete the text.
- 2 Remind students to read the text through once first, then complete the gaps with the answers they are sure about first then come back to the others. Students compare answers with a partner, before checking around the class.

Answers:

1 During the month 2 into oil 3 on the table 4 at home

- 8 Write a description of your favorite celebration food in your notebook. Use the adverbials of time and place in Exercises 6 and 7 to give information about:
- 1 Read through the information in the 102

bullets that students should include in their paragraph and refer them back to their adverbials in Exercise 6 and 7, reminding them to refer to these during and after writing to check that they have included all the points and language in their description.

- 2 Students write their description in class or for homework. Tell them to write around 50 words.
- 3 When they have finished writing, they should check their work carefully against the above parameters in step 1.
- 4 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework).
- 5 Students then rewrite their work based on their partner's feedback and, time permitting, partners can check the work again.

Answers:

Student's own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• Ask students to think about things that can go wrong when you use the internet and to write a short list to share with the class at the beginning of the next lesson.

5 Literature: The Living Café pages 76-77

Lesson objectives:

- Read and understand a short story about a special café (Exercises 1–5)
- Summarize a story in your own words (Exercise 6)

Materials: Student's Book pages 76–77 Audio file

Before using the book

• Put students into pairs to mind map what they would order to eat and drink in a café today. Students write notes. Then in their pairs, students take turns to role-play being the server and the customer. Give students 3–4 minutes to complete their role plays, then nominate one or two students to do their role play for the class.

STUDENT'S BOOK

Lesson objectives UNIT Read and understand a short story about 5 Literature 6 special café Summarize a story in your own words $\bigcirc \ensuremath{\bigcirc} \ensuremath{)} \ensuremath{\bigcirc} \ensuremath{)} \ensuremath{\bigcirc} \ensuremath{)} \$ a café with lots of plants a café that is environmentally friendly a café where people can bring their own cups The Living Café 'What's that?" asked Magdy. "Food that we serve in the café!" The two friends looked more closely at the trash The two friends were excited. They talked about on the ground. The two friends were excited. They talked about their ideas all the way home. their ideas all the way home. Soon, Magdy and Sami bought an old building near the park. They cleaned it and painted it bright colors with environmentally friendly paint. They put in **recycled** glass windows and used old pieces of wood to make tables and chairs. They also hung lots of plants from the ceiling. On the roof, was al little garden for growing herbs, fruit, and vegetables. "It's a coffee cup," said Sami. "And look, there's another over there." Maddy and Sami were in their **local park**. It was a beautiful day and the flowers were in bloom, but everywhere they looked there were used cups, plastic **straws**, and old food containers. "Most of this trash comes from a nearby café," said Magdy. "Why don't we set up a café that makes and vegetables. A few weeks later, The Living Café opened. It was quiet at first, but then people started to notice it. They liked the way they could help save the planet with their morning coffee! More people came for lunch, and said the food tasted delicious and very fresh. They were excited to hear that some of the ingredients grew on the roof of the cafe. The Living Café quickly became the most popular café near the park. almost no waste? "No waste? How is that possible?" "Well, take this coffee cup. Next time the person who used it wants a coffee, they can bring their own cup to the café. In return, they pay less for their coffee." "That's a good idea." "And instead of plastic straws, our café can give paper straws that don't hurt the environment." One day, Magdy and Sami walked through th park again. This time, there weren't any use coffee cups on the ground. There were a fee straws, but they were paper. Magdy picked one u and put it in the bin. Sami's eyes lit up. "There are ways to reuse waste, too. Think of all those coffee grounds – we can use them as "Every little act helps!" he said smiling

Read through the lesson objectives in the box with the class so that they know what to expect and also so that they can revisit them when they check their progress at the end of the lesson.

Read and listen to the story. Check (✓) the sentence that best describes what it is about.

- 1 Read the Identifying the elements of a story box with the class: read the first bullet about the main idea only as this is what students will be looking at in this exercise.
- 2 Read through the sentences with the class. Explain to students that they need to find the main idea of the whole story, so when they listen/read, they don't need to think about the details. They also need to be careful not to pick one of the choices because they can hear/read it in the text – the idea should describe the whole text.
- 3 Play the recording for students to read and listen, the elicit the answer. Ask students to say why the other two answers are not correct (the hung a lot of plants from the ceiling but this is a detail, not the main idea of the text; people can bring their own cups but again,

this is also not the main idea).

Answers:

page 76

a café that is environmentally friendly

🞧 Audioscript

The Living Café

"What's that?" asked Magdy.

The two friends looked more closely at the trash on the ground.

"It's a coffee cup," said Sami. "And look, there's another over there."

Magdy and Sami were in their local park. It was a beautiful day and the flowers were in bloom, but everywhere they looked there were used cups, plastic straws, and old food containers.

"Most of this trash comes from a nearby café," said Magdy. "Why don't we set up a café that makes almost no waste?"

"No waste? How is that possible?"

"Well, take this coffee cup. Next time the person who used it wants a coffee, they can bring their own cup to the café. In return, they pay less for their coffee." "That's a good idea."

"And instead of plastic straws, our café can give paper straws that don't hurt the environment."

Sami's eyes lit up. "There are ways to reuse waste, too. Think of all those coffee grounds – we can use them as compost to grow food."

"Food that we serve in the café!"

The two friends were excited. They talked about their ideas all the way home.

Soon, Magdy and Sami bought an old building near the park.. They cleaned it and painted it bright colors with environmentally friendly paint. They put in recycled glass windows and used old pieces of wood to make tables and chairs. They also hung lots of plants from the ceiling. On the roof, was a little garden for growing herbs, fruit, and vegetables.

A few weeks later, The Living Café opened.. It was quiet at first, but then people started to notice it. They liked the way they could help save the planet with their morning coffee! More people came for lunch, and said the food tasted delicious and very fresh. They were excited to hear that some of the ingredients grew on the roof of the café.. The Living Café quickly became the most popular café near the park.

One day, Magdy and Sami walked through the park again. This time, there weren't any used coffee cups on the ground. There were a few straws, but they were paper. Magdy picked one up and put it in the bin. "Every little act helps!" he said, smiling.


2 Match the words (1-5) to their definitions (a-e).

- 1 Teach *leftover* (a leftover part of something is the part that has not been used or eaten when the other parts have been).
- 2 In their pairs, students try to match the words and definitions before reading, and then read the article to check. Ask them to match the ones they are sure about first, and then match the more difficult ones.
- 3 Check the answers around the class, and ask fast finishers to read out their example sentences. Ask the class to write the new words in their notebooks.

Extention: Fast finishers write example sentences for each of the new words.

Answers:

1 e 2 a 3 b 4 d 5 c

3 Read again and answer the questions.

- *Mixed-ability:* Divide the questions between less able students so that they are working on fewer questions, giving them more time to find the answers without feeling rushed.
- Read though the questions with the class. For each question, decide as a class what the key words are, and ask students to underline them. Students then scan the text individually for these words to find the answer.
- 2 Ask the class to compare answers in pairs, cross-checking with the text and amending any answers that they think might be incorrect.
- 3 Check answers around the class. Ask different students for the answers and for the part of the text where they found the answer. Alternatively, listen to the recording again and pause after each answer to check.

Answers:

1 a coffee cup 2 they pay less for their coffee 3 they use them as compost to grow food

- 4 used old pieces of wood 5 serve it in the café
- 4 Read again and check (✓) the moral of the story.
- 1 Elicit the meaning of *moral* (the message that you understand from the story about how you should or should not behave). Read the three choices with the class.
- 2 Put students into pairs to read the story and decide which of the three choices is the moral of the story and to discuss why the other two choices are not the correct answer.
- 3 Elicit the answer as well as a reason for the correct answer and reasons why the other two options are the incorrect answer.

Answers:

2

5 Make notes about the story under the headings.

1 Read the *Identifying the elements of a story* box with the class: read the first bullet and elicit which exercise students have looked at the main idea of the text (Exercise 1). Then read the remaining two bullets.

- 2 Read through the headings with the class and check if students have any questions.
- 3 Students work in their pairs to complete the headings with brief notes they don't need to write full sentences.
- 4 Check students' ideas around the class, asking a different pair for each heading.

Suggested answers:

the main idea: a zero-waste café to help reduce trash **the main events:** (beginning) Magdy and Sami see trash in the park and decide to set up a café with almost no waste; (middle) Magdy and Sami set up their café; (end) the café opens and makes a positive difference

The characters: Magdy and Sami

The setting: the local park and The Living Café **Key words and phrases:** no/reuse waste; don't hurt the environment; environmentally friendly; save the planet

6 Use your notes from Exercise 5 to summarize the story in your own words. Write about 50 words.

- 1 Refer students to the *Identifying the elements* of a story box and their notes in Exercise 5, and remind them to refer to these during and after writing to check that they have included all the points and language in their summary.
- 2 Students write their summary in class or for homework.
- 3 When they have finished writing, they should check their post carefully against the above parameters.
- 4 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework).
- 5 Students then rewrite their work before handing in for marking. Ask a student to read their corrected work to the class. Encourage the class to ask follow-up questions.

Answers:

Student's own answers

BOOK CLUB

Mixed-ability: Put students into mixedability pairs or groups of three. For more support, allow students to discuss each question briefly, then regroup as a class to share ideas. Alternatively, put more able students together in a group to discuss all the questions and divide the questions up between less able groups. Monitor and support less able groups, prompting them with questions or ideas where needed.

- 1 Read through the questions in turn with the class, and answer any questions students might have. Note that the first three questions all refer to the text, so you could split the questions between the class for a shorter activity.
- 2 Give students 1–2 minutes to discuss each question. Monitor, providing help where required, but also make mental note of any interesting ideas to share with the class.
- 3 When students have finished, regroup as a class and elicit one idea from each group, noting any interesting ideas that came up while you were monitoring.

Answers:

Student's own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Next lesson

• Ask students to think about their three favorite meals, then research how to make them and what the ingredients are for the next lesson. Remind them to ask a parent or guardian for help if they need to. Explain that students will need this information for their writing task in the next lesson. Prepare the information for three popular dishes in case any students are unable to do the homework.

6 Writing

pages 78-79

Lesson objectives:

- Use paragraphs correctly to organize ideas (Exercise 6)
- Write an email about your favorite food (Exercises 5–6)
- Materials: Student's Book pages 78–79

Vocabulary: *cold*, *crispy*, *hot*, *salty*, *soft*, *sweet*

Before using the book

• Ask the class: Do you get emails? What kind of emails do you get? Do you send emails? Who do you send emails to? Do you think it's good to send emails or social media messages? What are the advantages of sending an email? Encourage some class discussion or put students into pairs to ask and answer the questions.

STUDENT'S BOOK

page 78



• Read through the lesson objectives in the box with the class so that they know what to expect, and also so that they can revisit them when they check their progress at the end of the lesson.

1 Look at the pictures. Choose words from the box to describe them.

- 1 Elicit what students can see in each photo. Ask: What does each one taste like? Which one do you like eating the most/least? Why?
- 2 Read through the words in the box, and elicit what type of words they are (adjectives). In pairs, students match the adjectives to the food and give reasons why. Note that they can use the adjectives to describe more than one word. Elicit a couple of ideas from volunteer pairs.

Answers:

1 cold, sweet, soft 2 hot, salty, crispy 3 cold, soft

2 Think of other adjectives to describe food and write a list.

- 1 In the same pairs from Exercise 1, students add adjectives to the list.
- 2 Give the class one minute, then elicit more words and write them on the board. Ask students to add any new words to their notebooks.

Answers:

Student's own answers

3 Read Shaden's email. How many salty dishes does she mention?

- 1 Elicit what word students need scan the text for (salt/salty). Remind students that they do not need to read the email slowly, reading every detail; they need to scan the text quickly to find the key word and then locate the answer. Therefore, only give students one minute to find the answer.
- 2 Elicit the answer and the place in the text where they found the answer.

Answers:

1 burger and fries



4 Read the email again. Answer the questions in your notebook.

- Read though the questions with the class.
 For each question, decide as a class what the key words are, and ask students to underline them. Students then scan the text individually for these words to find the answer.
- 2 Ask the class to compare answers in pairs, cross-checking with the text and amending any answers that they think might be incorrect.
- 3 Check answers around the class. Ask different students for the answers and for the part of the text where they found the answer. Follow up by asking the class if they agree which dishes are healthy/unhealthy in question 1.

Answers:

- 1 a salad, grilled burgers 1b fries, fried burgers;
- 2 salad and strawberry cheesecake
- 3 burger: tomatoes, onion, bun; salad: cucumber, onion, cheese, olive oil, bread; strawberry cheesecake: strawberries, cheese
- 4 crispy, salty, delicious, soft, creamy, healthy, unhealthy, perfect

5 Think of your top three favorite dishes and make notes about them in your notebook. Think about: the ingredients, how often, where, and when you eat it, how you make it, and why you like it.

- 1 If you asked students to research their favorite dishes at home, ask them to take out the information now. Some students might not have been able to do the homework, so provide the details for three dishes on the board. Alternatively, allow time for students to research any information they need on the Internet.
- 2 Students work individually to write notes under the three paragraph headings of the different dishes. These will form the paragraphs of students' emails in the writing task. Monitor and check for spelling. Write any new words students might need on the board.

Answers:

Student's own answers

- 6 Write an email to a friend about your favorite dishes. Use your notes and the *Useful language* box. Organize your writing into paragraphs. Write 100-120 words.
- 1 Now that students have the basis for each of their main paragraphs, read the *Using paragraphs* box with the class. Explain that students are now going to write their own email and they should use the language along with their notes to write their email.
- 2 Read through the *Check your writing* box and *Useful language* box with the class and remind them to refer to these during and after writing to check that they have included all the points and language in their email. Finally, remind students to use Shaden's email as a model for the greeting and signing off.
- 3 Students write their email in class or for homework.
- 4 When they have finished writing, they should check their work carefully against the above parameters.

- 5 Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), checking for the points in the *Check your writing* box, the *Useful language* box and *Using paragraphs* box.
- 6 Students then rewrite their email based on their partner's feedback, then the partner can check the work a second time to make sure all the feedback has been taken in. Ask one or two students to read their corrected work to the class. Encourage the class to ask followup questions.

Answers: ____

Student's own answers

Assess your progress

• Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 4.

Self-Assessment

Learning objectives

Reading: An article about traditional food (page 69); A menu (page 70); A discussion about a recipe (page 72); *The Living Café*: a short story (page 76)

Writing: An email about favorite dishes (page 79)

Listening: Understand descriptions of celebration favorite foods (page 74)

Speaking: Discuss food choices (page 68); Talk about celebration foods (page 74)

Language: Wh- questions in the past simple (page 71); Adverbials of time and place (page 75)

Repeat the steps in the Self-Assessment section at the end of Unit 1 Teacher's notes on page 4.

Review

Review B

Unit objectives

To revise the vocabulary and language from Units 4-6 **Reading:** An article about water scarcity Language: Imperatives for instructions; the zero conditional: comparatives and superlatives; articles; Wh- questions in the past simple; adverbials of time and place **Vocabulary:** accept, cyberbullying, hacker, hide behind, recycling; bake, boil, chop, mash, grill, mix; ATM, battery, device, recycle, search engine Listening: Understand a dialog about eating green **Speaking:** Guessing vocabulary from Unit 4 Writing: A blog post about a new way to save the planet **Materials:** Student's Book pages 80-83 Audio files for Review B

STUDENT'S BOOK

page 80



Reading

1 Read the text quickly. Which of the problems in the photos are mentioned in the text?

- 1 Read the question with the class and look at the photos. Students say what they can see in each photo, and what problem the photo represents. Students mate a note of the problems as they can use them as key words to search the text.
- 2 Students read the text individually to find the answers. Ask them if they should read the text quickly or slowly (quickly).
- 3 Check the answers as a class.

Answers:

All of them (not enough water to grow crops; having to walk a long way to find clean, fresh water; not having enough water to drink, cook, and wash).

2 Read again and answer the questions.

- 1 Individually, or in pairs, students underline the keywords in the questions to help them find the answers in the text.
- 2 Students read in more detail to find the answers.
- 3 Check the answers around the class, asking students to read the part of the text where they found the answer.

Answers:

1 almost two thirds of the world's population 2 they need water to grow crops to sell 3 our bodies need a lot of water to stay healthy, but dirty water can make us very sick 4 because of climate change 5 Students' own answer

3 Match the words and phrases to the definitions.

- 1 Remind students that these are all words from the unit, which they have learned already. Students should be able to do this task individually, but remind them to do the items that they are sure about first, then come back to the others.
- 2 Students compare answers with a partner and resolve any different answers they might have.

80

3 Check the answers around the class, then elicit a few example sentences with the words.



1 Listen to the dialog. What does it mean to "eat green"?

- Read the question with the class and elicit what it might mean to eat green. Write students' ideas on the board but don't confirm at this stage. Elicit/Teach *packaging*, ideally using a photo of empty packaging.
- 2 Play the recording all the way through, then elicit the answer.
- 3 Follow up by asking students what other information they can remember from the recording.

Answers:

making food choices that don't harm the environment.

Audioscript

Hana:	What are you doing, Menna?
Menna:	I'm reading an article about ways to "eat green".
Hana:	You mean ways to eat more green vegetables?
Menna:	Haha, no, not exactly. Eating green is about
	making food choices that don't harm the environment.
Hana:	Oh, I see.
Menna:	Our food choices have a big impact on the
	environment, you see. They can either increase, or help to reduce, climate change.
Hana:	Can you give me an example?
Menna:	Sure, no problem. Choosing local fruits and
	vegetables can make a big difference. If you buy
	fresh fruits and vegetables that are grown near
	to where you live, it doesn't need to travel long
	distances to get to you.
Hana:	That's true. I guess driving or flying food
M	around the world causes pollution.
Menna:	<i>Exactly. Secondly, try to buy food that has</i>
	<i>little or no packaging. Or, check that the packaging is made from something like paper</i>
	or cardboard. Plastic packaging is the worst!
Hana:	OK, got it.
	Another thing you can do is to only buy as
wienna:	much as you need. Throwing away lots of food
	is a huge waste.
Hana:	That's all really good advice. I will think more
Hulla.	carefully about my food choices in the future.
	Thanks, Menna!

2 Listen again. Complete the advice that Menna gives Hana with words from the dialog.

- 1 Read through the advice with the class and ask students to work out what part of speech the missing words are (1 adjective; 2 noun; 3 verb), and to look at the context of the sentence and guess what the words might be.
- 2 Play the recording again, then check the answers around the class. Pause the recording after each answer to check if you think it will help.

Answers:

1 fresh 2 packaging 3 need

3 6 Listen again. Answer the questions.

- 1 Check students' understanding of *cause* (make something happen).
- 2 Ask students to read and answer the questions, then check the answers around the class.
- 3 Follow up the last question by asking students what *they* would decide to do.

Answers:

1 an article 2 help to reduce it 3 pollution 4 paper or cardboard 5 think more carefully about her food choices in future

Language

1 Read and choose the correct definition for the word.

- 1 Explain to students that for each word in bold from the unit, they have to decide which meaning is correct.
- 2 Ask students to complete the task individually, then compare answers. If students haven't already, they should note down the word and the definition in their notebooks.

Answers:

1 a 2 b 3 b 4 a 5 a

2 Choose the correct verbs to complete the sentences.

- Look at the words in bold with the class and ask students what the topic is (cooking verbs). As before, students complete the activity individually.
- 2 Elicit the answers, and ask around the class for further example sentences using each word to check for understanding.

Answers:

1 baked 2 boil and mash 3 grilled 4 chopped

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3 Match the imperatives (1-6) to the rest of the sentences.

- 1 Review the Imperatives *Language box* on page 47 if you think it will help. Alternatively, review it at the end of the exercise if necessary, or ask students to review it again at home if they had any issues competing the review exercise.
- 2 Ask students why we use imperatives (for giving instructions).
- 3 Ask students to complete the imperatives individually, then check answers around the class. Go over any difficulties with the class and review the *Language box* as suggested above if necessary.
- 4 Elicit some further imperative sentences from the class.

Answers: ____

1 b 2 d 3 e 4 c 5 a

4 Reorder the words to make sentences in the zero conditional.

1 Elicit what we use zero conditionals for. Review the zero conditionals *Language box* on page 51 if you think it will help. Alternatively, review it at the end of the exercise if necessary, or ask students to review it again at home if they had any issues competing the review exercise.

- 2 Ask students what we use the zero conditional for (for talking about things that are generally true).
- 3 Ask students to complete the exercise individually, then compare answers with a partner. Check answers around the class. Go over any difficulties with the class and review the *Language box* as suggested above if necessary.

Extention: Fast finishers can write more jumbled sentence prompts for their partner to make sentences with.

Answers:

1 If you think it's a scam, tell someone. 2 If it doesn't rain for a long time it can cause a drought. 3 If you recycle, you can help the environment. 4 If you want a dessert, you can order one now. 5 You can't go to the wedding if you don't answer the invitation.

5 Read and make sentences with comparatives and superlatives.

- Elicit from the class what we use comparative adjectives for (for comparing two people/things/ situations) and what we use superlatives for (to show the highest/lowest degree of something). Review the *Language box* on comparatives and superlatives page 59 if you think it will help. Alternatively, review it at the end of the exercise if students had any issues completing the review exercise, or ask students to review it again at home.
- 2 Elicit what students have to do in this exercise (put the adjective in brackets in the correct comparative or superlative form). Give students 1–2 minutes to complete the activity.
- 3 Students compare answers with a partner and resolve any different answers they might have.
- 4 Check the answers around the class, then elicit a few example sentences with the words.

Answers:

1 more famous 2 longer 3 deepest 4 tallest 5 bigger

6 Complete the dialog with the correct articles.

- Elicit when we use a definite article or an indefinite article. Review the *Language box* on articles on page 63 if you think it will help. Alternatively, review it at the end of the exercise if necessary, or ask students to review it again at home if they had any issues.
- 2 Ask students to complete the exercise individually, then check answers around the class. Go over any difficulties with the class and review the *Language box* as suggested above if necessary.

Answers:

1 the 2 an 3 a 4 an

7 Write the correct *Wh*- question words.

- 1 Elicit the *Wh* question words that students learned in the unit and write these on the board. Review the *Language box* on *Wh*- questions on page 71 if you think it will help. Alternatively, review it at the end of the exercise if necessary, or ask students to review it again at home if they had any issues.
- 2 Ask students to complete the exercise individually, then check answers around the class. Go over any difficulties with the class and review the *Language box* as suggested above if necessary.

Extention: Fast finishers (or the whole

class at the end of the activity) can ask and answer the questions in pairs, using their imagination.

Answers:

1 What 2 When 3 Where 4 Which 5 Who

8 Read and complete the text with the adverbials from the box.

1 Elicit from students what adverbials do (they tell is more about the verb). Ask: Which two kinds of adverbials did we learn about (time and place). Review the *Language box* on adverbials on page 75 if you think it will help. Alternatively, review it at the end of the exercise if necessary, or ask students to review it again at home if they had any issues.

2 Ask students to complete the exercise individually, then compare answers in pairs. Ask a student to read the completed paragraph. Go over any difficulties with the class and review the Language box as suggested above if necessary.

Answers:

1 Every summer 2 in Alexandria 3 since the 1990s 4 Next to the park

Speaking **STUDENT'S BOOK** page 83 B (8) Read and complete the text with the adverbials from the box Every summer in Alexandria since the 1900s next to the park ¹ ______ when I am ² ______, I go to the Moonlight Café. It's very old – it's been there ³ ______ ! It's ⁴ ______, so I like to sit outside and watch people coming and going. Speaking Work in pairs. Look at the words in the box and play a guessing game ATM battery devices recycle search engine A: This is when you put plastic, paper, and glass in special box and it can be used again. B: Is it recycle A: Yes, it is! (2) Which of the things in the word box do you/your family use at home (3) Is there anything you would like to use in the future? Why? Writing Write a blog post of 100-120 words about your ideas for a new way to help save the planet. Use the structure and the questions below to help you. 1 What will it do? 2 What problem will it solve? 3 How will people use it? Ъык 23 cc Com 83

1 Work in pairs. Look at the words in the box and play a guessing game.

- 1 Read through the words in the box with the class. Ask students to look back individually over Unit 4 if they are not sure of the meaning of any of the words since you can't check the meaning with the class.
- 2 In pairs, students take turns to describe one of the words without saying the word itself. Their partner guesses. If the second student doesn't guess correctly the first time, the first student should say another clue. This should continue

until the second student guesses correctly.

3 At the end of the activity, nominate a couple of pairs to role play their dialogs for the class.

Extention: Fast finishers can continue using

the other words from this Revision unit (Reading Exercise 3; Language Exercise 1, 2).

Answers:

1.2 & 3 Student's own answers

2 Which of the things in the word box do you/ your family use at home?

Teacher support: You could deal with Exercises 2 and 3 together and elicit feedback for both at the same time.

- 1 Ask this question as a follow-up question during class feedback in Speaking Exercise 1. Alternatively, students stay in their pairs and discuss with their partner.
- 2 Nominate one or two students to tell the class about their partner's answers.

Answers:

Student's own answers.

- 3 is there anything you would like to use in the future? Why?
- 1 Repeat the steps in Exercise 2.

Answers: _

Students' own answers.

Writing

1 Write a blog post of 100-120 words about your ideas for a new way to help save the planet. Use the structure and the questions below to help you.

1 Students can complete the writing task in class or for homework. Refer them to the box on Organizing your ideas using blog features on page 55, as well as the flowchart in Exercise 4, and the Check your writing box. Students should ensure that their writing follows this guidance by reading the information beforehand and check their writing again once they have finished.

- 2 Students write their reply in class or for homework.
- 3 Students swap work with a partner to correct. They should check their blog post against the guidance on page 55 in Unit 4.
- 4 Students rewrite their blog post based on their partner's feedback

Answers:

Students' own answers.

General

Exercises General Exercises F

Unit objectives

To review gen	neral language and vocabulary					
Listening:	A dialog about decorations					
Speaking:	Ask and answer questions about your free time					
Reading:	Top tips to stay safe online; An article about food in Ancient Egypt					
Language:	Zero conditional; determiners and possessive 's; can and will to make requests; subject and object pronouns; the past simple tense					
Vocabulary:	cyberbullying, hacker, help out at your family's workshop, write a journal					
Writing:	An email about your free time; A social media post about a dish from your country					
Materials:	Student's Book pages 84–86 Audio					

STUDENT'S BOOK page 84 GE Listening (1) CListen to the dialog. Check (<) the decorations that Penny ch (2) CListen again and complete the sentences with words from the dialog. The decorations are all environme The tiny pieces of colorful decorations are made of small, dried Mara thinks the tiny pieces of decorations look The glass jars contained Penny's invitations will be Speaking (1) Work in pairs. Look at the pictures. How do you spend your free time well? r ideas with your partne I don't write a journal, but I write a to-do list. I also walk day in nature every weekend. Reading Complete the information with the words from the box accept cyberbullying hackers hide behind nasty post Choose a strong password with combinations of letters and special character can often guess passwords Never ² ______ personal details online or post or share anything ³ Always be nice to others! 84

Listening

- 1 6 Listen to the dialog. Check (\checkmark) the decorations that Penny chooses.
- 1 Look at the photos with the class and ask students to say what they can see. Elicit/Teach decoration, jar, and balloon. Explain that for a, b and c, students need to choose one of the three options.
- 2 Play the recording and stop after each one to check the answers.

Audioscript

- Mara: *Hi*, *Penny*. *What are you doing?* **Penny:** I'm choosing decorations for my wedding. Mara: *How exciting!* **Penny:** *Yes, it is. I want all the decorations to be* environmentally friendly. Mara: That's cool. Can you show me some? **Penny:** Sure, no problem. Here are the paper lanterns. We'll use these instead of balloons, which are made of plastic. And this is confetti made of lots of small, dried flowers. Mara: It looks beautiful. What about these glass jars? **Penny:** *They're for candles. The jars contained* food, so we washed them and put a ribbon around them. We'll put a small candle inside each jar and put them on the tables during the wedding meal. Mara: That's a great way to reuse them. What about your invitations? **Penny:** Those will be digital, of course! We'll email them to the guests. Answers: a2 b2 c3
 - Listen again and complete the 2 6 sentences with the words from the dialog.
 - 1 Read the questions with the class.
 - 2 With a partner, students predict what part of
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speech the missing words are, the key words in the sentences that will help them listen for the answers, and then try to complete the sentences before listening.

- 3 Remind students to write the answer quickly as they listen, so that they are ready for the next answer. Play the recording again all the way through.
- 4 Play the recording a final time to check the answers.

Answers:

1 friendly 2 flowers 3 beautiful 4 food 5 digital

Speaking

- 1 Work in pairs. Look at the pictures. How do you spend your free time well? Share your ideas with your partner.
- Mixed-ability: To promote better speaking fluency, allow students to write brief notes on what they are going to say before they start speaking.
- 1 Read the instruction with the class and ask students what the key word is (well). Elicit what this means (that the question is asking what important and helpful free-time activities students do). If you think it will help, brainstorm some activities on the board.
- 2 Look at the photos and ask students to say what activities they can see in each one (cycling, writing a journal, helping out in the community/ recycling) and ask if they think that these activities are spending your free time well.
- 3 Put students into pairs to discuss their ideas for 2–3 minutes, then nominate a few pairs to either repeat their dialog for the class, or ask students to tell the class about their partner's free-time activities.

Answers:

Students' own answers

Reading

- **1** Complete the information with the words from the box.
- 1 Read the title of the text with the class and the words in the box and ask students to predict what tips they might read.
- 2 Ask students to complete the bulleted tips 116

individually, then compare with a partner. Give the class two minutes to resolve any different answers they might have, then check the answers.

Answers:

1 hackers 2 post 3 nasty 4 cyberbullying 5 hide behind 6 accept



2 A Read the article. How can people today get a "taste of the past"?

- 1 Read the article heading with the class and ask students to say what they think the heading means. Don't confirm the answer at this point because students will try to find out, but remind students that it's important to think about and try to predict what students might read in the text.
- 2 Ask students if they should read the article quickly or in detail to find the answer to the question (read the article quickly).
- 3 Students read the article, then check the answer with the class.

Answer:

By making dishes using ancient methods.

2 B Read again and answer the questions.

- 1 As before, students underline the key words in the questions to help them find similar words and locate the answers in the text.
- 2 Give students 2–3 minutes to read the text, then check the answers around the class. To follow up, ask students if they eat any of the food mentioned in the text, and whether they knew it came from Ancient Egypt. Do they like the food?

Answers:

1 oil, spices, chopped vegetables 2 slowly in special clay ovens (heated with wood fires) 3 an Egyptian recipe for hummus (still used today) 4 grilled over a fire or roasted in ovens 5 to preserve them

Language

1 Match the sentence halves.

- 1 Look at the sentence beginnings with the class and elicit what type of sentences these are and why (*If* shows that they are conditional sentences and the present simple shows that they are zero conditional sentences). Ask: *What does the word "What" tell us about question 2?* (it's a *Wh*question so 2 is a question). Ask: *How can we easily find the ending for 2?* (look for a question mark).
- 2 Students match the sentences, completing the ones they are sure about first.
- 3 Allow students to compare answers before you check.

Answers:

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

2 Choose the correct options in the dialogs.

- 1 Students complete the dialogs individually, then compare answers with a partner. Partners should also work out together which language point is tested in each answer.
- 2 Check the answers around the class. If students aren't sure which language point is being tested, ask them to review the relevant *Language box* in the unit for homework.

Extention: Fast finishers can practice the dialogs with a partner.

Answers:

1 Ali's, his 2 Can, can't, 'll help 3 student's, Her 4 parents', it

rcises							
B: No, it is A: How of B: I only b Complete th frequency in Last summer,	n brackets.	ame's Nabil row your pa on the we the past : (always / ge	la. arents' / pa ekend. simple of et up) early.	the verb	and the	adverbs of / help out) at a l ds how to play c	
the afternoon In the evening I ⁶			ally) tired bu ecause ever			ays / write) my jo	ournal!
Writing							
1 Number the call-to-a list of ex		cat	st in the of chy title estion to ge		_	luction	
2 Write a blog features list	g post about ed in Exercis				lebration.	Include the	
3 Are these so 1 You can us 2 You should		e (T) or fa like BTW. ail with: "De	lse (F) abo ear"	out an inf	ormal en T/F T/F T/F	nail?	
Write an inf 100–120 wo		to a friend	d about h	ow you s	pend you	r free time. V	Vrite
5 Complete tl		riting a so	cial medi	a post wi	th the wo	ords from the	box.
emojis	emphasis	hearts	joking	short	smiley	whole	
•						< > :	×
	phrases – y and symbol to show you like ion points and o	s to show he something	ow you are f ?			faces and	
6 Write a soci	al media pos	t about a	dish from	n your co	untry. Wr	ite about	

3 Complete the post with the past simple of the verbs and the adverbs of frequency in brackets.

- 1 Briefly elicit adverbs of frequency with the class and write these on the board to remind students.
- 2 Students can complete this simple task individually. Check answers as a class.

Answers:

1 always got up 2 often helped out 3 sometimes taught 4 was usually 5 always wrote 6 never went

Writing

1 Number the features of a blog post in the correct order (1–5).

1 Explain to students that in the next exercise, students will write a blog post. Allow students to complete this task in pairs. If some pairs are not sure, refer them to the original task on page 55 to help them.

2 Elicit some examples of a call-to-action from the class, and write these on the board to help less able students in the writing task in Exercise 2.

Answers:

1 catchy title2 question to get attention3 introdyuction4 list of examples5 call-to-action

2 Write a blog post about a special family event or celebration. Include the features listed in Exercise 1. Write 100–120 words.

- 1 Students can complete this task in class or for homework. If you think students need extra support with this, refer them back to the Writing lessons on blog posts in Units 4 and 5.
- 2 Students swap work with a partner to correct. They should check that their partner's work has all the features listed in Exercise 1.
- 3 Students rewrite their email based on their partner's feedback.

Answers:

Students' own answers

3 Are these sentences true (*T*) or false (*F*) about an informal email?

- 1 Students can complete the task in pairs. If they aren't sure, they can look back at the Writing lessons on pages 14–15 and pages 78–79.
- 2 Check the answers around the class and elicit other features of an informal email (e.g. informal language).

Answers:

1 T 2 F 3 T

- 4 Write an informal email to a friend about how you spend your free time. Write 100–120 words.
- 1 Students can complete this task in class or for homework. If you think students need extra support with this, refer them back to the Writing lessons on informal emails in Unit 6.
- 2 Students swap work with a partner to correct. They should check that their partner's work has all the true features listed in Exercise 3.
- 3 Students rewrite their email based on their partner's feedback.

Answers:

Students' own answers

- 5 Complete the tips for writing a social media post with the words from the box.
- 1 Students can work in pairs to complete the text, then check answers with the pair in front or behind them.
- 2 Check the answers around the class.

Answers:

1 short 2 whole 3 emojis 4 smiley 5 hearts 6 emphasis 7 joking

- 6 Write a social media post about a dish from your country. Write about 60–80 words.
- 1 Read the instructions and elicit some dishes students could write about. Write these on the board.
- 2 Put students into pairs to brainstorm what they are going to write about and what information they can include in their post. Offer support where needed.
- 3 Students write their reply in class or for homework.
- 4 Students swap work with a partner to correct. They should check that their partner's post included all the features in Exercise 5.
- 5 Students rewrite their email based on their partner's feedback.

Answers:

Student's own answers