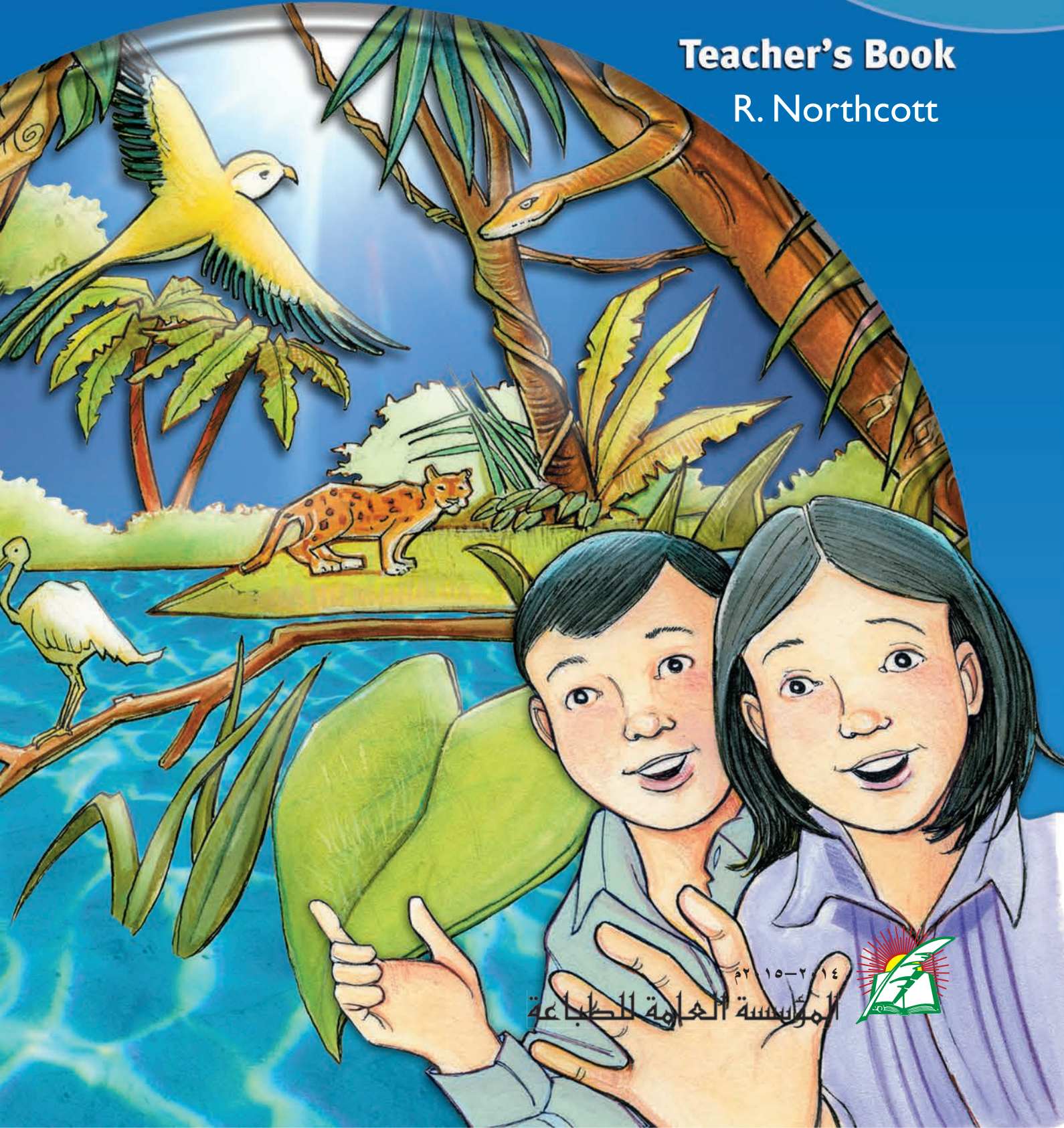


الجمهورية العربية السورية
وزارة التربية

English for Starters 5

Teacher's Book

R. Northcott



٢٠١٤-٢٠١٥ م
المؤسسة العامة للطباعة



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حقوق التوزيع في الجمهورية العربية السورية
محفوظة للمؤسسة العامة للطباعة



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Scope and Sequence

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
1	Books and the Book Fair	<p><i>adventure stories, writer, storybooks, explorer, book fair, poem</i></p> <p>Present simple: <i>We often come to the library. He writes stories and poems.</i></p> <p>The verb <i>have got</i>: <i>Have you got any books by Suleiman Al Eissa? Yes, we have./No, we haven't.</i></p>	<p>Describing routines</p> <p>Talking about books and writers</p> <p>Expressing possession</p> <p>Project: Write about your favourite book.</p>	5	17
2	History and exploration	<p><i>path, narrow, dark, lost (adj), had, husband, son, died, queen, king, battle, won, took</i></p> <p>Past simple: <i>The explorers saw the lost city. They walked slowly.</i></p> <p>Questions with <i>why</i>: <i>Why did you go to the park?</i></p> <p>The conjunction <i>because</i>: <i>They ate some food because they were hungry.</i></p>	<p>Giving reasons</p> <p>Talking about the past</p> <p>Talking about history</p> <p>Study skills: Using a dictionary</p>	8	22
3	Planning a trip to Tal-Shihab waterfalls	<p><i>waterfall, first aid kit, compass, weather, forecast, famous, water mill, flour, wide, explore</i></p> <p>Making suggestions: <i>Why don't we take a compass? We could have lunch by the waterfalls. Let's listen to the weather forecast.</i></p>	<p>Making suggestions</p> <p>Talking about plans</p> <p>Describing places</p> <p>Planning a trip</p> <p>Punctuation: Using capital letters</p>	11	28
4	The weather forecast	<p><i>hurry up, miss, temperature, degrees, foggy, cool, wet, dry, storm</i></p> <p>The modal verb <i>will</i> for making predictions: <i>It will be hot and sunny tomorrow. Will it rain? Yes, it will. / No, it won't.</i></p>	<p>Making predictions</p> <p>Talking about the weather</p> <p>Drawing and writing a weather forecast</p> <p>Spelling: Regular plurals</p>	14	34
5 Revision 1	Tal-Shihab waterfalls	Revision of previous vocabulary and structure	<p>Making suggestions</p> <p>Giving reasons</p> <p>Telling a story</p> <p>Song: Let's explore the high mountains.</p>	17	40

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
6	A journey	north, south, east, west, hill, woods, field, river, valley, across, through, along Prepositions of movement: We went through the woods. We went up the hill. We walked along the river. Adverbs of time: First, we took this path north. Then, we went east. After that, we climbed up the hill. Finally, we arrived at the waterfalls	Describing a route Ordering events in the past Describing a town Project: Draw and write about your town.	19	44
7	Jobs	grow up, fireman, nurse, vet, dentist, artist, save, or What do you want to be when you grow up? I want to be a (fireman). I want to be a (nurse) or a (teacher).	Talking about jobs Describing a typical day Completing a survey Study skills: Techniques for learning new words	22	50
8	A football match	gave, kick, score (v, n), goal, lost (v, past form), footballer, throw, team, lose, ran, pass, football pitch Indirect object pronouns: He gave the book to me. He kicked the ball to him.	Giving instructions Talking about a football match Writing about a football match Punctuation: Using capital letters and full stops	25	56
9	Sports and activities	clothes, tracksuit, sports bag, sweatshirt, trainers, football boots, tennis racket, point Questions with whose: Whose is this/that? It's mine. Whose are these/those? They're mine/yours. Possessive 's': It's Hussam's tracksuit. They're Salah's trainers.	Expressing possession Talking about sports Completing a survey Spelling: Regular plurals	28	62
10 Revision 2	Sports and activities	Revision of previous vocabulary and structures	Expressing possession Describing a route Talking about jobs Song: I want to be a teacher.	31	68
11	Computers	switch on, monitor, keyboard, mouse, printer, Internet, icon, click, website, print, search, press Imperative forms: Switch on the computer. Click on the icon. Write 'The Earth' in the box.	Giving and understanding instructions Reading and writing instructions Punctuation: Apostrophes	33	72

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
12	The universe	<i>sun, star, moon, planet, Mars, Jupiter, to travel, close, far, million, astronaut, spaceship</i> Questions with <i>how</i> plus adjective: <i>How big is the sun? How hot is the sun?</i> Comparative and superlative adjectives: <i>The sun is bigger than other stars. The sun is the closest star to the Earth.</i>	Asking and answering questions Making comparisons Completing a quiz about the solar system Study skills: Reading for gist	36	78
13	A visit to the Al Talila nature reserve	<i>nature reserve, wild, rocky, deer, ostrich, donkey, lizard, danger, to protect, fox, to feed</i> The modal verb <i>must</i> to express obligation: <i>We must protect the animals. We mustn't leave the bus.</i>	Expressing obligation Talking about animals Reading for specific information Project: Write about a bird or animal in the Al Talila nature reserve.	39	84
14	The Amazonian rainforest	<i>rainforest, cut down, bat, frog, parrot, jaguar, eagle, ant</i> <i>Somebody must save the rainforest. Everybody can help. Nobody can hurt the animals. Can anybody help?</i>	Talking about wildlife in Syria Describing a picture Talking about rainforests and animals Spelling: Regular plurals	42	90
15 Revision 3	Rules in the classroom	Revision of previous vocabulary and structures	Expressing obligation Talking about animals Making comparisons Song: Our planet	45	95
16	Apologising	<i>terribly, really, sorry, matter, broke, left, forgot, lost, remember, worry</i> <i>I'm afraid I broke a plate. I'm terribly/really sorry. It doesn't matter. It's okay. Don't worry.</i>	Making and accepting apologies Talking about the past Writing a short letter Study skills: Listening for gist	47	99
17	Television	<i>the news, nature programme, film, cartoon, game show, to be on</i> The past continuous: <i>I was watching television at half past six.</i>	Telling the time Talking about past events Talking about television programmes Project: Write about an evening on television.	50	105
18	A detective film	<i>robber, to rob a bank, to catch a robber, money, steal money (stole), said</i> The past continuous: <i>What were you doing yesterday afternoon? I was playing football. I wasn't robbing the bank!</i>	Asking and answering about past events Talking about a detective film Reading a crime story Punctuation: Using question marks	53	113

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
19	The Silk Road Festival	<i>Silk Road festival, concert, musician, group, instrument, violin, drums, classical music, painting</i> The present and past simple: <i>Which instrument do you play? I play the violin. When did you join the group? I joined the group two years ago.</i> The verb <i>going to</i> to talk about future plans: <i>We're going to play some classical music.</i>	Talking about the past, present and future Talking about the Silk Road Festival Talking about music and musical instruments Spelling: Irregular plurals	56	120
20 Revision 4	A concert	Revision of previous vocabulary and structures	Talking about past events Talking about the Silk Road Festival Talking about television programmes Song: <i>What were you doing at five o'clock?</i>	59	127
21	Invitations	<i>cinema, actor, box office, ticket, seat, front, back</i> Making an invitation: <i>I'm going to the cinema. Would you like to come? Yes, please. I'd love to. I'm sorry. I'm afraid I can't.</i> Telling the time: <i>It's five/ten/twenty/twenty-five to/past (four).</i>	Making, accepting and refusing invitations Talking about films and the cinema Telling the time Study skills: Using suffixes.	61	132
22	Skills and talents	<i>collect (v), collection, picture, sew/sewing, chess, table tennis, badminton, gold, medal, enjoy (v), Olympic Games, quite</i> <i>What are you good at? I'm (quite/very) good at (playing chess). I'm interested in (painting pictures)..</i>	Expressing skills Talking about hobbies and interests Reading about an Olympic athlete Project: A class survey	64	138
23	Methods of communication	<i>wrote / write a letter, spoke, letter, text message, post box, address</i> <i>In the past, people spoke on the telephone. Nowadays, people write more emails.</i>	Comparing methods of communication in the past and present Reading and talking about the post museum Punctuation: Using capital letters for proper nouns	67	143
24	The summer holidays	<i>journey, pack, suitcase, postcard, island</i> The present continuous for the future: <i>What are you doing tomorrow? I'm going to the beach.</i>	Talking about future plans Talking about holidays Planning a weekend Talking about Arwad Island Writing a postcard Spelling: Regular and irregular plurals	70	149
25 Revision 5	On holiday	Revision of previous vocabulary and structures	Talking about future plans Talking about holidays Making, accepting and refusing invitations Completing a quiz	73	155

Introduction

Aims of the course

English for Starters 5 has been developed for Primary 5 children and their teachers considering the latest developments in language teaching methodology in recent years. *English for Starters 5* aims to teach pupils to communicate effectively and to set the groundwork for successful language learning in the future. It aims to stimulate the child's interest in learning English and to develop confidence through a range of activities which promote an active use of the language. Pupils learn to speak a foreign language most effectively when they are encouraged to use the language for themselves. *English for Starters 5* enables pupils to apply their newly acquired language through their active participation in games and other enjoyable activities.

The syllabus is carefully graded, presenting language items through listening and reading exercises and then offering consolidation and further practice through games, songs and other activities. The focus in *English for Starters 5* is on all of the four skills – listening, speaking, reading and writing.

English for Starters 5 builds further on the vocabulary and structures taught in the earlier foundation levels and *English for Starters 4*. Activities throughout the book also constantly recycle and revise all new language items.

Components of the course

Pupil's Book

The Pupil's Book consists of twenty-five units and provides material for the full academic year. There are twenty main units and a further five revision units, with every fifth unit being a revision unit. The material is written according to a carefully graded structural and communicative syllabus, and covers topics which are of interest to pupils of this age. The presentation and recycling of vocabulary is carefully controlled.

Each teaching unit consists of three pages while the revision units are shorter with two pages. Each page in the Pupil's Book, in addition to the corresponding page in the Activity Book, contains enough material for one lesson. This format has been designed for ease of use. By looking at the corresponding pages in the Pupil's and Activity Books, along with the Teacher's Guide, the teacher can view exactly how much material is to be covered in a lesson.

Listen and read

All of the Pupil's Book units start with a picture story

which revolves around the main characters who are new for this level: Ruba and Hussam, who are ten-year-old twins and their mother, father, grandparents, friends and teacher.

The characters' dialogue appears in the speech bubbles that accompany the pictures, along with text boxes which appear for the first time in this level.

All of the dialogues from the 'Listen and read' exercises are recorded on the class cassette. If there is no access to the class cassette, the teacher can read the story out loud for the pupils so that they are able to complete the exercise.

Before listening, it is advisable to introduce the pupils to the topic by means of a lead-in exercise. Suggestions for such exercises are detailed in the lesson plans. After the presentation of the new vocabulary and structures introduced in the story, teachers can then look at the pictures with the class and can ask questions about the characters they can see and what they think is happening in each frame. Teachers can also encourage pupils to predict what they think is going to happen in the story and to ask questions about what they can see.

Pupils listen to the cassette while following the pictures and the text in the speech bubbles and text boxes. After listening to the cassette twice, pupils can then repeat some of the sentences after the teacher. This exercise is beneficial for the improvement of pupils' pronunciation and intonation. At this stage, teachers can ask pupils questions about the story and what they heard in order to test comprehension. Pupils can also tell you about particular events or characters that they like in the story.

Study Box

The study boxes enable the teacher to focus on a particular language point or lexical set which has been presented in the 'Listen and read' activity. Using the study box, teachers can also help pupils with pronunciation, rhythm, word stress and intonation.

Listen and match

The 'Listen and match' exercises further reinforce the target vocabulary and structures within a particular unit. Pupils listen to a number of short dialogues or descriptions and match each one to an illustration or photograph on the page. These exercises also provide extra listening practice. Before listening, it is a good idea to ask pupils what they can see in the pictures, as

this helps to preclude what they are likely to hear. It is advisable to allow the class to listen to the material at least twice, and pupils can also compare their answers in pairs after they listen before you correct as a class.

Listen and order

These exercises ask pupils to listen to a short description or story and then to order the pictures on the page according to the order the events appear in the story. Before listening, it is advisable to ask pupils to describe what they can see in the pictures, and even to attempt to order the pictures before they listen. Pupils should hear the description at least twice.

Listen and choose

Pupils listen to one description and then match this description to one of several pictures. Once again, encourage pupils to tell you what they can see in the pictures before they listen. After listening, pupils can describe the remaining pictures in the same style as the listening exercise on the cassette.

Listen and answer

In these exercises, pupils first listen to a dialogue or short description. They then answer a number of comprehension questions about the content of the material they have just heard. This exercise helps pupils to listen for specific information in a text. In order to help pupils to complete this task successfully, read through the questions with the class first, asking pupils to predict likely answers. The illustration accompanying the exercise also enables you to discuss the topic of the text with the class before they listen. Pupils should listen to the material at least twice.

Ask and answer

The 'Ask and answer' exercises enable pupils to practise the target language in a controlled manner. Each exercise contains a model of the question and answer, which is spoken by two of the main characters in speech bubbles. These exercises are designed for small groups or pair work. They allow pupils to practise the language in a meaningful interaction with each other, which will help them to build their confidence. Whilst pupils are working in pairs, you can circulate around the class listening to pupils and offering help and guidance where necessary. When pupils have completed the exercise, you can ask one or two pairs to demonstrate their dialogues in front of the class. This is also an opportunity to help the whole

class with any common errors.

Look and talk together

These exercises encourage pupils to use the language they have learned more freely. Pupils look at photographs, illustrations or questions and then discuss what they see or read with another pupil. An example of a typical exchange is given on the page. Before pupils begin, ask the class what they can see in the pictures and to read the example dialogue. Monitor whilst pupils work, offering help where necessary.

Talk about...

These activities allow teachers to personalise the material for the pupils. Pupils use their newly acquired vocabulary and structures in order to relate the topic to their own personal experience. Pupils may be given opportunities to talk about the weather, the jobs they would like to do or the sports they like playing. It is advisable for pupils to work in pairs for this activity whilst you monitor and give help where necessary.

Read and match

In the 'Read and match' exercises, pupils read a text or a number of texts related to the topic of the unit. Pupils can then be asked to match each text or each paragraph of the text to the correct picture. Before pupils read, ask pupils a number of 'pre-reading' questions, which relate to the topic of the text. Read the text with the class slowly, asking questions about each paragraph. Pupils can then complete the task in pairs or by themselves.

Read and answer

In these exercises, pupils read a text and then answer a number of comprehension questions related to the content of what they have read. Give pupils plenty of preparation before they attempt to complete the task. Use pre-reading questions and help pupils with vocabulary as they read.

Read and choose

These activities ask pupils to choose an appropriate title for a text from a choice of four. Discuss the content of the text with the class before they begin, and help pupils as they read. It also helps pupils if they tell you why the extra titles are wrong.

Read and say

In these exercises, pupils practise the functional language they have learned and put them to use in role-plays. Each pupil has a role in a conversation. Ask pupils to read their roles, and perhaps to prepare what they will say. Each pair of pupils then carries out their conversation. In these exercises, pupils always change roles, so they are, for example, apologising as well as responding to an apology. Monitor while pupils work, helping where necessary.

Sing

There are four songs presented in the Pupil's Book during the course of the year in revision units 1-4. These songs give pupils an excellent opportunity to have fun whilst learning, and provide an enjoyable way of consolidating the target language. Always encourage pupils to sing along. Showing a willingness to sing along yourself may help to encourage quieter pupils to participate. You can also play songs again in subsequent classes to further recycle vocabulary and structures.

Dictionary

At the end of the Pupil's Book, there is a simple dictionary with basic definitions of some of the new words that pupils have learned during the course. Exercises in the Activity Book help pupils to use this dictionary correctly. Encourage pupils to use this dictionary in revision classes or even to check the meaning of new words in class.

Picture dictionary

At the end of the Pupil's Book, there is a picture dictionary of lexical sets that pupils have learned during the course. Teachers can ask pupils to refer to these pages at any point in the course in order to reinforce vocabulary items or for revision before one of the class tests.

Activity Book

The Activity Book contains a range of graded activities which reinforce the language introduced in the Pupil's Book. It provides opportunities for writing in cursive script in the new language.

Each page in the Activity Book corresponds to the same page in the Pupil's Book, and together they form one lesson.

Read and match

The 'Read and match' exercises ask pupils to read several sentences and either match each one to another corresponding sentence or to a picture. Pupils match the two items by drawing a line.

Write

In these exercises, pupils complete sentences with one word. In the majority of cases, this type of exercise asks pupils to distinguish between different verb forms.

Look and write

In these exercises, pupils look at several pictures and then describe what they can see using the target language.

Read and tick (✓) or cross (X)

These exercises ask pupils to read a short text and then decide whether sentences based on the text are true, in which case they mark a tick, or false, whereupon they mark a cross.

Ask and answer

These exercises ask pupils to complete information in a table by asking other pupils questions.

Read and answer

In these exercises, pupils will read questions and then write answers, helping pupils to practise writing the various forms of the target language.

Project

There are five projects presented in the Activity Book during the course of the year and these vary in nature. The projects in *English for Starters 5* include completing class surveys, questionnaires and writing about the local area. They enable pupils to use the target language in a meaningful and constructive way in order to complete a task in pairs, small groups or occasionally as a class. The teacher should always take time to explain to pupils exactly what they have to do and to give an example of the finished piece of work if possible.

Projects are immensely beneficial in the foreign language classroom as they allow pupils to work autonomously, although the teacher will always be available to offer help and guidance where necessary. Pupils also learn to work well with others. Such tasks enable pupils to develop confidence, so they are a satisfying and rewarding experience. It is always motivating for pupils if they can see their finished piece of work displayed in the classroom.

Study skills

There are a variety of study skills exercises in the Activity Book, and these include using the dictionary, techniques for learning new words, and reading and listening for gist.

Punctuation

A number of exercises are designed to teach pupils some basic rules of punctuation. These include the use of capital letters, full stops and apostrophes.

Spelling

There are a number of exercises to help pupils with spelling rules in English, such as the formation of plurals.

Dictation

In each revision unit, there is a short dictation exercise. The teacher reads the text aloud slowly, and pupils listen and write the text in the space provided. The exercise contains vocabulary and structures that have been taught in the previous units, and also help pupils to consolidate spelling and punctuation rules.

Extra revision activities

In the last five pages of the Activity Book, there are a number of extra activities which can be used alongside

the material in the five revision units in the course. These exercises are designed to revise the vocabulary and structures from the preceding four units. You can use these activities in various ways. They can be used in class as part of extra practice before the class tests, or alternatively they can be set for homework.

Handwriting practice

At the end of the Activity Book, there is a section designed to help pupils with cursive script. These activities help in the formation of letters, and give practice in writing words and sentences in cursive. They can be assigned either in class or given as homework.

Teacher's Guide

The Teacher's Guide contains:

- A scope and sequence chart with a summary of the new vocabulary and structures in every unit.
- This general introduction to the course materials.
- Detailed, step-by-step notes for every lesson.
- Five tests to be used after every revision unit and a photocopiable assessment chart to record comments on each pupil's performance.

Lesson plans

Each lesson begins with an outline of the aims for that particular lesson. This section informs the teacher of the new vocabulary and structures which will be introduced in that lesson, along with the language which is to be revised. Each aim is followed by an example of the language that the pupil should be able to produce at the end of the lesson. For example, the aims of Lesson 1 in Unit 2 are as follows:

Aims

To learn to use *because* to give the reason for something

To revise the past simple tense

To revise some names of jobs

Following the information about the aims of the lesson, there follows a section detailing the structures and vocabulary to be taught, along with the general topic of the unit and the resources required to teach the lesson. The example that follows is also from Lesson 1 in Unit 2:

Structures

He drank some juice because he was thirsty.
I'd like to be an explorer.

Functions

Giving the reason for something
Talking about the past

Topic

Explorers in the jungle

Vocabulary

ate, could (hear), drank, saw, stopped, walked, jungle, path, lost city, food, water (n), dark, narrow, excited, hungry, thirsty, tired, interesting, in the morning, because

Resources

Pupil's Book, page 8, Exercise 1, Listen and read
Pupil's Book, page 8, Study Box
Cassette, Unit 2, Exercise 1, Listen and read
Activity Book, page 8, Exercise 1, Read and match
Activity Book, page 8, Exercise 2, Look and write
Wall chart: Jobs
Flashcard: path
Large calendar

There are then step-by-step instructions for the teaching of the lesson. The lesson will usually begin with one or two revision exercises. These recycle the vocabulary or structures from preceding lessons and are usually done in the form of a game or another such enjoyable activity. These exercises are usually designed to revise language that pupils will be required to use in the lesson. New language is then presented in the Presentation sections. A variety of activities are suggested in the presentation of new vocabulary and structures, which may be used alongside visual aids.

The instructions for the exercises in the Pupil's Book and Activity Book are intended to be straightforward and easy to apply in the classroom. Guidance as to how to organise the class is also given. Occasionally, follow-up exercises give further practice in the target language. These are often in the form of games or other activities to be done in pairs or small groups.

Tests

There are five photocopiable tests in the Teacher's Guide. Each test is designed to be used after every

revision unit in the course. Pupils should not feel unduly nervous or worried about the results of the test; a supportive atmosphere in class will help to alleviate any such concerns. Each test uses types of exercises that pupils will be familiar with. It is advisable to use the revision units as a way to detect any common problems that the class may be having and to use the classes to recycle and revise vocabulary and structures from previous units. Ensure that pupils feel fully prepared before taking the test, and this should help to make pupils feel more confident. The answer key for each test can be found at the end of the corresponding revision unit.

The tests can be used by the teacher to assess each individual's performance. The tests are very useful to gauge any difficulties that the class may be having as a whole, and as such can be the basis of subsequent classes.

Course cassette

The course cassette contains all of the listening activities and songs used throughout the course. If you do not have access to the cassette, it is important to read the exercises aloud to pupils so that they still hear an accurate model of the dialogues. If it is necessary to read the dialogues aloud to pupils, try to vary your voice as much as possible in order to make the activity as interesting as you can for the pupils.

Visual aids

Flashcards

There are 89 flashcards for use throughout the course. These are cards that have a picture on the front and the corresponding word on the back. There are flashcards for the majority of new vocabulary taught in *English for Starters 5* and they can be used in many different ways in class.

Firstly, as is suggested in the lesson plans, flashcards are very useful in the teaching of new words. When you want to introduce a new word, show the class the corresponding picture and ask them to identify it. Present the word in the usual way and point to the flashcard when you do so. Show pupils the word at this point as well.

Flashcards can also be used in games to consolidate vocabulary. You can say a word and ask pupils to touch or point to the corresponding picture. Alternatively, place a selection of flashcards on the board and ask individual pupils or small groups to tell you what they can see. Such games can work well in teams, should

you wish to do so.

As well as being used in the presentation and consolidation of new vocabulary, flashcards are very useful when you want to recycle or revise previously taught words at a later stage of the course. It is also very easy to make your own flashcards if necessary with a piece of white card and pens or pictures from magazines etc.

Wall charts

There are six wall charts for use alongside *English for Starters 5*, covering the following topics: Jobs, The countryside, Animals and birds, Football, Hobbies, Space. As the wall charts cover particular lexical sets, they are very useful not only in the presentation of new vocabulary but also, like the flashcards, in the consolidation and revision of new words at a later stage of the course. It is beneficial if the wall charts can be seen by the pupils at all times to refer to if necessary, so you could affix them on the classroom walls. Teachers can point to particular items both to elicit and recycle words and pupils can also be asked to point to or touch pictures according to the teacher's instructions. You can also ask the class personalised questions based on the wall charts.

More specific uses of the wall charts within particular lessons can be found in the lesson plans.

Teaching approaches

English for Starters 5 uses a communicative approach to language learning. This method enables pupils to use English from the very first day and involves several stages of learning. The first step is usually to elicit the language previously taught in class in order to build upon pupils' existing knowledge. The teacher will then present the language in context that the pupils will be required to use in the lesson, which may be either vocabulary, structures or functions. At this point, the teacher can ask the class concept questions in order to help pupils comprehend the new language and to work out its use for themselves.

In a controlled exercise, pupils will then practise the language in small groups or pairs. Such an exercise is designed to be meaningful for pupils yet also to limit the use of errors. The teacher should always monitor effectively at this point and use any subsequent class time in order to help pupils with any mistakes they may have made. Further consolidation of the language can be through reading, listening and writing exercises as well as linguistic games.

At a later stage, pupils will be given the opportunity to practise newly acquired language in a freer speaking activity or project. In a later section in this introduction, there is detailed guidance as to how to deal with correction in the classroom. The communicative method is designed for pupils to practise the language as much as possible. Mistakes are perhaps inevitable but are very much a part of the learning process. Always encourage pupils to participate as much as possible and create a supportive learning environment within which pupils do not feel afraid of making mistakes in their use of language.

English for Starters 5 also makes use of the Total Physical Response (TPR) method. TPR is especially effective for young learners and is based upon the theory that if children are encouraged to associate physical actions with words in the foreign language, they are more likely to retain and recall this language at a later stage in the learning process. On this basis, it is a good idea to encourage learners to mime or act out new language, for example *kick a ball* or *sew*. Similarly, when pupils learn new words, they can be given the opportunity to point to the corresponding items on flashcards or the wall charts or even touch the real items in class. The integration of TPR methods in the foreign language classroom is highly motivating and stimulating for young learners.

Classroom management

The classroom can be organised in different ways according to the nature of the activity. Specific suggestions are included in the lesson plans for each activity.

The whole class

The teacher should face the class when you are presenting new material, either on the board or by using the flashcards or wall charts. Such a method should also be used for beginning and ending the class as well as giving instructions for class activities. Ensure that you wait until you have the pupils' full attention before you begin.

Group work

Pupils can work in small groups of three, four or five pupils in order to complete activities in the classroom. Such activities are likely to be projects or speaking tasks. It is advisable to assign all pupils to their groups before asking pupils to move around the classroom. It is also useful for pupils if they can be given the

opportunity to work with different classmates, rather than working with the same pupils each time. Working with groups helps to aid cooperation amongst pupils and gives faster learners the opportunity to share their knowledge with slower learners. Studies have shown that pupils learn best when they work together and help each other. When pupils work in small groups, monitor unobtrusively and offer help where it is required.

Pair work

Using pair work in the classroom means that pupils have more opportunity to practise the target language than they would if all practice was conducted as a class and initiated by the teacher. Ensure that all pupils know exactly what they have to do – a good way to do this is to actually ask pupils to tell you what they are to do or to demonstrate the activity with one pair – before they start work with their partner, as it is not a good idea to stop pupils once they have started work on the activity. It is also advisable for pupils to work with different classmates each time if possible, so ask the class to work with the pupil sitting on their left and right as well as sitting behind and in front of them.

If pupils are unused to this method of classroom management, explain why you want them to work in this way and monitor throughout to ensure that pupils are working well together. It can also be useful to surreptitiously note down any consistent errors that you hear whilst pupils are working in pairs, which you can then work on and correct with the class after the activity has finished. It is a good idea to arrange with the class beforehand a method for when they are to stop talking and return their attention to you and to the front of the class. Such a method could be you clapping your hands or switching the light on and off quickly.

Noise

A certain degree of noise in the language classroom is inevitable as there will be periods when all pupils are talking at the same time. However, if the noise levels do become too high, establish a method with the class that you will use in such a situation. Examples can be raising your hand or putting your finger to your mouth and saying 'Sssh' or 'Quiet' gently. When pupils participate in games in the classroom, there will also be a degree of noise. Before pupils begin the activity, you can remind them of the necessity to keep as quiet as they can. It is always good classroom practice to keep your own voice down in such a situation. In fact, if you speak quietly, pupils will have to be very quiet

themselves in order to hear you.

Use of Arabic in the foreign language classroom

It is always recommended to use English with the pupils as a general rule in the classroom and to encourage your pupils to do so as well. Establish the classroom as an English-speaking zone. If you start to implement this policy at the beginning of the academic year, pupils will accept it very quickly. If pupils know that they have to use English, they will use phrases and vocabulary that they may well otherwise not do.

It is a good idea to revise useful classroom phrases with the class at the beginning of the academic year and you could also put such sentences on posters to display on the classroom walls. When you give instructions for activities, give them in clear and simple English, only telling pupils what they have to do. As such instructions are likely to be repeated on numerous occasions throughout the course, pupils will adapt to hearing them in English very quickly indeed.

Games

There are numerous games that can be used as supplementary activities in the foreign language classroom. Using games in the classroom is beneficial as pupils will then enjoy themselves while they are learning. It is often the case that if pupils enjoy playing a particular game, they will ask to play it again and again, which provides an opportunity to recycle and revise the language point.

There are many basic games which can be adapted according to the language that you wish to practise and many are detailed in the lesson plans. Examples are games which recycle vocabulary such as drawing and guessing games or action and mime games which can be used to practise particular structures, such as imperatives. Using a variation of activities in the classroom is useful and it is generally a good idea to follow a game with a quieter, more sedentary activity.

Classroom monitoring

When pupils are involved in pair or group work activities or completing exercises in the Activity Book, it is necessary to monitor in order to ensure that pupils are completing the task according to your instructions and also to give any individual help where it may be required.

The best policy to apply in terms of the correction of mistakes is to correct mistakes at the time if they are related to the production of the target language in the activity. Studies show that pupils do remember about a

mistake if they are corrected at the time of committing the error. However, if the error is a matter of pronunciation or a word that the pupils would not be expected to know or use correctly, use your judgement as to whether to correct this mistake or not at the end of the activity. It is usually beneficial to correct mistakes immediately after the end of the activity. Common class errors should be focused on at this point. Another possibility is to ask pupils to correct common errors at the beginning of the subsequent class, so that they are aware of them.

Always ensure that along with correction, you give pupils praise for activities and exercises that have been completed successfully. Young learners will always feel encouraged if they are given praise by their teacher and will often work hard in order to achieve it.

Note

The answers to the Extra activities in the Activity Book can be found in the Teacher's Book as follows.

Extra activities in Activity Book	Answers in Teacher's Book
Activities 1 and 2, p.75	p.43
Activities 3 and 4, p.76	p.71
Activities 5 and 6, p.77	p.98
Activities 7 and 8, p.78	p.130
Activities 9 and 10, p.79	p.158

Unit

1

Lesson 1

Aims

To revise selected structures and vocabulary from earlier levels of *English for Starters*
To revise the forms of the present simple tense

Structures

Present simple

Have you got any ...? Yes, I/we have. No, I/we haven't.

This is a book about ...

It looks (interesting)

Functions

Talking about routine actions

Describing books

Asking people if they have got something

Topic

Books and writers

Vocabulary

library, adventure stories, history books, poems, science books, writer, explorer, (a book) about

Resources

Pupil's Book, page 5, Exercise 1, Listen and read

Cassette, Unit 1, Exercise 1, Listen and read

Pupil's Book, page 5, Study Box

Activity Book, page 5, Exercise 1, Read and write

Activity Book, page 5, Exercise 2, Look and write

Flashcards: writer, explorer

Some books for children: a science book, a history book, a book of poetry, a book of adventure stories

Revision

- Welcome the class back after the holiday. If you are teaching them for the first time, introduce yourself: 'Good morning, children. My name's ...' and ask pupils to introduce themselves in the same way.
- Reactivate structures and vocabulary taught in earlier levels of *English for Starters*. Ask different children 'How old are you?' Ask about their families: 'Have you got a brother/sister? What's his/her name? How old is he/she?'
- Reactivate the past tense by asking them about their holidays: 'Did you go on holiday? Where did you go? You will probably need to help by asking closed questions: 'Did you go to the sea/country?'

Did you stay in a hotel/village?' etc.

- Practise numbers in English by counting round the class. Hold up different numbers of fingers and elicit the corresponding number. Do a number dictation: dictate five numbers between 1 and 10 and ask the pupils to write them in their exercise books.

Presentation

- Ask children to hold up or point to different items around the classroom: 'Show me a pen/a chair/the door/a picture' etc. Finish with 'Show me a book.' Ask different children 'Do you like reading?' Encourage them to use short-form answers: 'Yes, I do' or 'No, I don't.'
- Ask about the sort of books they like: 'Do you like books about animals? Do you like books about dinosaurs?'
- Hold up each of the books you have brought in and tell the class what they are: 'This is a science book. This is an adventure story.' Ask the pupils to repeat. Do this several times, interspersing the practice with questions: 'Do you like adventure stories?' etc.

Pupil's Book, Exercise 1

Unit 1

1 Listen and read

Have you got any books by Suleiman Al Eissa? He writes stories and poems. He's my favourite writer!

Hello! I'm Hussam. This is my sister, Ruba.

We like reading. We often come to the library.

Where are the adventure stories, please? They are my favourite books!

Yes, we have. They're here.

They're over here. I'll show you.

This book is about explorers. It looks interesting. I'm going to read this book!

These are science books. These are history books. Here are the adventure stories.

Study Box

He writes stories and poems.
I read science books.
We often come to the library.
Have you got any books by (Suleiman Al Eissa)?
Yes, we have./No, we haven't.

I often come to the library.

5

- Say 'Open your books at page 5.' Play the recording that accompanies the first frame of the cartoon story. Pupils listen and follow in their books.
- Hold up your book and point to the picture of Hussam in the first frame. Ask 'Who is this?' Do the same with the picture of Ruba. Ask 'Who is Ruba? ... Is she Hussam's brother? ... No, she's his sister.'
- Pointing to the rest of the cartoon story, ask 'Where are Hussam and Ruba? ... Are they at home? Are they in a shop? ... No, they're at the library.'
- Ask pupils to follow in their books as they listen to the rest of the recording. Tell them that, after they have listened, you want them to tell you what book Hussam is going to read.
- Play the cassette once. Play it again, pausing after each sentence. Invite different pupils to repeat what they have just heard. Then ask the whole class to repeat. See if anyone can tell you about Hussam's choice of book: a book about explorers. Hold up the explorer flashcard to help understanding.

Tapescript

HUSSAM : Hello! I'm Hussam. This is my sister, Ruba.

RB/ A: We like reading. We often come to the library.

RUBA: Have you got any books by Suleiman Al Eissa? He writes stories and poems. He's my favourite writer!

LIB ARIAN: Yes, we have. They're here.

HUSSAM : Where are the adventure stories, please? They are my favourite books!

LIB ARIAN: They're over here. Come with me. I'll show you.

LIB ARIAN: These are science books. These are history books. Here are the adventure stories.

HUSSAM : This book is about explorers. It looks interesting. I'm going to read this book!

Pupil's Book, Study Box

- Read the sentence which appears in the boy's speech bubble: *I often come to the library.* Ask a pupil to repeat. Ensure that the sentence is fully understood, including the adverb *often*. Practise the structure by saying other verb phrases and encouraging pupils to make full sentences: *come to school* – 'I often come to school.' *see my friends* – 'I often see my friends.' *help my mother* – 'I often help my mother' etc.
- Write the sentence on the board: *I often come to*

- school.* Choose one pupil to read it aloud. Then rub out the pronoun *I* and in its place write the name of the pupil who has just said the sentence. Slowly read the sentence again beginning with the pupil's name and encouraging the others to join in e.g. 'Laila often ... When you reach the verb, ensure that everyone adds the final -s: *comes*.
- Use the first sentence in the Study Box to remind pupils of the rule concerning the third-person -s. Look at the next two sentences and point out that in the *I, we, you* and *they* forms of the present simple, there is no final -s.
 - Ask pupils to read out the question and answer: *Have you got any books ...* Practise the structure by asking similar questions: 'Have you got any brothers and sisters? ... any pets? ... any computer games?' When pupils have answered, ask them to repeat the question to another pupil.

Activity Book, Exercise 1

- Pupils must choose the correct verb to complete each sentence. Depending on the level of your pupils, you may wish to do the exercise orally first with the whole class.
- While your pupils complete the exercise in writing, circulate and check their answers.

Answers

1 read 2 writes 3 reads 4 visit 5 like

Activity Book, Exercise 2

- Hold up your Activity Book, point to each of the four books in Exercise 2 and encourage the class to read the sentence with you. Give less help each time, so that the class produces more of the sentence themselves.
- Pupils complete the exercise in writing.

Answers

1 This is a book about trees. 2 This is a book about explorers. 3 This is a book about animals. 4 This is a book about sport(s).

For the next lesson

- Ask pupils to bring their favourite book to the next lesson. It doesn't have to be a book in English.

Lesson 2

Aims

- To reinforce vocabulary and expressions for describing books
- To talk about the International Book Fair in Damascus
- To talk about your favourite book
- To revise the forms of the verb *have got*

Structures

*This book is about ...
have got*

Functions

Describing books

Topic

Books and writers

Vocabulary

project, often, every year

Resources

- Pupil's Book, page 6 Exercise 2, Listen and match
- Cassette, Unit 1, Exercise 2, Listen and match
- Pupil's Book, page 6 Exercise 3 Look and talk together
- Activity Book, page 6 Exercise 3 Look and write
- Activity Book, page 6 Exercise 4 Read and write
- Books the pupils have brought from home

Revision

- After greeting the class, ask them to listen to the recording from Exercise 1 without looking in their Pupil's Book. Pause the cassette after each frame of the story and ask questions. Frame 1: Who is Ruba's brother? Where are Ruba and Hussam? Frame 2: Who is Ruba's favourite writer? What are Hussam's favourite books? Frame 3 What is Hussam's book about?

Pupil's Book, Exercise 2

Unit 1

2  Listen and match

a 

b 

c 

d 

e 

f 

3 Look and talk together




I go to the book fair every year. I like reading science books!

- Ask the class to open their Pupil's Book at page 6 Say 'Listen to the cassette. Match what you hear to one of these books.' Help understanding by pointing to the tape recorder and to the pictures on page 6
- Play the six short recordings, pausing after each one. Encourage pupils to listen for the general meaning and not to try and understand every word.
- Let the class listen to the cassette once and find the answers for themselves, with no help from you. Play the cassette a second time, pausing and asking individual pupils to repeat what they have just heard. Ask 'Which book is he/she talking about?' Confirm or correct their answers.

Tapescript

- I often come to the library. I like books about animals.
- Have you got any history books, please? I'm doing a project about Palmyra at school.
- What books do you like reading? – I like reading adventure stories.
- This is my favourite book. It's about an explorer.
- Where are the books about Syria, please? – They're here. This book is about towns and cities in Syria.

6 Have you got any science books? – Yes, we have. Here you are. – Thank you.

Answers

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

Followup

- Dictate sentences from Exercise 2 and ask pupils to write them in their exercise books: 1: *I like books about animals.* 2 *This book is about Syria.* 3 *This is my favourite book. It's about an explorer.*
- Correct the dictation with the whole class, writing the sentences on the board. Leave them on the board for the next activity.

Pupil's Book, Exercise 3

- Focus on the pictures at the bottom of page 6 Ask pupils 'What can you see?' Explain that they are photos taken at the International Book Fair in Damascus.
- If any pupils have been to the book fair, ask them a little about it: 'Who did you go with? Did you buy a book? Did you like the book fair?' etc.
- Read aloud the text in the girl's speech bubble and ask one of the pupils to repeat.

Followup

- Invite pupils to show the books they brought from home and to tell the class about them. Encourage them to use the sentences on the board, adapting them so that they are true for the book they have brought.

Activity Book, Exercise 3

- Ensure pupils understand that they have to choose the correct sentence for each picture, then write it under the picture.
- Let your stronger classes try the activity without help from you. If they are less confident, go through the activity orally first.

Answers

1 c 2 d 3 a 4 b

Activity Book, Exercise 4

- Revise the verb *have got* using real-life examples from the class. You may like to refer to the books the pupils brought in. Write sentences about the

class on the board, e.g. *Omar has got a book about tigers. Have you got a book about animals? Tarek and Amir have got science books. Has Laila got a science book? I have got an English book.*

- Pupils complete the sentences in Exercise 4 Depending on the level of the class, you may wish to do the exercise orally first.

Answers

1 has 2 Have 3 have 4 Has 5 have 6 Have

Lesson 3

Aims

To practise reading for general meaning
To consolidate and extend vocabulary and expressions for describing books
To ask and answer questions about books pupils like or don't like
To write about a favourite book

Structures

I like ... I don't like ...
It's very (exciting)

Functions

Reading for general meaning
Talking and writing about books

Topic

Types of books

Vocabulary

chop, cut, add, mix, water (v), desert, jungle, mountain, garlic, mint, tomatoes, salt, spring, summer, winter, squirrels, nuts, seeds, ground, exciting, hot, dry, sunny, cold, snowy

Resources

Pupil's Book, page 7 Exercise 4 Read and match

Pupil's Book, page 7 Exercise 5, Talk about you Activity Book, page 7 Exercise 5, Project: Write about your favourite book

Some books for children: a science book, a history book, a book of poetry, a book of adventure stories

Revision

- Use the selection of books you brought in for Lesson 1 to revise vocabulary for talking about books. Place the books in different places around the classroom where everyone can see them.

Describe each one, and ask the class to point: 'A science book ... A book about animals ... etc.

- Ask pupils to tell you again about their favourite books, as they did in Lesson 2. Extend the activity by asking pupils about their friends' books: 'Samar, what's Dina's favourite book? What's it about?' etc.

Pupil's Book, Exercise 4

Unit 1

4 Read and match

1 Easy Salads For You To Make!	a In the desert, it is always very hot and dry. There are tall, snowy mountains and hot, rainy jungles.
2 Flowers For Every Month Of The Year	b Chop the tomatoes carefully and put them into a bowl. Cut some garlic and some mint. Add some salt. Mix everything together.
3 The Weather In Africa	c Prepare the ground for your seeds. Cover the seeds. It can be very dry in spring and summer. You have to water the seeds every day.
4 Animals Of The Forest	d In Europe, squirrels live in the trees. In the summer, it is hot and sunny. The squirrels eat seeds and nuts. In the winter, it is cold and snowy. The squirrels sleep in the winter.

5 Talk about you

7

- Explain that the short texts (1–4) are the names of books. Read each one aloud and ask a pupil to repeat. Establish what each book is about, e.g. 'It's a book about cooking', and write any new vocabulary on the board.
- Ensure pupils understand that the four texts (a–d) are extracts from each of the four books. Read text a aloud slowly. Ask the class 'What words do you understand? ... What words don't you understand?' Write essential vocabulary on the board, using sketches or flashcards to convey meaning. Ask questions: 'Are there mountains in ...' and name your region.
- Ask 'Which book is it from?' and elicit answers from several pupils.
- Tell them to read text b quietly and decide which

- book it is from. It is not important for pupils to understand every word. Reading for general meaning is an important skill in language learning. While pupils are reading, circulate and help anyone who is finding the activity too difficult.
- Again, ask 'Which book is it from?' and elicit answers from several pupils.
- Continue in the same way with texts c and d. Prepare each text by pre-teaching or revising as much vocabulary as you think your pupils will need to get the gist of the extract.

Answers

1 b 2 c 3 a 4 d

Pupil's Book, Exercise 5

- Ask two boys to read aloud the dialogue at the bottom of the page. If you think this is difficult, take the role of the first boy yourself and ask the questions. Choose a boy to answer.
- Put the same questions to other pupils. Encourage them to reply like the boys in the book: 'I like ...' 'I don't like ...' 'It's a book about ...' 'It's very ...'. Write these sentence beginnings on the board. Help pupils to think of other words, apart from *exciting*, to describe their favourite book, e.g. *interesting, funny, beautiful*. Write them on the board.
- Ask pupils to work in pairs, asking and answering like the two boys in the book. Set a time limit for this free pairwork. Circulate, listen and help.
- Ask pairs of pupils to act out their dialogues for the class.

Activity Book, Exercise 5

- The aim of the project is to consolidate the language for describing books and leave pupils with a written record of their work in Unit 1. Pupils should draw their favourite book in the outline provided, then write answers to the four questions.
- Go through the questions orally first, to ensure understanding. Elicit full-sentence answers: 'The writer is ...' 'The book is about ...'. For the second question *Why do you like the book?* pupils can give a simple answer, e.g. 'I like it because it's exciting' '... because the pictures are beautiful.'
- At the bottom of the page, pupils can write sentences about books beginning *I like ... I don't like ...*. They could also write about the books that family and friends like or don't like, e.g. *My mother likes books about flowers and gardens.*

Lesson 1

Aims

To learn to use *because* to give the reason for something
 To revise the past simple tense
 To revise some names of jobs

Structures

He [r ank some juice] *because* he [v as thirsty].
 I'd like to be [n explorer]

Functions

Giving the reason for something
 Talking about the past

Topic

Explorers in the jungle

Vocabulary

ate, could (hear), drank, saw, stopped, walked, jungle, path, lost city, food, water (n), dark, narrow, excited, hungry, thirsty, tired, interesting, in the morning, because

Resources

Pupil's Book, page 8, Exercise 1, Listen and read
 Cassette, Unit 2, Exercise 1, Listen and read
 Pupil's Book, page 8, Study Box
 Activity Book, page 8, Exercise 1, Read and match
 Activity Book, page 8, Exercise 2, Look and write
 Wall chart: Jobs
 Flashcard: path
 Large calendar

Revision

- Use the wall chart to teach or revise some names of jobs: *nurse, explorer, fireman, vet*. Say 'Can you see a nurse? Where is she?' Ask a pupil to come and point to the correct picture.
- Point to the pictures yourself and ask 'What's his/her job?' to help pupils to actively produce the words for jobs.

Presentation

- Still working with the wall chart, point to the picture of the nurse and ask 'Would you like to be a nurse?' Elicit answers – *Yes* or *No* – from several pupils. Repeat with the other jobs.

- Once you have asked the question a few times, extend the activity by asking 'Why? Because it's exciting? ... Because it's interesting? ... Because you like helping people?' Write the words *Why ...* and *Because ...* on the board. Point to them as you continue to ask questions and elicit answers.

Pupil's Book, Exercise 1

Unit **2**

1  Listen and read

The explorers were in the jungle. They could hear the birds and the animals.
 The path was very narrow. They walked slowly because they were tired. They stopped when it was dark. They drank some water because they were very thirsty. They ate some food because they were very hungry.
 Then in the morning, the explorers saw the lost city. They were very excited!




I'd like to be an explorer, too.
 Why?
 I'd like to be an explorer because I'd like to find lost cities in the jungle! I'd like to be famous!

Study Box

They drank some water **because** they were thirsty.
 They ate some food **because** they were hungry.

The explorers walked slowly **because** they were tired.

8

- Ask pupils to turn to page 8. Ask questions about the pictures: 'What can you see? Where are they?' etc. Write the words *jungle* and *path* on the board. Show the flashcard of a path through the jungle to help understanding.
- Ask the class to listen to the recording. Tell them you want them to put up their hands each time they hear the word *because*. Play the cassette.
- Play the cassette again. Pause at appropriate points to clarify meaning. Use gesture and mime to convey the meaning of *narrow, walked slowly, tired, etc.*
- Say 'The explorers were excited. Why?' Help pupils to answer 'Because they saw the lost city.'

Tapescript

NARRATOR: *The explorers were in the jungle. They could hear the birds and the animals. The path was very narrow. They walked slowly because they were tired. They stopped when it was dark. They drank some water because they were very thirsty. They ate some food because they were very hungry. Then in the morning, the explorers saw the lost city. They were very excited!*

HUSSAM : *I'd like to be an explorer, too.*

RB/ A: *Why?*

HUSSAM : *I'd like to be an explorer because I'd like to find lost cities in the jungle! I'd like to be famous!*

Pupil's Book, Study Box

- Invite a pupil to read the sentence in the boy's speech bubble. Focus on the examples in the Study Box. Ensure they are fully understood. Point out how we use *because* to give the reason for something. Draw parallels with Arabic and with any other languages that your pupils know.

Activity Book, Exercise 1

- Pupils have to read the sentence-beginnings on the left and then link them to the list of reasons on the right. Give them a few minutes to work on the exercise alone or in pairs. Be ready to help with any words they don't understand, using mime and gesture to convey meaning.
- Correct the activity with the whole class. Ask two or three different pupils to read the whole sentence aloud before you finally confirm the correct answer.

Answers

- 1 Hussam ate a sandwich because he was hungry.
- 2 Leen drank some juice because she was thirsty.
- 3 Randa went to bed early because she was tired.
- 4 Hani read the book about explorers because it was interesting.

Activity Book, Exercise 2

- The aim is to revise irregular past simple tenses, like those which appear in the story of the explorers in Exercise 1. Begin by asking some pupils 'What did you do yesterday?' Help understanding by using the calendar to show pupils *today* and *yesterday*. Say e.g. 'Yesterday, I made some orange juice' ... (mime squeezing an orange) '... what did you do yesterday?' It is probably some time since your pupils used the past simple tense, so they may need your help in formulating their answers.
- Ask pupils to look at Exercise 2 in the Activity

Book. Do the exercise orally first, and help pupils to say what Fadia did yesterday, in sentences beginning with *She ...*

- Pupils complete the exercise in writing.

Answers

- 1 She made a cake.
- 2 She bought some fruit.
- 3 She did her homework.
- 4 She read a book.

Lesson 2

Aims

To practise questions and answers beginning *Why ?.. / Because ...*

To listen to and understand a story

Structures

Why did you [go to the park]? I [went to the park] because ...

Why did he/she [go to the doctor]?

He/She [went to the doctor] because ...

Would you like to be [an explorer / famous / etc.]?

Why? Why not?

Functions

Asking/Giving the reason for something

Talking about the recent past

Talking about what job you would like to do

Topic

Explorers in the jungle

Vocabulary

ate, drank, forest, trees, monkeys, butterflies, box, coins, necklaces, museum, brave, famous, beautiful, wide, long, quiet, Why (not)?, because

Resources

Pupil's Book, page 9, Exercise 2, Listen and order

Cassette, Unit 2, Exercise 2, Listen and order

Pupil's Book, page 9, Exercise 3 Ask and answer

Pupil's Book, page 9, Exercise 4 Talk about you

Activity Book, page 9, Exercise 3 Look and write

Activity Book, page 9, Exercise 4 Read and answer

Activity Book, page 9, Exercise 4 Read and answer

Activity Book, page 9, Exercise 4 Read and answer

Wall chart: Jobs

Revision

- Before pupils open their books, play the recording of the first paragraph of the adventure story they heard in Lesson 1. Ask 'Where were the explorers?' (in the jungle) 'What could they hear?' (the birds and the animals).

- Ask questions about the story in order to elicit answers beginning with **B** cause ... Use mime and gesture to convey meaning:
 ‘They walked slowly. Why?’
 (Because they were tired.)
 ‘They drank some water. Why?’
 (Because they were thirsty.)
 ‘They ate some food. Why?’
 (Because they were hungry.)
 ‘In the morning, they were excited. Why?’
 (Because they found the lost city.)
- Dictate this sentence for pupils to write in their exercise books: *They walked slowly because they were tired.* If you feel your pupils need extra help, write a gapped version of the sentence on the board: T _ _ _ w _ _ _ _ _ s _ _ _ _ _ ... etc.
- Ask different pupils to read the sentence aloud.

Pupil’s Book, Exercise 2

Unit 2

2 Listen and order

a



b



c



d



3 Ask and answer

Why did you go to the park?







4 Talk about you

Would you like to be an explorer?

Why?

Why not?

Would you like to be famous?

Why?

Why not?

9

- Ask pupils to look at the picture sequence at the top of page 9. Ask ‘Who can you see? Where are they?’
- Explain that the pictures are a story, but they are mixed up. Pupils must listen to the story and point to the correct picture.
- Play the cassette, pausing after each paragraph (see tapescript below). Check that everyone is pointing to the correct picture.
- Play the recording again, pausing after each paragraph to clarify meaning. Write new or unfamiliar vocabulary on the board – e.g. *famous* – and ensure it is understood.

Tapescript

NARRATOR: *The explorers were in the forest. The trees were very big. They saw some monkeys and some beautiful butterflies. The explorers stopped. They ate some food because they were hungry. (d) They started walking again. There were two paths. One path was wide. The other path was narrow and very dark. The explorers walked down the narrow and very dark path. They were very brave. They walked faster than before. The path was very long. It was very quiet. (a) Then, the explorers stopped because they were thirsty. They drank some water. Then, they saw a box next to a tree. The box was old and very big. They opened the box slowly. In the box, there were lots of coins and some necklaces. The explorers were very excited. (b) They took the box to a museum in the city. The explorers are now very famous! (c)*

Answers

d – a – b – c

Follow-up

- Play a game of Spot the Mistake. Read aloud the story from Exercise 2, but make occasional deliberate mistakes: The explorers were in the forest. The trees were very **small**. They saw some monkeys and some beautiful **fish**. The explorers stopped. They ate some food because they were **tired**, etc. Pupils must listen carefully and correct your mistakes.

Pupil’s Book, Exercise 3

- Ask different pupils ‘What did you do yesterday?’, as in Lesson 1. If necessary, use closed questions to help them formulate answers, e.g. ‘Did you visit your grandparents?’

- Focus on Exercise 3 Invite a pupil to read aloud the question shown in the speech bubble. Ask pupils to imagine that they were at the park yesterday and to think of reasons why they went there. Write on the board *I went to the park because ...* and help them to finish the sentence, e.g. '*... my friends were there.*' '*... it was sunny.*' '*... I like playing football.*' Encourage them to suggest their own reasons, then help them express their ideas correctly. Write the sentence-endings on the board.
- Focus on the second photo. Ask pupils to make a question about the picture beginning with *Why ...* (*Why did you go to the beach?*) Again, write their ideas for answers on the board. Repeat the procedure for the last photo.
- Give pupils a few minutes to practise asking and answering about the photos. Circulate, listen and help.

Pupil's Book, Exercise 4

- Use the *Jobs* wall chart to practise asking pupils about what they would like to be when they grow up: 'Would you like to be a fireman?' etc. Ask 'Why?' and help them formulate their ideas in English, beginning with *B cause ...* Ask questions which are likely to provoke a negative answer. For example, you could ask one of the less sporty girls if she'd like to be a footballer. When she answers 'No,' ask her 'Why not?' and help her formulate her answer, e.g. 'Because I don't like football.'
- Ask other pupils: 'Would you like to be famous? ... Would you like to be rich?' Help them formulate replies with *B cause...*
- Give pupils a few minutes to practise asking and answering in pairs.

Activity Book, Exercise 3

- Pupils have to write questions and answers about each of the pictures. Do the exercise orally first, inviting different pupils to ask and answer. Write essential vocabulary on the board: *tired, juice*, etc.
- Ask pupils to complete the exercise in writing.

Answers

1 *Why did she go to the doctor? She went to the doctor because she was ill.* 2 *Why did he go to bed? He went to bed because he was tired.* 3 *Why did he drink some juice? He drank some juice because he was thirsty.* 4 *Why did she buy some fruit? She bought some fruit because she was hungry.*

Activity Book, Exercise 4

- Having done the oral activity in the Pupil's Book

- (Exercise 4 above) your class should be able to write one or two sentences saying why they would or would not like to be an explorer.
- Encourage them to use their own ideas and be ready to help with new vocabulary.

Suggested answers

Because it's exciting/interesting/dangerous.

B cause I like visiting new places. Because I like history.

B cause I like wild animals.

B cause I don't like jungles/wild animals.

Lesson 3

Aims

To read and understand a historical narrative
To practise looking up words in a dictionary
To arrange words in alphabetical order
To review key structures presented in Unit 2:
Why ?.. /Because ...

Structures

The past simple tense

Functions

Answering questions about a written text
Using a dictionary
Arranging words in alphabetical order

Topic

Queen *Z* nobia

Resources

had, lived, died, took, won, king, queen, husband, son, people, friend, Romans, battle, beautiful, clever, young, strong, good, one day, a long time ago

Resources

Pupil's Book, page 10 Exercise 5, Read and answer

Activity Book, page 10 Exercise 5, Read and write

Activity Book, page 10 Exercise 6 Use your dictionary

Flashcards: queen, king, battle

Revision

- Ask the class to tell you what new words and expressions they have learnt so far in Unit 2. Can they tell you any of the questions they have been asking and answering?


- Ask different pupils ‘What did you do yesterday?’ Ask ‘Why did you []?’ wherever it is appropriate. Elicit answers beginning *Because* ...
- Using the Jobs wall chart, ask pupils about the jobs they’d like to do: ‘Would you like to be a footballer?’ etc. Ask ‘Why?’ or ‘Why not?’ Invite individual pupils to come to the wall chart and ask their friends about the jobs on the chart, e.g. ‘Rasha, would you like to be a vet?’

Pupil’s Book, Exercise 5

Unit 2

5 Read and answer


The story of Queen Zenobia



Zenobia was a very clever and beautiful queen who lived in Palmyra a long time ago. Palmyra was the capital city of a great kingdom in the Syrian desert.

Zenobia had a husband, King Odaena. She had a son, too. His name was Habat Allah. When her husband died, Zenobia became Queen of Palmyra and her son became king. She was a strong woman and a very good queen and the people of Palmyra loved her.

The Romans were trying to control Palmyra but Zenobia didn’t accept this. There was a war between Zenobia and the Romans. The last big battle was near Homs and the Romans won. They took Zenobia to Rome by force and she never saw Palmyra again.



- 1 Where did Queen Zenobia live?
- 2 What was her son called?
- 3 Did the people of Palmyra like the Queen?
- 4 Was Queen Zenobia a good queen?
- 5 Where did the Romans take Queen Zenobia?
- 6 Did Queen Zenobia visit Palmyra again?

10

- Tell the class, ‘We’re going to read a story. It’s a story about a famous queen.’ Show the queen flashcard. ‘She was the Queen of Palmyra in Syria. Her name was ?’. – see if any of the pupils can guess *Zenobia*.
- Use the flashcards to teach the words *queen* and *king*. Tell them ‘Zenobia was in a big battle,’ and show the battle flashcard.
- Read the story aloud slowly, with plenty of emphasis. Use gesture to convey the meaning of unfamiliar language, e.g. *a long time ago* (point behind you), *died* (incline your head and close your eyes). Draw Queen *Zenobia*’s family tree on the

board to illustrate the meaning of husband and son.

- Read the story again. Pause before key words at the end of sentences – *clever, desert, etc.* – and encourage different pupils to say them.
- Explain any words or phrases which the pupils still do not understand.
- Focus on the six questions at the bottom of the page. Read each one aloud and ask a pupil to repeat. Elicit the answer from two or three different pupils before finally confirming that it is correct.
- Optionally, pupils can copy the questions into their exercise books and write the answers beneath.

Answers

1 In Palmyra 2 Habat Allah 3 Yes 4 Yes 5 To Rome 6 No

Follow-up

- Ask pupils to look at the story of Queen *Zenobia* and tell you which words are verbs in the past tense. If you wish, tell them that there are eighteen past-tense verbs in all, including repeated verbs. See if they can find them.
- Read the story out loud again, sentence by sentence. Ask the class to tell you which word is the past-tense verb.

Activity Book, Exercise 5

- Before pupils look at the exercise, read aloud the paragraph, as if it was another story. Complete the story with the missing words as you read.
- Pupils look at the exercise in their Activity Books. They have to read the paragraph and choose the correct past-tense verb for each gap.

Answers

1 lived 2 was 3 had 4 were 5 didn’t like

Activity Book, Exercise 6

- The aim of the exercise is to give pupils practice in dictionary use and arranging words in alphabetical order. If you have an alphabet chart, use it to revise the alphabet in English. If not, you can write the alphabet along the top of the board and ask the class to recite it.

- Pupils must look at the words in the box and arrange them in alphabetical order. Encourage them to refer to the picture dictionary at the back of the Pupil's Book.

Answers

1 *dark* 2 *explorer* 3 *path* 4 *poem* 5 *queen* 6 *writer*

- In the second part of the exercise, pupils look up the italicised words in the Pupil's Book dictionary. They then choose the correct answer to the question. Do the first question orally with the whole class, to ensure that everyone understands the task. Then let them complete the exercise, working individually or with a partner.
- Circulate and help anyone who is having difficulty with the exercise.

Answers

1 *At night* 2 *He finds new places.* 3 *In the countryside*
4 *In a book* 5 *A woman*

Unit 3

Lesson 1

Aims

To learn to make and respond to suggestions
To think about what you would need to take on a walk in the country

Structures

We/You could ,... Let's ,... Why don't we/you ?..
Okay. That's a good idea!

Functions

Making suggestions

Topic

Walking in the countryside

Vocabulary

go for a walk, get lost, waterfall, compass, map, mobile phone, first-aid kit, weather forecast

Resources

Pupil's Book, page 11, Exercise 1, Listen and read
Cassette, Unit 3, Exercise 1, Listen and read
Pupil's Book, page 11, Study Box
Activity Book, page 11, Exercise 1, Look and write
Activity Book, page 11, Exercise 2, Read and write
Flashcards: waterfall, first-aid kit, compass
Picture(s) of Tal Shihab waterfalls
A map of Syria
A calendar

Before the lesson begins, write on the board *Tal Shihab waterfalls*.

Revision

- Use the calendar to revise the days of the week. Point to the days in order and recite their names, encouraging the pupils to join in. Continue to point to the days while the class recites without your help.
- Point to different days in random order. Elicit the words for the days from different pupils.

Presentation

- Show the pupils a picture of Tal Shihab waterfalls – it could be a postcard or a picture in a book. Ask 'Where is it?' When pupils respond in Arabic, say 'Yes, it's Tal Shihab waterfalls.' Point to the English

name on the board. Show them the *waterfall* flashcard.

- Ask questions about Tal Shihab waterfalls: 'Have you been to the waterfalls? When did you go? Whom did you go with?' Move from open to closed questions to help pupils to answer: 'Did you go this year? Did you go with your mother and father?' etc.
- Ask 'Where are Tal Shihab waterfalls?' Pin up a map of Syria and invite a pupil to come and show you where the falls are. Say 'Come and show us on the map, please.' Write *map* on the board.

Pupil's Book, Exercise 1

- Say 'Open your books at page 11.' Ask 'Who can you see? ... Where are they? ... What are they doing? ... Are they having breakfast/dinner?'
- Say 'Listen and read.' Play the recording of the first two sentences spoken by Hussam's mother. Say 'It's Saturday tomorrow: what day is it today?' Elicit the answer Friday. Say 'Why don't we go for a walk?' Mime going for walk, to help understanding.
- Ask pupils what things they might need if they

were going for a long walk in the country. Spend a few minutes gathering ideas, providing translations as necessary and writing them on the board. Use the flashcards to teach *first-aid kit* and *compass*.

- Write the numbers 1–5 on the board, in a vertical list. Explain that Hussam’s family are going to take five things with them on their walk. You want the pupils to listen then tell you what those five things are. Play the rest of the recording.
- Work with the whole class to complete the list of items that Hussam’s family take on their walk. (map, mobile phone, compass, first-aid kit, lunch)
- Play the recording again. Pause the cassette each time one of the speakers makes a suggestion. We *could have lunch by the waterfalls!* etc. Repeat each suggestion, then ask pupils to repeat it after you.
- Ensure that any remaining unfamiliar words are fully understood.

Tapescript

MOTHER: *It’s Saturday tomorrow. Why don’t we go for a walk?*

FATHER: *We could go to Tal Shihab waterfalls.*

RB/ A: *Yes, please!*

FATHER: *Let’s take a map and a mobile phone. We don’t want to get lost.*

HUSSAM : *Why don’t we take a compass and a first-aid kit, too?*

MOTHER: *Okay. And let’s take some lunch, too.*

RB/ A: *Yes, we could have lunch by the waterfalls!*

MOTHER: *Is it going to be warm tomorrow?*

FATHER: *Let’s listen to the weather forecast this evening.*

MOTHER: *That’s a good idea.*

Pupil’s Book, Study Box

- Invite two pupils to read aloud the question and response shown in speech bubbles. Write *Why don’t we ?..* on the board.
- Divide the class into two halves by drawing an imaginary line down the centre of the room. Tell the pupils on one side that they are going to suggest doing things: the pupils on the other side are going to say ‘That’s a good idea! Say ‘Play football.’ Encourage one side of the class to make the suggestion: ‘Why don’t we play football?’ Prompt them by pointing to *Why don’t we ?..* on the board. (Initially, you may also need to say the whole suggestion and encourage them to join in with you.)

- Continue with other ideas for things to do, e.g. *play football, go to the park, have a picnic, make a cake.* Again one half of the class makes the suggestion: the others respond by saying ‘That’s a good idea!’
- Repeat, with the two ‘teams’ changing roles: those who responded before now make the suggestion.
- Focus on the Study Box. Read aloud the different suggestions and ask pupils to repeat, individually then as a class. Distinguish between suggestions for *we* and for *you* by pointing to yourself then pointing to the class.

Activity Book, Exercise 1

- Pupils have to identify the four things that are useful on a country walk. Do the exercise orally first, working with the whole class. Pupils then complete the activity in writing, working individually.

Answers

- 1 a compass 2 a map 3 a mobile phone
4 a first-aid kit

Activity Book, Exercise 2

- Invite different pupils to read aloud each suggestion, completed with the missing word. Ask other pupils to repeat it. Encourage them to use a natural intonation for making suggestions, such as they hear on the cassette.
- Ask Pupils to complete the activity in writing.

Answers

- 1 don’t 2 Let’s 3 could 4 Let’s 5 don’t 6 could

Lesson 2

Aims

To practise making and responding to suggestions

Structures

We could ,.. Let's ,.. Why don't we ?.. Where/What would you like to go/do ...?

Functions

Making suggestions
Making future plans

Topic

Leisure-time activities

Vocabulary

apples, fruit, camera, computer game, tennis, this afternoon/weekend

Resources

Pupil's Book, page 12, Exercise 2, Listen and match
Cassette, Unit 3 Exercise 2, Listen and match
Pupil's Book, page 12, Exercise 3 Talk and choose
Activity Book, page 12, Exercise 3 Read and order
Activity Book, page 12, Exercise 4 Look and write

Revision

- Reactivate structures for making suggestions by repeating the group ask-and-answer activity from Lesson 1: Why don't we play football? etc.
- Play the recording for Pupil's Book Exercise 1 again, while pupils follow in their books. Ask them to put their hands up each time they hear somebody make a suggestion.
- Refer pupils to the Study Box on page 11. Give them a few minutes to write down a suggestion for something nice to do, using one of the structures shown in the Study Box. Circulate and help where necessary.
- Invite pupils to read out their suggestions using an appropriate intonation. Encourage others to respond by saying 'That's a good idea!'

Pupil's Book, Exercise 2

Unit 3

2 Listen and match

a

b

c

d

3 Talk and choose

12

- Pupils will hear four snatches of conversation in which one speaker makes a suggestion and a second speaker responds. They must match the dialogues to the pictures.
- Play the recording, pausing after each dialogue. Ask pairs of pupils to repeat what they have heard. If this is difficult, you can repeat the suggestion alone – e.g. *Why don't we take a camera?* and ask pupils to repeat it. Establish which picture corresponds to the dialogue.
- Point out that there are different ways of responding to suggestions: *That's a good idea!*, *Good idea!* and *Okay!* Write these options on the board.

Tapescript/Answers

- 1 *Let's go now. Why don't we take a camera? – Okay! (d)*
- 2 *It's a lovely day today. Why don't we play tennis? – That's a good idea. (b)*
- 3 *We haven't got any fruit at home. Let's buy some apples. – Good idea! (a)*
- 4 *What would you like to do? We could play a computer game. – Okay! (c)*

Pupil's Book, Exercise 3

- Read the question in the boy's speech bubble: *Where would you like to go this weekend?* Answer the question yourself, making it clear that you are giving your own thoughts and opinions. Pretend to think for a moment, then say e.g. 'Why don't we go to the Bosra theatre?' Encourage pupils to respond 'Okay!' or 'That's a good idea!'
- Ask different pupils 'Where would you like to go this weekend?' Point to the photos on page 12 and encourage them to choose a place. Help them formulate a suggestion beginning *Why don't we ... We could ... or Let's ...* Respond 'Good idea!' etc.
- Give pupils a few minutes to work in pairs, asking each other 'What would you like to do this weekend?' Refer them to the Study Box on page 11 of their Pupil's Book, where they will see listed the different structures for making suggestions.
- Invite pairs to repeat their conversations for the class: as many pairs as time will allow.

Activity Book, Exercise 3

- Pupils have to number the eight lines of dialogue so as to build up an entire conversation. Work through the first two or three answers with the class, so that everyone understands the exercise. Pupils then complete the activity, working individually or in pairs.
- Reconstruct the dialogue in the correct sequence, inviting different pupils to read a line each.

Answers

It's going to be a lovely day tomorrow. (1)
Let's take a compass and a map. (8)
Good idea! Where would you like to go? (3)
Why don't we take some sandwiches? (6)
Yes, okay. What about food? (5)
We could go to Tal Shihab Waterfalls. (4)
That's a good idea. I don't want to get lost. (7)
Why don't we go for a walk? (2)

Activity Book, Exercise 4

- Read out the question *What would you like to do this afternoon?* Invite different pupils to look at the pictures and make suggestions beginning *Why don't we ... We could ... or Let's ...*
- Ask Pupils to complete the exercise in writing.

Suggested answers

- 1 *Let's ride our bikes.* 2 *Why don't we play tennis?*
 3 *We could listen to music.* 4 *Let's play a computer game.*

Lesson 3

Aims

To understand a description of a historical site
 To write about a historical site you have visited
 To distinguish between capital and lower-case letters and to use them correctly
 To review key structures presented in Unit 3

Structures

The past simple tense

Functions

Describing places

Topic

Tal Shihab waterfalls

Vocabulary

drive (v), explore, walk (n and v), water mill, city, countryside, road, flour, bread, the top of, old, Roman, by car, on foot, one hour (by car) from

Resources

Pupil's Book, page 13, Exercise 4, Read and match
 Activity Book, page 13, Exercise 5, Write with capital letters
 Activity Book, page 13, Exercise 6, Read and answer
 Flashcards: waterfall, water mill, flour
 A map of Syria


Revision

- Ask pupils to tell you what important words and expressions they have learnt so far in Unit 3. Remind them that they have been learning to make suggestions in English. See if they can remember any of the suggestions that they have made or heard. If necessary, prompt them by writing the first word on board, e.g. *Why ...* Add further words as necessary.
- Ask different individuals 'Where would you like to go this weekend?' Encourage them to repeat the suggestions they made in the last lesson, or to suggest other destinations.
- Ask other pupils 'What would you like to do this afternoon?' Elicit suggestions for nice things to do.

Pupil's Book, Exercise 4

Unit 3

4 Read and match

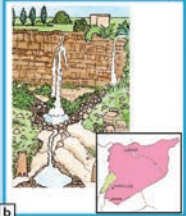



a

Tal Shihab Waterfalls

- 1 Tal Shihab waterfalls are in green and beautiful countryside near the city of Daraa. Daraa is one hour by car from Damascus. The waterfalls are very old and very famous.
- 2 They are famous because there are some old water mills at the bottom of the waterfalls. People who lived here made flour in the mills. Their bakers made bread with the flour. You can go into the mills and look at them. They are very interesting.
- 3 You can go to the waterfalls by car or on foot. You can drive to Tal Shihab waterfalls because there is a wide road to the top of the waterfalls. You can walk there through the countryside. The paths are narrow, but it is a beautiful walk.

Come and see Tal Shihab waterfalls soon and explore the old water mills!

b

c

13

- First, hold up your Pupil's Book open at page 11, where Hussam and his family are planning their trip to Tal Shihab waterfalls. Ask again 'Who can you see? Where are they? What are they doing?' Then ask 'Where are they going tomorrow?' Elicit the answer 'To Tal Shihab waterfalls.' Pupils may need to be reminded of the word *waterfall*. Hold up the *waterfall* flashcard and have them repeat the word after you.
- Say 'Open your books at page 13 Look at the text. What is it about?' Elicit the answer: 'Tal Shihab waterfalls.'
- Pointing to the three main paragraphs of the text, say 'We're going to read about Tal Shihab waterfalls. You must match the text to the pictures' – and point to the three pictures.
- Read the text aloud slowly, with plenty of emphasis. Use gesture and mime to help understanding, e.g. mime holding a steering wheel for *by car*. Hold up the *water mill* and *flour* flashcards as you read paragraph 2. Use gesture to demonstrate *wide* in paragraph 3

- Give pupils a few minutes to read the text again for themselves and choose the correct picture for each paragraph. Circulate and help anyone who is finding the text difficult.
- Bring the class together. Discuss their picture choices and see if everyone is in agreement. Clarify any remaining comprehension difficulties.
- As an additional 'while-reading' activity, write sentences on the board with missing word(s). Pupils use their understanding of each paragraph to complete the sentences:
 Paragraph 1: _ are near Daraa. (Tal Shihab waterfalls)
 Paragraph 2: People who lived here made _ here a long time ago. (flour)
 Paragraph 3 You can walk to the waterfalls or go by _ (car)

Answers

1 b 2 c 3 a

Follow-up

- Ask pupils to imagine that the text is not about the Tal Shihab waterfalls but about another place of interest that the pupils know, such as the Roman theatre at Bosra. Ask them to rewrite the first paragraph, changing vocabulary as necessary, so as to create a correct description of the new place.
- You could use the whole text as a basis for a larger piece of project work about a historic site in Syria. Pupils could illustrate their work with photos, postcards or with their own drawings.

Activity Book, Exercise 5

- Revise capital letters by writing different lower-case letters on the board and asking pupils to write the upper-case equivalents in their notebooks.
- You could turn this into a team game. Divide the class into two teams. Two pupils come to the board, one from each team. Standing between the two pupils, write a lower-case letter on the board. Ask the two pupils to write up the upper-case equivalent. Continue with two more pupils and with another letter. Give one point for each letter correctly written.
- Pupils then turn to Exercise 5 in the Activity Book. They must rewrite the five sentences correctly, with a capital letter at the beginning.

Answers

- 1 *I'm hot.* 2 *Why don't we go to the beach?*
3 *We could take some sandwiches.* 4 *That's a good idea!*
5 *Let's take a big bottle of water, too!*

Activity Book, Exercise 6

- Tell the class about a time you visited a famous place in Syria, using the questions in Exercise 6 to structure your narrative, e.g. *I went to the Palmyra ruins. They are in the desert. I went there by car ...*
- Find out if anyone in the class has recently visited a similar place of interest. Ask them about it, using the questions in Exercise 6
- Ask everyone to think about an interesting place they have visited. They can draw it on the map of Syria in their Activity Book, then answer the questions. Insist on full-sentence answers. Write sentence beginnings on the board, if necessary: 1 *I went to ...* 2 *It's in/near ...* 3 *I went by ...* 4 *I took ...* 5 *I saw ...*

Answers

Bp *ils' own answers*

Lesson 1

Aims

To see how *will* is used for predicting the future
 To revise words for weather and learn new weather words
 To understand a weather forecast

Structures

The modal *will* for making predictions:
It will be [sunny] (tomorrow).
Will it [rain]? – Yes, it will./No, it won't.
What will the weather be like (tomorrow)?

Functions

Making predictions

Topic

Weather forecasts

Vocabulary

hurry up, miss (v), rain (v), weather, winds, storms, weather forecast, temperature, degrees, hot, cold, dry, sunny, wet/rainy, warm, cool, cloudy, foggy, along the coast, in the mountains, in the morning/evening, during the day

Resources

Pupil's Book, page 14 Exercise 1, Listen and read
 Cassette, Unit 4 Exercise 1, Listen and read
 Pupil's Book, page 14 Study Box
 Activity Book, page 14 Exercise 1, Look and write
 Activity Book, page 14 Exercise 2, Read and write
 Flashcards: sunny, rainy, snowy, cold, hot, cloudy, windy, cool, foggy
 A newspaper or magazine containing a weather forecast for tomorrow
 A calendar

Before the lesson begins, write on the board *What's the weather like?* Beneath, list words denoting types of weather: *hot, cold, sunny, dry, rainy, cloudy, windy, foggy, snowy, stormy.* It may be some time since your pupils used this vocabulary, so they are likely to need reminding of it.

Revision

- Revise expressions for weather using flashcards, blackboard drawings or mime. Point to the

window and ask 'What's the weather like today? etc. Is it rainy? Is it cold? Is it sunny? Is it windy?' etc.

- Once you have established what sort of day it is outside, ask several pupils to repeat the answer e.g. 'It's sunny.'
- Focus on each of the weather words you have written and ensure they are understood. Teach *dry, foggy* and *stormy*, which may be unfamiliar. Teach the alternative ways of saying *It's rainy: It's raining and It's wet.* Write them on the board.
- Write *weather forecast* on the board. Remind pupils that they met the expression in Unit 3 when Hussam's father said 'Let's listen to the weather forecast this evening.'

Presentation

- Hold up your newspaper or magazine open at the page with the weather forecast. Say 'What will the weather be like tomorrow? Let's see ... Read the weather forecast in simplified form.'
- Write on the board: *It's hot today. It will be hot tomorrow.* Underline the different verb forms. Point to the calendar, if necessary, to remind pupils of the difference between *today* and *tomorrow*.

Pupil's Book, Exercise 1

Unit 4

1 Listen and read

Hurry up, Ruba! You'll miss the weather forecast!

I'm coming!

What will the weather be like tomorrow?

It will be cool and cloudy.

Will it rain?

No, it won't.

What will the weather be like tomorrow?

Study Box

It will be dry/wet/sunny/cloudy (tomorrow).
 Will it rain tomorrow? Yes, it will. / No, it won't.

It will be cool and cloudy.

- Say 'Open your books at page 14.' Ask 'Who can you see? Where are they? What are they doing?' Establish that Hussam and his family are at home. They are going to watch the weather forecast. Point to the picture on the right at the top of the page. Ask 'Where is Ruba?' and establish that she is not in the room. Draw a clock face reading 12 on the board. Tell pupils that this is the time now, and that the weather forecast will be on the television at 10 to help explain *Hurry up and miss*.
- Before pupils listen to the cassette, write and say *The weather will be very good in Damascus. It will be very bad, ...* then leave a gap. Tell the class you want them to listen to the television weather forecast and tell you where the weather will be bad tomorrow.
- Play the cassette. Play it again, pausing after the sentences spoken by Hussam or his family. Ask pupils to repeat.
- During the weather forecast, pause the cassette at key points and ask comprehension questions:
What will the weather be like in Damascus? Will it be hot?
And in the mountains – will it be sunny in the morning or foggy?
What will the weather be like in Tartous?
Where will there be winds and storms?
What will the weather be like in Daraa?
- Return to the incomplete sentence you wrote earlier. Discuss where the weather will be very bad. Ensure that everyone understands (*along the coast*).

Tapescript

HUSSAM : *Hurry up, Ruba! You'll miss the weather forecast!*
 RUBA A: *I'm coming!*

WEATHER FORECASTER: *In Damascus, it will be dry and sunny tomorrow. The temperature will be 20 degrees. It will be foggy in the mountains in the morning. It will be warm and cloudy in Tartous during the day. It will be wet in the evening. There will be strong winds and storms along the coast. In Daraa, it will be cool and cloudy.*

MOTHER: *What will the weather be like tomorrow?*
 HUSSAM : *It will be cool and cloudy.*
 MOTHER: *Will it rain?*
 FATHER: *No, it won't.*

Pupil's Book, Study Box

- Ask one pupil to read out the question in the first

girl's speech bubble and another to answer like the second girl. Repeat with one or two more pairs, then see if other pairs are able to repeat question and answer from memory, with their books covered. Correct them as necessary, encouraging good pronunciation and natural intonation.

- Read out the different alternatives shown in the Study Box and ask pupils to repeat, individually or as a class: *It will be dry tomorrow. It will be wet tomorrow* etc.

Follow-up

- Return to the list of weather words you wrote on the board before the lesson. Say '*It's wet today ... but it will be sunny tomorrow,*' pointing to the words *wet* and *sunny* as you say them. Repeat with other pairs of contrasting weather words, encouraging pupils to join in. As pupils become more confident, cease speaking yourself and simply point to the words. (If you have flashcards for the weather words, the activity may be done by showing pairs of cards.)
- Throughout the activity, use mime to ensure that pupils understand the distinction between *today* and *tomorrow*. For *today*, make a gesture with both hands, encompassing yourself and your pupils: for *tomorrow*, point vaguely beyond your pupils' heads to suggest the future.

Activity Book, Exercise 1

- Hold up your Activity Book, point to the different pictures in Exercise 1 and ask 'What's the weather like?' Accept one word answers: *sunny*, etc
- Pupils complete the activity individually, writing the correct weather word below each picture.

Answers

1 rainy 2 cloudy 3 windy 4 foggy 5 hot

Activity Book, Exercise 2

- Depending on the level of your class, you may wish to pre-teach or revise *be careful, difficult, garden, fly a kite, sun cream*.
- Read question 1 aloud and ask a pupil to repeat. Ensure everyone has understood. Mime opening an umbrella to remind them what umbrella means.
- Let pupils read the rest of the exercise quietly and try to complete the sentences saying what the weather will be like. Tell them that each sentence begins *It will be*, followed by one of the weather words from the previous exercise.
- Correct the exercise with the whole class.

Answers

1 It will be rainy 2 It will be foggy 3 It will be hot 4 It will be windy 5 It will be cloudy

For the next lesson

- Ask 'What will the weather be like on [Thursday] during our next English lesson?' Encourage pupils to predict in full-sentence answers, e.g. *It will be cloudy on Thursday.*
- Write a few of their predictions on a large sheet of paper, identifying the author in each case: Mona said 'It will be hot and sunny on Thursday.' etc. Keep the sheet of paper for the next lesson.

Lesson 2

Aims

To practise using *will* for predicting the future
To understand a weather forecast
To create and give your own weather forecast

Structures

The modal *will* for making predictions:
It will be ☼ unny] in Damascus tomorrow.
The temperature will be [P degrees.
Will it be ☼ loudy? – Yes, it will./No, it won't.

Functions

Making predictions

Topic

Weather forecasts

Vocabulary

in the afternoon

Resources

Pupil's Book, page 15, Exercise 2, Listen and choose
Cassette, Unit 4 Exercise 2, Listen and choose
Pupil's Book, page 15, Exercise 3 Look and talk together
Activity Book, page 15, Exercise 3 Look and write
Activity Book, page 15, Exercise 4 Draw and write a weather forecast

Before the lesson, write the weather words from Lesson 1 on the board.

Revision

- Before pupils open their books, see if they can remember the question and answer from the Study Box on page 14 *What will the weather be like*

tomorrow? – It will be cool and cloudy. Prompt them if necessary by saying the question and answer yourself, or by playing the passage on the cassette from Exercise 1, where Hussam's mother asks the question and he answers. Ask pupils to repeat.

- Continue practising, with half the class asking the question and the other half answering. Vary the answers by ticking different pairs of weather words on the board – e.g. *hot* and *dry*, *cold* and *wet* – and encouraging the pupils to use them in the place of *cool* and *cloudy*. Change roles, so that the other half of the class is asking.
- Take out the sheet of paper on which you wrote pupils' weather predictions at the end of Lesson 1. Ask different pupils to read the predictions aloud, beginning '[Mona] said '... Ask the rest of the class 'Was Mona right or wrong?'
- If you feel your pupils need more revision, dictate this short weather forecast and ask pupils to write it:
It will be hot tomorrow during the day, but it will rain in the evening.
Be ready to write words on the board if you see that pupils are struggling. It is important to build their confidence at this stage of learning, by helping them to get things right.
- Correct the dictation collectively. Write the full sentence on the board or ask a pupil to come and write it.

Pupil's Book, Exercise 2

Unit 4

2 Listen and choose

3 Look and talk together

It will be sunny in Damascus.

15

- Pupils listen and decide which of the four weather maps corresponds to the weather forecast on the cassette. Play the recording through once.
- Play it again, pausing after each sentence for pupils to think about what they have heard and to look at the maps. You may wish to repeat sentences after the cassette, pausing for pupils to supply the final word(s), e.g. 'In the afternoon, the temperature will be ... - **2** degrees.' However, the main focus of the exercise is on listening comprehension: speaking practice will follow, in Exercise 3
- Point to the maps on page 15 and ask 'Which map: a, b, c or d?' Accept suggestions from several pupils (ask e.g. 'Khaled, do you agree with Naser?'), before you finally confirm the correct answer. (map a)

Tapescript

WEATHER FORECASTER: Good evening. Now it's time for the weather forecast. It will be hot, dry and sunny all day in Homs. The temperature will be **0** degrees in the morning. In the afternoon, the temperature will be **2** degrees. The weather in Damascus will be cool, cloudy and wet. The temperature will be **5** degrees. In Tartous and all along the coast, it will be

rainy and windy.

Pupil's Book, Exercise 3

- Tell pupils 'Now you are on television. You are going to give the weather forecast! Let them work in pairs to write and practise a weather forecast for Syria. They may use the four photographs as a starting point, but decide for themselves what the weather will be like in different cities or regions. Remind them of the expressions *in the mountains* and *along the coast*, which they met in Lesson 1.
- Circulate, listen and make suggestions. Your weaker pupils may need simple template sentences, which they can complete:
It will be _ in _ tomorrow. The temperature will be _ degrees.
Encourage stronger pupils to look back to the weather forecast in Lesson 1 for help with sentence structure.
- Ask pupils to read out their forecasts to the rest of the class – as many as time will allow.

Activity Book, Exercise 3

- Working with the whole class, go through the exercise orally. Ask the questions and insist on short-form answers – not just Yes or No.
- Pupils complete the exercise in writing.

Answers

1 Yes, it will. 2 No, it won't. 3 Yes, it will. 4 No, it won't.
5 No, it won't.

Activity Book, Exercise 4

- Pupils can reproduce the weather forecast they created earlier (Pupil's Book, Exercise 3) or make a new one entirely on their own.
- Encourage pupils to think about how we have different sorts of weather in different seasons. For example, if you are having warm, sunny weather at the moment, ask them to create a weather forecast they might hear in the middle of winter.

Answers

Bp ils' own answers

For the next lesson

- Ask 'What will the weather be like on [Monday] during our next English lesson?' This time, ask all the pupils to write their predictions on a piece of paper. Tell them to use two different weather words. Write a template sentence on the board: It will be _ and _ on Monday.
- Pupils write their name on their papers. Collect them in for correction later on.

Lesson 3

Aims

To correct mistakes in a weather forecast
 To ask and answer about tomorrow's weather
 To revise the plural of nouns that end in -s
 To review key structures presented in Unit 2

Structures

The modal *will* for making predictions: *It will be [hot and sunny] in [Ham a], The temperature will be [15] degrees.*

Functions

Making predictions

Topic

Weather forecasts

Vocabulary

Words to describe the weather

[15] degrees, apples, buses, compasses, dresses, glasses, hats, spring, summer, autumn, winter

Resources

Pupil's Book, page 16 Exercise 4 Which of the following sentences is true? Correct the false ones.

Pupil's Book, page 16 Exercise 5, Talk about the weather

Activity Book, page 16 Exercise 5, Look and write

Activity Book, page 16 Exercise 6 Read and answer

Flashcard: compass

The weather forecast for tomorrow from a newspaper or the Internet

Revision

- Before pupils open their books, ask them to tell you what words they have been using in Unit 4 'What is Unit 4 about? ... What questions have we been asking each other?'
- Hand out the papers on which pupils wrote their predictions for today's weather. Ask different pupils to read out what they wrote. Where predictions were inaccurate, ask the writer to say what the weather is actually like today.
- There may be some pupils who wanted to read out their weather forecasts from Lesson 2 (Pupil's Book, Exercise 3) but who were unable to do so because there was not enough time. Invite them to read them now.

Pupil's Book, Exercise 4

Unit 4

4 Which of the following sentences is true? Correct the false ones.

- 1 It will be hot and sunny in Hama.
- 2 Deir Ezzor will be very cold and rainy.
- 3 You won't need your umbrella in Damascus.
- 4 It will be raining in Homs.
- 5 It will be a beautiful day in Hama.
- 6 It will be 15 degrees in Tartous.
- 7 It will be cloudy in Deir Ezzor.
- 8 It will be cold and rainy in Aleppo.

Yes, it will be hot and sunny in Hama.

5 Talk about the weather

What will the weather be like tomorrow?

It will be hot and sunny. It will be 25 degrees.

16

- Say 'Look at the map and read the sentences. Are they right or wrong?' Depending on the level of your class, you may wish to read some of the sentences out loud and discuss them, to ensure that everyone understands the exercise.
- Pupils spend a few minutes reading the sentences quietly. Let them mark the sentences in pencil with a tick (✓) or a cross (X). Pupils who finish quickly can write correct versions of any sentences which they think are wrong.
- Correct the activity with the whole class. Read each sentence aloud and ask a pupil to repeat it. Ask 'Is it right or wrong?' Let several pupils answer. If the sentence is wrong, ask 'What is the right sentence?'

Answers

- 1 ✓ 2 X Deir Ezzor will be cold and cloudy.
 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8 X It will be hot and sunny in Aleppo.

Pupil's Book, Exercise 5

- Pupils work in pairs, asking and answering about tomorrow's weather using *will*, as in the example. If possible, copy the real weather forecast for tomorrow from a newspaper or the Internet, and hand it out. Otherwise, pupils can use the weather map in Exercise 4 as a basis, asking about the weather in different cities: (*What will the weather be like tomorrow in Homs? etc.*)

Activity Book, Exercise 5

- Revise the plural of nouns by holding up first one book then two, and saying 'One book. Two books.' Continue with other classroom objects, pausing to elicit the plural noun from the class.
- Hold up the compass flashcard and elicit 'One compass.' Sketch two compasses on the board and model the plural form: 'Two compasses.' Ask the class, then individual pupils to repeat, paying attention to pronunciation.
- On the board, demonstrate how nouns ending in -s take an additional -es in the plural. In the spoken language, this extra -es represents another syllable added to the word. Write up other examples: *buses, dresses, glasses*.
- Leave the examples on the board, while pupils complete the exercise in writing. Encourage them to use the dictionary at the back of their Pupil's Books.

Answers

1 bus; buses 2 apple; apples 3 dress; dresses 4 glass; glasses
5 hat; hats 6 compass; compasses

Activity Book, Exercise 6

Ask pupils to choose two weather words to describe each season, e.g. *In winter, it's cold and snowy.*

With your weaker classes, go through the exercise orally and agree on the answers. Circulate and help while pupils complete the exercise in writing.

Pupils should answer the question about tomorrow's weather with a sentence beginning *It will be ...* Again, ask for two weather words, linked with *and*.

Answers

Bp ils' own answers

Lesson 1

Aims

To revise language for making and responding to suggestions

To revise asking and answering with *why* and *because*

Structures

Why don't we ... Let's ... We could
Why ... ? Because ...

Functions

Making suggestions

Giving reasons for things

Topic

A visit to Tal Shihab waterfalls

Vocabulary

jumper, photo, biscuit, excited, interesting
(That's a) good idea!

Resources

Pupil's Book, page 17 Exercise 1, Listen and read

Cassette, Unit 5, Exercise 1, Listen and read

Pupil's Book, page 17 Exercise 2, Ask and answer

Activity Book, page 17 Exercise 1, Read and match

Activity Book, page 17 Exercise 2, Look and write

Flashcards: waterfall, water mill, flour

Revision 1

- Revise the expressions for giving and responding to suggestions from Unit 3 Repeat the whole-class ask-and-answer activity with the class divided into two teams. Tell the pupils in one team that they are going to suggest doing things: the pupils on the other side are going to say 'That's a good idea! Say 'Read a story.' Encourage one side of the class to make the suggestion: 'Why don't we read a story?' Prompt them by saying 'Why don't we ...?'
- Continue with other ideas for things to do, e.g. *play a game, sing a song, draw a picture, go to the park, have a picnic, go to the Tal Shihab waterfalls.* Again one half of the class makes the suggestion and the others respond by saying 'That's a good idea!'

- After a while, change roles, so that the other team is making suggestions.

Revision 2

- Ask the class what other expressions they learnt in Unit 3 for making suggestions. You can help them by playing again the recording that goes with the *Listen and match* activity on Pupil's Book page 12. Tell them to put up their hands each time they hear someone make a suggestion. Pause the cassette and ask pupils to repeat the suggestion.

Presentation

- Hold up your book open at page 11, where we see Hussam and his family planning their trip to Tal Shihab waterfalls. Say 'It's Friday. Where are Hussam and his family? ... What are they doing?' Establish that they are at home having dinner.
- Continue 'It's Friday today, so tomorrow is ...?' (Encourage the class to reply 'Saturday.') 'Where are they going tomorrow?' – hold up the *waterfalls* flashcard. ('To Tal Shihab waterfalls.')

Pupil's Book, Exercise 1

Revision 1

Unit 5

1 Listen and read

It's cool outside. Let's take our jumpers.

Have you got the map, Hussam?

Will we arrive before lunch? I'm hungry!

Yes, I have. Can we take a camera, too?

I've got the camera. Dad will take some lovely photos!

Yes, we will. But let's stop here in this village. Let's buy some fruit and some biscuits.

Yes, please!

Is this the path to the waterfalls?

Yes, it is. Let's go!

Here are the water mills. People made flour here a long time ago.

It's very interesting.

Let's visit the water mills, too. I'm very excited!

Let's take a photo!

2 Ask and answer

- 1 Why did the family take jumpers?
- 2 Why did they take a camera?
- 3 Why did they stop in the village?
- 4 What did people do in the water mills a long time ago?
- 5 Did Hussam take the photo?

- Pupils open their books at page 17 where we see Hussam and his family setting off for Tal Shihab waterfalls. Say that the family are going to the waterfalls, but Dad is going to buy something on the way: *what is he going to buy?*
- Play the cassette.
- Point to each of the four pictures in turn and ask questions:
 - *Who has got the map? Who has got the camera?*
 - *Who is driving the car? Who is hungry?*
 - *Who wants to visit the water mills? (Hold up the water mill flashcard.)*
 - *What did people make at the water mills a long time ago? (Hold up the flour flashcard.)*
 - *Who takes a photo? Who is in the photo?*
- Returning to the question you asked earlier, ask ‘What is Dad going to buy on the way to Tal Shihab waterfalls?’ Elicit the answer ‘Some fruit and biscuits’ and ensure that everyone remembers what is meant.
- Play the recording again, pausing after each question and asking pupils to repeat the question they have just heard. Pause after the answer and ask pupils to repeat it.

Tapescript

MOTHER: *It's cool outside. Let's take our jumpers.*
 FATHER: *Have you got the map, Hussam?*
 HUSSAM : *Yes, I have. Can we take a camera, too?*
 RUBA: *I've got the camera. Dad will take some lovely photos!*

RBJ A: *Will we arrive before lunch? I'm hungry!*
 FATHER: *Yes, we will. But let's stop here in this village. Let's buy some fruit and some biscuits.*

HUSSAM : *Yes, please!*

RBJ A: *Is this the path to the waterfalls?*
 FATHER: *Yes, it is. Let's go!*
 HUSSAM : *Let's visit the water mills, too. I'm very excited!*

MOTHER: *Here are the water mills. People made flour here a long time ago.*
 HUSSAM : *It's very interesting.*
 FATHER: *Let's take a photo!*

Pupil's Book, Exercise 2

- On the board, write *Why ...*
- Read question 1 out loud: ‘Why did the family take jumpers?’ You may need to prompt the class: ‘Because it was hot? ... No – because it was cool.’ Write **B** *cause ...* on the board.
- Read out question 2. Help pupils formulate the

answer ‘Because Dad wanted to take pictures.’ Write it on the board.

- Read aloud the remaining questions and ensure they are understood. Ask pupils to think about the answers, but not to say them out loud yet.
- Give pupils a few minutes to work in pairs, discussing the answers and writing them in their notebooks. Circulate, listen and give help where needed.
- Bring the class together again and go through the exercise. Ask pupils to read each question out loud. Invite different pupils to suggest answers.

Answers

1 Because it was cool (outside). 2 Because Dad wanted to take pictures. 3 Because Dad wanted to buy some fruit and some biscuits. 4 They made flour. 5 No, he didn't. Dad took the photo.

Activity Book, Exercise 1

- Read the questions aloud and ask pupils to repeat them.
- Working individually, pupils must choose the correct answer from the options listed in the right-hand column.
- Correct the activity with the whole class. Ask the questions and invite different pupils to suggest the answer.

Answers

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

Activity Book, Exercise 2

- Pupils use the picture clues to complete the crossword. Let them look back in the Pupil's Book to find the answers and check spelling.

Answers

1 queen 2 writer 3 explorer 4 waterfall 5 storm.

Lesson 2

Aims

To learn a song to revise action verbs (*climb, jump, run, etc.*)

To revise language for making and responding to suggestions

Structures

What books do you like reading?

What's your favourite book?

Would you like to be a [v riter]?

Why (not)? B cause ...

What would you like to do [his weekend]?

Making suggestions: *Why don't we ...*

We could ... Let's ...

Functions

Making suggestions

Telling a story

Topic

Adventure and exploration

Vocabulary

Types of books

Names of jobs

climb, jump, play, run, swim, walk, jungle, sea, mountain top

Resources

Pupil's Book, page 18, Exercise 3 Sing

Cassette, Unit 5, Exercise 3 Sing

Pupil's Book, page 18, Exercise 4 Look and talk

Activity Book, page 18, Exercise 3 Listen and write

Cassette, Unit 5, Activity Book, Exercise 3 Listen and write

Activity Book, page 18, Exercise 4 Draw and write the end of the story

Flashcards from Levels 3 and 4 jungle, mountain, sea; go for a walk

Wall chart: Jobs

Some books for children: a science book, a history book, a book of poetry, a book of adventure stories

A calendar

Revision 1

- Use the selection of real books which you showed in Unit 1 to reactivate the words that denote

different types of books. Place the books in different places around the classroom where everyone can see them. Describe each one, and ask the class to point: 'A science book ... A book about animals ... etc.


- Ask pupils to look at the pairwork activity on page 7 of the Pupil's Book and refresh their memories about phrases for talking about books. Ask different pupils 'What books do you like reading? ... What is your favourite book? ... Once a pupil has answered, ask him or her to repeat the question to another child in the class: 'Now ask Khaled'.

Revision 2

- Ask a pupil 'Would you like to be a writer? ... Why (not)?' Help him or her to formulate an answer beginning with *Because ...*, e.g. *Because it's not very exciting*
- Use the *Jobs* wall chart to revise words for jobs. Point to one of the jobs and ask someone e.g. 'Would you like to be a [nurse]? ... Why (not)?' Invite pupils to come to the wall chart, choose a job, then ask another child in the class 'Would you like to be a ... ?'

Pupil's Book, Exercise 3

Unit 5
Revision 1


3  Sing

*Let's explore the high mountains.
Let's explore the blue sea.
Let's explore the green jungles.
Come and explore with me.*

*How will we get to the mountains?
How will we get to the sea?
How will we explore the jungles?
Now, won't you please tell me?*


*We'll climb the highest mountain.
We'll play and swim in the sea.
We'll run through the green jungles.
And see the birds in the trees.*


*Let's explore the high mountains.
Let's explore the blue sea.
Let's explore the green jungles.
Come and explore with me.*



4 Look and talk

What would you like to do this weekend?





18

Say 'Why don't we sing a song?' Try to elicit the response 'That's a good idea!' by holding your hand to your ear, making a 'Come on' gesture and – as a last resort – mouthing the sentence silently for pupils to lip-read.

Ask Pupils to open their books at page 18. Play the song once, while pupils follow in their books. Stand the flashcards (*jungle, sea, mountain*) in a row and point to them as they are mentioned in the song.

Tapescript

Let's explore the high mountains.

Let's explore the blue sea.

Let's explore the green jungles.

Come and explore with me.

How will we get to the mountains?

How will we get to the sea?

How will we explore the jungles?

Now, won't you please tell me?

We'll climb the highest mountain.

We'll play and swim in the sea.

We'll run through the green jungles.

And see the birds in the trees.

Let's explore the high mountains.

Let's explore the blue sea.

Let's explore the green jungles.

Come and explore with me.

Pupil's Book, Exercise 4

- Ask pupils to ask and answer about what they'd like to do this weekend, using the activities suggested by the pictures or their own ideas. They should respond properly to their friend's suggestions: *That's a good idea!* etc.

Activity Book, Exercise 3

- Say 'Let's listen to an adventure story!' Play the cassette and ask pupils to write what they hear in their Activity Books, on the lines provided. Pause the cassette after each sentence.

Tapescript/Answers

The explorer and his son walked slowly. They were cold and wet. The path was narrow. The night was dark. They were lost in the storm. They didn't have a compass. They were hungry and thirsty. They were very tired. They didn't have any food. They didn't have any water.

Activity Book, Exercise 4

- Ask pupils to imagine the end of the story in Exercise 3. Encourage them to keep to language they have already met, but be ready to remind them of vocabulary they may have forgotten.

- Pupils finish by drawing a picture to go with their story.

Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 1–4. The activities can be done in class or given for homework, and are intended as revision in preparation for Test 1.

Exercise 1, Read and match

- Pupils read the sentences and match them with the correct response.

Answers

1 b 2 d 3 a 4 c

Exercise 2, Look and write

- Pupils look at the pictures and decide what each child likes reading. They then write the correct sentence in the space provided.

Answers

1 I like reading adventure stories.

2 I like reading books about nature.

3 I like reading books about animals.

4 I like reading books about sports.

Test 1

Answers

Exercise 1, Look and write

1 cold 2 rainy 3 cloudy 4 sunny 5 foggy 6 hot

Exercise 2, Look, read and write ✓ or X

1 ✓ 2 ✓ 3 ✓ 4 X 5 X 6 X

Exercise 3, Write

1 took 2 saw 3 went 4 ate 5 drank 6 had

Exercise 4, Read and write

1 Why/because 2 Why/because 3 Why/because

Exercise 5, Read and match

1 b 2 d 3 e 4 a 5 c

Exercise 6, Read and choose

1 map 2 mobile phone 3 compass 4 first-aid kit
[answers in any order]

Exercise 7, Read and write

1 Do/do 2 Does/does 3 Do/do 4 Do/do

5 Does/does

Lesson 1

Aims

To understand the description of a route taken, using prepositions of movement and sequencing adverbs

To learn new words denoting landscape features

To learn the points of the compass

Structures

The past simple tense

verb + adverb + preposition + noun: *We went [north] [along] this [path].*

How did you get there?

Functions

Describing a route

Sequencing events in the past

Topic

A walk in the countryside

Vocabulary

field, hill, river, valley, woods, north, south, east, west

Sequencers: *First, ..., Then, ..., After that, ..., Finally, ...*

Prepositions of movement: *across, along, between, through, up*

Resources

Pupil's Book, page 19, Exercise 1, Listen and read

Cassette, Unit 6, Exercise 1, Listen and read

Pupil's Book, page 19, Study Box

Activity Book, page 19, Exercise 1, Look and write

Activity Book, page 19, Exercise 2, Write

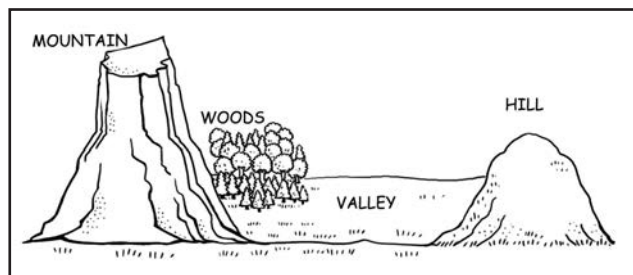
Activity Book, page 19, Exercise 3, Read and order

Flashcards: *field, hill, path, river, valley, waterfall, woods*

Wall chart: *The countryside*

valley, woods, river. Begin by doing a simple sketch of a mountain on the board. Ask 'What is it?' See if pupils remember *mountain* from the song they sang in Unit 5. Write *mountain* on the board.

- Draw a small hill next to the mountain and say 'This is a hill.' Write *hill* and ask pupils to repeat.
- Point to the valley between the mountain and the hill and teach the word *valley*. Write it up and ask pupils to repeat. Draw some woods in the valley and say 'These are woods.' Write and teach the word *woods* in the same way.



- Practise the words using flashcards. Hold up the flashcards one at a time, asking 'What is it?' – or 'What are they?' for the *woods*.
- Add interest by asking closed questions – 'Is it a mountain?' – or by making deliberate mistakes: say 'This is a valley, isn't it?' as you hold up the *river* flashcard. Model a full-sentence reply. 'No, it isn't. It's a river.'
- Extend the activity by gradually including more flashcards: *waterfall, field, path*. Write the words on the board.
- Put up the *Countryside* wall chart. Give a pupil the *field* flashcard and say 'Can you find it in the picture? What is it?' The pupil must then go and point to the field on the wall chart and say what it is.
- Do the same with the rest of the flashcards, handing them to different pupils.

Presentation 2

- The cardinal points – *north, south, east, west* – are shown on the *Countryside* wall chart. Point to each in turn and name it. Repeat the sequence several times, encouraging pupils to join in.
- Establish which is the actual north, south, etc. as seen from your classroom. Point and ask 'Is that north?' Tell the class if they do not know.
- Ask all the class to point in each direction in turn and recite the names of the four cardinal points along with you.

Revision

- Ask different pupils 'How do you get to school?' Reactivate transport vocabulary by asking closed questions: 'Do you come by car?' etc. Use mime or blackboard sketches to help understanding.
- Write up the question *How do you get to school?*

Presentation 1

- Use blackboard sketches and flashcards to revise or teach words for landscape features: *mountain, hill,*

Pupil's Book, Exercise 1

Unit 6

1 Listen and read

Study Box

First, we took the path north/south/east/west.
 Then we went north/south/east/west through these woods.
 After that, we climbed up the hill.
 Finally, we arrived at the waterfalls.

19

- Ask pupils to open their books at page 19. Play the first three lines of the dialogue between Ruba and Deema. Ask two girls to read the passage again. Ensure that everyone has understood. Refer back to the question you wrote up earlier: *How do you get to school?* Compare Deema's question (*How did you get there?*) with the question you wrote earlier.
- Ask pupils to listen to Ruba's description of her walk to the waterfalls and trace her route on the picture, with their fingers.
- Play the cassette. Pause where necessary, to ensure that everyone's fingers are in the correct place on the picture.
- Play the cassette again. Pause after each sentence and ask pupils to repeat. Use mime to help comprehension, e.g. draw two hills in the air on either side of you for *between these hills*. Pupils copy your mime as they repeat the sentence.

Tapescript

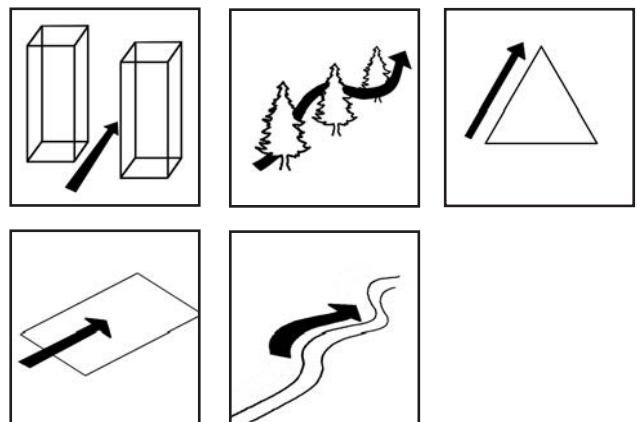
- RB/ A: We went to the Tal Shihab waterfalls yesterday!
- DEEMA: How did you get there?
- RB/ A: I'll show you. Look.
- RB/ A: First, we took the path south. We walked through the valley between these hills. We went west through these woods. We climbed up the hill. Then, we walked south again. After that, we took the path across some fields. We came to a narrow river. We went east along a path next to the river. Finally, we arrived at the waterfalls! They are very beautiful.
- DEEMA: I'd like to visit the waterfalls, too!

Pupil's Book, Study Box

- Ask a pupil to read out the example shown in the speech bubble.
- Read the subsequent examples from the Study Box yourself, asking the class to repeat after you. As you read out the sequencing adverbs (*first, then, after that, finally*), draw four boxes in a row on the board to suggest four frames in a cartoon strip.
- Point to each of the boxes in turn. Say the adverb alone (*First*) and elicit the rest of the sentence from the class (*... we took the path north.*)

Follow-up

- Use blackboard sketches to consolidate the meaning of prepositions of movement: *between, through, up, across, along*. Draw the sketches and say the word. Ask pupils to repeat, using their hands to suggest the movement represented. Label the sketches with the corresponding prepositions.
- Ask pupils to copy the sketches and the prepositions into their notebooks.



Activity Book, Exercise 1

- Chant the cardinal points with the class as you did earlier (Presentation 1), pointing to the real north, south, east and west.
- Ask pupils to turn to Exercise 1 in the Activity Book and write the cardinal points on the compass.

Answers

1 north 2 west 3 south 4 east

Activity Book, Exercise 2

- Do the exercise orally first, to remind pupils how the different landscape features are pronounced.

Answers

1 hill 2 river 3 valley 4 field 5 wood

Activity Book, Exercise 3

- Point to the sequence of four boxes you drew earlier (Pupil's Book, Study Box). Pointing to the first box, say 'First, they walked through a valley.'
- Give pupils a few minutes to read the remaining sentences and put them in order.
- Correct the exercise by asking confident pupils to read the sentences in the correct order. Repeat each sentence after them, then invite the whole class to repeat.

Answers

a 1 b 4 c 3 d 2

Lesson 2**Aims**

To describe a route taken, using prepositions of movement and sequencing adverbs

Structures

The past simple tense
verb + adverb + preposition + noun: We went [north] [along] this [path].

Functions

Describing a route
Sequencing events in the past

Topic

A walk in the countryside

Resources

Pupil's Book, page 20, Exercise 2, Listen and order

Cassette, Unit 6, Exercise 2, Listen and order
Pupil's Book, page 20, Exercise 3, Describe and find

Activity Book, page 20, Exercise 4, Read and draw

Activity Book, page 20, Exercise 5, Look and write

Flashcards: field, hill, path, river, valley, waterfall, woods


Wall chart: The countryside

Revision


- Revise the cardinal points by pointing to the real north, south, etc. and chanting 'North, south, ... as before.'
- Hold up the flashcards one at a time, asking 'What is it?' Alternate with closed questions – 'Is it a valley?' – or with deliberate mistakes: say 'This is a river, isn't it?' as you hold up the path flashcard.
- Hand out the flashcards to different pupils. Ask them to find the same item on the *Countryside* wall chart and name it, as in the last lesson.
- Play the recording from Exercise 1 in the Pupil's Book. Pause after each sentence and ask pupils to repeat, either individually or all together, without looking in their books.
- During the repetition exercise, write the sequencing adverbs (*first, then, after that, finally*) on board, as they occur on the cassette.

Pupil's Book, Exercise 2


Unit 6

2  Listen and order


a




b




c



d



3 Describe and find



20

- Say 'Open your books at page 20 Look at the first picture. What can you see?' Encourage pupils to name as many items in the pictures as they can.
- Continue in the same way with the other three pictures. Ask further questions where appropriate: 'How many fields are there? ... Is it a big hill?' etc.
- Explain the task. The four pictures show a walk in the countryside, but they are in the wrong order. Pupils must listen to the cassette and work out the correct order.
- Play the first paragraph. Ask 'Which picture is it?' Collect answers from several pupils before confirming the correct answer. (picture d)
- Play the cassette to the end. Pupils can record their answers by writing the numbers 1-4 in pencil on their Pupil's Books or by writing the letters of the pictures in sequence in their notebooks, beginning with 'd'.
- Correct the exercise by playing the cassette again, pausing after each sentence for pupils to repeat. At the end of each paragraph, ask 'Which picture is it?'

Tapescript/Answers

First we walked north on a path next to the river. The path went through some woods and up a hill. (d)

Then, we went east, through some fields. We came to a narrow valley between two hills. (a)

After that, the path went west. It went up to the top of the hill. (b)

Finally, the path went along the top of the hills and up to the top of the mountain. (c)

Pupil's Book, Exercise 3

- Pupils have to describe a walk from the river to the waterfalls. Depending on the level of your class, you may wish to read out a description (see suggested answer below) and ask the class to follow the route with their fingers.
- You can help pupils by writing key words (shown below in bold type) on the board. Remind them to use sequencing adverbs: *first, then, after that, finally*.
- Ask pupils to work in pairs to create (or reconstruct) the description. Circulate, listen and help. Pairs who finish early can write the description in their notebooks. Tell them to refer to Ruba's description on page 19 to check their spelling.
- Optionally, you could also ask pupils to describe the route to the mountain, on the right-hand edge of the picture.

Suggested answer

First, we walked **between some trees** next to the river. The **path** went **west** and up a **hill**.

Then, we went **east**, through some **fields**. We came to some **trees**. The **path** went **west**.

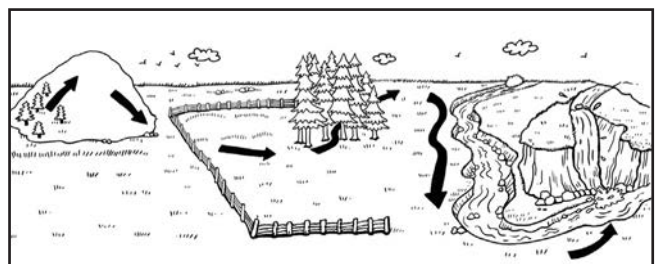
After that, we went up a small **hill**. We came to some **woods**.

Finally, the path went **west**. We arrived at the **waterfalls**.

Activity Book, Exercise 4

- Pupils read the description of the route and then draw it on the map shown.

Answer



Activity Book, Exercise 5

- Hopefully, the previous exercise will allow your pupils to approach the exercise with less help from you. You may however wish to write up key words (shown below in bold type), as before.
- Point out that this description is not about a walk we did ourselves, but about two other children: they and not we.

Suggested answer

First, they walked **south** through a **valley**. Then, they went **east** along a **river**. After that, they walked **west** across some **fields**. Finally, they climbed **north** up the **mountain**.

Lesson 3

Aims

- To read and understand a text about Syria
- To ask/say where famous places in Syria are situated
- To write a text about my town
- To review key structures presented in Unit 6

Structures

[Syria] has [mountains and lakes].
There is a [big lake] in the [north].
There are [forests] [along the coast].
The [desert] is in the [east].

Functions

Describing a country or town
Asking/Saying where places are

Topic

My country, my town

Vocabulary

Features in a landscape
Important buildings/places in a town
biggest city, highest mountain
in the north/south/east/west of

Resources

- Pupil's Book, page 21, Exercise 4, Read and speak
- Activity Book, page 21, Exercise 6, Write about the country
- Activity Book, page 21, Exercise 7, Project: Draw a map in the rectangle and write about your town
- A map of Syria

Revision

- Before pupils open their books, ask them to tell you what important words and phrases they have learnt so far in Unit 6. What did they talk about in the last two lessons?
- Ask pupils to imagine that the desk in front of them is the countryside. The 'north' is the edge of the desk which is furthest from them. Show them how to make the figure of a little man by using their first two fingers as legs.
- Starting with their 'little man' close to them, they should make him follow the route you describe:
First, he went north along the river. He went up a hill. Then, he went east through a forest. After that, he went north again and swam across a river. He went east and ran through a field. He jumped over a small river. Finally, he sat down because he was tired.
- Repeat the activity, pausing in front of key words. See if pupils can supply the word you are about to say.

Pupil's Book, Exercise 4


Unit 6

4 Read and speak


Syria

Syria is a very beautiful country. It has mountains, hills, woods, deserts, rivers and lakes. There are fields, woods and forests along the coast because it often rains. The coastal mountains are west of the desert and east of the sea. The highest mountain there is Al Nabi Younes. The desert is in the east. It is very dry in the desert. In the north of Syria there is a big lake, Al Assad lake. The Euphrates is the longest river in Syria. Damascus, the biggest city in Syria, is in the south of the country.


a




b




c



d





21

- Prepare by focusing on each of the four pictures in turn. Ask pupils to name any places they recognise.

During the discussion, teach or revise the following vocabulary:

Al-Assad lake, Damascus – the biggest city, the coast, the desert

- Read the text slowly. Ask pupils to follow in their books and point to the picture which matches what they are reading about.
- Ask comprehension questions:
What is the text about? (Syria)
Why are there fields, woods and forests along the coast? (Because it often rains.)
What is the name of the famous mountains near the coast? (The coastal mountains)
Where is the desert? (It's in the east of Syria.)
What is in the north of Syria? (Al Assad lake and The Euphrates)
What is the biggest city? (Damascus)
- Focus on the two girls at the bottom of the page. Ask 'Where is Al Assad lake?' and ask a pupil to read out the second girl's reply. Ask a pupil to go to the map of Syria and point to Al Assad lake.
- Ask in the same way about Damascus, about the coast, about the desert. Choose different pupils to show you these places on the map and reply 'It's in the south of Syria.' etc.
- Continue asking about other places in Syria, including the pupils' own town or region. Ask pupils to work in pairs, asking about the four pictures like the two girls in the example.

Activity Book, Exercise 6

- Explain that the country shown in Exercise 6 is an imaginary country. Help your pupils to invent a name for it. Tell them 'The biggest city is in the east.' Invent a name for the capital or ask your pupils to invent one. They can then add it to the map.
- Pupils write a short description of the country, similar to the text about Syria in the Pupil's Book. Write template sentences on the board, if you feel your pupils need them:
This is a very beautiful country. It has _
There are _ in the north.
There are _ in the _
The _ is in the _
In the ___ of the country, there is the biggest ____.

Suggested answer

This is a very beautiful country. There are mountains and valleys in the north, woods and forests in the west, and there are lakes and rivers in the east. The coast is in the south. In the east of the country, there is the biggest city, ...

Activity Book, Exercise 7

- Tell the class 'Now we're going to write about our city/town/village! Ask them to draw their city, town or village on a map in their exercise books.
- Work with the whole class to gather ideas for things they can write about. Draw a rough map of the town on the board: just two or three main roads. Ask 'Where is our school? ... Is it in the north of (town name)? Is it in the middle? ... Elicit a full-sentence answer, e.g. 'It's in the south of (town name).' Ask someone to come and draw the school on the map – a small square will suffice – and write *Our school*.
- Ask further questions like those in the Activity Book: 'What is in the north? Is there a river?' etc. Build up more detail on your map, but don't let it become too crowded.
- Ask pupils to write a short text about their town. You could adapt the template sentences from the previous activity:
_ is a very beautiful town. It has _
Our school is _ _ in the _
There are _ in the _
etc.

Answers

Bp ils' own answers

Unit 7

Lesson 1

Aims

To learn to say what you would like to be when you grow up
 To learn to ask someone else what they would like to be
 To revise names of jobs

Structures

I want to be a [footballer].
I want to be a [nurse] or a [teacher].
I want to [help people].
He/She wants to be a [teacher].
What do you want to be [when you grow up]?
What about you?

Functions

Talking about what job you would like to do when you become an adult

Topic

Jobs

Vocabulary

Names of jobs
a/an, or, help, find, love, people, lost cities, animals

Resources

Pupil's Book, page 22, Exercise 1, Listen and read
 Cassette, Unit 7, Exercise 1, Listen and read
 Pupil's Book, page 22, Study Box
 Activity Book, page 22, Exercise 1, Write
 Activity Book, page 22, Exercise 2, Look and write
 Flashcard: explorer
 Wall chart: Jobs

Revision

- Hold up the *explorer* flashcard. Ask a new question 'What's his job?' Continue with closed questions to help understanding: 'Is he a teacher? Is he a doctor? ...'
- Ask some pupils 'Would you like to be an explorer?', as in Unit 2, Lesson 2. Ask 'Why?' and elicit answers beginning with *because*, for example 'Because it's exciting.'
- Use the *Jobs* wall chart to ask the same questions about other jobs. Point to the title of the wall chart as you ask 'What's his job?' to help pupils retain the word.

Presentation

- Ask some pupils who have not answered yet 'What do you want to be when you grow up?' Help them answer by pointing to jobs on the wall chart and asking 'A dentist? A footballer?' Encourage them to give a full-sentence reply: 'I want to be a footballer.' Write a sentence template on the board: *I want to be a / an*
- Gather replies from as many pupils as possible. Encourage them to express their own ideas: 'What do you really want to be?' (You probably know if your pupils have special talents or interests.). Be ready to supply new vocabulary: *I want to be a dancer / farmer, etc.*
- Use the example of pupils in your class to introduce the third-person form. Write a couple of examples on the board:
Nabil wants to be a farmer.
Laila wants to be a dancer.

Pupil's Book, Exercise 1

Unit 7

1 Listen and read

What do you want to be when you grow up, Hussam?
 I want to be a fireman. I want to help people.

What do you want to be when you grow up, Deema?
 I want to be a nurse or a teacher. What about you?
 I want to be a vet. I love animals!

Study Box

What do you want to be (when you grow up)?
 I want to be a nurse/fireman.
 Salah wants to be a fireman.
 I want to be a nurse or a teacher.

I want to be a teacher.

22

- Say 'Open your books at page 22.' Ask 'Who can you see? Where are they? What are they doing?'

Establish that Hussam and Ruba are at school with their friends Salah and Deema. They are working on computers. They are reading about jobs.

- Write on the board *Hussam wants to be a ...* List the other names below Hussam's: Salah, Deema, Ruba. Ask pupils to listen to the cassette and find out what the four children want to be. Play the cassette.
- Play the cassette again. Pause after each sentence and ask different pupils to repeat. Help pupils understand *when you grow up* by placing your hand on your head then raising your hand to suggest growing.
- Help pupils complete the sentences you began on the board: *Hussam wants to be an explorer*, etc.

Tapescript

- SALAH: *What do you want to be when you grow up, Hussam?*
- HUSSAM : *I want to be an explorer. I want to find lost cities! What do you want to be, Salah?*
- SALAH: *I want to be a fireman. I want to help people.*
- RUBA A: *What do you want to be when you grow up, Deema?*
- DEEMA: *I want to be a nurse or a teacher. What about you?*
- RUBA A: *I want to be a vet. I love animals.*

Followup

- Help pupils understand the conjunction *or* by saying 'Deema wants to be a nurse or a teacher' and pointing to the nurse on the wall chart and to yourself. Invite pupils to come to the wall chart and make a sentence about themselves. Tell them 'Point to two jobs,' for example *I want to be a fireman or a footballer*.

Pupil's Book, Study Box

- Ask two girls to read aloud the question and answer shown in speech bubbles. Ask two boys to do the same, using their own ideas for jobs: 'What do you really want to be?'
- Read out the sentence examples in the Study Box. Ask pupils to repeat, using a natural intonation.
- Have half the class ask the question and the others reply. Point to jobs on the wall chart so that they reply 'I want to be a writer / explorer'...

Activity Book, Exercise 1

- Depending on the level of your class, you may wish to go through the exercise orally first. Write the words on the board, but rub them out before pupils begin writing in their Activity Books.
- Ask pupils to write the names of the different jobs under the pictures.

Answers

1 fireman 2 vet 3 artist 4 dentist 5 teacher 6 nurse

Activity Book, Exercise 2

- Read the question out loud and ensure that everyone understands. Help pupils to make sentences beginning *He / She wants to be a ...*
- Ask pupils to complete the activity in writing.

Answers

1 She wants to be a nurse. 2 He wants to be an explorer.
3 She wants to be a vet. 4 He wants to be a fireman.

Lesson 2

Aims

To practise saying/asking what you would like to be when you grow up
To learn other ways of describing the job you would like to have

Structures

What do you want to be (when you grow up)?
I want to be a [amous artist].
He/She wants to be a [he ntist].
I want to work in a [hos pital].
I want to help [p eople].
I want to do something [e xciting].
I love [p lanes]. I love [r awing].

Functions

Asking/Talking about the job you want to do

Topic

Jobs

Vocabulary

Names of jobs
do something, help, love, work, travel, eat an ice cream, play tennis, ride a/his bike, watch TV, people, animals, hospital, drawing, painting, famous, around the world, something exciting

Resources

Pupil's Book, page 23 Exercise 2, Listen and match
Cassette, Unit 7 Exercise 2, Listen and match
Pupil's Book, page 23 Exercise 3 Ask and answer
Pupil's Book, page 23 Exercise 4 Talk about you
Activity Book, page 23 Exercise 3 Ask, answer and write
Activity Book, page 23 Exercise 4 Look and write
Flashcards: explorer, fireman, nurse, vet, dentist, artist, footballer, pilot
Wall chart: Jobs

Revision

- Use the *Jobs* wall chart to revise names of jobs. Point to the people on the wall chart. Ask 'What's his/her job?'
- Ask different pupils 'What do you want to be when you grow up?' Elicit full-sentence answers beginning *I want to be a/an ...*
- Once a pupil has answered, ask them to repeat

the same question to another child: 'Now ask Omar.'


- After a child has said what they want to be, ask the rest of the class 'What does [Omar] want to be?' Pupils must answer 'He wants to be a [footballer].'
- Talk about the children in the Pupil's Book (page 22). Ask 'What does Hussam want to be when he grows up?' etc.

Pupil's Book, Exercise 2

Unit 7

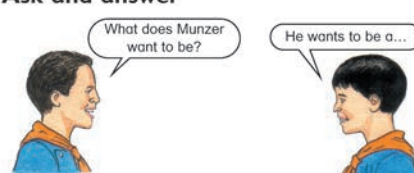
2 Listen and match

1 Tala 2 Munzer 3 Randa 4 Hassan 5 Shaza 6 Samer




3 Ask and answer

What does Munzer want to be? He wants to be a...



4 Talk about you

What do you want to be? I want to be a teacher. I want to work in a school.



23

- Pupils turn to Exercise 2 on page 23 Hold up your book and point to each of the six people in turn. Ask 'What's his/her job?'
- Say 'Let's read the names.' Help pupils to read aloud the six names. They will be unused to seeing them written in English.
- Point to the instruction at the top of the exercise and read it aloud. Say 'Please listen carefully and match the names and the pictures.'
- Play the cassette. Be ready to pause after each speaker to give pupils time to assimilate what they have heard. Ask the class: 'Who is Munzer? Can

you show me?’ but do not confirm the correct answer yet. Pupils can write the names of the people beside the pictures, in pencil.

- Play the cassette again. Pause after each sentence and help pupils to repeat what they have just heard. Confirm which picture matches the speaker.
- As you are correcting the exercise with the class, write up sentences which occur on the cassette. These will be useful for Exercise 4

I want to help people.

I want to work in a hospital.

I want to do something exciting

Tapescript/Answers

1 Hello. My name's Tala. I love drawing and painting. I want to be a famous artist when I grow up. (e)

2 Hi! My name's Munzer. I want to help people when I grow up. I want to be a dentist. (d)

3 Hello. I'm Randa. I want to help people, too. When I grow up, I want to work in a hospital. I want to be a nurse. (a)

4 Hello. I'm Hassan. I want to do something exciting when I grow up. I want to be a fireman. (b)

5 Hi! My name's Shaza. I love animals. I want to be a vet when I grow up. (c)

6 Hi. I'm Samer. I love planes. I want to be a pilot when I grow up. I want to travel around the world! (f)

Pupil's Book, Exercise 3

- Ask about some of the people in Exercise 2: 'What does Shaza want to be?' etc. Insist on full-sentence answers and ensure pupils are using *He* and *She* correctly.
- Focus on the pairwork example in Exercise 3 Invite two pupils to read out the question and answer in speech bubbles and complete the answer correctly: 'He wants to be a dentist.'
- Tell pupils to work in pairs, asking and answering about the people in Exercise 2. Circulate, listen and help.
- Stronger pupils can try doing the exercise as a memory game. The pupil answering the questions must close their book and try to answer from memory.

Pupil's Book, Exercise 4

- Ask one or two pupils 'What do you want to be?' Encourage them to use a variety of answers, as well as *I want to be a ...*. Point to the sentences you wrote up when you were correcting Exercise 2.
- Give pupils a few minutes to write about the job they want to do, using the sentence forms on the

board. Circulate and give help where needed.

- Bring the class together again. Ask pupils to read out their sentences.

Activity Book, Exercise 3

- Copy the answer grid onto the board. Ask one or two pupils what they want to be, and why. Write the answers in your grid, so that everyone understands the task.
- Ask pupils to use the grid in the Activity Book to collect information about the jobs their friends want to do. Divide them into groups or let them circulate in the classroom and ask who they wish.
- Ask pupils to return to their desks and write sentences about their friends.

Answers

Bp ils' own answers

Activity Book, Exercise 4

- Go through the exercise orally first. Focus on the picture of the boy in question 1. Ask 'What does he want to do? Does he want to play football? Does he want to ride a horse? ...'
- Continue in the same way for the remaining pictures, using closed questions in order to reactivate vocabulary. Write key words on the board.
- Ask pupils to complete the exercise in writing.

Answers

1 *He wants to ride a/his bike.* 2 *She wants to play tennis.*

3 *He wants to eat an ice cream.* 4 *She wants to watch TV.*

Lesson 3

Aims

To discuss the different jobs that people do in the city and in the country
 To write about what your working day will be like in your ideal job
 To practise memorising the spelling of words
 To review key structures and vocabulary presented in Unit 7

Structures

The past simple tense
 The modal *will* for making predictions

Functions

Describing a typical working day

Topic

Jobs

Vocabulary

Names of jobs
save, visit, city, country, hospital, building, swimming pool, meal, family, husband, son, fire, busy, exciting, ill, fine, strong

Resources

Pupil's Book, page 24, Exercise 5, Ask and answer
 Pupil's Book, page 24, Exercise 6, Read and match
 Activity Book, page 24, Exercise 5, Write, look, cover and say
 Activity Book, page 24, Exercise 6, Write about a job
 Wall charts: The countryside, Jobs
 Drawing paper

Revision

- Before pupils open their books, ask 'What is Unit 7 about?' Ask them to tell you what important words and expressions they have learnt in the last two lessons. What questions have they been asking each other?
- Ask different pupils 'What do you want to be when you grow up? Why?' Have them repeat the question to their friends in the usual way.
- Play the recording from Lesson 2 (*Listen and match*). Pause after each sentence and ask the class to repeat. Ask comprehension questions from time to time: 'Where does Randa want to work? Why does Samer want to be a pilot? ...'

- Draw a thought bubble on the board, like those in Exercise 4 in the Activity Book. Draw an apple inside it and say 'I want to eat an apple.' Give pupils two or three minutes to draw their own thought bubble with a simple sketch inside showing something they would like to do. Set a strict time limit, for example 'You have three minutes.'
- Ask pupils to hold up their drawings and tell the class what they would like to do, beginning with *I want to ...*



Presentation

- Write two headings on the board: *In the city* and *In the country*. Ask 'Where are we now: in the city or in the country?' You can use the *Countryside* wall chart to remind them what *country* means.
- Say 'I can see trees. Where am I? In the city or in the country?' Have several pupils repeat the answer.
- Continue with further questions 'I can see lots of people. Where am I? I can hear birds... I can see beautiful mountains and valleys... I can hear cars ... I can see big buildings... I can hear a waterfall ...'

Pupil's Book, Exercise 5

Unit 7


5 Ask and answer

What jobs do people do in the city?
 What jobs do people do in the country?


6 Read and match

1 I had a very busy day today. There were a lot of people in the hospital. Some of them were very ill. My job is to look after them, and to help the doctors. I like helping people, and I like my job very much. In the evening, at home, I ate a meal with my husband and my son.



a

2 I had a very exciting day today. There was a fire in the building behind the hospital. It was a very big fire. I saved a family from the building. They were very scared. Then, the doctors took them to the hospital. I visited the family in the hospital. They were fine. In the evening, I went to the swimming pool. I have to be very strong for my job!



b

Which job do you prefer?
 Why?

- Hold up your book and point to each of the two photographs in turn. Ask 'Is it the city or the country?' Point to each photograph and ask 'What can you see?'
- Read aloud the first question *What jobs do people do in the city?* Use the flashcards to elicit different answers.
- Ask 'What jobs do people do in the country?' Use the *Jobs* wall chart to discuss which people might be found in the city and the country. Ask, for example: 'Are there vets in the country?' Encourage discussion.
- Teach words for rural jobs: *farmer, shepherd, forester*, etc. If you are teaching in a rural area, be sure to cover any jobs which are specific to your region.

Pupil's Book, Exercise 6

- Point to each of the two pictures in turn. Ask 'What's his/her job?'
- Point to the instruction at the top of the exercise and read it aloud. Say 'Please listen carefully and match the names and the people.'
- Read the first text aloud slowly, with plenty of emphasis. The tone of your voice will assist understanding: tiredness on *a very busy day*, enthusiasm on *I like my job very much*, etc.
- Ask 'Who is it: the fireman or the nurse?'
- Ask comprehension questions: *Where does she work? Who does she look after? Does she like her job? How many children has she got?*
- Read the second text in the same way. Pause before the final word in each sentence and signal to the class to read it to you.
- Ask comprehension questions: *Today was exciting. Why? Where was the fire? Who did he save? Where did he go in the evening? Why?*
- Point to the speech bubbles at the bottom of the page and read the questions aloud. Elicit answers to each question from different pupils – as many as time will allow.

Activity Book, Exercise 5

- Demonstrate the exercise, working with the whole class. Say the word *fireman* and write it on the board. Ask pupils to copy it into the table in the Activity Book, at the top of the first column.
- Rub out the word on the board. Ask pupils to cover the word they wrote with another book, then say the word with you.
- Without uncovering the word, tell them to write it again in the second column.

- Ask pupils to continue in the same way with the other words. Encourage them to spend time memorising the shape of the written word and saying it to themselves, before they cover it and write it again.

Activity Book, Exercise 6

- Ask pupils to begin by writing the answer to the question. Their sentences should begin:
I want to be ...
- Write on the board: *Today will be a very _ day.* Tell pupils to begin their compositions by copying this sentence into their Activity Books and completing it as they wish: *exciting, busy* or *nice*, etc.
- They should then imagine the day ahead of them, writing sentences beginning *I will ...*. Tell them to write at least two sentences – more, if they can.
- Circulate, giving encouragement and helping with vocabulary.

Answers

Bp ils' own answers

Unit 8

Lesson 1

Aims

To learn to use indirect object pronouns

Structures

verb + direct object + *to* + indirect object pronoun

Functions

Giving instructions

Describing a football match

Topic

Football

Vocabulary

Indirect object pronouns: *me, him, her, footballer, football boot/shirt, (football) match, ball, goal, kick, near, score (v.), start, team, win, give*

Resources

Pupil's Book, page 25, Exercise 1, Listen and read

Cassette, Unit 8, Exercise 1, Listen and read

Pupil's Book, page 25, Study Box

Activity Book, page 25, Exercise 1, Look and write

Activity Book, page 25, Exercise 2, Read and write

Wall charts: Jobs, Football

Objects of interest from your home: toys, souvenirs, photos of pets, etc.

Before the lesson, write this instruction on the board: *Give the book to [Ruba]*. Complete it with the name of a pupil in your class.

Presentation

- Ask three pupils to come to the front of the class. Give one of the children a book and say 'Here you are.' Encourage him or her to say 'Thank you.'
- Tell the pupil with the book to give it to one of the others by saying 'Give the book to [Oma r]' Once Omar has said 'Thank you,' say 'Omar, give the book to [aila]'
- Repeat once or twice, and point to the example you have written on the board.
- Continue passing the book around the class. Gradually introduce the indirect object pronoun: 'Give the book to me.' Use *him* or *her* rather than the pupil's name, indicating in such a way that everyone can see whom you mean: 'Give the book to him/her.'
- You can add interest to the activity by bringing

from home three or four toys, or anything that will catch the children's interest: a model dinosaur, a souvenir from a holiday, a photo of your pet, etc. Use these instead of the book in the foregoing Presentation: *Give the photo to [Ruba]*, etc.

Pupil's Book, Exercise 1

Unit 8

1 Listen and read

What book are you reading, Hussam?

It's about a football match. Salah gave the book to me.

The match started. Ahmad had the ball. Waleed was ready. Ahmad kicked the ball to him.

Waleed had the ball now, but he couldn't score. Samer was near the goal. Quickly, Waleed kicked the ball to him. Could he score a goal?

Samer scored a goal! The footballers were very happy. They won the match!

Study Box

Kick the ball to me/him.
Salah gave the book to me/her.

Kick the ball to me.

25

- Say 'Open your books at page 25.' Hold up your book and turn over the pages of Unit 8. Say 'We're going to work on Unit 8. What is Unit 8 about?' Elicit the answer 'Football.'
- Put up the *Football* wall chart. Pre-teach *score* and *goal* by pointing to the goal on the wall chart: 'This is the goal. Look – the footballer is near the goal. He is scoring a goal.'
- On the board, write *Who scored a goal?* Ask pupils to listen to the cassette, follow in their books and try to find the answer to your question. Play the cassette.
- Play the cassette again, pausing after each picture section. Ask comprehension questions: *Who gave the book to Hussam? (Salah)* *Who kicked the ball to Waleed? (Ahmad)* *Who kicked the ball to Samer? (Waleed)*
- Point to the question you wrote on the board and

- ask 'Who scored a goal?' (Samer)
- Play the cassette again, pausing after each sentence. Ask pupils to repeat. Clarify any remaining unfamiliar vocabulary.

Tapescript

- MOTHER:** *What book are you reading, Hussam?*
HUSSAM : *It's about a football match. Salah gave the book to me.*
- READER:** *The match started. Ahmad had the ball. Waleed was ready. Ahmad kicked the ball to him.*
- READER:** *Waleed had the ball now, but he couldn't score. Samer was near the goal. Quickly, Waleed kicked the ball to him. Could he score a goal?*
- READER:** *Samer scored a goal! The footballers were very happy. They won the match!*

Pupil's Book, Study Box

- Ask a pupil to read the example in the speech bubble. Remind the class of the instruction you used in the Presentation, above: *Give the book to me.*
- Read out the first example in the Study Box, contrasting the two possibilities: *Kick the ball to me* and *Kick the ball to him*. Point to yourself and to one of the boys in your class to underline the different meanings.
- Proceed in the same way for the second example, pointing to yourself and to one of the girls.

Followup

- Return to the sentence you wrote on the board at the beginning: *Give the book to [R uba]*. Delete Ruba and write *her*. Ask the class to read the instruction aloud with you.
- Point to a boy and say 'Give the book to him.' Point to another girl and say 'Give the book to her.' Point to yourself, and so on. Have the class point in the same way (pointing to themselves on *me*), as they repeat or speak along with you. Gradually stop speaking yourself, so that pupils are saying the sentences themselves, prompted by your gestures.
- Hold up one of the toys you brought in – or any classroom object the class can name. At the same time, point to yourself to elicit the sentence *Give the [p hoto] to me*.
- Continue, pointing to different people and substituting different objects.

Activity Book, Exercise 1

- Ask pupils to choose the correct caption for each picture. Elicit the answers orally first, working with the whole class.
- Ask pupils to complete the exercise in writing.

Answers

1 ball 2 goal 3 footballer 4 kick

Activity Book, Exercise 2

- Read each sentence aloud slowly, with emphasis and mime. Gesture to an imaginary sister beside you, etc. Use the *Football* wall chart to help understanding of *football shirts, bag, players* and *boots*. Pause at the end and encourage pupils to choose the correct pronoun from the list.
- Ask pupils to complete the exercise in writing.

Answers

1 her 2 me 3 him 4 him 5 me 6 her

Lesson 2

Aims

To practise using indirect object pronouns

Structures

Verb + direct object + *to* + indirect object pronoun
 The past simple tense

Functions

Giving instructions
 Describing a football match

Topic

Football

Vocabulary

Indirect object pronouns: *me, him, her, you, us, them*
pass, throw, score (n.), exciting

Resources

Pupil's Book, page 26 Exercise 2, Listen and match
 Cassette, Unit 8, Exercise 2, Listen and match
 Pupil's Book, page 26 Exercise 3 Look and talk together
 Activity Book, page 26 Exercise 3 Write
 Activity Book, page 26 Exercise 4 Look and write
 Wall chart: Football
 A small ball, e.g. a tennis ball

Revision 1

- Revise the structures presented in Lesson 1 by asking pupils to pass round an object, as before. Move from using pupils' names (*Give it to Omar ... Pass it to Randa ...*) to using only pronouns (*Give it to him ... to her ... to me*).
- Repeat the substitution activity (see *Follow-up*, above). Elicit instructions from the class by pointing to different girls and boys, and to yourself.

Presentation 1

- Teach further indirect object pronouns, beginning with *you*. Give a book (or any other object) to a pupil. Point to another pupil and tell the first pupil: 'Give it to him/her.' Ask the second pupil: 'Who gave you the book? ... Omar gave it to you. He's kind, isn't he?'
- Say 'I gave it to him and he gave it to you,' gesturing appropriately. Repeat and have the class say the sentence along with you.
- Teach *us* and *them*. Ask two pupils to come and stand with you at the front of the class so that you form a group of three. Ask another child in the class to pass something to you: 'Have you got a pen? ... Give it to us.' Gesture so as to include your two helpers in 'us'. Repeat and have the class say the sentence along with you.
- Choose three pupils to stand on the other side of the classroom, forming a second group. Again, ask one of the pupils still sitting 'Have you got a pen? ... Give it to them.' Point to the three standing pupils and make it clear that 'them' signifies the whole group. Repeat the instruction several times and have everybody join in.
- Point alternately to your own group and to the other standing group. Repeat the instructions *Give the book to us ... Give the book to them* and have the class speak along with you.

Presentation 2


- Teach or revise the verb *throw* by asking three pupils to come to the front – a mixture of boys and girls. Throw a small ball to one of the pupils. Tell them to throw it one of the others: 'Throw it to him/her.'
- Continue giving instructions in the same way, varying occasionally with 'Throw it to me.'

Pupil's Book, Exercise 2


Unit 8

2 Listen and match


a




b



c

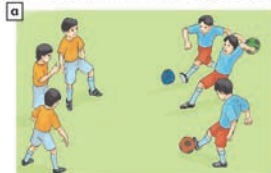


d




3 Look and talk together


a




b



a



b



26

- Spend a few minutes working with the *Football* wall chart to revise *football* vocabulary.
- Ask pupils to look at the pictures in Exercise 2. Hold up your book, point to some of the boys and ask 'What are they doing?' (They're playing football.)
- Ask pupils to listen to the cassette and match the four sentences they hear to the pictures in the book. Ask them to write the numbers 1–4 in their notebooks. These stand for the four sentences on the cassette. As they listen, pupils write the letter of the picture (a, b, c or d) beside the number of the sentence they hear.
- Play the cassette. Pause after each sentence and ask pupils to repeat, individually or as a class.
- Play the cassette again, pausing after each sentence. Ask 'What picture: a, b, c or d?'

Tapescript/Answers

- 1 Kick the ball to him! (d)
- 2 Throw the ball to me! (c)
- 3 The score is 3 (b)
- 4 The red team won the match. (a)

Revision 2

- In preparation for Exercise 3 revise the past simple of *throw* (*threw*) and *give* (*gave*). Referring back to the activity with the ball earlier (*presentation 2*), write a sentence on the board about who threw the ball to whom, using your pupils' actual names, for example *Noura threw the ball to Sami*.
- Rub out *Noura* and write *She* in its place. Rub out *Sami* and elicit the correct pronoun from the class: *him*. Ask pupils to read out the resulting sentence: *She threw the ball to him*.
- Write up a sentence with *gave*, using the names of pupils who took and gave objects at the beginning of the lesson (*Revision 1*), for example *Naser gave the book to Rehab*. Again, have pupils help you change the names into pronouns then read out the revised sentence: *He gave the book to her*.

Pupil's Book, Exercise 3

- Hold up your book and point to the pictures of boys training with footballs. In the second picture, point to the boy at the top in the blue shirt and say 'He kicked the ball to him', pointing to the boy opposite, who has caught the blue ball with his foot.
- Ask pupils to work in pairs, making sentences about the boys in the second picture. Circulate and check. Ask pupils to point to the different boys as they say their sentences.
- Ask them to go on to discuss the girls in the second picture in the sequence below, using the verb *gave*.

Followup

- Have four or five pupils stand in a row at the front of the class. Hand a book (or any other object) to one pupil and ask them to give it to one of the others. Make a sentence, pointing to the two children involved: *She gave the book to him*.
- Repeat with other pupils in your line of helpers. This time, invite someone from the class to come and point to the two children and make a sentence like the one you made.

Activity Book, Exercise 3

- Your stronger classes may be able to approach this exercise without preparation. Ensure they understand that they must use the past simple tense of the verbs in brackets.
- With weaker classes, read the text aloud slowly, pausing and helping pupils to provide the past

simple form. Pupils can then complete the activity in writing.

Answers

a played b was c passed d kicked e scored f were

Activity Book, Exercise 4

- Do the exercise orally first, so pupils can practise forming imperatives with indirect object pronouns. Have several pupils repeat the imperative, with an appropriate intonation.

Answers

1 Kick the ball to me. 2 Throw the ball to him. 3 Throw the ball to her. 4 Give the water to me.

Lesson 3

Aims

To read and understand an account of a football match
 To write an account of a football match
 To apply correct capitalisation and punctuation
 To review key structures and vocabulary presented in Unit 8

Structures

The past simple tense
 verb + direct object + to + indirect object
 pronoun

Functions

Describing a football match

Topic

Football

Vocabulary

get, play, run, football pitch, last month / weekend / year, (for) half an hour, against

Resources

Pupil's Book, page 27, Exercise 4, Read and choose
 Pupil's Book, page 27, Exercise 5, Right or wrong?
 Activity Book, page 27, Exercise 5, Write about the football match
 Activity Book, page 27, Exercise 6, Write with capital letters and full stops
 Wall chart: Football
 A small ball, e.g. a tennis ball
 A calendar
 A clock

- Before the lesson, write up comprehension questions relating to the reading passage in Pupil's book Exercise 4
- 1 Who won the match last year? (Damascus School)
- 2 Who scored the first goal in the match last weekend? (Hussam)
- 3 How many goals did Salah score? (one)

Revision

- Hold up your book, turn over the pages of Unit 8 and ask 'What is Unit 8 about?' Use the Football wall chart to revise football vocabulary.
- Repeat the activity from Lesson 2 (Follow-up) in which a row of pupils came to the front and passed an object from one to the other. Make


- sentences yourself – *She gave the book to her.* etc. – then invite other pupils to make sentences.
- Extend the activity by asking your helpers to throw a ball to each other. Help the class to make sentences as before, this time with *threw*: *He threw the ball to her.* etc.

Pupil's Book, Exercise 4

Unit 8

4 Read and choose

My Favourite Sports	Damascus School
A Good Win	A Basketball Match



Our school plays Damascus School every year. They are a very good team. We played their team last year and they won. The score was 3-2.

We played them last weekend. We arrived at the football pitch at five o'clock. The match started at six o'clock. There was no score for half an hour. Then Hussam got the ball. First he ran with the ball, and then he passed it to Salah. Salah kicked the ball to Hussam. Hussam then scored a goal!

Our team played very well against Damascus School and this year we won! The score was 2-1. Salah and Hussam scored the goals. Well done Salah and Hussam!

5 Right or wrong?

- 1 They played the match last month.
- 2 In the match last year, Damascus School won.
- 3 The match started at four o'clock.
- 4 Hussam scored a goal.
- 5 Salah scored two goals.

- Point to the comprehension questions on the board. Say 'We are going to read the text and answer the questions.' Explain that question 1 is about paragraph 1, and so on.
- Say 'Now let's read.' Read the text slowly. At the end of each paragraph, pause and clarify any language which pupils have forgotten. Write up the numbers of years (20 to underline the meaning of *last year* and *this year*. Use a calendar and a clock to remind pupils what is meant by *last weekend* and for *half an hour*, respectively.
- Agree on the answer to the relevant comprehension question, before moving on to the next paragraph.
- Point to the four alternative titles at the top of the page. Ask 'What is the best title?' Give pupils a few

moments to read the titles and consider. Tell them that *lose* is the opposite of *win*. Convey the difference by drawing sad and happy faces on the board.

Answer

A Good Win

Pupil's Book, Exercise 5

- Ensure pupils understand the activity, then give them a few minutes to read the sentences.
- Read each sentence aloud and ask pupils to repeat. Ask 'Is it right or wrong?' As usual, ask several pupils to answer, before confirming what is correct.

Answers

1 wrong 2 right 3 wrong 4 right 5 wrong

Activity Book, Exercise 5

- Pupils use the pictures to help them write about a football match. They may borrow sentences from the reading text in the Pupil's Book, but should adapt them to describe the events shown in the pictures. Do the exercise orally first with the whole class, if you feel your pupils need it.
- Let pupils work in pairs if you wish, but tell them: 'You must speak English.'

Suggested answer

The match started at five o'clock. Wissam ran with the ball, and then he passed it to Ahmad. Ahmad then scored a goal. The score was 2-1. Ahmad and Wissam scored the goals. Well done, Ahmad and Wissam!

Activity Book, Exercise 6

- Write an incorrectly punctuated sentence on the board and read it aloud:
my brother and i like football
Ask 'What's wrong?' Invite a pupil to come and correct it.
- Tell the class: 'We put a capital letter at the beginning and a full stop at the end. And 'I' is always a capital letter.' Point to the relevant parts of the sentence as you speak. Pupils may not understand what you say, but will see that they must pay attention to those items when they write.
- Circulate and help, while pupils rewrite the five sentences in the Activity Book correctly.

Answers

1 We won the match. 2 The score was 2 3 I like playing football. 4 She threw the ball to her. 5 He gave the book to him.

Unit 9

Lesson 1

Aims

To learn to ask questions with *Whose*
To learn to reply using possessive pronouns
To revise the possessive -'s
To learn some words for sports kit

Structures

*Whose is this [tracksuit]? Whose are these [trainers]?
It's mine/yours/his/hers. It's Hussam's [tracksuit].
They're mine/yours/his/hers. They're Hussam's [trainers].*

Functions

Asking and saying who things belong to

Topic

Football kit

Vocabulary

Possessive pronouns: *mine, yours, his, hers*
football boots, sports bag, sweatshirt, tracksuit, trainers

Resources

Pupil's Book, page 28, Exercise 1, Listen and read
Cassette, Unit 9, Exercise 1, Listen and read
Pupil's Book, page 28, Study Box
Activity Book, page 28, Exercise 1, Write
Activity Book, page 28, Exercise 2, Look and answer
Wall chart: Football

Revision 1

- Revise football vocabulary using the wall chart. Ask a volunteer to come to the front of the class and point to items on the wall chart. Say 'Show us the goal/a footballer/the team ...'.
- Teach new vocabulary: *tracksuit, sports bag, football boots, sweatshirt, trainers*. Tell your helper: 'Show us a tracksuit,' then mime putting on a tracksuit. Similarly, mime putting things into a sports bag and zipping it up, and mime putting on football boots.
- Point to different items on the wall chart and have the class name them.

Revision 2

- Revise possessives. Ask three pupils each to lend you a different and distinctive object, for example a schoolbag, a pencil case and two or three books – the last so as to include an example in the plural. Place these items on your desk where everyone can see.

- Hold up the pencil case and ask 'Whose is this pencil case?' Model the full answer, using the owner's name: 'It's [Ola]'s.' Have several pupils repeat. Do the same with the schoolbag.
- Hold up the books and ask 'Whose are these books?' Model the plural form: 'They're [Kahled]'s.' Ask pupils to repeat.
- Repeat several times, alternating randomly between the singular and plural examples.

Presentation

- Walk around the classroom, picking up items from the pupils' desk and asking the class 'Whose is this pen?' etc.
- Ask the actual owner of an object you have picked up, for example 'Whose is this pencil?' Model the answer: 'It's mine.'
- Practise the plural form by picking up a group of items and asking the owner for example 'Whose are these crayons?' – 'They're mine.'
- Continue moving around the classroom and asking about different items, until everybody is replying freely: 'It's/They're Ola's ... It's/They're mine.'

Pupil's Book, Exercise 1

Unit 9

1 Listen and read

Whose is this tracksuit?
It isn't mine. I've got my tracksuit in my sports bag.
It's mine, Hussam. Thanks!

Is this sweatshirt yours, Amer?
No, it isn't. Look. There's a name on it. It's Salah's sweatshirt.
Thank you!

Whose are these trainers?
They're not mine.
They're Wissam's trainers. Here you are, Wissam.

Whose are these football boots? Are they yours, Salah? Are they yours, Amer?
No, they aren't mine! They're yours!
Are they mine? Oh, yes they are. Sorry!

Thanks, Salah.

Study Box

Whose is this? It's mine/yours.
Whose are these? They're his/hers.
Whose are these trainers? They're Salah's trainers.

28

- Pupils open their books at page 28. Ask ‘Who can you see?’ and see if pupils recognise Hussam and his friends. Ask ‘What are they going to do? Are they going to play tennis?’ Establish that they are going to play football.
- Write two questions on the board:
Whose is the sweatshirt? (It’s Salah’s.)
Whose are the football boots? (They’re Hussam’s.)
Read them aloud and ask pupils to repeat. Ensure everyone understands.
- Ask pupils to listen to the cassette, follow in their books, and find the answers to the questions. Play the cassette.
- Play the cassette again, pausing after each sentence and asking pupils to repeat. Encourage them to imitate the intonation of the voices on the cassette.
- Focus on the two comprehension questions. Elicit the answers from several different pupils.

Tapescript

- HUSSAM : *Whose is this tracksuit?*
 SALAH: *It isn’t mine. I’ve got my tracksuit in my sports bag.*
 AMER: *It’s mine, Hussam. Thanks!*
- HUSSAM : *Is this sweatshirt yours, Amer?*
 AMER: *No, it isn’t. Look. There’s a name on it. It’s Salah’s sweatshirt.*
 SALAH: *Thank you!*
- HUSSAM : *Whose are these trainers? They’re not mine.*
 SALAH: *They’re Wissam’s trainers. Here you are, Wissam.*
 WISSAM: *Thanks, Salah.*
- HUSSAM : *Whose are these football boots? Are they yours, Salah? Are they yours, Amer?*
 AMER: *No, they aren’t mine! They’re yours!*
 HUSSAM : *Are they mine? Oh, yes they are. Sorry!*

Pupil’s Book, Study Box

- Ask two pupils to read aloud the question and answer shown in speech bubbles. Have other pairs do the same, then see if a pair can repeat the question and answer without looking in their books.
- Focus on the examples in the Study Box. Read the different examples and have pupils repeat. Use gesture to convey the sense of *It’s mine. It’s yours. They’re his. They’re hers.* (You can point to a boy and girl in the class on *his* and *hers*.)
- Proceed in the same way with the example *Whose are these trainers? – They’re Salah’s trainers.* Substitute different nouns in the question: *Whose are these*

football boots?... books?... pencils?... glasses? and have pupils answer *They’re Salah’s football boots... books... pencils... glasses.*

- Spend a few moments practising the question alone. Point to the tracksuit shown on the wall chart and say ‘Whose is this tracksuit?’ Ask pupils to repeat. Give other prompts and have pupils use them to formulate the question. Alternate between singular and plural – *sweatshirt, trainers, sports bag, football boots, book, crayons, etc.* – so that pupils practise *Whose is this* and *Whose are these*.

Activity Book, Exercise 1

- Work on the exercise orally first and have pupils tell you the words for the different items of sports kit.
- Pupils then complete the exercise in writing.

Answers

1 *sweatshirt* 2 *trainers* 3 *tracksuit* 4 *football boots*

Activity Book, Exercise 2

- Ask pupils to name the five objects shown. Hold up your book, point and ask ‘What’s this? ... What are these?’
- Choose different pupils to ask the questions and to answer them. See if they can cover the text and still ask and answer.

Answers

1 *It’s Hussam’s football.* 2 *It’s Ruba’s camera.* 3 *They’re Ruba’s sunglasses.* 4 *They’re Hussam’s trainers.* 5 *It’s Hussam’s tracksuit.*

Lesson 2

Aims

To practise questions with *Whose*
To practise replying using possessive pronouns
To practise using the possessive [name] + 's

Structures

*Whose is this (tracksuit)? Whose are these (trainers)?
It's mine/yours/his/hers/ours. It's Deema's (tracksuit).
They're mine/yours/his/hers. They're Ruba's (trainers).*

Functions

Asking and saying who things belong to

Topic

Sportswear and sports equipment

Vocabulary

Possessive pronouns: *mine, yours, his, hers, ours*
tennis racket
Classroom objects

Resources

Pupil's Book, page 29, Exercise 2, Ask and answer
Pupil's Book, page 29, Exercise 3, Look and talk together
Pupil's Book, page 29, Exercise 4, Talk about you and your friends
Activity Book, page 29, Exercise 3, Read and write
Activity Book, page 29, Exercise 4, Read and match

Revision

- Move around the classroom picking up different objects and asking 'Whose (crayons) are these?' Elicit responses from the whole class 'They're Hala's.' and from the owners themselves 'They're mine.'
- Point to the classroom around you and ask 'Whose is this classroom?' Answer for the pupils: 'It's mine. It's yours. It's his. It's hers.' gesturing appropriately to yourself and to pupils. Set up a chant and have the pupils join in.
- Point to any group of items in the classroom which will generate a plural response: 'Whose are these windows? ... books? ... drawings?' Set up a similar chant with gestures:
They're mine. They're yours. They're his. They're hers..

Presentation

- Ask again: 'Whose is this classroom?' This time reply 'It's ours.', with a gesture to encompass yourself and the pupils. Repeat your action chant with the extra item:
It's mine. It's yours. It's his. It's hers. It's OURS.

Pupil's Book, Exercise 2

Unit 9

2 Ask and answer

3 Look and talk together

4 Talk about you and your friends

Whose is this bag? Whose are these pencils? Whose is that pen?

29

- Ask two pupils to read out the question and answer shown in speech bubbles.
- Put the pupils in pairs. Decide who will be A and who will be B. Pupil B will need to turn the book upside down in order to read the labels.'
- Ask Pupils to take turns to ask each other questions so as to learn who the different items belong to.

Pupil's Book, Exercise 3

- Hold up your book and point to the different items of sports kit, beginning with the football boots. Ask 'Whose are these?' Help pupils answer: 'They're his.' Continue in the same way with the other items. Make sure they understand *tennis racket*.
- Give pupils a few minutes to ask and answer in

pairs, pointing to the different pictures. Circulate, listen and help as necessary.

Pupil's Book, Exercise 4

- Stand or sit among the pupils. Ask about different objects, close and further away, for example 'Whose is this chair? Whose is that chair? Whose are those trainers? Whose are these crayons?' Help pupils to reply using *They're* and *It's* + *his/hers/mine/yours*.
- Look at the three questions in the Pupil's Book. Have the class read them aloud with you two or three times. Then ask them to cover the questions with their hands and see if they can still say them.
- Ask Pupils to work in pairs, asking and answering questions beginning with *Whose*.

Activity Book, Exercise 3

- Ask pupils to choose the correct possessive pronoun to complete the sentences. Do the exercise orally first to give further speaking practice. Pupils then complete it in writing.

Answers

1 mine 2 yours 3 hers 4 his 5 ours

Activity Book, Exercise 4

- Read the five questions aloud first, and have pupils repeat. Use mime or concrete examples (for example hold up someone's rubber) to help pupils remember words they have forgotten.
- Give pupils a few minutes to read the five answers and match them to the questions.
- Correct the activity by asking different pupils to read out the questions and their choice of answer.

Answers

1 a 2 c 3 b 4 e 5 d

For the next lesson

- Ask pupils to bring from home any small possession of theirs, such as a toy or souvenir. Emphasise that it should not be anything of value.

Lesson 3

Aims

- To ask and answer questions about favourite sports
- To spot factual mistakes in a written passage
- To understand a radio sports commentary
- To revise some irregular plural nouns

Structures

- The present simple and present continuous tenses
- The past simple tense

Functions

- Asking and answering about sport
- Reading a letter
- Listening to a radio sports commentary

Topic

Sport

Vocabulary

start, basketball, tennis, volleyball, basket, game, point (n.)

Resources

- Pupil's Book, page 30, Exercise 5, Talk about sports
- Pupil's Book, page 30, Exercise 6, Read, listen and say
- Cassette, Unit 9, Exercise 6, Read, listen and say
- Activity Book, page 30, Exercise 5, Ask and answer
- Activity Book, page 30, Exercise 6, Look and write

Revision

- Ask pupils to think about Unit 9. Ask 'What is Unit 9 about? What important questions and sentences have we learnt?' Let pupils look back over the activities you did in Lessons 1 and 2 and choose key language items.
- Ask about objects around the classroom, as before: 'Whose is this pen?' etc. Point to someone's feet and ask 'Whose are these feet?' (or trainers or shoes).
- Practise questions with *Whose*. Point to someone's chair and ask 'Whose is this chair?' Ask pupils to repeat. Give other prompts, singular and plural – and have pupils use them to formulate the questions *Whose is this ?.. and Whose are these?..*

- Repeat the action chants from the beginning of Lesson 2. Ask 'Whose classroom is this?'... It's mine. It's yours. It's his. It's hers. It's ours. Ask 'Whose books are these?' ... *They're mine. They're yours. They're his. They're hers. They're ours.*


Presentation

- Ask different pupils 'Do you like football? What sports do you like?'
- Build up a list of sports on the board. Ask about each one: 'Do you like [volleyball] Does your dad/mum like [he nnis]' etc. Have pupils repeat the same question to others. Insist on short-form answers: Yes, I do. No, she doesn't. etc.

Pupil's Book, Exercise 5

Unit 9

5 Talk about sports



What sports are they playing?
What is your favourite sport?
When do you play it?

6 Read, listen and say

Dear Uncle Bashaar,
How are you? I am very well.
I went to a basketball match with Dad on Saturday. It was great. Damascus played Hama. It was very exciting. Damascus won the match. The score was 33-22. Damascus scored two points at the end of the match! Next week they're playing Homs. We're going to see that match, too! Would you like to come?
Best wishes,
Hussam

No, Damascus didn't play Hama. They played ...

- Hold up your book and point to the picture on the left. Say 'They're playing volleyball.' Point to the man playing tennis and elicit the sentence: 'He's playing tennis.'
- Give pupils a few minutes to practise in pairs, pointing to the pictures and saying what sport the people are playing. Circulate, listen and help.
- Bring the class together again. Use the remaining

questions as a basis for discussion: *Which is your favourite sport? When do you play it?*

- Some of your pupils may not be interested in sport. Ask them instead 'What do you like doing?' and help them to talk about their leisure interests: 'Do you like drawing?' etc.
- When discussing basketball, it will help to show how the word is composed of *basket + ball*. Draw a basketball hoop and basket on the board. This will help pupils in Exercise 6 below.

Pupil's Book, Exercise 6

- Point to Hussam's letter. Ask 'Who wrote this letter? Who did he write it to?'
- Read the letter aloud while pupils follow in their books.
- Explain that in his letter, Hussam has made three mistakes about the basketball match. You are now going to play a radio commentary which says what really happened at the match. Pupils must listen carefully and try to spot Hussam's mistakes.
- Say 'Let's listen to the radio.' Play the cassette through once without stopping, to help pupils become accustomed to the voice. Play it again, pausing at the points marked // in the tapescript below.

Answers

- Damascus didn't play Hama. They played Homs.
- The score wasn't 2 It was 42
- They won't play Homs. They will play Hama.

Tapescript

Here we are at the basketball match. Damascus are playing today against Homs. // Now, the match is starting again. Omar is throwing the ball to Mazen. Mazen is throwing the ball to Firass. Now, Firass wants to put the ball into the basket and win a point. Yes, he throws the ball into the basket. Damascus win three points! The score is 4~~2~~ 43 points for Damascus and 2 points for Homs. // Damascus win the game! Well done Damascus! Next week Damascus are playing Hama.

Activity Book, Exercise 5

- Copy the grid onto the board. Ensure that everyone understands the questions and can pronounce them correctly.
- Ask for a volunteer to come and fill in the grid. Have different pupils ask you the questions, and let your volunteer write up your answers.
- Ask pupils to ask their classmates about sport and write their answers on the grid.
- If time allows, let them record their conversations.

Activity Book, Exercise 6

- Pupils must write captions below the pictures, using the correct plural of the nouns. Do the first one with the whole class. Remind them that nouns ending in *-s*, *-ss*, *-sh*, *-ch* and *-x* take *-es* in the plural. Give examples: *buses*, *glasses*, *brushes*, *watches*, *foxes*. Have the class read them aloud with you, sounding the second, added syllable each time.
- Circulate and help, while pupils complete the activity in writing.

Answers

1 sandwich – sandwiches 2 football pitch – football pitches
3 fox – foxes 4 bag – bags 5 toy box – toy boxes
6 book – books

Lesson 1

Aims

- To revise the four compass points
- To revise describing a route taken, using the four points of the compass, prepositions of movement and sequencing adverbs
- To revise descriptions of a football match
- To revise words for jobs
- To revise questions with *Whose* and replies that use the possessive *-s*
- To practise classifying vocabulary

Structures

- The past simple tense
- Possessive pronouns
- Whose is this [pen]?* *Whose are these [books]?*
- The possessive *-s*: *It's the doctor's. They're Hussam's.*
- I [don't] want to be a [footballer] when I grow up.*

Functions

- Understanding directions
- Asking and saying who things belong to

Topics

Football, Jobs

Resources

- Pupil's Book, page 3, Exercise 1, Listen and read
- Cassette, Unit 10 Exercise 1, Listen and read
- Pupil's Book, page 3, Exercise 2, Ask and answer
- Activity Book, page 3, Exercise 1, Group the words and write them in the correct columns
- Activity Book, page 3, Exercise 2, Look and write a tick (✓) or a cross (X)
- Wall chart: Jobs

Revision 1

- Ask the class: 'Where is north?' and encourage them to point towards the actual north.
- Point to the other three compass points and elicit their names.
- Have pupils point in each direction and recite the four cardinal points along with you.
- Repeat the activity from Unit 6 Lesson 3 in which pupils used their fingers to suggest a person walking through the countryside (Teacher's Guide, page 8). You may wish to vary some of the directions: change *east* to *west*, etc.

Pupil's Book, Exercise 1

Unit 10 **Revision 2**

1 Listen and read

Where is the football pitch, please?

First, go through the market. Then, turn left. Go across the park and down the hill. The football pitch is on the left.

Damascus is my favourite football team. Today we're in Homs. Damascus are going to play against Homs.

Hussam and his father walked quickly. Soon they were at the football pitch. They sat down. The football players were running slowly round the pitch. Then the game started. Mazen kicked the ball to Hani. Then, Hani passed the ball to Bashaar. After that, Bashaar scored a goal!

2 Ask and answer

Whose is this?

It's the doctor's.

I don't want to be an explorer when I grow up. I want to be a footballer!

- Revise *market* and *park*. Ask 'Where did I go on Saturday morning?' Mime going through a market, buying things and putting them in your basket. Ask 'Where did I go on Saturday afternoon?' Mime sitting on a park bench, reading, looking up, shielding your eyes from the sun, waving to a friend, etc. Ask pupils 'Where did you go on Saturday morning? Did you go to the market?' etc.
- Ask pupils to open their books at page 3. Point to the picture of Hussam on the top left-hand side. Ask 'Who can you see?' Establish that the picture shows Hussam and his father.
- Ask the class: 'Where are Hussam and his father? What are they going to do? Listen.' Play the first part of the recording.
- Pause the tape and elicit answers to your questions (They are in Homs. They are going to watch a football match). Ask 'Who is going to play?' (Damascus and Homs) 'What is Hussam's favourite football team?' (Damascus)
- Ask the class to listen to the next part of the recording and use their fingers to mime someone walking to the football pitch, following the man's directions.

- Ask the class to listen to the description of the football match and tell you who scored the first goal (Bashaar).
- Play the end of the recording. Ask 'What does Hussam want to be?' (a footballer).

Tapescript

HUSSAM : *Damascus is my favourite football team. Today we're in Homs. Damascus are going to play against Homs.*

FATHER: *Where is the football pitch, please?*

MAN: *First, go through the market. Then, turn left. Go across the park and down the hill. The football pitch is on the left.*

READER: *Hussam and his father walked quickly. Soon they were at the football pitch. They sat down. The football players were running slowly round the pitch. Then the game started. Mazen kicked the ball to Hani. Then, Hani passed the ball to Bashaar. After that, Bashaar scored a goal!*

HUSSAM : *I don't want to be an explorer when I grow up. I want to be a footballer!*

Followup

- Pupils can write their own versions of Hussam's final speech bubble, saying first what they don't want to be when they grow up, and then what they do want to be.

Revision 2

- Revise the possessive -'s. Walk around the classroom, pointing to things belonging to different pupils. Ask 'Whose is this pen? ... Whose are these books?', so as to elicit answers beginning *It's* and *They're*: 'It's/They're Ola's.', etc.

Pupil's Book, Exercise 2

- First, use the *Jobs* wall chart to revise the words for jobs. Point to the people on the wall chart. Ask 'What's his/her job?' Ask different pupils 'What do you want to be when you grow up?' Elicit full-sentence answers, beginning *I want to be a/an ...*
- Hold up your Pupil's Book and point to the row of items at the bottom of page 3. Ask about each one: 'Whose is this?' and elicit an answer ending in -'s, as shown in the example.
- Give pupils a few minutes to practise in pairs. They must take turns to point to the different items and ask each other 'Whose is this?'

Activity Book, Exercise 1

- Pupils must copy the words into the correct list. Work through a few examples orally with the whole class, if you feel your pupils need extra support.
- Early finishers can think of other words that could go in the lists – other than the list of cardinal points, which is already complete.

Answers

north, west, east, south; fireman, nurse, vet, dentist; tracksuit, sweatshirt, trainers, football boots; kicked, won, scored, threw, passed

Activity Book, Exercise 2

- Pupils read the description of the route shown on the map, and decide whether each sentence is correct or incorrect. Ask them to write correct versions of any incorrect sentences.

Answers

1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 X (After that we went south.) 6 X (We went south along a river.) 7 ✓

Lesson 2

Aims

- To revise saying what people want to be when they grow up
- To learn a song to revise words for jobs
- To revise questions and answers using possessive pronouns
- To revise some irregular plural nouns

Structures

I [don't] want to be a [footballer] when I grow up.
 Possessive pronouns
Is this yours? – No, it isn't mine. It's his/hers.

Functions

- Saying what job you would like to do when you grow up
- Asking and saying who things belong to

Topics

Jobs

Vocabulary

Words for jobs
fly (v.), help, paint (v.), wear
aeroplane, cap, coat, drawing, food, picture

Resources


- Pupil's Book, page 2, Exercise 3 Sing Cassette, Unit 10 Exercise 3 Sing
- Pupil's Book, page 2, Exercise 4 Match and say
- Activity Book, page 2, Exercise 3 Listen and write
- Cassette, Unit 10 Activity Book, Exercise 3 Listen and write
- Activity Book, page 2, Exercise 4 Look and write


Revision 1

- Use the recording from Exercise 2 on Pupil's Book page 23 (*Listen and match*) to revise *want to be* + words for jobs. Say 'Listen to Tala. What does she want to be?' Play the first part of the recording.
- Ask the class: 'What does Tala want to be?' (an artist) 'Why?' (She loves drawing and painting.)
- Use the rest of the recording in the same way.
- Ask pupils to turn to the grid they completed on Activity Book page 23 showing what their friends want to be when they grow up. Ask pupils to tell you about their friends: 'What does Omar want to be?' etc.


Pupil's Book, Exercise 3

Unit 10
Revision 2


3  **Sing**




*I want to be a teacher,
And do what teachers do.
I want to teach in a busy town
And in the country too!*



*I want to be a doctor,
And do what doctors do.
I want to wear a doctor's coat
And help sick people too!*

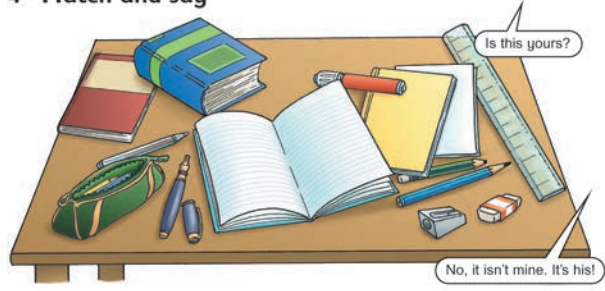


*I want to be an artist,
And do what artists do.
I want to paint great pictures
And do great drawings too!*



*I want to be a pilot,
And do what pilots do.
I want to wear a pilot's cap
And fly an aeroplane too!*

4 Match and say



32

- Hold up your book and point to each of the four people in turn. Ask 'What's her/his job?' Establish that they are a teacher, a doctor, an artist and a pilot.
- Play the song once, while pupils follow in their books. Use mime and gesture to reactivate words that pupils may have forgotten: *putting on a coat, painting a picture, etc.*
- Divide the class into four groups: two groups of girls and two of boys. Have each group sing one verse of the song along with the cassette.

Tapescript

*I want to be a teacher,
And do what teachers do.
I want to teach in a busy town
And in the country too!*

*I want to be a doctor,
And do what doctors do.
I want to wear a doctor's coat
And help sick people too!*

*I want to be an artist,
And do what artists do.
I want to paint great pictures
And do great drawings too!*

*I want to be a pilot,
And do what pilots do.
I want to wear a pilot's cap
And fly an aeroplane too!*

Followup

- Help pupils to write new verses for the song expressing their real wishes about what job they want to do. They will need to think of two activities associated with the job, e.g.

*I want to be a farmer,
And do what farmers do.
I want to have lots of sheep
And grow vegetables too!*

Revision 2

- Revise possessive pronouns. Walk around the classroom again, pointing to things that belong to different pupils. Ask e.g.: 'Whose is this pen? ... Whose are these books?' Elicit the response *It's mine.*
- Repeat the chant that began with the question *Whose is this classroom? (It's mine. It's yours. It's his. It's hers. It's ours.)*

Pupil's Book, Exercise 4

- Demonstrate the activity. Collect a number of possessions from different pupils and put them on your desk. Pick up one of them and ask a pupil (not the owner): 'Is this yours?' Help them formulate the answer 'No, it isn't mine. It's his/hers.'
- Divide the class into groups of four or five. Each group should make a collection of possessions, similar to the one you just put together. When you give the signal, one pupil from each group moves to the next table and tries to find out which item belongs to which child by asking 'Is this yours?'

Activity Book, Exercise 3

- Prepare for the dictation by asking questions about the picture: *Who can you see? Does he live in the town or in the country? Has he got some animals?*
- Before pupils write anything, play the recording, pausing after each sentence. Ask the class to repeat. Write unfamiliar vocabulary on the board.
- Play the recording again, pausing for pupils to write.

Tapescript/Answers

This is Ali. His father is a farmer. Ali lives on a farm. He helps his father with the animals. Ali wants to be a vet. He loves animals. He gives food to them in the morning.

Activity Book, Exercise 4

- Remind pupils that nouns ending in -s, -ss, -sh, -ch and -x take -es in the plural.
- Ensure that they are sounding the added syllable (-es) when they give you the plural forms.

Answers

1 sandwiches 2 dresses 3 toy boxes 4 compasses 5 foxes
6 football pitches

Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 6–9. The activities can be done in class or given for homework and are intended as revision in preparation for Test 2.

Exercise 3, Look and write

- Ask pupils to complete the crossword by writing the jobs of the people in the pictures.

Answers

1 nurse 2 vet 3 dentist 4 artist 5 fireman 6 teacher

Exercise 4, Look and order

- Pupils look at the picture and follow the route shown by the line. They then number the directions to show the correct order.

Answers

5 – 3 – 2 – 4 – 1

Test 2

Answers

Exercise 1, Look and write

1 sports bag 2 tracksuit 3 trainers 4 football boots
5 sweatshirt 6 tennis racket

Exercise 2, Read and complete

1 dentist 2 artist 3 fireman 4 nurse 5 vet

Exercise 3, Read and order

1 c 2 d 3 b 4 a

Exercise 4, Look, read and circle

1 along/river 2 up/hill 3 through/woods 4 across/field
5 waterfall

Exercise 5, Read and write

1 mine/to me 2 Whose 3 his/to him 4 yours 5 hers/to her

Exercise 6, Look and write

1 north 2 south 3 west 4 east

Unit 11

Lesson 1

Aims

To learn words for computers and their components
To learn instructions for working on a computer

Structures

Imperatives

Functions

Giving and understanding instructions

Topic

Computers and the Internet

Vocabulary

click, open, print, put, switch on, find out (about), computer, icon, Internet, keyboard, monitor, mouse, paper, printer, search, website, Earth, project, useful (for)

Resources

Pupil's Book, page 3 Exercise 1, Listen and read
Cassette, Unit 11, Exercise 1, Listen and read
Pupil's Book, page 3 Study Box
Activity Book, page 3 Exercise 1, Look and write
Activity Book, page 3 Exercise 2, Read and match
Flashcards: monitor, keyboard, mouse, printer, icon
If possible, a real computer with mouse and keyboard

Before the lesson, write a short list of computer-related vocabulary on the board: *monitor, keyboard, mouse, printer, icon*

Revision

- Ask a couple of volunteers to come to the front of the class. Whisper to them (or write on a piece of paper which no one else can see) that you want them to mime working on the computer.
- Ask the rest of the class 'What are they doing?' and help them to answer 'They're working on a computer.' Ask your volunteers to sit down.
- Ask 'Who can spell *computer*?' Ask a pupil to come and write the word on the board. The rest of class can help. You could also help by drawing letter dashes: _ _ _ _ _ .

Presentation

- Use flashcards or a real computer to teach the words *monitor, keyboard, mouse, icon* and *printer*. Hold up the flashcards (or point to relevant parts of the computer), say the words and have the class repeat them. (If your computer has no printer, mime loading paper into a printer to teach *printer*.)
- Say the words in a different order. Gradually stop saying them and simply point, so that the pupils are saying the words without you.
- Point out that *mouse* is a word they already know. Hold up the *mouse* flashcard again and ask 'Why is it called a mouse?' (Because it's small and has a tail – perhaps) Say 'We use the mouse to click on what we want to see.' Demonstrate clicking with a mouse.
- Point to the words you listed on the board and help pupils to read them aloud. Try the 'Write, look, cover and say' approach: cover the words on the board, one at a time, and ask pupils to say or write them.

Pupil's Book, Exercise 1

Unit 11

1 Listen and read

This is our new computer. That is the monitor. That is the keyboard. That is the mouse. This is the printer.

We're using the computer for a school project. We want to find out about the Earth.

Switch on the computer. Then, click on the Internet icon. Write 'the Earth' in the box. Then, click on 'Search'. Click on a website and it will open.

This is very useful for our project.

Yes, we can.

Can we print this page?

Let's take this information to school tomorrow.

Okay!

Switch on the printer. Put some paper in the printer. Then, click on the printer icon.

Study Box

Switch on the computer/printer.
Write 'the Earth' in the box.
Put some paper in the printer.
Click on the printer icon.

- Pupils turn to page 3. Ask ‘Who can you see? What are they doing?’ Establish that Ruba and Hussam are at home, working on their new computer.
- Say ‘They are using their computer for a school project. What’s their project about? Listen carefully.’ Play the cassette while pupils listen and follow in their books.
- Play the cassette again, pausing after each sentence for pupils to repeat. Go slowly through the passages of instruction that are highlighted in pink in the Pupil’s Book. Use mime to help understand the different computer operations. Have the pupils mime along with you.
- Repeat your question about Ruba and Hussam’s project. Elicit the correct answer from different pupils: *It’s about the Earth.*

Tapescript

RUBA: *This is our new computer. That is the monitor. That is the keyboard. That is the mouse. This is the printer.*

HUSSAM: *We’re using the computer for a school project. We want to find out about the Earth.*

Switch on the computer. Then, click on the internet icon. Write ‘the Earth’ in the box. Then, click on ‘Search’. Click on a website and it will open.

HUSSAM: *This is very useful for our project.*

RUBA: *Can we print this page?*

HUSSAM: *Yes, we can.*

Switch on the printer. Put some paper in the printer. Then, click on the printer icon.

HUSSAM: *Let’s take this information to school tomorrow.*

RUBA: *Okay!*

Followup

- Use questions around the class to open a discussion about computers:
*Have you got a computer? Where is it? In your bedroom?
When do you use it? In the morning / afternoon / evening?
Do you use the Internet?
What is your favourite website?*

Pupil’s Book, Study Box

- Read out the examples in the Study Box. Ask pupils to mime the different operations described.
- Ask pupils to turn their books face down and do the mimes again, following your instructions.
- Give them a few minutes to practise in pairs. One pupil reads the instructions: the other closes their book and mimes. Pupils then reverse roles.

Activity Book, Exercise 1

- Pupils use the picture clues to complete the crossword. Let them look back in the Pupil’s Book to find the answers and check spelling.

Answers

1 computer 2 monitor 3 keyboard
4 mouse 5 printer 6 icon

Activity Book, Exercise 2

- Explain the task, then let pupils work unaided, so as to develop their reading skills. Circulate and help.
- Correct the exercise orally, asking different pupils to read out the completed instructions.

Answers

1 b 2 d 3 a 4 c

Lesson 2

Aims

To practise using words for computers and computer processes
 To practise giving and understanding instructions
 To talk about the different electronic devices we use

Structures

Imperatives

I use [a computer] more than [a mobile phone].

What do you use [computers] for?

I use a [computer] for [school projects].

I use a [computer] to [find out about history].

Functions

Giving and understanding instructions

Talking about habits

Topic

Computers and electronic devices

Resources

Pupil's Book, page 2 Exercise 2, Order and say

Pupil's Book, page 2 Exercise 3 Look and talk

Pupil's Book, page 2 Exercise 4 Talk about you

Activity Book, page 2 Exercise 3 Read and match the sentences with the pictures

Activity Book, page 2 Exercise 4 Write instructions for buying and sending a birthday card

Flashcards: monitor, keyboard, mouse, printer, icon

If possible, a real computer with mouse and keyboard

Revision

- Use the flashcards or an actual computer to revise computer vocabulary from the last lesson. Ask pupils to point to the different components. Then point yourself, saying: 'This is the ...', and elicit the word.
- Read aloud the instructions from the Study Box on page 3 encouraging the class to repeat and mime. Repeat the mime, this time with the pupils providing the instructions.

Pupil's Book, Exercise 2

Unit 11

2 Order and say

Switch on the computer. Then, ...

3 Look and talk

4 Talk about you

What do you use computers for?

I use a computer for school projects.

34

- Pupils turn to page 2 Say 'We want to find about learning English. What must we do?'
- Ask someone to read the instruction shown in the speech bubble. Ask 'What picture is it?' and establish that the instruction refers to picture 'a'.
- Give pupils a few minutes to work in pairs and discuss the correct order for the remaining pictures.
- Go through the pictures to establish the correct order. Help pupils to say the correct instruction, beginning with *Then, ...* :
 Switch on the computer. (a)
 Then, click on the Internet icon. (c)
 Then, write 'Learning English' in the box. (e)
 Then, click on 'Search'. (d)
 Then, click on the website. (f)
 Then, switch on the printer. (b)

Answers

a - c - e - d - f - b

Pupil's Book, Exercise 3

- Hold up your book, point to each of the three photos in turn, and ask 'What is it?' Ensure everyone understands that they show *a mobile phone, a television and a computer*.
- Read the example in the speech bubble yourself, or have a confident pupil read it. Ask other pupils to repeat.
- Write a sentence template on the board:
I use a _ _ more than a _ _ .
Making it clear that you are speaking about yourself, say 'I use a [computer] more than a [television]'
- Give pupils a few minutes to tell each other about the items they use, using the sentence template on the board.
- Bring the class together again. Invite pupils to say the sentences they have prepared to the whole class.

Answers

Pp ils' own answers

Pupil's Book, Exercise 4

- Show pupils the pictures of Hussam and Ruba using their new computer on page 3. Ask 'What are they using the computer for? Are they playing a game? Are they using their computer to write a story? ... No they're using it for a school project.'
- Ask different pupils 'What do you use computers for?' Help them to formulate their own ideas, writing new or unfamiliar vocabulary on the board, e.g.
I use a computer for school projects.
... for my photos.
... for e-mails.
... for my favourite music.
I use a computer to play games.
... to find out about history.
... to watch DVDs.
... to talk to my friends.
- Give the class a few minutes to write one or two sentences saying what they use a computer for.
- Ask different pupils 'What do you use computers for?' Then encourage pupils to put the same question to other children in the class.

Activity Book, Exercise 3

- Ask pupils to read the sequences of instructions, then decide which picture they correspond to.

- Demonstrate the task, then give the class a few minutes to complete it on their own, to help them develop reading comprehension skills. Say 'Don't worry if you can't understand every word.'
- Correct the exercise orally. Read out each instruction sequence, pausing before key words and asking pupils to supply them.

Answers

1 d 2 c 3 e 4 b 5 a

Activity Book, Exercise 4

- Prepare by saying: 'It's my friend's birthday tomorrow. I want to send her a card. What shall I do? Can you tell me?'
- Help pupils to formulate a sequence of instructions. Write new or unfamiliar vocabulary on the board:
Go to the shop. Buy a birthday card. Take it home. Write the card. Write the name and address of your friend. Stick on a stamp. Post the card.
- Elicit other situations where pupils could write instructions, for example for using a mobile phone or a radio.
- Pupils write the complete instructions.

Lesson 3

Aims

To practise reading and writing instructions
To revise contracted forms of the verbs *be* and *have got*
To review key structures and vocabulary presented in Unit 11

Structures

Imperatives
be, have got

Functions

Reading and writing sequences of instructions

Topic

Computer games

Resources

Pupil's Book, page 3, Exercise 5, Read, choose and match

Pupil's Book, page 3, Exercise 6 Talk about you
Activity Book, page 3, Exercise 5, Look and write instructions for using a computer game
Activity Book, page 3, Exercise 6 Write sentences using the shorter form

Flashcards: monitor, keyboard, mouse, printer, icon

A selection of computer games and educational programmes in their boxes

Revision

- Ask pupils what important words and expressions they have used in Unit 11. Use the flashcards to revise the words for computer parts. Say and mime the instructions from the Study Box on page 3 encouraging pupils to join in.
- Ask different pupils 'What do you use computers for?' Let them look at the sentences they wrote in Lesson 2, to refresh their memories.

Presentation


- Hold up one of the games or programmes you have brought in. Ask 'Do you know this game? Have you got this game? What's it about? ...' Do the same with your other games and programmes.
- Ask pupils 'What's your favourite game? What's it about? ...'

Pupil's Book, Exercise 5


Unit 11

5 Read, choose and match

a



b




a High score

1st	Munzer	20,000
2nd	Samer	15,000
3rd	Lama	12,000


b LEVEL 2

c



d End game

e




f


What is the fastest animal?

a lion b tiger c cheetah

g



h



6 Talk about you

Do you like playing computer games?

What games do you like?

How do you play them?

35

- Hold up your book and point to each of the two games in turn. For each game, ask 'What's it about?' (Various answers are possible: *It's about English/animals/sport/the Earth. It's about drawing and painting, etc.*). Point to the question mark on *English World* and ask pupils what this means, and therefore what sort of a game *English World* might be. (a quiz game).
- Point to the picture sequence below and ask 'Which game is it? This one?' (point to *English World*) 'Or this one?' (point to *Draw and Paint*) Establish that the pictures show us how to use *English World*.
- Let pupils work in pairs for a few minutes, reading and matching. Again, the aim is to develop reading comprehension skills, including strategies for dealing with unfamiliar vocabulary (surmising from context, etc.).

- Bring the class together again to discuss their answers. Read each instruction in turn and have pupils repeat. Ask different pupils to point to the corresponding picture and say the letter.

Answers

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

Pupil's Book, Exercise 6

- Use the first two questions as a springboard for class discussion: 'Do you like playing computer games? What games do you like?'
- Ask further questions: 'What's your favourite game? What's it about?'
- Ask a confident pupil about their favourite game: 'How do you play it? Can you show us?' Encourage the pupil to mime playing the game. Help them to express the different stages as a series of instructions.

Activity Book, Exercise 5

- Ask pupils to write a sequence of instructions for using the *Draw and Paint* game shown in the Pupil's Book. They can base these on the instructions for *English World*, adapting them as necessary.

Suggested answers

Click on the game icon. Wait.
Click on 'Play'. The game will start.
Click on the pencil and draw a picture.
Click on the brush and colour the picture.
Click on 'Print'.

Activity Book, Exercise 6

- Write a sentence on the board: *I have got a computer.* Remind pupils that in spoken English (and in informal, written English) we use contractions, so *I have got* becomes *I've got*. Continue with *you have got, he/she has got, we have got, they have got*.
- Write a new example: *I am from* – and add the name of your town. Show how *I am* is contracted to *I'm*. Continue with *you are, he/she is, we are, they are*.
- Pupils rewrite the sentences in Exercise 6 using contractions.

Answers

1 He's eleven years old. 2 I'm from Syria. 3 We're learning English. 4 They're from Damascus. 5 It's five o'clock. 6 They've got new bicycles. 7 I've got one brother and one sister. 8 She's got a red ball.

Unit 12

Lesson 1

Aims

To learn the words for planets, etc, in our solar system

To learn to ask questions about size, distance, age and temperature

To practise making comparisons concerning size, etc.

Structures

Comparative and superlative of adjectives

How big/hot/old/far is [the moon]

Functions

Asking and answering about size, distance, age and temperature

Topic

Our solar system

Vocabulary

think, travel, visit, astronaut, million, moon, planet, star, sun, temperature, spaceship, bigger, closer, closest, smaller, hotter, far (away)

Resources

Pupil's Book, page 3 Exercise 1, Listen and read

Cassette, Unit 12, Exercise 1, Listen and read

Pupil's Book, page 3 Study Box

Activity Book, page 3 Exercise 1, Look and write

Activity Book, page 3 Exercise 2, Write

Activity Book, page 3 Exercise 3 Look and write

Wall chart: Space

Presentation

- Draw a large circle on the board, asking as you draw: 'What's this?' If pupils guess in their own language, reply using the English word: 'No, it's not a plate.' etc. Help them by pointing out of the window to the real sun (or into the sky, if the sun is not visible). Once the drawing has been identified, write *sun* on the board.
- Draw a smaller circle some distance from your sun. This will represent the Earth. Ask 'What is it?' Once it has been identified, write *Earth* on the board. Say 'The Earth is a planet. There are other planets nearby.' Draw one or two neighbouring planets, without mentioning any names. Write *planet* on the board.

- Proceed in the same way for the moon, drawing a small moon beside the Earth. Write *moon*.
- Teach the word *star* by drawing a few stars and writing the word on the board.
- Practise all five words, using a 'look, cover and say' approach.

Presentation/Revision

- Point to your sun and say 'The sun is bigger than the Earth.' Have the class repeat. Pointing to your moon, ask 'Is the moon bigger than the Earth?' Help pupils to answer: 'No: the moon is smaller than the Earth.' Use your hands to demonstrate *bigger* and *smaller*, alternately suggesting something big and wide, then something small. Have pupils say the words and gesture along with you.
- Draw a line between the sun and the Earth. Ask 'How far is the sun from the Earth? Is it 150 thousand kilometres? 150 million kilometres? ... or 150 billion kilometres?' Write the numbers in figures as you say them, and leave them on the board: 5,000 5,000 and 5,000,000. Say 'Let's listen carefully and find out.'

Pupil's Book, Exercise 1

Unit 12

1 Listen and read

The sun is a star, but it's bigger than other stars.

How big is the sun?

How far is the sun from the Earth?

It's 150 million kilometres from the Earth.

How hot is the sun?

It's very hot. The temperature in the middle of the sun is 10 million degrees!

The Earth is a planet. The moon travels around the Earth.

How old is the moon?

The moon is very old. It's the same age as the Earth and the other planets.

The moon is closer to the Earth than the sun.

I'd like to visit the moon. I want to be an astronaut when I grow up!

How big is the sun?

Study Box

How big/hot is the sun?
It's (10 million degrees centigrade).
The sun is bigger/hotter than other stars.
The sun is the closest star to the Earth.

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- Pupils open their books at page 8. Hold up your book and point to the children. Ask 'Where are they?' (at school, in their classroom). Point to the teacher and ask 'Who's this?' (the teacher, Miss Lubna). 'What is she talking about?' (about the sun, the Earth and the moon).
- Point to the astronaut and ask 'Where is he?' (On the moon). Write *astronaut* on the board. Ask 'How did he travel to the moon?' (In a spaceship). Point to the spaceship on the *Space* wall chart, and write *spaceship* on the board.
- Play the cassette, while pupils listen and follow in their books. Play it again, pausing after the children's questions, and asking different pupils to repeat. Use gestures to help understanding of what the teacher says. Point to your blackboard drawings or use the *Space* wall chart to convey the sense of *far away ... closest ... in the middle of the sun ... closer*.
- Ask again: 'How far is the sun from the Earth?' Let pupils check in their books to remind themselves of the answer: 150,000 kilometres. Point to the corresponding figure on the board.

Tapescript

MISS LUBNA: *The sun is a star, but it's bigger than other stars.*

RB: A: *How big is the sun?*

MISS LB: A: *It's very big. We think that it's small because it's very far away. It's the closest star to the Earth.*

HBSAM: *How far is the sun from Earth?*

MISS LB: A: *It's 150 million kilometres from the Earth.*

HBSAM: *How hot is the sun?*

MISS LB: A: *It's very hot. The temperature in the middle of the sun is 15 million degrees!*

MISS LB: A: *The Earth is a planet. The moon travels around the Earth.*

DEEMA: *How old is the moon?*

MISS LUBNA: *The moon is very old. It's the same age as the Earth and the other planets.*

MISS LB: A: *The moon is closer to the Earth than the sun.*

SALAH: *I'd like to visit the moon. I want to be an astronaut when I grow up!*

Follow-up

- Ask pupils to scan the text and find the questions. Have different individuals read out the questions and answer them, using the teacher's words.
- You may give actual dimensions and ages if you wish. The sun is about 1,400,000 (1.4 million) km in diameter; the Earth, the moon and the other planets in our solar system were formed about 4,600 (4.6 billion) years ago.

Pupil's Book, Study Box

- Ask a pupil to read the question in the speech bubble. Practise by pointing to the different planets, etc. you have drawn on the board, or use the *Space* wall chart. Say with the class: 'How big is the sun? How big is the moon? How big is the Earth? ... Gradually stop speaking yourself, so that pupils are asking the questions unaided, while you simply point. (The diameter of the Earth is about 12,756 km; that of the moon is about 3,476 km.)
- Practise the second question in the same way.
- Write the question on the board *How big is the sun?* Show how the question can be changed by substituting one word: *How big/hot/old/far is the sun?*
- Read the other Study Box sentences aloud and have the class repeat. Help the class to make comparisons between the sun and the Earth using *bigger, colder, smaller and hotter*: *The Earth is colder than the sun. etc.*
- Ask 'Which planet is closest to the Earth?' and see if anyone knows the answer. Accept answers in the pupils' own language, but model the name in English: *Mars*.

Activity Book, Exercise 1

- Ask pupils to refer to the dialogue in their Pupil's Book to help them label the pictures correctly.

Answers

1 sun 2 moon 3 star 4 astronaut 5 planet

Activity Book, Exercise 2

- Ask Pupils to make sentences about the pictures, using the comparative form of the adjective in brackets. Do the exercise orally first, then let pupils complete it in writing.

Answers

1 The sun is bigger than the star. 2 The moon is smaller than the sun. 3 The sun is hotter than the Earth. 4 The moon is closer than the sun.

Activity Book, Exercise 3

- Ask questions about the three boys:
Who is the tallest boy? Is Hussam taller than Amer? Is Amer smaller than Ali? Who is the smallest boy?
- Ask pupils to write sentences about the boys using the words in the box.

Answers

Ali is the tallest boy.
Amer is smaller than Ali.
Amer is taller than Hussam.
Hussam is the smallest boy.

Lesson 2

Aims

To revise the words for planets, etc, in our solar system
To practise asking questions about size, distance and temperature
To practise making comparisons concerning size, etc.

Structures

Comparative and superlative of adjectives
How big/hot/old/strong ... ?
How far is [you r house] from [the park]?
How [ast] can you [run]?

Functions

Asking and answering about size, distance, temperature, etc

Topic

Our solar system

Vocabulary

bookshop, chemist's, museum, park, Jupiter, Mars, bigger, biggest, smaller, smallest, hotter, hottest, colder, coldest

Resources

Pupil's Book, page 3 Exercise 2, Look and talk
Pupil's Book, page 3 Exercise 3 Ask and answer
Pupil's Book, page 3 Exercise 4 Talk about you
Activity Book, page 3 Exercise 4 Look and write the questions
Activity Book, page 3 Exercise 5, Write the questions and the answers

Revision

- Hold up your book and show the picture on page 8 of Hussam and his friends at school. Ask 'What

are they talking about?' (about the sun)..

- Play the recording from Lesson 1. Pause each time a child on the cassette asks a question, and have one of your pupils repeat it. Then see if anyone in the class can answer the question.
- Pause after Salah says *he'd like to visit the moon*. Ask 'What does he want to be?' (an astronaut).
- Hold up your Activity Book and show the picture of Ali, Amer and Hussam at the bottom of page 8 Repeat your questions from the last lesson:
Who is the tallest boy? Is Hussam taller than Amer? Is Amer smaller than Ali? Who is the smallest boy?
Pupils must try to answer without looking in their books.

Presentation

- Ask again: 'Which planet is closest to the Earth?' (Mars). 'Which is the biggest planet?' Accept answers in the pupils' own language, but model the name in English: 'That's right. It's Jupiter.'
- Say 'Let's learn about Mars and Jupiter.' Ask pupils to open their books at page 3

Pupil's Book, Exercise 2

Unit 12

2 Look and talk

Jupiter is bigger than the Earth. Mars is the smallest of the three planets.

Planet	Diameter (km)	Temperature (C)	Distance from Sun (million km)
Jupiter	142,983	-148	777
The Earth	12,755	-88 to 58	150
Mars	6,794	-187 to 20	229

3 Ask and answer

How far is your house from the park?

4 Talk about you

How strong are you?
How big is your school?
How hot is your city in the summer?
How fast can you run?

- Read the sentences in the speech bubble as you point to the different planets mentioned. Have pupils repeat each sentence after you.
- Write on the board: *The Earth – bigger*. Ask pupils to make a sentence about the Earth, using these words. (The Earth is bigger than Mars.)
- Focus on the three arrows, which show the distance of the three planets from the sun. Say ‘Jupiter is the furthest planet from the sun,’ and have the class repeat. Write on the board: *The Earth – closest planet to*. Ask pupils to make a sentence about the Earth, using these words. (The Earth is the closest planet to the sun).
- Focus on the remaining set of figures, which show the range of temperatures on each planet. Write *hottest* on the board and ask pupils to use it to make a sentence (The Earth is the hottest planet). Do the same with *coldest* (Jupiter is the coldest planet).
- Read out these sentences about the three planets. Ask pupils if they are right or wrong:

<i>The Earth is smaller than Jupiter.</i>	✓
<i>Jupiter is hotter than the Earth.</i>	✗
<i>Mars is bigger than Jupiter.</i>	✗
<i>Jupiter is the coldest planet.</i>	✗
<i>The Earth is colder than Mars.</i>	✗
- Give pupils a few minutes to make correct sentences about the three planets, working alone or in pairs. Circulate, listen and help.
- Invite different pupils to say their sentences to the class.

Pupil’s Book, Exercise 3

- First, ask pupils to identify the places they can see in the photographs (bakery, park and restaurant).
- Use the pictures as a basis for questions round the class. Ask pupils: ‘How far is your house from the park? ... bakery? ... restaurant?’ Encourage them to give approximate answers, using *about*.
- Give pupils a few minutes to ask and answer in pairs.

Pupil’s Book, Exercise 4

- Read out each question in turn and ask pupils to repeat. Elicit answers using *very*: I’m (not) very strong. (My school is) very big. It’s very hot. I *can/can’t* run very fast.
- Let pupils use the questions to ask and answer in pairs for a few minutes.

Activity Book, Exercise 4

- Hold up your book and point to the picture of the moon. Ask ‘What is it?’
- Do the exercise orally first, helping pupils to formulate questions beginning with *How ...*
- Ask pupils to complete the exercise in writing.

Answers

1 How wide is the moon? 2 How far is the moon from the Earth? 3 How hot is the moon? 4 How cold is the moon?

Activity Book, Exercise 5

- Pupils refer to the map to complete the questions and the answers. Do the exercise orally first, then ask pupils to complete it in writing.

Answers

1 How far is it from the chemist’s to the park? – It’s 1 kilometre from the chemist’s to the park.
 2 How far is it from the school to the park? – It’s 2 kilometres from the school to the park.
 3 How far is it from the school to the museum? – It’s 4 kilometres from the school to the museum.
 4 How far is it from the museum to the park? – It’s 3 kilometres from the museum to the park.

Lesson 3

Aims

To learn more about our solar system through reading
 To practise interrogative structures
 To review key structures and vocabulary presented in Unit 12

Structures

Interrogatives: *How long/many* ,.. *Is/Are* ,.. *What do ...*

It takes [a year] for [the Earth] to [travel around the sun]

There is [no] ... , Is there ?..

Comparative of adjectives

Functions

Asking questions to obtain factual information
 Reading for gist

Topic

Our solar system

Vocabulary

last (v.), *live*, *take*, *animals*, *people*, *plants*, *sky*, *sun*, *gas*, *rock*, *ice*, *wind*

Resources

Pupil's Book, page 8, Exercise 5, Read and say. Guess if the statements are true or false. Use *I think* or *I don't think*
 Activity Book, page 8, Exercise 6 Write
 Activity Book, page 8, Exercise 7 Read and answer

Before the lesson, write three comprehension questions on the board in preparation for Exercise 5 in the Pupil's Book:

How many planets are there? (nine)

Is there wind on the moon? (No, there isn't.)

How long is one day on Jupiter? (twelve hours)

Revision 1

- Hold up your Pupil's Book and turn over the pages of Unit 12. Ask the class: 'What's Unit 12 about? What words have we learnt?'
- Ask for a volunteer to come and write on the board. Say 'Write this question please: *How hot is the sun?*' Let the rest of the class help with spelling.
- Practise the question by doing a substitution drill. Point to the word *hot* and say 'big'. Encourage the class to say 'How big is the sun?' Point to the word

sun and say 'Earth'. The class say 'How big is the Earth?'

- Continue to modify the question by saying new words: *big*, *Earth*, *old*, *moon*, *far*, *hot*, *sun*, etc.
- Ask questions for pupils to answer: 'How hot is the sun? How old is the moon? How big is Jupiter?' Let them look for the answers in their books, but encourage them to use the same pattern in their answers: *It's very hot*, etc.
- Continue with the more general questions you asked in Lesson 2:
How strong are you? How big is our school? How hot is [name of your city or region] in summer? How fast can you run/swim? etc.

Revision 2

- Ask four or five different pupils: 'How old are you? When is your birthday?' Write up their names and their ages in years and months.
- Say 'Tamer is older than Khaled ... Nabil is younger than Amir.' Help pupils to make similar sentences by underlining two of the names on your list and giving *younger* or *older* as a prompt.

Pupil's Book, Exercise 5

Unit 12

5 Read and say. Guess if the statements are true or false. Use *I think* or *I don't think*

1 It takes a year for the Earth to travel around the sun.

2 People, animals and plants need the sun to live.

3 It takes about a month for the moon to go around the Earth.

4 There are seven planets.

5 All of the planets are bigger than the Earth.

6 The sky is different every night.

7 There is no wind on the moon.

8 The Earth is bigger than the moon.

9 A day on Jupiter lasts for twelve hours.

10 A year on Mars is shorter than on Earth.

Yes, I think there is no wind on the moon.

- Read the quiz with the class, and check that they understand all of the vocabulary.
- Explain to pupils that they have to decide whether the sentences in the quiz are true or false. Read the first sentence with the class again, and ask a pupil to read the sentence in the speech bubble below the quiz. Ask pupils whether they also think that it takes a year for the Earth to travel around the sun, and confirm that it does.
- In pairs or small groups, pupils read the sentences together and decide whether they think that the sentence is true or false. Encourage pupils to discuss the sentence, using 'I think ...' or 'I don't think ...'.
- Correct the quiz with the class, eliciting answers from pupils.

Answers

1 true 2 true 3 true 4 false, there are nine planets.
5 false, Jupiter, Saturn, Uranus and Neptune are bigger than the Earth. 6 true 7 true 8 true 9 false, it lasts for ten hours. 10 false, a year on Mars is longer than on Earth (687 days)

Activity Book, Exercise 6

- Ensure that students understand the comparative form using gesture to demonstrate *wider*, etc. Remind pupils how different adjectives change their spelling when we turn them into comparatives.
- Pupils complete the sentences by writing the comparative form of the adjective in brackets.

Answers

1 narrower 2 longer 3 wider
4 wetter 5 cooler 6 bigger

Activity Book, Exercise 7

- Write on the board *How many planets are made of gas?* Ensure that *gas* is understood.
- Ask pupils to read the text in the Activity Book and find the answer to the question. Tell them to scan the text for the answer, and not to try and understand every word.
- After a couple of minutes, ask your question again and elicit the answer from several pupils (four).
- Point to your question and ask 'Which word helped you to find the answer? Which is the key word?' Cover different words in the question to demonstrate their relative importance in understanding the aim of the question. This should help pupils identify *gas* as the key word.

- Use question 1 to demonstrate once more how we use the key word in a question to scan a text for the answer.
- Let pupils attempt questions 2 and 3 on their own.
- Bring the class together again to discuss their answers.

Answers

1 Key word: planets, Answer: nine 2 Key word: Mercury, Answer: eighty-eight days 3 Key word: Pluto, Answer: rock and ice

Follow-up

- Tell the class that in the next lesson they will be learning some more words for animals. Between now and then, they can be thinking about animal names they have learnt earlier on in their English studies. Ask them to prepare a list of any ten animal names.

Unit 13

Lesson 1

Aims

To learn how an obligation may be expressed using *must* and *mustn't*
To revise names of animals and learn some new ones
To consider the importance of protecting wildlife

Structures

We/You must/mustn't + verb
There are ...

Functions

Expressing obligation

Topic

Animals of Al Talila Nature Reserve

Vocabulary

leave, open (v.), protect, shout, stay, (nature) reserve, wild animal, bird, deer, donkey, fox, wolf, lizard, hyena, bus, (in) danger, all the time

Resources

Pupil's Book, page 9, Exercise 1, Listen and read
Cassette, Unit 13 Exercise 1, Listen and read
Pupil's Book, page 9, Study Box
Activity Book, page 9, Exercise 1, Look and write
Activity Book, page 9, Exercise 2, Read and write
Flashcards: deer, donkey, fox, lizard
If possible, posters, leaflets, etc. from Al Talila Nature Reserve

Before the lesson, write on one side of the board:
They are all in danger. We must protect them.
Leave space below to write a list of endangered species which you will compile with pupils later in the lesson.

Revision

- Begin by revising words for animals. Ask the class to tell you the words they wrote in their lists, for homework.
- Make lists of animal words on the board, under three headings: Pets, Farm animals, Wild animals. Write nothing below the heading you wrote up earlier (They are all in danger).. for the time being.

Presentation 1

- Teach new animal words using the flashcards: *deer, donkey, fox, lizard*. Hold up each flashcard in turn and have pupils repeat the word after you. Place the cards in different parts of the room, point to them and say the word, encouraging the class to join in. Continue to point, while the pupils say the words on their own.
- Add these new words to your blackboard lists. Ask different pupils: 'Have you seen a deer? ... lizard?, 'Where? In your garden? In the zoo?'
- Discuss which of the wild animals in your list can be found in Syria: 'Are there wolves in Syria? Have you seen a hyena? Where?' etc. Write up the phrases *in a zoo and in a nature reserve*.
- Tell the class: 'Today we're going to talk about the Al Talila Nature Reserve in Al Badia.' If you have any material about the nature reserve, show it to the class. Ask pupils 'Have you been to the Al Talila Nature Reserve?' If anyone has been, ask 'What animals did you see?'

Presentation 2

- Tell the class: 'There are wolves and hyenas at Al Talila Nature Reserve. They can be dangerous. People visit the reserve in a bus. You *must* stay in the bus all the time. You *mustn't* open the windows.' Draw a bus or use the bus flashcard as an aid to understanding.
- Write the key sentences on the board and ensure they are understood:
You must stay in the bus.
You mustn't open the windows.
Ask pupils to repeat the sentences after you.

Pupil's Book, Exercise 1

Unit 13

1 Listen and read

Today, we're at Al Talila Nature Reserve. It's twenty kilometres east of Palmyra.

Al Badia is very dry and rocky, but deer, donkeys, birds and lizards live in this reserve.

We're going to learn about the wild animals and birds of Al Badia.

They are all in danger. We must protect them.

Remember. You must stay in the bus all the time. You mustn't leave the bus.

Look Ruba! Look at the foxes!

Be quiet, Hussam. You mustn't shout.

You mustn't open the windows. There are wolves and hyenas here in the reserve!

Where's my camera? I want to take a photograph!

Study Box

We must protect the animals.
You mustn't leave the bus.
You mustn't shout.

39

- Ask pupils to turn to page 9. Ask questions about the picture story: 'Who can you see? Where are they? What animals can you see?'
- Ask pupils to listen to the recording and count how many different animals are mentioned. Play the cassette.
- Play the cassette again. Pause the tape recorder after each sentence and ask pupils to repeat.
- Ask pupils: 'How many animal words are in the text?' (seven), 'What are they? Can you tell me?' (deer, donkeys, birds, lizards, wolves, hyenas, foxes).
- Point out that *deer* takes no -s in the plural: *one deer, two deer*. It is an irregular plural in the same way as *fish* and *sheep*.
- Focus on any remaining unfamiliar vocabulary and ensure it is understood, for example *in danger*, *protect*.

Tapescrpt

H/S SAM: Today, we're at Al Talila Nature Reserve. It's twenty kilometres east of Palmyra.

RUBA: We're going to learn about the wild animals and birds of Al Bdi a.

PARK RANGER: Al Badia is very dry and rocky, but deer, donkeys, birds and lizards live in this reserve. They are all in danger. We must protect them

PARK RANGER: Remember. You must stay in the bus all the time. You mustn't leave the bus. You mustn't open the windows. There are wolves and hyenas here in the reserve!

HUSSAM : Look Ruba! Look at the foxes!

RBI A: Be quiet, Hussam. You mustn't shout.

SALAH: Where's my camera? I want to take a photograph!

Follow-up

- Point to the sentences you wrote up before the lesson:
They are all in danger. We must protect them.
Help pupils to think of any other animals they know that are endangered species. Be ready with translations, for example *pandas, rhinos, polar bears*. List them on the board, and remind the class: 'We must protect them.'

Pupil's Book, Study Box

- Read the examples in the Study Box and have the class repeat each one after you.
- Demonstrate how in English we use *must* and *mustn't* to express important rules:
You must stay in the bus. You mustn't open the windows.
- Ask pupils to look back through the picture story they have just heard and find all the sentences with *must* and *mustn't*.

Activity Book, Exercise 1

- Working with the whole class, ask pupils to name the animals in the pictures.
- Pupils then complete the exercise in writing. They can refer to the picture story to ensure their spellings are correct.

Answers

1 deer 2 tiger 3 monkey 4 fox 5 lizard 6 bird

Activity Book, Exercise 2

- Ask pupils to complete the sentences using the words in the box.

Answers

a nature reserve b rocky c danger
d protect e feed f wild

Lesson 2

Aims

- To practise expressing obligation using *must* and *mustn't*
- To revise names of animals
- To talk about animals that live near you

Structures

You *must/mustn't* + verb

Functions

Expressing obligation

Topic

Nature reserves

Vocabulary

feed, touch, cap, shoes, sign, sun cream
Animals

Resources

- Pupil's Book, page 40 Exercise 2, Listen and say
- Pupil's Book, page 40 Exercise 3 Look and say
- Pupil's Book, page 40 Exercise 4 Talk about you
- Cassette, Unit 13 Exercise 2, Listen and say
- Activity Book, page 40 Exercise 3 Look and write
- Activity Book, page 40 Exercise 4 Write

Revision 1

- Ask pupils if they can remember the three headings under which you listed animal names in Lesson 1: *pets, farm animals, wild animals*. Write these on the board again.
- Ask pupils to remember the animals that belong to the different categories. If they need help, ask e.g. 'What about lions? Are they pets? Are they farm animals? ...'
- Organise a team game, with each team taking turns to send a different pupil to the board to write an animal name in the correct list. Pupils may look in their books and notebooks, but must leave them behind when they come to the board to write.

Revision 2

- Remind the pupils of the sentences you wrote up in Lesson 1: *You must stay in the bus. You mustn't open the windows.*
- Books closed. Play the recording from Lesson 1. Ask pupils to listen and put up their hands each time they hear a sentence with *must* or *mustn't*.

Pause the cassette each time and ask pupils to repeat the sentence, individually and all together.

Pupil's Book, Exercise 2

Unit 13

2 Listen and say

What must I do? What mustn't I do?



3 Look and say



What do these signs say?

4 Talk about you

Which wild animals and birds live near you?

40

- Ask pupils to imagine that they are visiting the Al Talila Nature Reserve. The six pictures on page 40 show them things that they *must* and *mustn't* do at the reserve. Play the cassette and ask pupils to point to the correct picture.
- Play the cassette once more, and ask pupils to point again and to repeat.
- Focus on the two questions at the top of the page. Say 'I am at Al Talila Nature Reserve. What must I do?' Elicit sentences with *must*.
- Ask 'What *mustn't* I do?' and elicit sentences with *mustn't*.
- Hold up your book, point to two or three of the pictures in turn and elicit sentences beginning *You must* or *You mustn't*.
- Give pupils five minutes to work in pairs. One pupil points to different pictures: the other pupil says the sentence. Circulate and monitor. After a couple of minutes, tell them to swap roles.

Tapescript

You must wear your cap.

You must put on sun cream.

You must wear good shoes.

You mustn't run.

You mustn't shout.

You mustn't leave the path.

Pupil's Book, Exercise 3

- Write a sentence template on the board: *You mustn't _ .*
- Hold up your book and point to each sign in turn, asking 'What does this sign say?' Have several different pupils give you the answer.

Answers

You mustn't feed the animals / giraffes / You mustn't leave the bus / You mustn't open the window / You mustn't touch the animals / lions.

Activity Book, Exercise 3

- Ask pupils to complete the rules for visitors to a nature reserve, using *must* or *mustn't*.
- Early finishers can draw a sign like the ones on page 0 of the Pupil's Book, to represent one of the rules with *mustn't*.

Answers

1 *must* 2 *must* 3 *mustn't* 4 *mustn't*
5 *must* 6 *must* 7 *mustn't* 8 *must*

Activity Book, Exercise 4

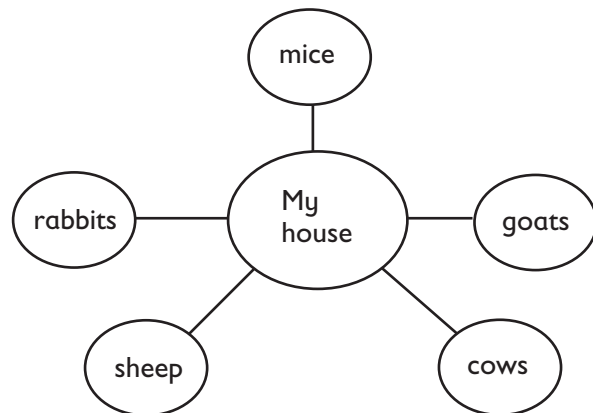
- Hold up your Activity Book and point to the signs. Say 'These are things you must and mustn't do at school.'
- Do the exercise orally first, asking pupils to formulate the different rules. Pupils then write them in their books.

Answers

1 *You mustn't run.* 2 *You mustn't eat.* 3 *You must listen (to your teacher).* 4 *You must arrive at 7.5.*

Pupil's Book, Exercise 4

- Working as a whole class, create a spidergram to revise the words for animals that are most familiar to your pupils. If your pupils live in a rural area, the spidergram might look like this:



- Ask questions about the different animals:
Do you like goats? What do cows eat?
Where do sheep live? In the house? In the garden? In a field?
Have you got a rabbit? Are mice in danger?

Lesson 3

Aims

To read and understand a text about an endangered species
 To write about a wild animal
 To revise the months of the year
 To review key structures and vocabulary presented in Unit 13

Structures

The present simple tense

Functions

Reading for information

Topic

The Northern Bald Ibis

Vocabulary

Northern Bald Ibis, insects, deserts, mountains, summer, winter, (400 years) ago
 Months of the year

Resources

Pupil's Book, page 4, Exercise 5, Read and answer
 Activity Book, page 4, Exercise 5, Project: Write about a bird or animal in the Al Talila nature reserve. Then, draw it in the rectangle
 A calendar
 If possible, photos of the Northern Bald Ibis

If you have time before the lesson, copy onto the board the information table about the Northern Bald Ibis, shown below (answers shown in brackets).

Revision 1

- Dictate three sentences for pupils to write down:
 1 *You must stay in the bus.*
 2 *You mustn't shout.*
 3 *We must protect the animals.*
- Correct the dictation with the whole class by writing the sentences on the board – or collect in their work so you can assess it yourself.
- Ask the class to think about what they have done since you began work on animals and nature reserves. What important new words and phrases have they learnt? See if they can tell you the sentences in the Study Box on page 9, using 'look, cover and say'.
- Ask pupils to look again at the four signs from the nature reserve on page 0. Can they tell you what

the signs say?

- Without looking in their Activity Books, can pupils remember the rules they wrote for behaviour in school? (*Exercise 4, Write*)

Revision 2

- Point to the calendar and ask 'What day is it today? What month is it?'
- Use the calendar to revise the months of the year, in preparation for the reading comprehension activity. Help the class to recite the months in order, beginning with January. Ask different pupils: 'Which month is your birthday?' Elicit full-sentence answers, beginning *It's in ...*

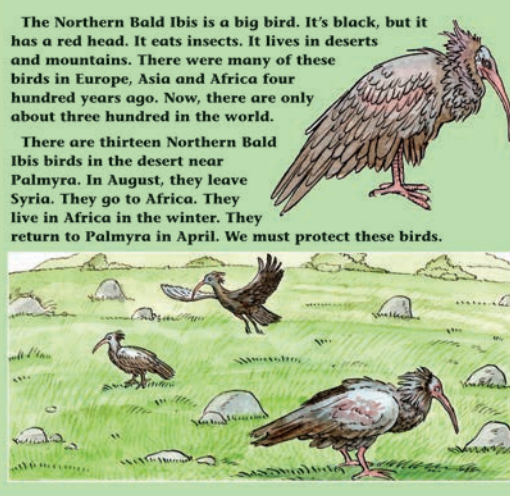
Pupil's Book, Exercise 5

Unit 13

5 Read and answer

The Northern Bald Ibis is a big bird. It's black, but it has a red head. It eats insects. It lives in deserts and mountains. There were many of these birds in Europe, Asia and Africa four hundred years ago. Now, there are only about three hundred in the world.

There are thirteen Northern Bald Ibis birds in the desert near Palmyra. In August, they leave Syria. They go to Africa. They live in Africa in the winter. They return to Palmyra in April. We must protect these birds.



- 1 What does the Northern Bald Ibis look like?
- 2 What does it eat?
- 3 How many Northern Bald Ibis birds are there in Syria?
- 4 Where do they live in the summer?
- 5 Where do they live in the winter?

- Hold up your book and point to the picture of the Northern Bald Ibis. Ask 'What is it? Is it a lion? Is it a donkey? Is it a bird?' Tell the class that the bird in the picture is the *Northern Bald Ibis*.
- Write up this information table. Do not write up the answers, shown here in brackets.

The Northern Bald Ibis	
Colour?	(black)
It eats ...	(insects)
How many?	(13 in the world – 13 in Syria)
In summer, it lives in ...	(Syria)
In winter, it lives in ...	(Africa)

- Read each item in the left-hand column and ensure it is understood. Ask pupils to read the text quietly to themselves and find the information to complete the table. Tell them not to get stuck on words they do not know, but to read on and guess meaning from context.
- Focus on each item in the information table and see if pupils can supply the answers.
- Read the text aloud slowly, pausing occasionally before known words, and asking pupils to supply them. Pause at the end of each paragraph to clarify unfamiliar vocabulary.
- Use the comprehension questions at the bottom of the Pupil's Book page for writing practice, possibly as homework. Answer the questions orally first, in full sentences. Then ask pupils to write the answers in their notebooks.

Answers

1 It's big and black. It has a red head. 2 It eats insects.
 3 There are thirteen. 4 They live in the desert near Palmyra.
 5 They live in Africa.

Activity Book, Exercise 5

- Pupils can use reference books at home, and the Internet, to collect information about the animal of their choice. They should answer as many of the questions as they can, writing full sentences, as in the preceding activity. They can then draw the animal, or stick in a photo if they have one.

Suggested answers

Its name is a fox.
 It is quite small.
 It is brown and red.
 It eats small animals.
 It usually lives in the forest.
 There are twelve foxes now.
 They live in the forest in the summer and the winter.

Unit 14

Lesson 1

Aims

To learn how indefinite pronouns are used
To revise vocabulary relating to jungles
To consider the problems of rainforest destruction

Structures

indefinite pronoun + modal:
Somebody must ... , Nobody can ... , Everybody must ... , Can anybody ... ?
nowhere / somewhere to [ive]
The present simple tense
The present continuous tense

Functions

Describing a problem; saying what must be done

Topic

The rain forests

Vocabulary

cut down, die, help, rain forest, village, safe, somebody, everybody, anybody, nobody, somewhere, everywhere, anywhere, nowhere

Resources

Pupil's Book, page 2, Exercise 1, Listen and read
Cassette, Unit 14 Exercise 1, Listen and read
Pupil's Book, page 2, Study Box
Activity Book, page 2, Exercise 1, Read and write
Activity Book, page 2, Exercise 2, Read and write a tick (✓) or a cross (X)
Flashcards: jungle (from Level 4)
Pictures of jungle animals
World map, if possible showing areas of rain forests
NOTE: A good website for information on rain forests is www.rainforestlive.org.uk.

Revision

- Introduce the topic of rain forests by revising vocabulary connected with forests and jungles. Hold up the jungle flashcard, used in *English for Starters, Level 4*. Ask 'What is it? Is it the desert? Is it the jungle?' Write the word *jungle* in the middle of the board.
- Ask pupils to think of words connected with jungles. Use flashcards or blackboard drawings to

- elicit words. Mouth words silently for them to lip-read, or write up the words with letter gaps, for example *m _ _ k _ _ for monkey*. As well as words for animals and vegetation, elicit adjectives to describe the jungle: *hot, wet, dark*, etc.
- Write the words on the board in the form of a spidergram, with jungle at its centre.

Presentation

- Use the map to show the class how the areas of dense, rainy jungles known as *rain forests* are distributed around the equator in South America, western Africa and Indonesia. Write *rain forest* on the board and have pupils repeat it.
- Tell the class 'The rain forests are in danger: why?' See if they are able to suggest reasons, and be ready to help them express themselves in English. List the reasons on the board:
1 *People are cutting down the trees.*
2 *The animals and birds don't have anywhere to live.*
3 ...
- Tell the class that there is a third problem facing the rain forests. They will find out what it is if they turn to page 2 of their Pupil's Books.

Pupil's Book, Exercise 1

Unit 14

1 Listen and read

Today, we are going to learn about the rain forest.

There are big rain forests in South America. Many wild animals live there, but some are in danger. In Syria, we protect our wild animals. They have somewhere safe to live. Nobody can hurt them in the reserves.

In the past, the rain forest was very big, but now it's smaller. People are cutting down the trees on the edges of the forest.

Some of the beautiful animals and birds are dying. They don't have anywhere to live.

The people of the rain forest are in danger, too. They have nowhere to live. Somebody must save the forest. We can do it. Everybody must help!

Somebody must save the forest!

Study Box

Everybody must help.
Somebody must save the forest.
Nobody can hurt the animals in the reserve.
Can anybody help? Is anybody saving the forest?



- Ask questions about the pictures on page 2: 'Who can you see? What animals can you see?' Point to the picture of the man cutting down trees. Ask 'What's he doing?' Write *He's cutting down trees.*
- Play the cassette. Play it again, pausing at the end of each paragraph to clarify unfamiliar language.
- Point again to the problems you listed earlier. Ask 'What is the third problem?' (The people of the rain forest have nowhere to live.).

Tapescript

MISS LUBNA: *Today, we are going to learn about the rain forest.*
There are big rain forests in South America.
Many wild animals live there, but some are in danger. In Syria, we protect our wild animals.
They have somewhere safe to live. Nobody can hurt them in the reserves.
In the past, the rain forest was very big, but now it's smaller. People are cutting down the trees on the edges of the forest. Some of the beautiful animals and birds are dying. They don't have anywhere to live.
The people of the rain forest are in danger, too. They have nowhere to live. Somebody must save the forest. We can do it. Everybody must help!

Pupil's Book, Study Box

- Read out the example in the speech bubble and have several pupils repeat it. Continue in the same way with the sentences in the Study Box.
- Use other examples to illustrate indefinite pronouns. Ask 'Do you like ice cream? ... Does anybody like coffee?' Write sentences on the board.
In our class, everybody likes ice cream.
Does anybody like coffee?
Nobody likes coffee.
- Show how we use *somebody* when we don't know who the person is, for example 'Look! Somebody has left their bag in the playground.'

Activity Book, Exercise 1

- Focus on the pictures in Exercise 1 and ask the class what they can see.
- Go through the exercise orally, helping pupils to choose the correct indefinite pronoun. Have several pupils repeat the whole sentence.
- Ask pupils to complete the exercise in writing.

Answers

There was nobody in the village. Is there anybody here? / Look! There's somebody over there! / Now everybody is here!

Activity Book, Exercise 2

- Read the passage aloud slowly while pupils follow in their books.
- Focus on sentence 1. Ensure pupils understand that they refer to people of the rain forest. Give pupils a few minutes to read the remaining sentences and decide if they are correct or incorrect.
- Correct the activity with the whole class.

Answers

1 X 2 ✓ 3 ✓ 4 X 5 ✓

Lesson 2

Aims

To practise using indefinite pronouns
 To learn some new animal names

Structures

Indefinite pronoun + present continuous:
Somebody/Nobody/Everybody is ...
 The present simple tense
 The present continuous tense

Functions

Describing a picture
 Expressing preferences and giving reasons for them

Topic

Animals of the rain forest
 Animals of Syria

Vocabulary

climb, sleep (v.), ant, bat, cheetah, eagle, jaguar, parrot, (tree) frog, awake, clever, colourful, poisonous, somebody, everybody, anybody, nobody

Resources

Pupil's Book, page 2 Exercise 2, Find the differences and say
 Pupil's Book, page 2 Exercise 3 Listen and match
 Cassette, Unit 14 Exercise 3 Listen and match
 Pupil's Book, page 2 Exercise 4 Talk about you
 Activity Book, page 2 Exercise 3 Look and write
 Activity Book, page 2 Exercise 4 Read and answer
 Activity Book, page 2 Exercise 5, Answer
 Flashcards: ant, bat, eagle, frog, jaguar, parrot


Revision

- Write sentences on the board and see if anyone can come and write the missing word. Tell the class that they will find the sentences on page 2 of their Pupil's Book, but they may not bring their books when they come and write on the board:
 _ _ must save the forest. (Somebody)
 The animals don't have _ to live. (anywhere)
 _ must help. (Everybody)
- See if the class can remember the sentences you wrote when you asked *Do you like ice cream?* etc. in Lesson 1. Ask the questions again. Have a confident pupil come and write the sentences on the board, as if they were the teacher.
- Ask pupils to look again at the story of the jungle explorers in the Activity Book (page 2). Have different pupils read the completed sentences.
- Pupils can act out the story at the front of the classroom. Choose two volunteers to be the explorers. The rest of the class can be jungle villagers emerging from the trees.

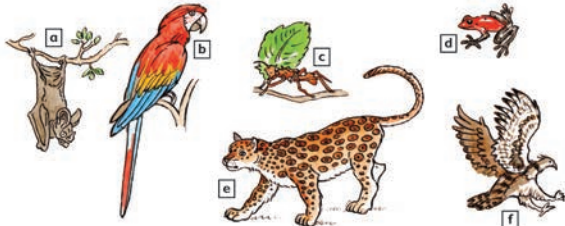
Pupil's Book, Exercise 2

Unit 14

2 Find the differences and say



3 Listen and match



4 Talk about you

What animals and birds can you see in the forests of Syria?

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- Focus on the two pictures. Ask 'Where are the people? What are they doing? What animals can you see?' etc. Use indefinite pronouns as you respond to the pupils' ideas: 'Yes, *everybody* is sitting. *Somebody* is drawing. But in the other picture, *nobody* is drawing.'
- Write on the board:
Somebody is _
Nobody is _
Everybody is _
- Give pupils a few minutes to work in pairs, pointing to one or other of the two pictures and making sentences beginning *Somebody* is or *Nobody* is. Circulate, listen and help.
- Bring the class together again. Invite different pupils to hold up their books, point to one of the pictures and say their sentence.

Presentation

- Use the flashcards to teach six new animal words: *ant, bat, eagle, frog, jaguar, parrot*. Use plenty of 'listen and point' and 'point and say', before teaching the written forms on the board.
- While you are teaching the new words, use indefinite pronouns: 'Does anybody like parrots? ... Put up your hands ... Everybody likes parrots! ... Nobody likes bats? ... Well, I like them, so somebody likes bats.' etc.

Pupil's Book, Exercise 3

- Hold up your book, point to each of the pictures in turn and ask 'What is it?'
- Pupils listen to the recording and say which animal is being described. Play the recording through once, without confirming the answers.
- Play it again. Pause after some of the shorter sentences and have the class repeat them with you. After each description, ask 'Which animal is it?' Let several different pupils give the answer.

Tapescript/Answers

- 1 These insects are very clever. They carry leaves that are heavier than they are. They take the leaves from the trees where they live. They live with many others. (ant – c)
- 2 These animals are awake at night and they sleep during the day. They sleep with their heads below their bodies! At night they look for fruit and plants to eat. They have very big ears. (bat – a)
- 3 This bird lives at the tops of the trees in the rain forest. It flies very fast and it can see very well. (eagle – f)
- 4 These animals are very poisonous. They are red. Other animals know that they mustn't go near them. (frog – d)

5 This animal is very big. It can swim and likes to eat fish. It walks in the forest and it climbs the trees, too. (jaguar – e)
 6 This bird is very colourful. It eats fruit and seeds. It leaves seeds in the rain forest, which then grow. It helps the rain forest. (parrot – b)

Pupil's Book, Exercise 4

- Read out the question in the speech bubble. Elicit answers using the names of animals taught in Unit 14.

Activity Book, Exercise 3

- Go through the exercise orally, before pupils write the correct animal name under the picture.

Answers

1 jaguar 2 bat 3 frog 4 parrot 5 eagle 6 ant

Activity Book, Exercise 4

- Ask the class 'What animals are there in our country – in Syria?' Elicit as many words as possible: write them on the board yourself or ask pupils to write them.
- Ask pupils to look in their Activity Books and read the list of animals that begins with fox. Ask 'Which animals are in Syria?'
- Ask pupils to write their own lists of animals found in Syria. Tell them to list the animals alphabetically, if they can.

Answers

Bp ils' own answers

Activity Book, Exercise 5

- Launch a class discussion about favourite animals: 'Who likes foxes? Does anybody like crocodiles?' etc. Use indefinite pronouns, as before, to summarise class opinions: *Nobody likes crocodiles*, etc.
- Throughout the discussion, help pupils to say why they like the animals they do, using *because*, for example: *B cause they are beautiful. B cause they are very clever. B cause I like riding them. B cause they can fly well. etc.*

Answers

Bp ils' own answers

For the next lesson

- Write on the board: *How hot is it in the rain forest?*
- Ask pupils to use the school library, books at

home or the Internet, to find out the usual temperature in the rain forest.

Lesson 3

Aims

To read more about the rain forests and other types of forest

To revise some irregular plural nouns

To review key structures and vocabulary presented in Unit 14

Structures

How hot/tall/old is/are ...

How often ...

The present simple tense

Functions

Making guesses

Reading for information

Topic

Forests around the world

Vocabulary

snow (v.), season, spring, autumn, Africa, South America, large, (not) many, usually

Resources

Pupil's Book, page 4 Exercise 5, Look and answer

Pupil's Book, page 4 Exercise 6 Read and tick or cross

Activity Book, page 4 Exercise 6 Read and match

Activity Book, page 4 Exercise 7 Look and write

Revision

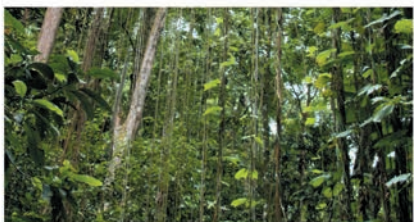
- Ask the class to tell you what important new words and expressions they have learnt since you began talking about the rain forests two lessons ago.
- Revise animal names by playing a team game. Write two headings on the board: *Animals in the rain forest* and *Animals in Syria*. Leave some space between animals that belong to neither category.
- Teams take turns to send a player to write an animal name under either heading. They must leave their books on their desks and write from memory.
- Where animals may be written in either list, discuss them with the class: 'Are there snakes in

- Syria?' etc.
- Revise indefinite pronouns + present continuous. Hold up your Pupil's Book open at page 3 and point to the two pictures of the family in the jungle. Say 'Nobody is eating an apple: picture a or picture b?' Pupils must say which picture you mean (picture b).
- Say 'Somebody is taking a photo: picture a or picture b?' (picture b).
- Let pupils work in pairs for a few minutes, saying sentences beginning *Nobody is* or *Somebody is*. Their partner must say which picture they mean.

Pupil's Book, Exercise 5

Unit 14

5 Look and answer



How hot is it in the rain forest?

How tall are these trees?

How old are these trees?

How often does it rain?

6 Read and tick or cross

The rain forest in South America

The rain forest in South America is the largest in the world. Many animals and birds live there. There are many animals in the middle of the rain forest because there is a lot of food there. But at the edges of the rain forest, some of the birds and animals are dying.

The trees in the rain forest are very tall. They are sometimes 60 metres tall! Some of the trees are hundreds of years old.

There is no spring, summer, autumn and winter in the forest. It is hot and wet all year. The temperature is usually twenty-seven or twenty-eight degrees.

- 1 There are many animals in the middle of the rain forest because there is a lot of food.
- 2 Some trees in the rain forest are 90 metres tall.
- 3 The trees in the rain forest aren't very old.
- 4 There are seasons in the rain forest.
- 5 It is sometimes cold in the rain forest.
- 6 It is always hotter than thirty degrees.

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- Before pupils open their books, ask them: 'How hot is it in the rain forest?' See if anyone has been able to find out the average rain forest temperature. Write their answers on the board, without confirming which may be correct. Tell them that they are going to find the answer in today's reading text.
- Ask pupils to open their book at page 4 Read aloud each question and use it as a basis for class discussion. Write their guesses on the board.

Pupil's Book, Exercise 6

- Give pupils a few minutes to read the text quietly to themselves and try to find the answers to the questions in Exercise 5.
- Read the text aloud slowly. When statistics are given concerning the height of trees, etc., pause and compare the information with your pupils' guesses in the last exercise.
- Ask pupils to read the six statements below the text and decide if they are correct or incorrect. Do the first one with the whole class: 'Number 1: is it right or wrong? ... It's right.'
- Let pupils do the exercise in pairs, but tell them they must speak English.

Answers

1 ✓ 2 X 3 X 4 X 5 X 6 X

Activity Book, Exercise 6

- Let pupils read the four texts on their own and decide which area of forest is being described. They should write the letter in the space provided.
- Bring the class together again. Read each text aloud then ask 'Which forest is it?'

Answers

1 b 2 d 3 c 4 a

Activity Book, Exercise 7

- Pupils must write captions below the pictures, using the correct plural of the nouns. Remind them that nouns ending in consonant + *y* take *-ies* in the plural. Give examples: *babies, flies, stories*.
- Contrast these with words ending in vowel + *y*, which take *-s*, like other regular plurals: *boys, days*.
- Circulate and help, while pupils complete the activity in writing.

Answers

1 toy – toys 2 butterflies – butterfly 3 babies – baby
4 cherry – cherries 5 monkey – monkeys 6 library – libraries

Lesson 1

Aims

To revise the modals *must* and *mustn't*
 To revise questions with *How ...*
 To revise words for planets, etc., in our solar system

Structures

How big/far/hot/long/old is ?..
I / We must/mustn't + verb

Functions

Talking about obligation
 Talking about everyday routine

Topic

School life

Resources

Pupil's Book, page 45, Exercise 1, Listen and read
 Cassette, Unit 15, Exercise 1, Listen and read
 Pupil's Book, page 45, Exercise 2, Talk about you
 Activity Book, page 45, Exercise 1, Read and order
 Activity Book, page 45, Exercise 2, Read and answer

Revision 1

- Revise questions with *How: How big/hot/far/old...* . Point to the sun in the sky and ask 'How far is the sun? ... Have you forgotten? Look at page 36' Let pupils find the answer in their Pupil's Books. (150 million kilometres from the Earth)
- Ask a pupil to come and write the question on the board: *How far is the sun?* The rest of the class can help by calling out the letters. Practise similar questions by saying other adjectives (*hot, big, old*) and having the class repeat the whole question. Substitute other planets, etc., for further practice of the question form: *the Earth, the moon, Jupiter, Mars.*
- Elicit actual answers to the questions you have been practising. Pupils may look at page 3 For example:
How big is Mars? (64 km)
How far is Jupiter from the sun? (7 million km)
How old is the Earth? (not given in the Pupil's Book, but pupils may remember if you told them before: 46 billion years old)
- Ask different pupils 'How far is your house from the school? ... market? ... park?' etc. Encourage

- them to give approximate answers, using *about*.
- Ask 'How long do you take to travel to school?' Have several different pupils answer. Write the question on the board.
- Practise other *How long* questions: *How long is a day?* (24 hours), *How long is a football match?* (90 minutes), *How long is your favourite TV programme?* etc.

Revision 2

- Revise the modals *must* and *mustn't*. Ask pupils to look at the exercise on page 0 of the Activity Book, where they wrote rules for behaviour in school. Have them read the rules, then ask them to cover their books and say them from memory.
- Say other verbs and ask the class to formulate school rules with *must* or *mustn't*, for example *drink, do your homework, stay in the classroom, work hard, play football in the classroom, shout, put your books on your desk*, etc. Use mime and gesture to help understanding.

Pupil's Book, Exercise 1

Unit 15
Revision 3

1 Listen and read

Ruba, can you help Maysa today? She's a new pupil.

Yes, of course.

How long are the lessons, Ruba?

They're forty minutes.

How far is the library from the classroom?

It's very close. Look. It's over there.

Does everybody have homework every day?

Yes, we do. We do projects as well. I did a project on the rain forest. We learned about animals that live there.

I love animals!

When do lessons start?

Lessons start at 8 o'clock, but you must arrive before then. You mustn't be late for lessons!

2 Talk about you

What must you do at school? What mustn't you do?

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- Pupils turn to page 6. Ask ‘Who can you see? Where are they?’ Tell the class that the girl with short hair is a new pupil. Her name is Maysa.
- Give the class two listening questions. Point to the *How long* question you wrote up earlier. Ask ‘How long are the lessons at Ruba’s school?’ Write *How long are the lessons?* on the board.
- Write *When do lessons start?* Ask pupils to listen to the cassette and find the answers to both questions.
- Play the cassette. Pupils listen and follow in their books. Play it again, pausing after each sentence and asking pupils to repeat.
- Ask further comprehension questions: ‘What’s the new pupil’s name? What was Ruba’s project about?’
- Return to the questions you wrote on the board and have different pupils answer them: *How long are the lessons?* (40 minutes) *When do lessons start?* (at 8 o’clock).

Tapescript

MISS LBI A: Ruba, can you help Maysa today? She’s a new pupil.

RBI A: Yes, of course.

MAYSA: How long are the lessons, Ruba?

RBI A: They’re forty minutes.

MAYSA: How far is the library from the classroom?

RBI A: It’s very close. Look. It’s over there.

MAYSA: Does everybody have homework every day?

RBI A: Yes, we do. We do projects as well. I did a project on the rain forest. We learned about animals that live there.

MAYSA: I love animals.

MAYSA: When do lessons start?

RBI A: Lessons start at 8 o’clock, but you must arrive before then. You mustn’t be late for lessons!

Pupil’s Book, Exercise 2

- Focus on each of the questions in turn. Help pupils to remember the school rules you formulated earlier. (Revision 2)

Activity Book, Exercise 1

- Explain the task: pupils must look at the pictures, read the text and put the pictures in order. Give them a few minutes to read the story quietly on their own.
- Beginning with frame ‘b’, read the dialogue aloud

slowly. Pause in front of key words from time to time and ask pupils to read them for you. After frame ‘b’, ask ‘What’s next?’ and ask pupils to show you which is the next frame.

- Proceed in the same way for the remaining frames.

Answers

1 b 2 c 3 d 4 a

Activity Book, Exercise 2

- Pupils must formulate rules for behaviour at school and at home. They can use *We must* for the school rules and *I must* to write about what they do at home. Give examples: *We must help new pupils. We mustn’t write on the table. I must help my mother and father. I mustn’t jump on my bed.*

Answers

Bp ils’ own answers

Lesson 2

Aims

- To learn a song to revise words connected with ecology
- To revise names of animals
- To revise indefinite pronouns
- To revise superlatives of adjectives

Structures

- Does anybody [like] . . .*
- Everybody/Nobody/Somebody [likes] . . .*
- The [ant] is the [smallest] animal (in the picture).*

Functions

- Learning and singing a song
- Describing animals
- Grouping vocabulary by topic
- Taking dictation

Topic

Ecology and wildlife

Resources

- Pupil’s Book, page 6 Exercise 3 Sing
- Cassette, Unit 15, Exercise 3, Sing
- Pupil’s Book, page 6 Exercise 4 Look and talk together
- Activity Book, page 6 Exercise 3 Group the words and write them in the correct columns
- Activity Book, page 6 Exercise 4 Listen and write

Revision 1

- Play a team game to revise names of animals. Each team takes turns to send a different pupil to the board to write an animal name. Pupils may look in their books and notebooks, but must leave them behind when they come to the board to write.
- When the game is over, ask questions about the animals that are written on the board:
Which is the fastest/biggest/smallest/cleverest animal?
Which animal is the most beautiful/dangerous?
Which animals are in danger?

Revision 2

- Use animal names to illustrate indefinite pronouns. Ask 'Do you like tigers? ... Does anybody like bats? ... Write sentences on the board:
Does anybody like parrots?
Everybody likes parrots.
Nobody likes crocodiles.
Somebody likes snakes.
- Ask pupils to turn to page 3 in their Pupil's Book. Repeat the exercise in which they formulated sentences about the family in the jungle. Say 'Somebody is eating an apple: picture a or picture b?' Pupils must say which picture you mean (picture a).
- Ask pupils to say sentences about the pictures, beginning *Nobody is* or *Somebody is*. The rest of the class must say which picture they mean.

Pupil's Book, Exercise 3

Unit 15
Revision 3

3  Sing



Does anybody live on the moon?
 Does anybody live in the stars?
 Does anybody live on the Earth?
 Does anybody live on Mars?

No, nobody lives on the moon.
 And nobody lives in the stars.
 But we all live on the planet Earth.
 And we must look after it well.

Beautiful birds fly in the sky.
 Colourful fish swim in the blue sea.
 The animals live in trees and fields.
 The Earth is home to you and me!

4 Look and talk together



The jaguar is the biggest animal in the picture.

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- Tell the class: 'We're going to learn a new song.' Ask them to turn to page 6 in their Pupil's Books.
- Play the song once, while pupils follow in their books. Use gesture to reinforce meaning, shaking your head on *No, nobody lives on the moon*. etc.
- Play the song again and encourage pupils to join in the singing.
- Divide the class into two groups. Have one group sing the questions (verse 1) and the other group sing the answers (verse 2). Groups can join together to sing the last verse.
- See if pupils can sing the song with the cassette but without looking at the words in their books.

Tapescript

Does anybody live on the moon?
 Does anybody live in the stars?
 Does anybody live on the Earth?
 Does anybody live on Mars?

No, nobody lives on the moon.
 And nobody lives in the stars.
 But we all live on the planet Earth.
 And we must look after it well.

*B autiful birds fly in the sky.
Colourful fish swim in the blue sea.
The animals live in trees and fields.
The Earth is home to you and me!*

Pupil's Book, Exercise 4

- Focus on the example sentence: *The jaguar is the biggest animal in the picture.* Write *biggest* on the board and see if pupils can tell you the opposite: *smallest*.
- Encourage pupils to think back to the questions about animals that you asked earlier (Revision 1). What other words can we use to describe animals? Make a list on the board: *biggest, smallest, fastest, cleverest, most beautiful, most colourful, most dangerous*.
- Ask pupils to make sentences about the birds and animals in Exercise 4 using superlative adjectives from the list on the board.

Activity Book, Exercise 3

- Pupils must copy the words into the correct list. Do one or two further examples orally, then let them complete the exercise in writing.

Answers

moon, star, sun, planet / donkey, lizard, deer, fox / keyboard, monitor, printer, icon

Activity Book, Exercise 4

- Read the text shown below and ask pupils to write it in the space provided. Depending on the level of your class, you may wish to read and correct the dictation one sentence at a time. Correct the dictation by writing each sentence on the board, once pupils have finished writing it.
- Pupils can then illustrate the story in the space provided.

Dictation/Answers

The astronaut could see the Earth. He could see the stars, the moon and the planets. They were beautiful. Then, he arrived back on the Earth. The Earth is very beautiful. Many animals live in the forests and the deserts. Brds fly in the sky. We must look after our planet.

Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 11-14. The activities can be done in class or given for

homework and are intended as revision in preparation for Test 3

Exercise 5, Read and write

- Pupils complete the sentence with *must* or *mustn't*. Do the exercise orally first, then ask pupils to complete it in writing.

Answers

1 must 2 mustn't 3 must 4 mustn't 5 must 6 must

Exercise 6, Look and write

- Pupils write the animal names below the pictures. Let them refer to their textbooks and notebooks to check spellings.

Answers

1 fox 2 parrot 3 eagle 4 lizard 5 monkey 6 bat

Test 3

Answers

Exercise 1, Write

*1 frog 2 lizard 3 lion 4 fox
5 parrot 6 jaguar 7 eagle*

Exercise 2, Exercise 2, Read and circle

*1 Everybody 2 Nobody 3 anybody 4 Somebody
5 Nobody 6 Everybody*

Exercise 3, Write

*1 Switch 2 Click 3 Write, click 4 Choose
5 open 6 Bt 7 Click*

Exercise 4, Read and circle

*1 closest 2 bigger 3 smaller 4 far
5 hot 6 hot 7 bigger 8 biggest*

Exercise 5, Read and order

Animals: *donkey, camel, deer*

Planets: *Mars, the Earth, Jupiter*

Seasons: *spring, winter, summer, autumn*

Unit 16

Lesson 1

Aims

To learn how people say *sorry* politely
 To learn how people respond to apologies
 To practise using the past simple to say what happened recently

Structures

I'm afraid I ...
Don't forget your ...
 The past simple tense

Functions

Apologising and accepting apologies

Topic

Home life and school life

Vocabulary

broke, fell (off), forgot, left, lost, beach, football pitch, plate, shirt
I'm really/terribly sorry.
It doesn't matter. Don't worry.

Resources

Pupil's Book, page 47, Exercise 1, Listen and read
 Cassette, Unit 17, Exercise 1, Listen and read
 Pupil's Book, page 47, Study Box
 Activity Book, page 47, Exercise 1, Look and write
 Activity Book, page 47, Exercise 2, Read and match

Presentation 1

- Use a blackboard story to demonstrate apologising. Draw a stick figure of a boy on the board. Tell the class: 'This is a boy. What's his name? You choose a name for him.' (e.g. Munzer). Next to the boy, draw a house. Say 'This is his house.' On the other side of the board, draw a school: a simple rectangle will suffice. Say 'This is his school.' Recapitulate by pointing to the different drawings and asking: 'Who's this? What's this? ...'
- Rub out the boy, then draw him again inside the school. Ask 'Where's Munzer now?'. Draw a schoolbag (or a book, if it's easier to draw) inside the house, where Munzer has left it. Say 'This is Munzer's schoolbag: where is it?' Elicit the answer *In his house* or *At home*. Confirm by saying: 'He left his schoolbag at home. He's sad. And his teacher is

cross.' Draw a sad face on the boy, and an angry-looking teacher standing next to him.



- Point to the sad-looking boy and continue your story. Say 'Munzer is telling his teacher, *I'm terribly sorry. I left my schoolbag at home.*' Repeat this a couple of times, then have the class say it after you, one sentence at a time. Encourage them to imitate the intonation of someone apologising.
- Write the sentences on the board: *I'm terribly sorry. I left my schoolbag at home.* Leave room below the sentence to add the variations on apologies that will be presented in the Pupil's Book.

Pupil's Book, Exercise 1

Unit 16

1 Listen and read

Study Box

I'm terribly/really sorry.
I'm afraid I broke/left/forgot/lost...
It doesn't matter./It's all right./Don't worry.

I'm afraid I broke a plate. I'm terribly sorry.

It doesn't matter. Don't worry.

- Ask pupils to open their books at page 7. The four pictures present unrelated episodes. Have the class focus on each picture in turn, listen and

practise the dialogue, before moving on to the next picture.

- For each picture, ask ‘Who can you see? Where is he/she?’ Pupils listen, then repeat after the cassette. Focus on unfamiliar language and ensure that new expressions are properly understood.
- Ask comprehension questions: *Where’s Hussam’s shirt?* (at the football pitch) *Where’s Salah’s camera?* (at the beach) *Where’s Deema’s book?* (at home).

Tapescript

RB A: *I’m terribly sorry. I broke this plate. It fell off the table.*

MOTHER: *It doesn’t matter. Don’t worry. We can buy a new plate tomorrow.*

HUSSAM : *Oh no! I’m really sorry. I left my shirt at the football pitch. Can we go back for it?*

FATHER: *Don’t worry. Let’s go.*

SALAH’S

MOTHER: *Don’t forget your camera, Salah.*

SALAH: *I’m afraid I lost it at the beach. I’m really sorry.*

SALAH’S

MOTHER: *Don’t worry. We can look for it tomorrow.*

DEEMA: *I’m afraid I forgot my book. I’m really sorry. I’ll bring it tomorrow.*

MISS

LB A: *It’s alright, but please bring your book tomorrow, Deema.*

Followup

- Ask pupils to look at the last picture of the sequence on page 7. Ask ‘Why is Deema sorry?’ (Because she forgot her book.) ‘What does she say to the teacher?’ (‘I’m afraid I forgot my book.’)
- Write on the board: *I’m afraid I forgot my book.* Underline *I’m afraid I ...* and show pupils how the phrase is used to apologise. Have the class repeat: ‘I’m afraid I forgot my book,’ then give them other nouns and encourage them to give the apology again with different endings: *I’m afraid I forgot my schoolbag/pencil case/ruler/tennis racket/football boots... .*
- Ask ‘Why is Ruba sorry in picture 1?’ (Because she broke the plate.) Tell pupils that Ruba could use ‘I’m afraid’ again: *I’m afraid I broke a plate.* Write the sentence on the board and have the class repeat it. Do more substitution practice with different nouns: *I’m afraid I broke a glass/a cup/a vase/a window/a chair ...*

Pupil’s Book, Study Box

- Invite two pupils to read the apology and the response which appear in speech bubbles. Using the examples in the Study Box, show pupils how English has different phrases for saying *sorry* (*I’m terribly sorry; I’m really sorry*) and for saying why you are sorry (*I’m afraid I ...*).
- Focus on the different ways of accepting an apology. Have the class repeat them after you: *It doesn’t matter. It’s all right. Don’t worry.*

Activity Book, Exercise 1

- Help the pupils to say what happened yesterday to each of the children in the pictures. They will find the verbs they need if they look back at the dialogues in the Pupil’s Book. Have different pupils repeat the complete sentence.
- Ask pupils to write the complete sentences in their Activity Books.

Answers

1 Hind broke her tennis racket. 2 Shaza forgot her purse.
3 Amer lost his ball. 4 Maher forgot his book.

Activity Book, Exercise 2

- Let pupils try reading the sentences quietly to themselves and choosing the right response to each apology.
- Correct the exercise with the whole class. Have several pairs repeat each apology and response, for additional intonation practice.

Answers

1 b 2 d 3 c 4 a

Lesson 2

Aims

To practise apologising and responding to apologies
To talk about situations when you have to apologise

Structures

I'm afraid I ...

The present simple tense

The past simple tense

Functions

Apologising and accepting apologies

Topic

Home life and school life

Vocabulary

wash, watch (n.), window, jug

Resources

Pupil's Book, page 8, Exercise 2, Talk
Pupil's Book, page 8, Exercise 3 Read and say
Pupil's Book, page 8, Exercise 4 Talk about you
Activity Book, page 8, Exercise 3 Read and write
Activity Book, page 8, Exercise 4 Look and write

Before the lesson, write a dialogue model on the board:

I'm terribly sorry. I broke a plate.

Don't worry. We can buy a new plate tomorrow.


Revision 1

- Reactivate the language from Lesson 1 by playing the dialogues on page 7 of the Pupil's Book. Pupils listen and repeat each sentence after the cassette.
- Focus on the dialogue model you wrote on the board. Invite two pupils to repeat it after you – one to apologise, the other to respond.
- Rub out a plate in both the apology and the reply. Say other nouns and have different pairs repeat the dialogue, using the noun you give, for example *a glass, a cup, a window, my tennis racket, my camera*.

Pupil's Book, Exercise 2

Unit 16

2 Talk



I'm sorry. I'm afraid I...

Don't worry. It doesn't matter.

3 Read and say

Pupil A

You broke Pupil B's computer game. Say sorry.

Your friend took your pen. He/She lost it. You are very sad.

You left your English book at home. Say sorry to your teacher.

You asked Pupil B to buy some fruit. He/She forgot.

Pupil B

Pupil A asked you to buy some fruit. You forgot. Say sorry.

You are the teacher. Pupil A left his/her English book at home.

You used your friend's pen. You lost it. Say sorry.

Pupil A broke your favourite computer game. You are very sad.

4 Talk about you

When do you say 'I'm sorry' to your parents?

When do you say 'I'm sorry' to your friends?

- Working with the whole class, focus on each picture in turn. Help pupils to formulate an apology for each situation, beginning with *I'm sorry. I'm afraid I ...*. Write the relevant verbs on the board: *left, broke, lost, forgot*. Point to the picture of the broken jug and write *jug* on the board. Have several pupils repeat each apology.
- Give pupils a few minutes to practise in pairs, apologising and responding about each of the situations. After a while, tell them to swap roles so that the other pupil in the pair is making the apologies.
- Stronger pupils may be able to extend the dialogue by offering a solution beginning with *I/We can*. For example, 'Don't worry. We can look for it after the lesson' (picture a).
- Ask pupils to create a dialogue using their own ideas for something lost, forgotten or broken. Perhaps they can think of a real occasion when they had to apologise for something. Help them to recreate the situation in English.

Pupil's Book, Exercise 3

- Ask pupils to change partners. They must work through the four situations, creating a short dialogue for each.
- Encourage them to use expressions like *Don't worry* and *I/We can ...* so as to end each dialogue on a positive note.

Pupil's Book, Exercise 4

- Read out the question in the first speech bubble and ask a pupil to repeat it. Ask pupils to think about occasions when they need to apologise to their parents. Help them to tell you what happens, using the present simple tense. Encourage them to begin their sentences as follows: *I say 'I'm sorry' to my parents when I ...*
- Proceed in the same way with the question in the second speech bubble.
- Be ready to help pupils express their ideas, for example:
I say 'I'm sorry' to my parents when I can't finish my dinner/when I break something/when I can't find something/when I spill my drink.
I say 'I'm sorry' to my friends when I can't play with them/when I hurt them in a football match/when I borrow something and lose it/when I forget their birthdays.

Activity Book, Exercise 3

- Read the example question and answer. Have a pair of pupils repeat them after you.
- Read the next two apologies in the same way, then give the class a few moments to think how they might respond in each case. Explain that different replies are possible: there is no single 'right answer'. Encourage them to use *I/you/we can...*
- Listen to as many suggestions as possible, then ask pupils to complete the exercise in writing.

Suggested answers

1 *It's all right. I can buy another watch.* 2 *It doesn't matter. We can look for it tomorrow.* 3 *Don't worry. You can wash it tomorrow.*

Activity Book, Exercise 4

- Working with the whole class, focus on each situation in turn. Ask them first to suggest what the young person is saying. Agree on the wording of the apology, then have several pupils repeat it

with an appropriate intonation. Write key words on the board, for example: *afraid – lost – pen* (for question 2).

- Discuss the reply in the same way, writing up key words again: *matter – buy – new.*
- Ask pupils to complete the exercise in writing.

Suggested answers

1 *I'm terribly sorry. I broke the window. – It's all right. Don't worry.* 2 *I'm afraid I lost my pen. – It doesn't matter. We can buy a new pen.* 3 *I'm really sorry. I forgot the apples. – Don't worry. We can buy some apples at the market.*

Lesson 3

Aims

To practise apologising and responding to apologies

To read letters in which the writer apologises for something

To learn to structure a short letter

To hear and understand descriptions of places in Syria

Structures

Could you ?.. (polite requests)

I'm happy that ...

It doesn't matter that ...

Functions

Apologising and accepting apologies

Writing short letters

Topic

Home life and school life

Places in Syria

Vocabulary

send, flowers, vase, busy, fine, well (adj.)

Thank you for ...

Don't worry about ...

Resources

Pupil's Book, page 9, Exercise 5, Read and match

Activity Book, page 9, Exercise 5, Read, order and write

Activity Book, page 9, Exercise 6 Listen and circle

Write three questions on the board before the lesson begins:

Letter 1: Why is this writer sorry?

Letter 2: What present did Aunt Rasha give to this writer?

Letter 3: Who is going to buy a new vase?

Revision

- Ask the class to think back over the work they have done in Unit 16. Ask 'What new expressions have we learned?' Let them look in their books to refresh their memories.
- Books closed. Dictate three sentences and ask pupils to write them in their notebooks:
1 Maher broke a glass.
2 Hind left her book at home.
3 Amer forgot to wash the car.
Write the children's names on the board as you dictate, so that pupils do not waste time trying to transcribe Arabic names into English.
- Correct the dictation by asking different volunteers to come and write each sentence on the board. The rest of the class can help them by calling out spellings.
- Focus on the first sentence. Ask 'What does Maher say to his mother?' Elicit his apology, for example *I'm really sorry. I'm afraid I broke a glass.* Ask pupils to suggest a response, for example *Don't worry. We can buy a new glass tomorrow.*
- Proceed in the same way with the other two sentences.

Pupil's Book, Exercise 5

Unit 16

5 Read and match

1

Dear Grandpa,
How are you? I'm fine. I'm really sorry I didn't write you a letter last month. I was very busy with a school project. Last weekend, Dad and I went to a football match. My favourite team won the match! We were very happy!

b

2

Dear Aunt Rasha,
I hope that you are well. Thank you for the book you gave me. I like it very much. I read it after school. I'm afraid that I left my tennis racket at your house. I'm very sorry. Could you send it to me?

3

Dear Grandma,
I hope that you are well. I'm really sorry. I wanted to pick some flowers and put them in your vase, but I broke the vase. Mum and I are going to buy a new vase tomorrow.

a

Dear Fadia,
Thank you for your letter. Don't worry about the vase. It doesn't matter. We can pick some flowers together on Saturday.

b

Dear Mosen,
Thank you for your letter. It doesn't matter that you didn't write a letter last month. I'm happy that your team won the football match! Grandma and I are going to come to Damascus soon.

c

Dear Hind,
Thank you for your letter. I'm happy that you like the book. Don't worry about the tennis racket. I'll send it to you tomorrow.

49

- Pupils turn to page 49. Explain that letters 1, 2 and 3 are written by children to adult relatives; letters a, b and c are the adults' replies. The task is to match the replies to the original letters.
- Point to the questions you wrote on the board before the lesson. Read each one aloud and ensure they are understood.
- Give pupils a few minutes to read letter 1 quietly to themselves and find the answer to your question. Let several pupils give the answer before you finally confirm what is correct (This writer is sorry because he didn't write to his grandfather last month). Read the letter aloud, pausing from time to time before key words and asking pupils to supply them.
- Follow the same procedure for letters 2 and 3. Answers to comprehension questions:
2 Aunt Rasha gave the writer a book.
3 The writer of the letter and her mother are going to buy a new vase.)
- Ask pupils to read the three replies silently to themselves and match them to the original letters. Encourage them to look for key words to help

them match the letters.

- Discuss their conclusions by asking 'Which letter is the answer to letter 1?' etc. When you have agreed on the answer, read it aloud and explain any unfamiliar language.

Answers

1 b 2 c 3 a

Activity Book, Exercise 5

- Pupils read the six parts of Firass's letter to his grandmother and decide on the correct order.
- They then number the six parts.
- The first part, 'Dear Grandma,' is numbered 1 in the Activity Book as an example.
- 'How are you? I'm fine' should then be numbered 2, etc.
- Finally, pupils must write out his letter in their neatest handwriting.

Answers

2 – 3 – 6 – 1 – 4 – 5

Activity Book, Exercise 6

- Pupils will hear you read three short texts about places and events in Syria. They must decide which choice – a, b or c – would be the best title for the text.
- Read out the options for text 1 and ensure they are understood. Read the text then ask 'Which title is best?'
- Proceed in the same way for texts 2 and 3

Dictation/Answers

- 1 *In the south of Syria, there is a lovely area with hills, trees and valleys. The countryside is green here because there is rain and there are rivers. There are lovely waterfalls here, and interesting Roman ruins that you can visit. (c)*
- 2 *It comes into Syria in the north of the country. It flows into the Al Assad Lake. It passes through Deir Ezzor and Arraqqa. Then it goes south-east through the desert. It is very wide and very beautiful. (b)*
- 3 *The International Flower Fair happens every year. It is in Damascus. Many people visit the fair. You can see the flowers and look at the stalls. There is a car procession too, with lots of flowers. It is a lovely day. (b)*

Unit 17

Lesson 1

Aims

To learn how to use the past continuous tense to describe an extended action in the past

To learn words for different types of television programme

To revise telling the time

Structures

The past continuous tense

Functions

Saying what was happening at a specific time in the past

Telling the time

Topic

Home life; television programmes

Vocabulary

cook (v.), do [fi s] homework, help, love, make, sleep (v.), use, chicken, elephant, garden, kitchen, rice, young, (television) programme, cartoon, film, game show, nature programme, the news

Resources

Pupil's Book, page 50 Exercise 1, Listen and read

Cassette, Unit 17 Exercise 1, Listen and read

Pupil's Book, page 50 Study Box

Activity Book, page 50 Exercise 1, Read and match

Activity Book, page 50 Exercise 2, Look and write

Photocopies (one for each pupil) of six clock faces, in two rows of three, with the numbers 1 to 12 drawn in, but without the hands

past five, a quarter to twelve.

- Hand out the photocopies of clock faces. Dictate six times and ask pupils to draw in the clock hands to show the times you read out:

1 half past two 2 a quarter to ten 3 eight o'clock

4 a quarter past four 5 six o'clock 6 half past eleven

- Correct the activity by asking pupils to read the times back to you: 'Look at the first clock: what time is it?' etc.

Presentation

- Rub out the clock faces on the board and draw a fresh one. Add hands to show the time as half past six.
- Ask the class: 'What were you doing at half past six yesterday evening?' Use gesture to demonstrate that you are talking about the past – point vaguely behind you – or point to yesterday on a calendar. Say 'I was making a salad,' and mime preparing a salad. Alternatively, substitute any other action which is easy to mime and which the class can identify in English: *writing a letter, reading a book, etc.*
- Ask again: 'What were you doing at half past six yesterday evening? Can you show me?' Invite pupils to mime what they were doing, and help them to express the idea in English, for example *I was watching television. I was helping my mother. I was doing my homework.* Ask pupils to repeat the sentence after you.

Revision

- Revise telling the time. Draw four clock faces on the board, without the hands. Add the numbers 1 to 12, or simply draw dots for the hours.
- On the first clock, draw in hands showing three o'clock. Ask 'What time is it?' and elicit the answer from several different pupils. Practise the expression by holding up different numbers of fingers, for example hold up six fingers and have pupils say 'It's six o'clock.'
- Continue in the same way with the other three clocks, drawing these times: *half past nine, a quarter*

Pupil's Book, Exercise 1

Unit 17

1 Listen and read

Mum was cooking in the kitchen. I was helping Mum. We were making chicken and rice. It's Hussam's favourite food! Hussam was doing his homework. He was using the computer to find out about elephants. Dad was watching television. He always watches the news and the weather forecast. Mum loves game shows. Hussam likes nature programmes. When I was young, I liked watching cartoons. Now, I love watching films. Mum, Dad, Hussam and I watched a film together after dinner. It was very exciting!

Everybody was very busy at half past six yesterday evening.

I was watching television at six o'clock.

Study Box

I was doing my homework/cooking/helping Mum (at half past six).
Dad was watching television.
Mum and Ruba were making chicken and rice.

50

- Say 'Let's see what Ruba and Hussam were doing at half past six yesterday evening. Open your books at page 50'
- Write four names on the board: *Mum, Ruba, Hussam, Dad*. Ask pupils to listen to the cassette, follow in their books and tell you what the four people were doing. Play the cassette as far as 'Hussam likes nature programmes.'
- Point to each of the names in turn and ask 'What was [M um] doing at half past six yesterday evening?' etc. Ask additional comprehension questions:
What was Mum doing at half past six yesterday evening? What was she making?
What was Ruba doing? Where was she?
What was Hussam doing? What was his homework about?
What was Dad doing? What programmes does he like?
What programmes does Hussam like?
- Write a heading on the board: *Television programmes*. Ask pupils to help you list the different types of television programmes that Ruba has mentioned so far (the news, the weather forecast,

game shows, nature programmes). Ensure that all are fully understood.

- Ask pupils: 'What programmes do you like?' Accept answers in Arabic but model the English translations and have pupils repeat them. Teach cartoon, film and any other programmes that pupils mention: comedy, cookery programme, sports programme, etc. Add them to the list on the board.
- Ask 'What programmes does Ruba like?' Play the final part of the recording, then elicit answers to your question (films).

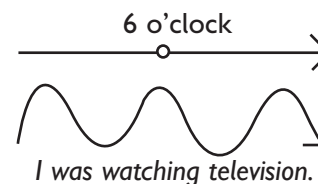
Tapescript

RB/ A: *Everybody was very busy at half past six yesterday evening.*

Mum was cooking in the kitchen. I was helping Mum. We were making chicken and rice. It's Hussam's favourite food! Hussam was doing his homework. He was using the computer to find out about elephants. Dad was watching television. He always watches the news and the weather forecast. Mum loves game shows. Hussam likes nature programmes. When I was young, I liked watching cartoons. Now, I love watching films. Mum, Dad, Hussam and I watched a film together after dinner. It was very exciting!

Pupil's Book, Study Box

- Focus on the example shown in the boy's speech bubble. Read it aloud and have one or two pupils repeat.
- Draw a time line to show how the 'was + -ing' (the past continuous) is used to describe a continuous action in the past.



- Read out the examples in the Study Box and have pupils repeat them.
- On the board, show how the past continuous tense is formed, with *was* changing to *were* in the *you-* form and in the plural:
I was reading we were reading
you were reading you were reading
he/she was reading they were reading
- Say other verbs in the first person, and have the class chant the remaining past continuous forms,

singular and plural: *I was playing football ... I was washing the car ... I was helping Mum ... I was taking photographs ... I was sleeping.*

Followup

- Ask pupils again: 'What were you doing at six o'clock yesterday evening?' Let a couple of them answer, then point to other pupils and repeat back to them what they told you earlier, for example: 'You were playing football.' Make deliberate mistakes so that they are obliged to correct you and use the *I*-form: 'No, I was playing a computer game.' etc.
- Once a pupil has told you what they were doing, ask other children in the class about the pupil who has just answered: 'What was Laila doing?' Help them reply in the third person, for example: 'She was drawing a picture.'
- Practise the *we*-form by asking the class: 'What were we doing five minutes ago, at [a quarter past ten?]' Help them to answer, for example: 'We were listening to the cassette.'

Activity Book, Exercise 1

- Give pupils a few minutes to read the sentences quietly to themselves and match them to the pictures.
- Correct the exercise orally with the whole class. Have pupils repeat the sentences after you, then point to the corresponding picture.

Answers

1 d 2 c 3 a 4 b

Activity Book, Exercise 2

- Do the exercise orally first, helping pupils to say what Hassan was doing at the different times. Write key vocabulary on the board.
- Pupils complete the exercise in writing.

Answers

1 Yesterday at seven o'clock, Hassan was eating an apple.
 2 Yesterday at half past ten, Hassan was talking to his friend.
 3 Yesterday at a quarter past three, Hassan was playing basketball. 4 Yesterday at a quarter to seven, Hassan was watching cartoons. 5 Yesterday at nine o'clock, Hassan was sleeping.

Lesson 2

Aims

To practise using the past continuous to describe extended actions in the past
 To say which kinds of television programme you and your family enjoy

Structures

The past continuous tense

Functions

Saying what was happening at a specific time in the past

Topic

Home life; television programmes
 Vocabulary

Vocabulary

Home and leisure activities

Resources

Pupil's Book, page 51, Exercise 2, Listen and choose
 Cassette, Unit 17 Exercise 2, Listen and choose
 Pupil's Book, page 51, Exercise 3 Look and talk together
 Pupil's Book, page 51, Exercise 4 Talk about your weekend
 Pupil's Book, page 51, Exercise 5, Talk about you
 Activity Book, page 51, Exercise 3 Look and order the television programmes you like best
 Activity Book, page 51, Exercise 4 Write
 Flashcards: cartoon, film, game show, nature programme, the news, the weather forecast

Revision 1

- Ask different pupils: 'What were you doing at six o'clock yesterday evening? ... What were you doing at seven o'clock this morning?' etc.
- If anyone says they were watching television, ask 'What were you watching?' and elicit the programme-type, for example 'A cartoon.'
- Revise the third-person form by asking the rest of the class about a pupil who has just answered: 'What was [Omar] doing?' Pupils reply, for example: 'He was sleeping.'
- Hold up your book open at page 50 Ask pupils about Ruba and her family: 'What was Ruba doing at six o'clock yesterday evening?' Help pupils to reply from memory, without looking in their books.

Revision 2

- Write up the heading *Television programmes*, as you did in Lesson 1. Ask pupils to open their books at page 50 and tell you what different types of television programme are mentioned in the picture story. Ask pupils to come and write them under your heading, in the singular form.
- Hold up different flashcards and elicit the programme-type. Ask 'What's on television?' Back up with closed questions if necessary: 'Is it a cartoon or a game show?'
- Punctuate vocabulary revision with more general questions about television:
Do you like [gam e shows]? Do you watch [the news]? Which do like best: [nature programmes] or [ar toons]? What's your favourite television programme?

Pupil's Book, Exercise 2

Unit 17

2 Listen and choose

What kind of programmes are these?

a A nature programme b The news
c The weather forecast d A game show
e A cartoon f A film

3 Look and talk together

4 Talk about your weekend

At ten o'clock on Saturday, I was playing football.

5 Talk about you

Which television programmes do you and your family like?

51

- Stand the six flashcards up where everyone can see them, in any order.
- Ask pupils to open their books at page 51. Read aloud the question in the girl's speech bubble and ensure it is understood.

- Ask pupils to listen to six short extracts from television programmes. Pause after each one, point to the flashcards and ask 'What kind of programme is it?' Invite pupils to come and point to the correct flashcard and tell you the programme type.
- Encourage pupils to listen for key words in the recording and to consider the general style of presentation. They do not need to understand every word they hear.
- Play the cassette once more, for additional listening practice. Ask again: 'What kind of programme is it?', without reference to the flashcards. Elicit full-sentence answers: *It's a nature programme. etc.*

Tapescript/Answers

- You have one minute to answer. Are you ready?
– Yes, I'm ready.
– What is the biggest city in Syria?
– Is it Aleppo?
– No, I'm afraid it isn't.
– Is it Damascus?
– Yes! It's Damascus! Well done!
(A game show - d)
- What's that I can see? Is it a mouse? Yes, it is a mouse! Come here, mouse!
– Oh no! It's that cat again. He can see me. What am I going to do? I know! I'll go behind the television!
(A cartoon - e)
- Good evening. The time is ten o'clock. Here is the news. In Damascus this morning there was ...
(The news - b)
- And now they are going to the lake to drink. Every evening at this time they walk slowly to the river. The babies are the first in the water. They want to play. Then their mothers ...
(A nature programme - a)
- We've got to get out of here!
– Quickly! Come this way!
– We won't ...
(A film - f)
- It will be cool and dry in the north of Syria tomorrow. In the south of the country, it will be warm and sunny ...
(The weather forecast - c)

Pupil's Book, Exercise 3

- Focus on the first picture and ask 'What was he doing at four o'clock?' Elicit the answer *He was flying his kite.* Write a full-sentence model on the board and have several pupils repeat it:
At four o'clock he was flying his kite.
- Go through the remaining pictures, eliciting sentences in the past continuous.

- Give pupils a few minutes to practise in pairs, taking turns to point to a picture and say what was happening.
- Pupils can go on to play a memory game. One pupil turns over their book and tries to say from memory what was happening in each of the pictures. The other pupil follows in their book, checks and corrects. Pupils then swap roles.

Answers

At four o'clock he was flying his kite.

At half past two she was watering the flowers.

At half past five they were playing football.

At half past ten she was helping her mum.

Pupil's Book, Exercise 4

- Tell the class: 'Think about last weekend. What were you doing at ten o'clock on Saturday?' Invite individuals to tell you what they were doing, beginning with *I was ...*. Let them mime if they cannot find the vocabulary they need. Encourage their friends to help them say what they want to say, or give them the words yourself.
- Continue in the same way with other times: 'What were you doing at five o'clock on Saturday morning?' etc. Reactivate *I was sleeping* by asking, for example: 'What were you doing at three o'clock on Sunday morning?'
- Focus on Exercise 4 Ask a pupil to read aloud the sentence in the speech bubble. Write a sentence template on the board:
At _ o'clock on _ I was _
Encourage the class to use the template to make sentences about their weekend. The photos may help generate ideas: *I was walking in town ... I was eating ice cream.* etc. Do this first as an oral activity with the whole class, then ask pupils to write sentences in their notebooks.

Pupil's Book, Exercise 5

- Read aloud the question and use it as a basis for class discussion. Help pupils by giving an example from your own experience, true or invented. You could point to the *nature-programme* flashcard and say, for example: 'My sister likes nature programmes.' Invite pupils to come and point to a flashcard and make a similar statement.
- Extend the discussion with further questions:
Hala, do you like films? Amir, does your mum like cartoons? etc.
Have pupils put the same question to other pupils, in the usual way.

Activity Book, Exercise 3

- Pupils must write their favourite kind of television programme next to number 1, then add the others in descending order of preference. Do the activity for yourself first, writing a list of your preferences on the board. You can make the class participate if you hold up flashcards and say (e.g. as you hold up the *film* flashcard): 'My favourite kind of programme is ...' and eliciting 'a film' from the class. Stand the flashcards along the top of the board (or wherever everybody can see them) following the order of your own preferences.

Answers

Bp ils' own answers

Activity Book, Exercise 4

- Go through the exercise orally. Ask different pupils: 'What were you doing yesterday at nine o'clock?' etc. Insist on full-sentence answers, beginning with *I was ...*
- Ask pupils to complete the exercise in writing.

Answers

Bp ils' own answers

Lesson 3

Aims

To read and understand the television schedule in a magazine

To describe your ideal evening of television programming

To review key structures and vocabulary presented in Unit 17

Structures

Wh- questions

Answers with *B cause* ...

Functions

Discussing a television schedule

Topic

Television programmes

Vocabulary

fish, lion, squirrel, tiger, money, strongest

What's on at [time o'clock]? What's on before/after ?..

Types of television programme

Resources

Pupil's Book, page 52, Exercise 6 Read, match and answer

Activity Book, page 52, Exercise 5, Read and write

Activity Book, page 52, Exercise 6 Project:

Write about an evening on television

Flashcards: cartoon, film, game show, nature programme, the news, the weather forecast

Draw six clock faces on a sheet of paper, in two rows of three. Write in the numbers 1 to 12, but don't draw the hands. Make a photocopy for each pupil.

Optionally, photocopies of the television schedule from a magazine or newspaper, ideally in English, e.g. Radio Times

three o'clock this morning?' so as to practise *I was sleeping*.

- Hand out the photocopied clock faces. Tell pupils to draw different times on the first three-clock faces. Working in pairs, Pupil A tells Pupil B what he/she was doing yesterday at the different times he/she has drawn. They then swap roles and Pupil B tells Pupil A. They can use the second row of clock faces to work with a different partner.
- Help them by writing a question template on the board: *What were you doing at _ yesterday?*
- Follow up by asking pupils to tell you what their partner was doing, so as to practise the third-person form, for example *At five o'clock yesterday, Omar was playing with his brother.*

Revision 2

- Use the flashcards to revise names of television programmes. Play the recording of television excerpts from Lesson 2 and ask pupils to identify them again.
- Repeat the activity where you held up a flashcard and said, for example: 'My sister likes nature programmes.' Invite pupils to hold up a flashcard and make a similar statement about someone in their family. Choose pupils who did not get a chance to speak when you did the activity before.






Revision 1

- Ask the class to think back over their work in Unit 17. What have they been talking about? What new words have they learned? What sentences have they been practising, in pairwork and in whole-class work?
- Ask pupils what they were doing at specific times in the recent past: 'What were you doing at eleven o'clock on Sunday?' Mention a time in the middle of the night, for example: 'What were you doing at

Pupil's Book, Exercise 6

Unit 17

6 Read, match and answer

MONDAY	
4.30 Tim and Terry <i>The cartoon cat and mouse have fun!</i>	
5.00 Squirrels in the Forests <i>It's winter in the forest. What do the squirrels eat?</i>	
6.00 The News and Weather	
6.15 The Strongest Man in the World <i>This is an exciting film.</i>	
8.00 A Beautiful Garden <i>How do you grow colourful flowers?</i>	
8.30 Win This! <i>Who will win the money this evening?</i>	
9.00 The News and Weather	
9.15 Let's Cook! <i>How do you cook fish?</i>	
10.30 Animals in Africa <i>Watch the lions.</i>	

- What's on after the game show?
- How many nature programmes are there? What are they about?
- What's on at eight o'clock?
- What's the name of the cartoon?
- When are the news and weather this evening?
- What programme will you watch if you want to know how to cook fish?
- What is the name of the film?
- What's on before the film?

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individually or in pairs. Circulate and ask the questions yourself. Ask more general questions about television: 'Do you like nature programmes? ... What are your favourite television programmes?' etc.

Answers

1 *The News and Weather* 2 *Two. They are about squirrels and about lions.* 3 *A Beautiful Garden (a gardening programme)*
4 *Tim and Terry* 5 *At six o'clock and nine o'clock* 6 *Let's Cook!* 7 *The Strongest Man in the World*
8 *The News and Weather*

Activity Book, Exercise 5

- Ask one or two pupils: 'What are your favourite television programmes?' Tell pupils to work in pairs, putting the same question to their partner.
- Ask different pupils about their partner's choices, for example: 'Ola, what are Rabab's favourite television programmes?' Ask Rabab about her choice, for example: 'Why do you like *Tim and Terry*?' Help her to give reasons, beginning with *Because*, for example: *Because it's funny.*
- Repeat with other pairs. List the different reasons on the board:
Because it's funny/exciting/interesting.
Because I like [actor's name].
Because I'm interested in [cooking]. etc.
- Ask pupils to turn to Exercise 5 in the Activity Book and write about their favourite programmes.

Answers

Bp ils' own answers

- Pupils turn to page 52. Ask 'What can you see?' and have pupils name as many of the items in the pictures as they can. Establish that this is the television schedule from a magazine.
- Ask 'What's on at half past four?' and see if anyone can read out the English name of the cartoon (*Tim and Terry*). Ask 'What's *Tim and Terry*? Is it a nature programme?...' Elicit the answer: 'It's a cartoon.'
- Ask about two or three other programmes in the same way. Don't follow the order shown in the Pupil's Book: choose randomly, so as to oblige pupils to listen carefully to the times of the programmes.
- Hold up your book, point to each of the pictures in turn and ask 'Which programme is it?'
- Ask questions with *before* and *after*: 'What's on after the film? ... What's on before the programme about lions?' Write up *before* and *after* and ensure that everyone understands.
- Ask pupils to read the eight comprehension questions and try to answer them, working

Activity Book, Exercise 6

- For the project, pupils are asked to imagine that they can decide what's on television this evening. Read aloud the questions in Exercise 6 and discuss possible answers with the class.
- You can photocopy the television schedule from a magazine or newspaper. Tell pupils to correct it to match their own tastes, ticking programmes they like, crossing out programmes they don't like and replacing them, changing programme times so that programmes are as long as they would like them to be. Alternatively, photocopy the television schedule from page 52 of the Pupil's Book and let pupils annotate it in the same way.
- Ask pupils to work quietly, writing answers to the questions in the Activity Book. Circulate and help where necessary.
- Pupils can then design their own television schedule, taking Pupil's Book page 52 as their model. Let them draw pictures to illustrate the main programmes.
- Ask pupils to complete the project for homework.

Answers

Ppils' own answers

Unit 18

Lesson 1

Aims

To learn to ask people about what they were doing in the past, using the past continuous
To learn to use the past continuous in the negative

Structures

The past continuous (interrogative and negative)

Functions

Asking people about what they were doing
Saying what you weren't doing

Topic

A detective film

Vocabulary

steal/stole, catch, remember, bank, police, police station, restaurant, robber

Resources

Pupil's Book, page 53 Exercise 1, Listen and read
Cassette, Unit 18, Exercise 1, Listen and read
Pupil's Book, page 53 Study Box
Activity Book, page 53 Exercise 1, Read and match
Activity Book, page 53 Exercise 2, Look and write
Three slips of paper with a different sentence in the past continuous written on each: *I was reading a book. I was playing a computer game. I was washing the car.*

someone in the class: 'What were you doing yesterday at seven o'clock?' Let them answer, then have them repeat the question back to you: 'Now ask me.'

- Do not answer their question orally. Instead, write what you were doing on a slip of paper and fold it. It should be something unexpected, for example *I was playing volleyball*.
- Hold up the folded paper and say 'Can you guess?' Encourage the class to guess, using the second-person form, for example *You were watching television*. (You will probably need to model the sentence a couple of times, but pupils will soon discern the pattern.) Reply to their guesses using the negative form: 'No: I wasn't watching television.' etc. After a while, say 'All right, I'll tell you. I was playing volleyball.'
- Ask a confident pupil to come to the front. Give them one of the slips of paper you prepared earlier (see Resources, above). Say to the rest of the class 'What was [Nabil] doing yesterday at seven o'clock? Can you guess?' Again, the class must make guesses, beginning *You were ...* Nabil must reply in the negative, beginning *No: I wasn't ...* If the class do not guess after several tries, Nabil can tell them what he was doing.
- Repeat with the other slips of paper, and with different pupils coming to the front.

Revision

- Ask the class: 'What were you doing at six o'clock yesterday evening?' Elicit answers from several pupils, beginning *I was ...* Ask about other times. Include a time in the middle of the night so as to produce the answer *I was sleeping*.
- Ask pupils to tell you about someone who has just answered, so as to practise the third-person form, for example: 'What was Rahab doing yesterday at eight o'clock?'

Presentation

- Use the following classroom sequence to present the negative form of the past continuous tense. Ask

Pupil's Book, Exercise 1

Unit 18

This is a very exciting film!

1 Listen and read

A robber stole lots of money from the bank yesterday afternoon. The police are talking to three men now.

What were you doing yesterday afternoon?
I was working.

Where were you working?
I was working here in my restaurant. I wasn't robbing the bank!

What were you doing yesterday afternoon?
I was playing football.

Who were you playing with?
I was playing with my team.

And what were you doing yesterday afternoon?
I don't know. I can't remember.

What's this? Come on. Let's go to the police station.

Study Box

What were you doing yesterday/at seven o'clock?
I was reading a book.
I wasn't playing football/watching television.

I was doing my homework. 53

- Ask pupils to turn to page 53 Hold up your book and point to the picture story. Tell the class: 'This is a television programme. What kind of programme is it? Is it a nature programme? Is it a cartoon?' Establish that it is a film.
- Explain: 'It's a film about a robber. He stole lots of money from the bank. The police want to catch the robber.' Write key vocabulary on the board – *robber, rob, stole, lots of money, bank, police, catch* – and ensure it is understood.
- Tell the class: 'The police are talking to three men. What were the men doing yesterday afternoon?' Play the cassette.
- Play the cassette again. During the passages of dialogue (frames 2, 3 and 4, pause after each sentence and ask pupils to repeat.
- Focus on each of the three men interviewed by the detective. Ask 'What was he doing yesterday afternoon?' The answer for the third man should be *He doesn't know. He can't remember.*
- Explain any remaining unfamiliar language.

Tapescript

RB/ A: This is a very exciting film!

NEWSREADER: A robber stole lots of money from the bank yesterday afternoon. The police are talking to three men now.

DETECTIVE: What were you doing yesterday afternoon?

COOK: I was working.

DETECTIVE: Where were you working?

COOK: I was working here in my restaurant. I wasn't robbing the bank!

DETECTIVE: What were you doing yesterday afternoon?

MAN: I was playing football.

DETECTIVE: Who were you playing with?

MAN: I was playing with my team.

DETECTIVE: And what were you doing yesterday afternoon?

ROBBER: I don't know. I can't remember.

DETECTIVE: What's this? Come on. Let's go to the police station.

Follow-up

- Ask the class to scan the pictures and look for all the questions that the detective asks. Invite a different pupil to read aloud each question. Ask other pupils to read the answer.
- Write the question words on the board: *What, Where* and *Who*. Repeat the questions you asked at the beginning of the lesson: *What were you doing at six o'clock yesterday evening?* etc. and follow up the pupils' answers with further questions, such as *Where were you playing football? Who were you watching television with? What were you reading?* Point to the corresponding question word on the board as you ask the question.

Pupil's Book, Study Box

- Have two pupils read aloud the question and answer shown in speech bubbles. Ask other pairs to cover the Study Box with their hands and repeat the question and answer.
- Read out the examples in the Study Box and ask pupils to repeat.
- On the board, show how the past continuous negative is formed, with *wasn't* changing to *weren't* in the *you*-form and in the plural:
I wasn't reading we weren't reading
you weren't reading you weren't reading
he/she wasn't reading they weren't reading
 Remind pupils that *wasn't* and *weren't* are

- contractions of *was not* and *were not*.
- Practise the negative form. Say 'I wasn't playing football,' and have the class repeat. Give alternative words, and have pupils repeat the whole sentence in modified form: *my brother/Ruba/you/tennis/well/robbing the bank, etc.*

Activity Book, Exercise 1

- Pupils must choose the correct answer for each question. Read the first question and have someone repeat it. Ask 'What's the answer?' and see if anyone can tell you: 'She was watching a film.'
- Give pupils a few minutes to read the remaining questions and find the answers. They can draw lines in pencil, linking questions to answers.
- Correct the exercise orally with the whole class.

Answers

1 e 2 c 3 a 4 d 5 b

Activity Book, Exercise 2

- Pupils use the picture prompts to write sentences in the past continuous negative, then affirmative. Do the entire exercise orally first, eliciting answers, correcting them if necessary, then having other pupils repeat. Write up any vocabulary which pupils have forgotten.
- Ask Pupils to complete the exercise in writing.

Answers

- 1 She wasn't reading a book. She was writing.
- 2 He wasn't eating an ice cream. He was eating an apple.
- 3 They weren't playing tennis. They were playing volleyball.
- 4 She wasn't using a computer. She was cooking.

Lesson 2

Aims

To practise using the past continuous to ask people about what they were doing
To practise using the past continuous in the affirmative and in the negative

Structures

The past continuous tense (interrogative and negative)

What were you doing [yesterday morning]?

What was [Khaled] doing [at five o'clock]?

Functions

Asking people about what they were doing
Saying what you were/weren't doing recently

Topic

Leisure activities in the recent past

Vocabulary

drink (coffee), fly (v.), get back, happen, have lunch/dinner, leave (v.), (out of the) country, robbery

I wasn't anywhere near the ...

How did you know (that) ?..

Resources

Pupil's Book, page 54 Exercise 2, Ask and answer

Pupil's Book, page 54 Exercise 3 Listen and say
Cassette, Unit 18, Exercise 3 Listen and say
Pupil's Book, page 54 Exercise 4 Talk about you
Activity Book, page 54 Exercise 3 Write the questions

Activity Book, page 54 Exercise 4 Read and write

Activity Book, page 54 Exercise 5, Read and answer

Revision 1

- Books closed. Divide the class into two. Say to one half: 'You are the police,' and to the others: 'You are the men.'
- Play again the recording of the picture story from Lesson 1. Each time the detective asks a question and a man replies, pause the cassette. Have the 'police' repeat the question, and the 'men' repeat the answer.
- Practise the question *What were you doing at ...*
First, say 'What were you doing at two o'clock

yesterday?’ and have the class repeat. Say other times and have the class repeat the question, substituting the new time: *three o’clock/ten o’clock/eight o’clock/one o’clock ...*

- Continue in the same way, holding up different numbers of fingers or writing numbers on the board, without saying the time yourself.

Revision 2

- Practise the past continuous negative. Say ‘I wasn’t robbing the bank,’ and have the class repeat. Give alternative words, and have pupils repeat the whole sentence in a modified form:

Nabil*/Laila*/we/you/watching a film/eating an ice cream//they, etc.

* Substitute names of pupils in your class.

Pupil’s Book, Exercise 2

Unit 18

2 Ask and answer

Pupil A				 What were you doing at three o’clock yesterday?
3.00 	4.00 	00’9 	00’5 	
5.00 	6.00 	4.00 	3.00 	 I was...
Pupil B				

3 Listen and say

Who stole the money from the bank?

1

2

3

4 Talk about you

What were you doing yesterday morning?

What were you doing yesterday afternoon?

What were you doing yesterday evening?

turns to ask each other what they were doing at the different times shown.

- Circulate, listen and help where necessary.

Pupil’s Book, Exercise 3

- There has been a robbery at a bank. Pupils will hear the police interview three men. They must decide which man is the robber.
- Ask a pupil to read the question in the speech bubble. Play the recording up to, and including, the point where the third man says *I wasn’t anywhere near the bank at two o’clock*. See if anyone has already understood who stole the money.
- Play the cassette again, as far as *I wasn’t anywhere near the bank at two o’clock*. Pause after each interviewee has spoken. Ask comprehension questions: *What’s his job? What was he doing yesterday?* etc. Ask again: ‘Who stole the money?’ and see if anyone suspects the third person. If so, ask why.
- Play the detective’s final line. Repeat it, write it on the board if necessary, and ensure that everyone understands why the robber has betrayed himself.

Answer

The third man is the robber.

Tapescript

1

DETECTIVE: What were you doing yesterday?

MAN 1: I didn’t go anywhere near the bank all day. I’m a doctor. I was working in the hospital all day. I wasn’t robbing a bank. In the evening, I had dinner with my family.

2

DETECTIVE: What were you doing yesterday?

MAN 2: I’m not a robber. I’m a pilot. I was flying yesterday. I left Damascus at eight o’clock in the morning. I got back at six o’clock. I was out of the country all day.

3

DETECTIVE: What were you doing yesterday?

MAN 3: I didn’t rob the bank. You can ask my friends. I was sitting in a café with them when the robbery happened. We were drinking coffee and having lunch. I wasn’t anywhere near the bank at two o’clock.

DETECTIVE: How do you know the robbery happened at two o’clock? I didn’t tell you.

- Ask pupils to read aloud the question in the first speech bubble. Point to the picture of the book and elicit the answer: *I was reading a book*.
- Ask pupils to work in pairs. Go round the class allocating roles ‘A’ or ‘B’ to each pupil. Pupils take

Pupil's Book, Exercise 4

- Ask pupils 'What were you doing yesterday morning?' Elicit answers in the past continuous tense, beginning *I was ...*. Continue in the same way with the other two questions in Exercise 4
- Give pupils a few minutes to work in pairs, asking and answering about yesterday. Circulate, monitor and correct.

Followup

- Ask pupils to tell you what their partner was doing, so as to practise the third-person form, for example: 'Safaa, what was Dalia doing yesterday morning?' Elicit answers beginning *He/She was ...*

Activity Book, Exercise 3

- Ask pupils to use the skeleton questions to form correct questions in the past continuous.
- Do the exercise orally first, and have several different pupils repeat the question. Pupils then complete the exercise in writing.

Answers

- 1 What were you doing yesterday afternoon?
- 2 What was Khaled doing at five o'clock?
- 3 What were Deema and Maya doing at three o'clock?
- 4 What were you doing yesterday morning?

Activity Book, Exercise 4

- Practise the affirmative form of the past continuous. Say 'I was watching television at six o'clock,' and have the class repeat. Give alternative subjects, and have pupils repeat the whole sentence, changing *was* to *were* where necessary: *my sister/Nabil/Laila/Nabil and Laila/they/we/you/my brother*, etc.
- Pupils work quietly on Exercise 4 completing the sentences with *was* or *were*.
- Correct the exercise orally with the whole class.

Answers

1 was 2 were 3 was 4 were 5 were 6 was

Activity Book, Exercise 5

- Pupils answer the questions in whole sentences beginning *I was ...*

Answers

Bp ils' own answers

Lesson 3

Aims

To read a story about a bank robbery
To revise when we need to finish a sentence with a full stop or a question mark
To review key structures and vocabulary presented in Unit 18

Structures

The past continuous (all forms)

Functions

Reading and discussing a story
Asking/Saying what people were doing recently

Topic

A fictional bank robbery

Vocabulary

carry, heavy, outside, slowly
Be quiet. Let's go. Sorry.
Indefinite pronouns: *everybody, nobody*

Resources

Pupil's Book, page 55, Exercise 5, Read, match and order
Activity Book, page 55, Exercise 6 Look and write
Activity Book, page 55, Exercise 7 Write ? / .
Three slips of paper with a different sentence in the past continuous written on each them: *I was playing volleyball./I was doing my homework./I was robbing the bank.*

Before the lesson, write these four sentences on the board. They relate to the reading activity on page 55 of the Pupil's Book:

- 1 The man was at home.
- 2 The man wanted some coffee.
- 3 There was a woman in the car.
- 4 The man in the blue shirt is a robber.

Revision

- Ask the class to think about the work they have done in Unit 18. What questions have they been asking each other? What answers have they been giving? Ask them to look at the Study Box on page 53 for a few moments, then turn their books over and tell you the sentence examples from memory.
- Repeat the pairwork exercise on page 54 (Ask and answer), this time as a whole-class activity.

- Allocate the roles 'A' or 'B' to every pupil in the class. Ask individual pupils about the different activities shown: 'What were you doing at five o'clock yesterday?' etc. Pupils look at the picture and reply, beginning *I was ...*
- Use the slips of paper you prepared before the lesson to practise the negative form of the past continuous. Pupils come to the front, choose a slip of paper and read the action you have written on it. Say to the rest of the class: 'What was [Laila] doing yesterday at six o'clock? Can you guess?' Again, the class must make guesses, beginning *You were ...* Laila replies in the negative, beginning *No: I wasn't ...* You can give the clues, for example *She was at home.*
 - Have the whole class practise the past continuous negative. Say 'I wasn't watching television,' and have the class repeat. Give alternative words, and have pupils repeat the whole sentence in modified form: *Rahab/Omar/Rahab and Omar/they/playing volleyball/tennis /I/you, etc.*

Pupil's Book, Exercise 5

Unit 18

5 Read, match and order

1 It was three o'clock in the afternoon. A tall man was walking slowly along the road. He was carrying a brown bag. He was going to the bank.

3 He left the bank with the bag. The bag was heavy now. There was a car outside the bank. A man was sitting in the car. The tall man opened the car door and got in. 'Let's go,' he said.

2 In the bank, he said, 'Everybody be quiet! Give me the money.' Nobody said anything. They gave him the money. He put the money in his bag.

4 The man in the car looked at the robber. 'Sorry,' he said, 'but I'm taking you to the police station.'

1 Who was the man in the car?
2 What do you think happened next in the story?

- Ask pupils to open their books at page 55. Tell them: 'We're going to read a story about a robbery.'
- Point to the four sentences on the board. Explain that they relate to the four paragraphs of the story, and that there is a mistake in each sentence. Read aloud sentence 1 and ask the class to repeat. Ensure it is understood.
- Give pupils a few moments to read paragraph 1 quietly to themselves.
- Ask pupils to tell you why sentence 1 is wrong. (The man wasn't at home. He was walking along the road.)
- Read paragraph 1 aloud, pausing before key words and eliciting them from the class.
- Hold up your book, point to the pictures and to paragraph 1 and ask 'Which picture goes with this part of the story?' Establish that it is picture number 2.
- Proceed in the same way for the remaining paragraphs.
- Focus on the two questions that follow the story. Use them as a basis for class discussion. Be ready to supply any new vocabulary your pupils need to express their ideas, for example: *The man went to prison.*

Answers

Order of pictures: 2 – 4 – 1 – 3

Activity Book, Exercise 6

- Pupils must write sentences with the past continuous, saying what the different people were doing in the park. Go through the exercise orally first and have several pupils complete the correct answer. Pupils can then complete the exercise in writing.

Answers

A girl was eating an ice cream.
Two boys were playing football.
A man was talking on his mobile phone.
Two men were running.
A boy was riding a bike.

Activity Book, Exercise 7

- Remind the class of when we have to write a question mark at the end of a sentence in English, and when we have to put a full stop. Use the sentences in the Study Box on page 53 of the

Pupil's Book to illustrate the rules.

- Ask pupils to read the eight sentences in Activity Book Exercise 7 and add a question mark or a full stop.
- Correct the activity orally with the whole class. Ask a different pupil to read aloud each sentence. Invite other pupils to answer the questions, where appropriate.

Answers

1? 2. 3? 4. 5. 6. 7? 8?

Unit 19

Lesson 1

Aims

To learn some names of musical instruments
To revise question words
To practise asking questions about the past, present and future

Structures

Wh- questions:

Which [instrument] do you [play]

What are you going to [play] (this evening?)

When did you [join this school]?

Functions

Asking questions

Topic

Classical music

Vocabulary

(classical) music, musician, concert, group,

instrument, drums, guitar, violin

two years ago, at the front

Question words: *How long, What, When, Where, Which, Why*

Resources

Pupil's Book, page 56 Exercise 1, Listen and read

Cassette, Unit 19, Exercise 1, Listen and read

Pupil's Book, page 56 Study Box

Activity Book, page 56 Exercise 1, Look and write

Activity Book, page 56 Exercise 2, Read and write

Activity Book, page 56 Exercise 3 Read and match

A cassette of classical music

Before the lesson, write the question on the board:
Which instrument do you play?

Presentation 1

- Use the flashcards to teach words for musical instruments: *drums, guitar, violin*. Hold up the drums flashcard and ask 'Who plays the drums?' Ask individuals: 'Khaled, do you play the drums?' If a pupil answers Yes, give them the card. If nobody plays the drums, place the card where all the class can see it. Say 'Nobody plays the drums,' and have the class repeat.
- Continue in the same way with the other two

flashcards.

- If you know of pupils in the class who play other instruments, ask them: 'Which instrument do you play?' Elicit the name in Arabic and teach the word in English. Have the class say after you: 'Hala plays the piano.' etc.
- Ask other pupils: 'Which instrument do you play?' Point to where you wrote the question on the board, before the lesson.
- Point to different pupils in the class, or to the flashcard(s) that nobody is holding. Have the class say whole sentences, first with you, then on their own:
Hala plays the piano. Tarek plays the guitar. Nobody plays the violin. etc.
- Play a few moments of your cassette of classical music. Say 'This is classical music.' Write *classical music* on the board and have the class repeat. Ask different pupils: 'Do you like classical music?'

Presentation 2

- Hold up your book open at page 56 Explain: 'Hussam and Ruba are in Palmyra. They are at the Silk Road Festival. They are going to a concert.' Write *Silk Road Festival* and *concert* on the board and ensure they are understood.
- Show the class any documentation you have about the Silk Road Festival. Ask 'What can we see at the Silk Road Festival?' If you or any of your pupils have been to the festival, share your experiences with the class.

Pupil's Book, Exercise 1

Unit 19

1 Listen and read

Study Box

Which instrument do you play?
Which instrument do you play?
And what about you? Which instrument do you play?

Which instrument do you play? I play the violin/drums/guitar.
When did you join the group? I joined the group two years ago.
We're going to play some classical music.

I play the violin.
I play the drums.
I play the guitar.
I play the violin.

56

- Ask pupils to open their books at page 56 Focus on the first frame in the picture. Play the recording for that frame alone, while pupils listen and follow in their books.
- Ask comprehension questions:
Where are Hussam and Ruba? Why are they in Palmyra? Who are they going to talk to?
- Ask the class to listen to the rest of the recording. To help them focus, tell them to put up their hands each time they hear the name of a musical instrument.
- Focus on any remaining unfamiliar vocabulary – e.g. *group* – and ensure it is understood.

Tapescript

HUSSAM : We are here in Palmyra for the Silk Road Festival.

RUBA: Before the concert begins, we're going to talk to some of the musicians in the group.

HUSSAM : Excuse me. Which instrument do you play?
VIOLINIST: I play the violin.

RUBA A: When did you join this group?
VIOLINIST: I joined the group two years ago.

RUBA A: Which instrument do you play?
DRUMMER: I play the drums.
HUSSAM : And what about you? Which instrument do you play?
GUITARIST: I play the guitar.

RUBA: What are you going to play this evening?
GUITARIST: We're going to play some classical music.
HUSSAM : Thank you very much for talking to us!

Follow-up

- Ask pupils to scan the dialogue and look for all the questions which Ruba and Hussam ask. Invite pupils to read the questions aloud and have other pupils read the reply.
- List the question words on the board: *Which, When, What*. Point to each word, say it, and ask the class to say the whole question. See if they can do this without looking in their books.

Pupil's Book, Study Box

- Have different pupils read aloud the two questions in the Study Box. Ask 'Which question is about the present? ... Which question is about the past?' (Gesture behind you to indicate the 'past'.) Point out how the auxiliaries *do* and *did* show us the questions are about the present and about the past, respectively.
- Practise both questions. Ask any musicians in the class once more: 'Which instrument do you play?' Ask different pupils: 'When did you join this school?' Help them to count the years since they joined. They can then reply in full sentences, for example *I joined this school three years ago*.
- Ask 'Which question in the story is about the future?' (Gesture to indicate the 'future' ahead of you.) Elicit the question *What are you going to play this evening?*
- Practise questions beginning *What are you going to ...* Suggest different verbs and times and have pupils repeat the question in modified form: *do/eat/tomorrow/this weekend*, etc.
- Ask different pupils: 'What are you going to do this evening?' Elicit replies beginning *I'm going to ...*

Activity Book, Exercise 1

- Ask pupils to write the names of the instruments below the pictures. They can refer to their Pupil's Books to check spellings.

Answers

1 violin 2 guitar 3 drums

Activity Book, Exercise 2

- Do the exercise orally first. Ask pupils to read each question and reply quickly to themselves, then ask them what the question word is.
- Have different pairs of pupils repeat each question and reply. Clarify any unfamiliar language, e.g. *at the front*.

Answers

1 When 2 Where 3 What 4 Why 5 Which 6 How

Activity Book, Exercise 3

- Give pupils a few minutes to read the questions quietly to themselves and decide which is the best reply.
- Correct the exercise orally with the whole class.

Answers

1 c 2 b 3 a

For the next lesson

- Ask pupils to find out more about the Silk Road Festival. *What can you see at the festival? What can you do?* They should ask their families and friends, and use the Internet. Tell them to find out all they can: you will help them express their ideas in English.

Lesson 2**Aims**

To practise talking about the present, past and future

To practise time adverbials with *ago*

To find out about the Silk Road Festival

Structures

The present simple, the past simple, future *going to*

Wh- questions

Functions

Asking questions

Topic

Music and musicians

Vocabulary

town, city, child, enjoy, love, play

next/last week/month/year

Musical instruments

Question words

Resources

Pupil's Book, page 57 Exercise 2, Ask and answer

Pupil's Book, page 57 Exercise 3 Listen and answer

Cassette, Unit 19, Exercise 3 Listen and answer
Pupil's Book, page 57 Exercise 4 Look and talk together

Activity Book, page 57 Exercise 4 Read and write the questions

Activity Book, page 57 Exercise 5, Read and write

Flashcards: drums, guitar, violin

Three slips of paper, each with two sentences written on them: *You play the drums. You joined the group two years ago/you play the guitar. You joined the group three years ago/you play the violin. You joined the group one year ago.*

Loose slips of paper, at least one for each pupil in the class

Revision 1

- Revise the musical instruments from Lesson 1. Hold up the flashcards one by one, ask 'What's this instrument?', and elicit the names. Ask different pupils: 'Which instrument do you play?'
- Books closed. Play again the recording of the

picture story from Lesson 1. Pause each time Ruba or Hussam asks a question. Have the class repeat the question. See if anyone can remember how the musicians reply. Play the reply on the cassette and have the class repeat.

Revision 2

- Practise time adverbials with *ago*. Ask a pupil: 'When did you join this school?' Elicit a full-sentence reply, for example: *I joined this school two years ago.*
- Have all the class repeat the reply. Hold up different numbers of fingers and have the class say the sentence with different numbers of years.
- Asking another pupil when they joined the school, elicit an authentic reply.

Presentation

- Invite a confident pupil to come to the front of the class. Tell the rest of the class, '[Name] plays in a group. Can you find out what instrument he plays, and when he joined the group?'
- Give the pupil one of the slips of paper you prepared before the lesson. He should read it quietly to himself and let no one see it.
- Encourage the rest of the class to ask him questions: *Which instrument do you play? When did you join the group?* Ask the pupil to give full-sentence answers based on what you wrote on his piece of paper, for example: *I play the drums. I joined the group two years ago.*
- Have two more pupils come to the front and give them your other slips of paper to read. Have the class question them in the same way. Then ask all three pupils to sit down.

Pupil's Book, Exercise 2

Unit 19

2 Ask and answer

3 Listen and answer

- 1 He is called Wissam.
- 2 He plays the guitar.
- 3 He plays with a group.
- 4 He didn't like music when he was a child.
- 5 He's going to play at the Silk Road Festival next year.
- 6 The group is going to play for three days.

Yes, he is called Wissam.

4 Look and talk together

What musical instruments can you play? What musical instruments would you like to play?

- Focus on the pairwork model shown in Exercise 2. Have two pupils read it aloud.
- Give everyone in the class a slip of loose paper. Tell them: 'You are all musicians in a group. Choose your instrument. Say how long you have been in the group.'
- Write a sentence template on the board:
I play the _ . I joined the group _ years ago.
Have every pupil write the sentences on their paper and complete them as they wish, without letting anyone see.
- Move pupils around so they are sitting in different pairs. Give them a few minutes to ask and answer about the sentences they have written.

Pupil's Book, Exercise 3

- Pupils will hear a musician speaking about his life and his music. They must listen carefully and decide whether the six sentences in the Pupil's Book are right or wrong. Give them a few moments to read the sentences quietly to

- themselves. Read one or two sentences at random and ask them to point to the sentences you have just read.
- Read each sentence and have the class repeat it after you.
 - Say 'Now listen to Wissam.' Play the cassette once. Play it again, pausing and repeating any sentences that your class may have difficulty with. Have them repeat after you. Clarify any unfamiliar language.
 - Say 'Wissam talks about the present, the past and the future.' Write the three terms on the board. Play the cassette once more. Pause after each sentence and have pupils tell you whether the sentence was about the present, the past or the future.
 - Ask 'Are the sentences in the book right or wrong?' Focus on each sentence in turn. The first is correct, so pupils can respond like the example in the speech bubble. Where sentences are wrong, encourage them to say 'No' and give you the sentence in corrected form.
 - Have pupils tell you whether each sentence is about the present, the past or the future.

Answers

1 Yes, he is called Wissam. 2 No. He plays the drums.
3 Yes, he plays with a group. 4 No. He loved music as a child. 5 No. He's going to play at the Silk Road Festival next month. 6 No. The group is going to play for four days.

Tapescript

WISSAM My name's Wissam. I'm a musician. I play the drums. I play with a group. I joined the group five years ago. It's a good group and I enjoy playing with them. We play in concerts in many cities and towns in Syria. I loved music when I was a child. I always wanted to be a musician.
Next month, we're going to play at the Silk Road Festival. We're going to play for four days.

Pupil's Book, Exercise 4

- Ask 'What can you see in the photos?' Have pupils name the instruments.
- Remind them of their homework task to find out about the Silk Road Festival. Ask 'What can you see at the Silk Road Festival? What can you do?' Accept answers in Arabic, but translate them into English and have pupils repeat.

- Create a list on the board and have pupils copy it into their notebooks simultaneously. Write at the top of the board *At the Silk Road Festival you can ,...* then list the possibilities.

Activity Book, Exercise 4

- Ask pupils about the poster. Use the questions that make up Exercise 4 (see *Answers*, below) along with more general questions:
Do you like the violin? Have you been to a concert? Do your mum and dad like classical music? What musicians do you like? etc.
- Ask pupils to write questions about the poster to match the answers shown.

Answers

1 Which instrument does she play? 2 Where is she going to play? 3 When is the concert? 4 When did she play at the Silk Road Festival?

Activity Book, Exercise 5

- Books closed. Read the text slowly (see *Answers*, below). Pause after each sentence and have pupils tell you whether the sentence was about the present, the past or the future.
- Ask pupils to open their books and complete Exercise 5 in writing.

Answers

I **have** a guitar. My father **gave** it to me last year. I **play** my guitar every day. My friend Hassan **plays** the drums. He **played** at the school concert last month. When we are older, we're **going to start** a group. We're **going to call** our group 'Making Music'.

Lesson 3

Aims

To learn more about the Silk Road and the Silk Road Festival

To revise some irregular noun plurals

To review key structures and vocabulary presented in Unit 19

Functions

Reading for information

Topic

The Silk Road and the Silk Road Festival

Vocabulary

last (v.), sell/sold, use, visit, clothes, countries, different, food, medicines, paintings, vases

*It could take [three years] to ...
in the east/west*

Resources

Pupil's Book, page 58, Exercise 5, Read and answer

Activity Book, page 58, Exercise 6 Look and tick (✓) or cross (X)

Activity Book, page 58, Exercise 7 Look and write


Revision

- Hold up your Pupil's Book open at pages 56 and 57. Ask the class to think about the work they have been doing in Unit 19. Ask 'What did we talk about in the last lesson? What questions did we ask each other? What words did we learn?' etc. They can look in their books and notebooks to refresh their memories.
- Dictate these sentences. (Ignore the underlining for now.)
*I have a computer. My father gave it to me last year.
When I was small, I loved ice cream.
When I'm older, I'm going to drive a car.*
Correct the dictation by having different pupils come and write the sentences on the board. The rest of the class can help.
- Point to each sentence and ask if it is about the present, the past or the future.
- Rub out the words which are underlined above. Ask pupils to complete the sentences so that they are true for them. They can do this orally or in writing.

Pupil's Book, Exercise 5

Unit 19

5 Read and answer



The Silk Road Festival
The Silk Road Festival began in 2002. You can go to the festival every year, in September. The festival lasts for four days. It is very interesting. There are a lot of different things to see and hear. There is music from a lot of the countries on the Silk Road. You can see paintings, too.

The Silk Road
The Silk Road is very old and very long. It joined Asia in the east to Syria and Europe in the west. People used the road to visit different countries. They sold clothes, food, vases and medicines to people in the different countries. It could take three years to travel the Silk Road from east to west!

- 1 When did the Silk Road Festival begin?
- 2 When is the festival?
- 3 How long does the festival last?
- 4 What can you see at the festival?
- 5 What did people use the Silk Road for?
- 6 How long could it take to travel along the Silk Road?

58

- Ask 'What's this text about?' Ensure that everyone knows what the Silk Road is. Ask pupils to show you the *Silk Road* on the map.
- Read aloud questions 1–4 pausing each time for pupils to repeat.
- Ask pupils to read the first paragraph quietly to themselves and try to find answers to the questions.
- Read the text aloud, pausing occasionally for pupils to complete the sentence. Go through questions 1–4 and elicit answers.
- Before pupils read the second text, pre-teach or revise words that may cause difficulty, eg. *clothes, food, vases, medicines, ...*
- Ask pupils to read the text about the Silk Road and answer questions 5 and 6. Read the text aloud, with pauses, as before.

Answers

- 1 In 2002 2 Every year, in September. 3 For four days.
4 Musicians, paintings – lots of things. 5 They used it to visit different countries and sell clothes, food, vases and medicines.
6 It could take three years.

Activity Book, Exercise 6

- Ask pupils to look at the concert programme, read the sentences and decide whether they are right or wrong. Give them a few minutes to work on the exercise quietly on their own, to develop their reading comprehension skills.
- Go through the exercise orally. Where sentences are wrong, ask pupils to give a correct version.

Answers

1 X – She plays the violin. 2 X – He’s going to play for two days. 3 ✓ 4 ✓ 5 ✓ 6 ✓

Activity Book, Exercise 7

- Go through the exercise orally first, to remind pupils how the irregular plurals are pronounced.
- Ask Pupils to complete the activity in writing.

Answers

1 feet 2 teeth 3 children 4 men 5 women 6 mice

Lesson 1

Aims

To revise telling the time
To revise the past continuous tense

Functions

Reading a letter
Talking about extended actions in the recent past

Topic

Music; home life

Resources

Pupil's Book, page 59, Exercise 1, Listen and read
Cassette, Unit 20 Exercise 1, Listen and read
Pupil's Book, page 59, Exercise 2, Look and talk together
Activity Book, page 59, Exercise 1, Read and write
Activity Book, page 59, Exercise 2, Look and tick (✓) or cross (X)

Before the lesson, draw four simple clock faces on the board showing these times: seven o'clock, a quarter to eight, half past eight, a quarter to ten.

Revision 1


- Revise the past continuous tense. Ask different pupils 'What were you doing at six o'clock yesterday evening?' Elicit answers beginning *I was ...* . Once a few pupils have answered, ask other children about what their friends have just said, for example 'What was Laila doing?' Elicit answers in the third person, beginning *He/She was ...* .
- Practise the different persons, singular and plural. Say 'I was playing the guitar at six o'clock,' and have the class repeat. Give alternative subjects, and have pupils repeat the whole sentence, changing *was* to *were* where necessary: *my dad/Nabil/Laila/Nabil and Laila/they/wel/you/my sister*, etc.

Pupil's Book, Exercise 1



Unit 20
Revision 4



1 Listen and read

Dear Grandma and Grandpa,
Mum, Dad, Hussam and I went to the Silk Road Festival last weekend. It was very interesting. We listened to some music at the concerts. We saw some lovely paintings, too. Then, yesterday evening, I was watching television. It was a programme about the festival. I saw the musicians. Then, I saw Hussam and me on television! We were talking to the musicians. I was very happy! Were you watching television yesterday evening as well?
Tomorrow, we're going to go to a violin concert here in Damascus. I like listening to the violin very much. I'll write to you tomorrow to tell you about it!
Best wishes
Ruba





2 Look and talk together






What was he doing at eleven o'clock?

He was playing football.

59

- Ask questions about the picture of Hussam and Ruba on page 59:
Who can you see? Are they at school? Where do you think they are? Who are they talking to? Which instrument does he play?
- Establish that the children are at the Silk Road Festival. They are talking to a man who plays the guitar.
- List three times on the board: *last weekend/yesterday evening/tomorrow*. Ask pupils to listen to the cassette, follow Ruba's letter in their books, and find out what she was doing last weekend and yesterday evening, and what she is going to do tomorrow.
- Play the cassette. Point to the time adverbials you have listed – *last weekend*, etc. – at the appropriate points in the recording, to help pupils follow what Ruba is saying.
- Ask pupils: 'What did Ruba do last weekend?' (She went to the Silk Road Festival.) Continue: 'What was she doing last weekend? ... What's she going to do tomorrow?' (She was watching television ...

- She's going to go to a violin concert.)
- Play the cassette again, pausing after each sentence and asking pupils to repeat. Explain any language that pupils find difficult.

Tapescript

RB A: Dear Grandma and Grandpa,

Mum, Dad, Hussam and I went to the Silk Road Festival last weekend. It was very interesting. We listened to some music at the concerts. We saw some lovely paintings, too. Then, yesterday evening, I was watching television. It was a programme about the festival. I saw the musicians. Then, I saw Hussam and me on television! We were talking to the musicians. I was very happy! Were you watching television yesterday evening as well?

Tomorrow, we're going to go to a violin concert here in Damascus. I like listening to the violin very much. I'll write to you tomorrow to tell you about it!

B st wishes

Ruba

Revision 2

- Revise the interrogative form of the past continuous. Ask 'What was Ruba doing yesterday evening?' and have the class repeat. Point to the first of the clock faces you drew on the board before the lesson. Help the class to rephrase the question using the time shown: 'What was Ruba doing at seven o'clock?' Have different individuals repeat.
- Hold up different numbers of fingers and have the class repeat the question, using different times with *o'clock*.
- Point to the other clock faces and have the class repeat the question with the different times.
- Halfway through the activity, give the prompt *she*. Pupils formulate the question with the personal pronoun: *What was she doing at half past eight?* etc.

Pupil's Book, Exercise 2

- Pupils look at the picture sequence in Exercise 2. Hold up your book and point to the first picture. Ask 'What was he doing at nine o'clock?' Elicit the answer: 'He was reading (a book).'
- Focus on each of the remaining pictures in turn. Encourage individual pupils to ask the question and other pupils to answer.
- Give pupils five minutes to work in pairs, asking and answering about the pictures. Circulate, listen and help where necessary.

Activity Book, Exercise 1

- Pupils must complete the questions with verbs chosen from the box. Your stronger classes may be able to approach the exercise without preparation. With other classes, go through the exercise orally.
- Once the correct answer has been established, have different pairs repeat question and reply with an appropriate intonation.

Answers

1 were 2 going to 3 was 4 did 5 going to

Activity Book, Exercise 2

- Point to the picture and explain: 'This is what people were doing yesterday afternoon.' Gesture behind you to demonstrate that you are talking about the past.
- Give pupils a few minutes to read the six sentences, compare them to the picture, and decide if they are right or wrong.

Answers

1 X They were eating. 2 X He was reading a newspaper.
3 ✓ 4 X She was playing a violin. 5 ✓ 6 X He was playing with a ball.

Lesson 2

Aims

- To revise giving and accepting apologies
- To learn a new song
- To revise words for television programmes and talk about programmes you like
- To do a dictation

Structure

- The past continuous (all forms)
- Do you prefer [cartoons] or [films?]*
- Why? – B cause ...*

Functions

- Talking about extended actions in the recent past
- Stating preferences

Topic

Television programmes

Resources

- Pupil's Book, page 6 Exercise 3 Sing
- Cassette, Unit 20 Exercise 3 Sing
- Pupil's Book, page 6 Exercise 4 Ask and answer
- Activity Book, page 6 Exercise 3 Look and write
- Activity Book, page 6 Exercise 4 Listen and write
- Flashcards: cartoon, film, game show, nature programme, the news, the weather forecast

Before the lesson, write a dialogue model on the board:

- *I'm terribly sorry. I broke a glass.*
- *Don't worry. We can buy a new glass tomorrow.*

Revision 1


- Revise the apologies that pupils learned in Unit 16. Play again the recording for the picture story on page 7 of the Pupil's Book. Pupils listen with books closed. Hold up your book and point to the pictures, to remind pupils of the context of each dialogue. Pause after each sentence and ask pupils to repeat.
- Point to the dialogue model you wrote on the board. Invite two pupils to repeat it after you – one to apologise, the other to respond.
- Rub out a glass in both the apology and the reply. Say other nouns and have different pairs repeat

the dialogue, using the new noun, e.g. *a plate, a cup, a vase, a window, my tennis racket, my camera.*

Pupil's Book, Exercise 3

Unit 20
Revision 4

3 Sing



What were you doing at five o'clock?
I was listening to music at five o'clock.

What were you doing at six o'clock?
I was playing with my friends at six o'clock.


What were you doing at seven o'clock?
I was helping my mother at seven o'clock.

What were you doing at eight o'clock?
I was doing my homework at eight o'clock.

What were you doing at nine o'clock?
I was getting into bed at nine o'clock.

What were you doing at ten o'clock?
I was sleeping, sleeping at ten o'clock.

4 Ask and answer



Do you prefer cartoons or films? Why?

I prefer films because they are exciting.

60

- Say 'Open your books at page 6 We're going to learn a new song.' Play the song once, while pupils listen and follow in their books. Encourage them to join in gradually, as they see the pattern which each of the verses follows.
- Sing the song a couple more times. See if pupils are able to sing with the words covered, using the pictures as prompts.

Tapescript

What were you doing at five o'clock?
I was listening to music at five o'clock.

What were you doing at six o'clock?
I was playing with my friends at six o'clock.

What were you doing at seven o'clock?
I was helping my mother at seven o'clock.

What were you doing at eight o'clock?
I was doing my homework at eight o'clock.

What were you doing at nine o'clock?
I was getting into bed at nine o'clock.

What were you doing at ten o'clock?
I was sleeping, sleeping at ten o'clock.

Followup

- If time allows, use the guessing game from Unit 18, Lesson 1, to revise the negative form of the past continuous. You will need to prepare slips of paper with an activity written on, for example *I was doing my homework. I was playing with my friends. I was washing the car.* Alternatively, ask the class: 'What were you doing yesterday at seven o'clock?' Pupils then all write their own sentence, without letting anybody see it.
- Have a pupil come to the front and choose a slip of paper. Ask the rest of the class: 'What was Omar doing yesterday at seven o'clock? Can you guess?' The rest of the class must guess, using sentences beginning *You were ...* Omar replies in the negative: *No, I wasn't watching television.* etc.

Revision 2

- Use the flashcards to revise the words for different types of television programme. Hold up each card and ask 'What's on television?' Use closed question to jog pupils' memories: 'Is it a film or a nature programme?'
- Include more general questions, for example: *Do you like nature programmes? Do you watch the weather forecast? Do you prefer game shows or films? Why?*
- Hold up a card and make a sentence about someone in your family, for example *My husband likes the news.* Invite pupils to come and choose a flashcard and make similar sentences.
- Follow up pupils' sentences by asking them: 'Why?' Help them give simple replies: *Because they're funny/interesting/exciting,* etc.

Pupil's Book, Exercise 4

- Pupils look at Exercise 4 Ask one or two pupils about their TV preferences, using the question-form shown in the speech bubble. Encourage them to reply and give a reason, as in the model shown.
- Give the class a few minutes to ask and answer in pairs.
- Bring the class back together again. Ask pupils about their friend's TV preferences: 'Hala, what did Nadia say about nature programmes?' Pupils reply in the third person: 'She prefers ...'

Activity Book, Exercise 3

- Pupils decide which of the two programme types they prefer, and say why.
- Circulate and help while they are writing. Use the opportunity for further oral practice on a one-to-one basis.

Answers

By pupils' own answers

Activity Book, Exercise 4

- Read the dictation once all the way through (see Answer, below). Pupils listen without writing.
- Read it again, pausing after each sentence for pupils to write what they have heard.
- Read it one final time for checking.

Answer

I play the violin. I play my violin every day after school. I like playing the violin very much. Yesterday, I went to a violin concert with Mum and Dad. When I grow up, I want to play my violin in concerts. I'm going to be famous!

Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 16-20. The activities can be done in class or given for homework and are intended as revision in preparation for Test 4.

Exercise 7, Write

- Pupils copy the words into the appropriate list.
- Correct the exercise with the whole class. See if pupils can suggest any other words to go in the lists.

Answers

Planets: Jupiter, Mars, the Earth

Musical instruments: guitar, violin, drums

Television programmes: game show, nature programme, the news

Exercise 8, Look and write

- Pupils look at the pictures and write sentences in the past continuous, as in the example.

Answers

At eight o'clock yesterday evening, Dad was talking on the phone.

Mum was sewing.

Ruba was reading a book.

Hussam was watching television.

Test 4

Answers

Exercise 1, Look, read and tick (✓) or cross (X)

- 1 X
- 2 X
- 3 ✓
- 4 ✓

Exercise 2, Read and match

- 1 c
- 2 d
- 3 b
- 4 a

Exercise 3, Read and complete

- 1 was
- 2 was
- 3 were
- 4 was
- 5 were

Exercise 4, Look and write

- 1 the news
- 2 a nature programme
- 3 a film
- 4 a cartoon
- 5 a game show

Exercise 5, Read and answer

- 1 am going to visit/are going to play
- 2 am buying/are going
- 3 went/listened

Exercise 6, Read and complete

- 1 robbers/bank
- 2 steal/money
- 3 police
- 4 caught

Unit 21

Lesson 1

Aims

To learn more expressions for telling the time
To learn to make, accept and decline invitations
To learn more words relating to the cinema

Structures

Would you like to ... ?
going to (future tense)

Functions

Making, accepting and declining invitations
Telling the time

Topic

Social arrangements

Vocabulary

actor, box office, cinema, seat, ticket, at the back/front

Where is it on?

I'd like/love to. I'm sorry. I'm afraid I can't.
[wenty] past/to [our]

Resources

Pupil's Book, page 6, Exercise 1, Listen and read

Cassette, Unit 21, Exercise 1, Listen and read

Pupil's Book, page 6, Study Box

Activity Book, page 6, Exercise 1, Look and write

Activity Book, page 6, Exercise 2, Read and match

Flashcards: concert, cinema, box office

Draw six clock faces on a sheet of paper, in two rows of three. Write in the numbers 1 to 12, but don't draw the hands. Make a photocopy for each pupil.

Presentation

- Teach (or revise) telling the time in smaller fractions of an hour. Draw four clock faces on the board, without the hands. Add the numbers 1 to 12 – or simply draw dots – for the hours. On the first clock, draw in hands showing a *quarter past six*. Ask 'What time is it?' and elicit the answer from several different pupils. Practise the expression by holding up different numbers of fingers: hold up four fingers and have pupils say 'It's a quarter past four.' etc.
- Alter the clock so that the time shows *five past six*.

Say 'It's five past six,' and have pupils repeat several times.

- Write these times on the remaining clocks, and have the class repeat the times after you, beginning each time with *It's ... twenty past six/twenty to seven/ten to seven*.
- Point to the different clocks in order, and then randomly. Ask 'What time is it?' and elicit the answer from individuals or from the whole class.
- Hand out the photocopies of clock faces. Dictate six times and ask pupils to draw in the clock hands to show the times you read out:
1 five past nine 2 twenty past nine 3 twenty to six 4 ten to four 5 ten past four 6 twenty-five past eleven
- Correct the activity by asking pupils to read the times back to you: 'Look at the first clock: what time is it?' etc.

Pupil's Book, Exercise 1

Unit 21

1 Listen and read

I'm going to go shopping with Mum on Saturday morning. Would you like to come?

Mum is taking me to the cinema tomorrow. We're going to see 'The Narrow Path'. My favourite actors are in it! Would you like to come?

I'm really sorry. I'd like to, but I'm afraid I can't. We're going to see Grandma and Grandpa on Saturday.

Yes, please, I'd love to. Where is it on?

There's the box office. Let's get our tickets.

Would you like seats at the front or the back, Ruba?

What time does the film start?

It starts at twenty to four and it ends at ten past five.

Can we sit at the front, please?

Would you like to come?

Study Box

I'm going to go shopping/to the cinema/ to a football match.
Would you like to come?
I'm sorry. I'd like to, but I'm afraid I can't.
Yes, please, I'd love to.
Yes, I'd love to!

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- Say 'Open your books at page 6.' Point to the first picture and ask questions: 'Who can you see? Where are they? What are they doing?' Establish that Ruba and her friend Deema are in the kitchen. They're making some tarts.

- Say 'What's Ruba going to do tomorrow? ... Let's listen and find out'.
- Play the cassette. Be ready to pause the tape-recorder after the sentences beginning with *You have to...* to ensure that everyone is putting their hand up.
- Ask pupils to listen to the recording and follow in their books. Ask again: 'What's Ruba going to do tomorrow?' (She's going to go to the cinema with her mother.) Show pupils the *cinema* flashcard.
- Play the cassette again. Pause after each section of dialogue and ask comprehension questions:
Where is Ruba going on Saturday morning? (to see her Grandma and Grandpa)
What film is she going to see? ('The Narrow Path')
Where is the cinema? (next to the baker's)
What time does the film start/end? (twenty to four/ten past five)
Where are they going to buy the tickets? (show pupils the *box office* flashcard)
Are they going to sit at the front or the back? (at the front)
- Ask pupils how many questions they can find in the dialogue (six). Ask them to read them aloud. Invite different pupils to answer each question as if they were characters in the story.

Tapescript

- DEEMA: *I'm going to go shopping with Mum on Saturday morning. Would you like to come?*
- RBJ A: *I'm really sorry. I'd like to, but I'm afraid I can't. We're going to see Grandma and Grandpa on Saturday*
- RBJ A: *Mum is taking me to the cinema tomorrow. We're going to see 'The Narrow Path'. My favourite actors are in it! Would you like to come?*
- DEEMA: *Yes, please, I'd love to. Where is it on?*
- RBJ A: *It's on at the cinema next to the baker's.*
- DEEMA: *What time does the film start?*
- RBJ A: *It starts at twenty to four and it ends at ten past five.*
- RUBA: *There's the box office. Let's get our tickets.*
- MM : *Would you like seats at the front or the back, Ruba?*
- RBJ A: *Can we sit at the front, please?*

Followup

- Write the question from the dialogue on the board: *Would you like to come?* Have the class repeat it after you.

- Show the class how the same structure can be used to make other invitations, simply by changing the verb. Rub out the verb *come*. Say other verbs and encourage the class to formulate invitations using the new verb: *go shopping/play tennis with me/see my photos/go to the beach ...*

Pupil's Book, Study Box

- Ask two pupils to read aloud the question and answer shown in the speech bubbles. Explain that this is a polite way to give and accept an invitation. Invite different pupils to go shopping, play tennis, etc. Encourage them to reply 'Yes, please, I'd love to,' using a natural intonation.
- Read the first example in the Study Box, adding an invitation: *I'm going to go shopping. Would you like to come?*
- Have the class repeat.
- Continue in the same way with *play tennis* and *go to a football match*.
- Ask pupils what we say when we can't accept an invitation. Have them read out the example from the Study Box: *I'm sorry. I'd like to, but I'm afraid I can't*. Have several pupils repeat. See if they can say the sentence without looking in their books.
- Focus again on the first picture in Exercise 1. Point out that when Ruba tells Deema that she can't go shopping, she goes on to give a reason, beginning with *I'm going to ...*. It is more polite to give a reason for declining an invitation, whenever possible.

Activity Book, Exercise 1

- Pupils must match the cinema words to the pictures, writing the correct caption beneath each picture. Do the exercise orally with the whole class, then ask them to complete it in writing.
- You may like to explain that the box office is so called because in a theatre, people sometimes sit in separate areas of seating known as boxes.

Answers

1 ticket 2 box office 3 actor 4 seat 5 cinema

Activity Book, Exercise 2

- Give pupils a few minutes to read through the questions and answers, and try to match them.
- Go through the exercise orally. Have pupils repeat the questions after you, using a natural and polite intonation. Then see if they can find the appropriate answer.

Answers

1 b 2 d 3 a 4 c 5 e

Lesson 2

Aims

To practise making, accepting and declining invitations

To discuss your cinema-going habits

Structures

Would you like to ?..

How often/When do you ?.. What are your favourite ?..

going to (future tense)

Functions

Making, accepting and declining invitations

Discussing habits and preferences

Topic

Social arrangements

Films and the cinema

Vocabulary

I'd like/love to. I'm sorry. I'm afraid I can't.

concert, theatre, beach, mountains, (family) party, cousin, sister

Resources

Pupil's Book, page 2, Exercise 2, Read and say

Pupil's Book, page 2, Exercise 3 Look and talk

Pupil's Book, page 2, Exercise 4 Talk about you

Activity Book, page 2, Exercise 3 Look and write

Activity Book, page 2, Exercise 4 Read and write

Flashcards: cinema, concert, theatre, box office

Revision

- Ask pupils to look again at the picture sequence on page 6 of their Pupil's Books. Ask questions about the story, using the *cinema* and *box office* flashcards:

Where are Ruba and Deema going tomorrow?

What film are they going to see?

What time does the film start/end?

Where do they buy their tickets?

Are they going to sit at the front or the back?

- Tell the class: 'You want your friend to come to the cinema: what do you say?' Encourage them to

look at the Study Box. Elicit the invitation:

I'm going to the cinema. Would you like to come?

- Ask other pupils: 'What do you answer?' Elicit the polite reply *Yes, please, I'd love to.*
- Show the concert and theatre flashcards, and elicit or explain the difference between these and the cinema. Then give other verb phrases and have pupils formulate an invitation and a reply: *going to a concert/going to the theatre/going to the park/going to Tal Shihab waterfalls ...*
- Ask pupils what they say if they're doing something else and they can't come: *I'm sorry. I'd like to, but I'm afraid I can't.* Remind them that it is polite to add a reason: *I'm going to ...*

Pupil's Book, Exercise 2

Unit 21

2 Read and say

Pupil A

Your family is having a party on Saturday at six o'clock, at your home. Ask your friend to come to the party.

Your friend asks you to go to a concert. You can't go because your cousin is staying with you. Tell your friend.

You want to play tennis in the park at the weekend. Ask your friend to play with you. Talk about when you'll play.

Your friend asks you to go to his/her house this afternoon. You can go. Talk about when you will go.

Your friend asks you to come to a family party. You can go. Ask about the time of the party.



You're going to a concert with your family. Ask your friend to come with you.

Your friend asks you to play tennis at the weekend. You can't go because you have to look after your sister. Tell your friend.

You need some help with a school project. Ask your friend to come to your house this afternoon.

Pupil B

3 Look and talk

I'm going to the cinema with my family on Saturday. Would you like to come?

4 Talk about you

How often do you go to the cinema?

When do you go to the cinema?

What are your favourite films?

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- Ask pupils to look at page 2. Tell them they are going to work in pairs. Allocate the role 'A' or 'B' to each pupil in the pair.
- Read aloud the first example for Pupil A. Help the 'A' pupils to formulate the invitation: *We're having a party on Saturday. Would you like to come?*
- Turn your book upside and read the instruction for Pupil B. Help the 'B's to give the answer: *Yes, please,*

I'd love to. What time is the party?

- Show that in the next dialogue, it is B's turn to invite A – and so on.
- Let pupils continue the exercise in pairs, while you circulate, listen and help.
- If you feel your class need a more structured approach, ask them to choose just one of the exchanges and write the dialogue in playscript form.

Pupil's Book, Exercise 3

- Ask a pupil to read aloud the example in the boy's speech bubble.
- Elicit a polite response from different pupils: *Yes, please, I'd love to.* Then ask 'If you can't go to the cinema, what do you say?' Encourage pupils to decline the invitation and give a reason: *I'm sorry. I'd like to, but I'm afraid I can't. I'm going to visit my aunt and uncle.*
- Ask pupils to work in pairs and create a dialogue about the second photo. Again, you could ask them to write the dialogue in their notebooks.
- Invite different pairs to perform their dialogues for the class.

Pupil's Book, Exercise 4

- Use the questions in Exercise 4 as a basis for a class discussion about films and the cinema. Have different pupils read out the questions.
- Give pupils a few minutes to ask and answer the questions in pairs.
- Ask pupils to report back on their partner's answers, so as to practise third-person forms. Ask, for example, 'Naser, how often does Omar go to the cinema?' etc.
- Some children may not go to the cinema often, or even at all. Be ready to extend the discussion. Write alternative questions on the board:
How often do you watch films on television?
How often do you watch films on DVD ?
When do you watch films on DVD ? etc.

Activity Book, Exercise 3

- Pupils must write an appropriate invitation in each of the speech bubbles, beginning *Would you like to ...*. Go through the exercise orally first. Have different pupils repeat each invitation, using a natural intonation.
- Ask pupils to complete the exercise in writing.

Answers

1 *Would you like to play football?* 2 *Would you like to go swimming?* 3 *Would you like to go to the theatre?* 4 *Would you like to play a computer game?*

Activity Book, Exercise 4

- Do the exercise orally first. Pupils can use their own ideas to say why they can't accept the invitations in questions 3 and 4
- Pupils complete the exercise in writing.

Suggested answers

1 *I'm sorry. I'd like to, but I'm afraid I can't. I'm having lunch with my aunt.* 2 *Yes, please, I'd love to. I love swimming in the sea.* 3 *I'm sorry. I'd like to but I'm having dinner with my grandparents.* 4 *I'm sorry, I'd like to, but I'm going to Damascus.* 5 *Yes, please, I'd love to. I love music!*

Lesson 3

Aims

To practise making, accepting and declining invitations

To revise the function of the word endings -ly, -er and -est

Structures

Would you like to ?..

What times does ?..

going to (future tense)

Functions

Making, accepting and declining invitations

Telling the time

Topic

Social arrangements

Films and the cinema

Vocabulary

win, lose, want (to be), grow up, move to, make friends, help, farmer, money, pilot, city, jungle, usually, fastest, quickly, slower, smaller, tallest, older, carefully

This film is about ...

Resources

Pupil's Book, page 6 Exercise 5, Read, match and talk

Activity Book, page 6 Exercise 5, Look and write

Activity Book, page 6 Exercise 6 Read and write

Flashcards: cinema, box office

Draw six clock faces on a sheet of paper, in two rows of three. Write in the numbers 1 to 12, but don't draw the hands. Make a photocopy for each pupil.

Revision 1

- Hold up your book and show the class the pages of Unit 21. Ask questions to help pupils think back over their work on invitations etc.:
What are the important sentences in Unit 21? What have we learned to do? What words do we know about the cinema?
- Invite different pupils to do different things: 'Would you like to go to the cinema?' etc. Elicit polite responses, both affirmative and negative.

- Ask pairs of pupils to repeat the dialogues they created about the cinema and the mountains (page 6, Exercise 6)

Revision 2


- Use photocopied clock faces, like those in Lesson 1, to revise telling the time. Hand out the photocopies. Dictate six times and ask pupils to draw in the clock hands to show the times you read out:
1 ten to six 2 twenty past eleven 3 twenty-five to one 4 five past four 5 ten past twelve 6 twenty to nine
- Correct the exercise by asking pupils to read the times back to you.

Pupil's Book, Exercise 5


Unit 21

5 Read, match and talk


1 ELEVEN BOYS AND A FOOTBALL
This film is about a football team. They are not very good footballers, and they usually lose their matches. Will this time be different? Will they win the most important match of the year?



2 HOW CAN I FLY?
A boy wants to be a pilot. His parents are farmers. His grandparents are farmers. They don't have a lot of money. All his family want to help him. Can he be a pilot when he grows up?



3 ANIMALS IN THE JUNGLE
This is a cartoon. The animals live in the jungle. Life is very different in the jungle for the animals. They make friends. The other animals in the jungle help them.



a



b



c



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- The three texts are descriptions of films. Pupils must first match the descriptions to the pictures. The clock faces will be used afterwards, in the second part of the exercise.

- Read text 1 aloud while pupils follow in their books. Ask comprehension questions, for example: *What's this film about? Are they a good team? Do they win their matches? Do you think they will win their next match?*
- Ask the class to decide which picture matches the description. (picture b)
- Proceed in the same way for texts 2 and 3 Ask comprehension questions:
What is 'How Can I Fly?' about? Where does the boy live – in the city or in the country? Does he want to be a farmer? Do you think he can be a pilot?
What kind of film is 'Animals in the Jungle'? Where do the animals live? Where do they go? Are they happy in the jungle? Why?
- Demonstrate the pairwork activity by asking a pupil to come and see one of the films, for example: *I'm going to the cinema on Saturday. I'm going to see 'Eleven Boys and a Football'. Would you like to come?*
- Write on the board: *What time _ ?* and elicit the complete question *What time does the film start?*
- Explain to pupils that they then choose one of the showings of the film, indicated in the three clocks. Pupils answer *It starts at (ten to five).*
- Tell the class 'Choose a film and invite your friend.' Pupils work in pairs, inviting each other to the cinema. Circulate and listen. Ensure that they are asking about the times of the film.

Answers

1 slowly 2 slower 3 tallest 4 quickly
5 smaller 6 carefully 7 older 8 fastest

Activity Book, Exercise 5

- Pupils must write the time below the clocks, beginning with *It's ...*. Do the exercise orally first, then ask pupils to complete it in writing.

Answers

1 *It's twenty-five past ten.* 2 *It's five to four.* 3 *It's ten past eight.* 4 *It's twenty past three.* 5 *It's five past nine.* 6 *It's twenty-five to five.* 7 *It's twenty to seven.* 8 *It's ten to two.*

Activity Book, Exercise 6

- Write examples on the board to remind pupils of the function of the three word endings: *-ly*, *-er* and *-est*: *Please work quietly./Omar is older than Naser./Laila is the oldest girl in the class.*
- Your stronger classes may be able to attempt the exercise without further preparation. In other cases, go through the sentences orally first, then have pupils complete them in writing.

Unit 22

Lesson 1

Aims

To learn to say what you are interested in and good at

To learn some new words for skills and interests

To learn how intensifiers can be used to add meaning

Structures

I'm (quite/very) good at + verb -ing

I'm interested in + verb -ing

I like/enjoy + verb -ing

Functions

Asking/Saying what you are good at

Topic

Hobbies and interests

Vocabulary

like, enjoy, good at, interested in, collecting stamps, sewing, painting pictures, taking photos, playing chess/table tennis/badminton, stamp (collection), gold medal, competition, shells

Intensifiers: *quite, very*

Resources

Pupil's Book, page 6 Exercise 1, Listen and read

Cassette, Unit 22, Exercise 1, Listen and read

Pupil's Book, page 6 Study Box

Activity Book, page 6 Exercise 1, Look and write

Activity Book, page 6 Exercise 2, Read and match

Flashcards: sewing, playing chess, playing table tennis, playing badminton, collecting stamps, drums, guitar, violin

Wall chart: Hobbies

A stamp album or some envelopes with stamps on them

Presentation

- If you have been working with your class for some time, you will probably know which of your pupils have special interests or skills. If not, take a few moments to ask questions in Arabic. Ask pupils if they like collecting stamps, playing chess, sewing, painting pictures, etc.

- Draw attention to the *Hobbies* wall chart. In English, list your pupils' interests on the board, using the *-ing* form: collecting stamps, growing flowers, etc. Ask different pupils: 'Do you like collecting stamps?' etc. Encourage them to make statements about themselves, beginning with *I like*: *I like painting pictures*, etc.
- Use the wall chart and the flashcards to teach and consolidate the different leisure interests, in preparation for the listening activity. Hold up each card and ask 'Who likes sewing? ... Who likes playing chess?' etc. If pupils respond in the affirmative, give them the flashcard and encourage them to tell the class, for example *I like sewing*.
- Focus on one of the interests that have been mentioned and write the structure on the board, for example *I like painting pictures*. Write beneath it: *I'm good at painting pictures* and have the class repeat each sentence after you. Ensure that pupils understand the difference of meaning. Ask different pupils: 'What are you good at?'
- Teach the expression *collecting stamps* if it has not already arisen during discussion. Use the flashcard, or your stamped letters/stamp album to teach *stamp* and *stamp collection*.

Pupil's Book, Exercise 1

Unit 22

1 Listen and read

This is my stamp collection, Grandpa.

Do you like collecting stamps, Hussam?

Yes, I do. I'm very interested in collecting old stamps.

I love playing chess, too. I'm good at playing chess. What are you good at, Grandpa?

When I was young, I was good at playing table tennis. I won a gold medal in a competition! Now, I'm quite good at playing chess, too.

Let's play a game of chess!

Do you like sewing, Ruba?

Yes, I do. I enjoy painting, too. I'm good at painting pictures.

Hussam won the game of chess.

Can I see your pictures?

Yes, of course. I like painting animals.

You're very good at playing chess, Hussam!

Well done, Hussam!

I'm good at playing chess.

Study Box

What are you good at?

I'm (quite/very) good at playing chess/table tennis.

I'm interested in collecting stamps/taking photos.

I like/enjoy sewing/painting pictures.

- Ask pupils to open their books at page 6. Point to the first two pictures and ask ‘Who can you see? ... What are they doing?’ Establish that Hussam is talking to his Grandpa. They are looking at Hussam’s stamp collection. In the second picture, they are playing chess.
- Write on the board: *Hussam is good at _____*. Ask pupils to listen to the cassette, follow in their books, and tell you what the people in the story are good at: Hussam, Grandpa, Grandma and Ruba. Play the cassette.
- Point to the unfinished sentence on the board and ask ‘What’s Hussam good at?’ Ask about the other people in the story. (Grandma is good at sewing, though she does not explicitly say so.)
- Play the cassette again. Pause after sentences which include the expressions *like*, *enjoy* or *good at*. Ask pupils to repeat.
- Explain any unfamiliar vocabulary, e.g. gold medal, competition.

Tapescript

- HUSSAM : This is my stamp collection, Grandpa.
 GRANDPA: Do you like collecting stamps, Hussam?
 HUSSAM : Yes, I do. I’m very interested in collecting old stamps.
- HUSSAM: I love playing chess, too. I’m good at playing chess. What are you good at, Grandpa?
 GRANDPA: When I was young, I was good at playing table tennis. I won a gold medal in a competition! Now, I’m quite good at playing chess, too.
 HUSSAM : Let’s play a game of chess!
- GRANDMA: Do you like sewing, Ruba?
 RUBA: Yes, I do. I enjoy painting, too. I’m good at painting pictures.
 GRANDMA: Can I see your pictures?
 RUBA: Yes, of course. I like painting animals.
- GRANDPA: Hussam won the game of chess.
 GRANDMA: You’re very good at playing chess, Hussam!
 RUBA: Well done, Hussam!

Followup

- Books closed. Point again to the sentences on the board and have pupils formulate sentences about the people in the story: *Hussam is good at playing chess*, etc. Point to different pupils in the class and help their friends to say what they are good at: *Laila is good at playing table tennis ...*

Pupil’s Book, Study Box

- Ask pupils to open their books again and look at the Study Box. Read each expression aloud and have different pupils repeat.
- Focus on the intensifiers *quite* and *very*. Use real-life examples to demonstrate how they can affect the meaning of the verb: *I’m quite good at making cakes. Laila is very good at playing table tennis ...*
- Point out that all the expressions for saying that you like or are good at things are followed by the verb + *-ing*.
- Explain that the verbs *like* and *enjoy* mean the same thing.
- Ask pupils to practise and repeat the Study Box sentences, modifying it with each new expression you give them: *I’m good at playing chess. I painting animals / quite good / very good / taking photos / I like / enjoy / My dad enjoys / My mum ...*

Activity Book, Exercise 1

- Do the exercise orally first, asking pupils to make a sentence about each picture, using *like* or *likes*.
- Ask pupils to complete the exercise in writing.

Answers

1 She likes sewing. 2 They like playing chess. 3 She likes taking photos. 4 They like playing table tennis. 5 He likes collecting stamps. 6 She likes painting pictures.

Activity Book, Exercise 2

- Pupils must read the sentences and match them to the pictures. Let them try the exercise unaided, to practise reading comprehension skills.
- Correct the exercise with the whole class. Read each sentence aloud and have pupils repeat it after you, imitating your intonation. Then ask ‘Which picture: a, b, c or d?’

Answers

1 d 2 a 3 c 4 b

Lesson 2

Aims

To practise saying what you and others are interested in and good at
To consolidate words for skills and interests

Structures

Asking/Saying what people are/are not good at

Functions

Describing people and animals

Topic

Hobbies and interests

Resources

Pupil's Book, page 6, Exercise 2, Listen and choose
Cassette, Unit 22, Exercise 2, Listen and choose
Pupil's Book, page 6, Exercise 3 Talk about you
Activity Book, page 6, Exercise 3 Look and write
Activity Book, page 6, Exercise 4 Read and answer
Flashcards: sewing, playing chess, playing table tennis, playing badminton, collecting stamps
Wall chart: Hobbies

Revision

- Use the flashcards and the *Hobbies* wallchart to reactivate language from Lesson 1. Hold up each card and ask 'Who likes sewing?' etc. Ask different pupils 'What are you good at?' Encourage them to talk about their skills and interests, using *I like* and *I'm good at* ...
- Dictate three sentences and ask pupils to write them down:
 - Hussam is good at playing chess.
 - Ruba is very good at painting animals.
 - I'm good at _____.
- Say 'Complete the sentence. What are you good at? Write it down.'

Pupil's Book, Exercise 2

Unit 22

2 Listen and choose

1

2

3

4

3 Talk about you

playing chess

swimming

painting pictures

running

playing football

playing table tennis

playing badminton

sewing

singing

taking photos

What are you good at?

I'm good at taking photos.
I'm not very good at football.

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- Pupils will hear four young people talking about the things they are good at or interested in. They must listen and choose the appropriate picture in each case: a or b.
- Pause the tape recorder after each speaker, to give pupils a moment to absorb what they have heard. Circulate and see if everyone is pointing to the correct picture. Do not confirm the answer yet.
- Play the recording again. Pause the tape recorder after selected sentences and ask pupils to repeat what they have just heard. Pause after each speaker and ask 'Which picture: a or b?'

Tapescript/Answers

- 1 I like playing a lot of sports. I love playing badminton. I play in competitions at the weekend. I don't like playing basketball. I'm not very good at it. (a)
- 2 I don't like playing football, but I'm very interested in chess. I'm quite good at it. I won a competition last year. (b)

3 I'm very good at playing table tennis. I won a gold medal last month. I was very happy. I'm not very good at swimming. I swim very slowly. (b)

4 I'm interested in painting. I want to be an artist when I grow up. I'm good at painting animals. I'm not very good at playing the guitar. It's very difficult. (a)

Pupil's Book, Exercise 3

- Ask two pupils to read aloud the question and answer at the bottom of the page.
- Give pupils a few minutes to ask and answer in pairs. They can choose verbs from the verbs on page 6, or use their own ideas. Set a time limit for the activity.
- Write a dialogue template on the board if you feel your pupils need additional structuring:
 - What are you good at?
 - I'm good at _____. I'm not very good at _____.
- Bring the class together again. Ask pupils to tell the class about their friend's skills and interests, so as to practise the third-person form. Ask, for example: 'Dalia, what is Hind good at?' Insist on full-sentence answers: *She's good at ...*

Activity Book, Exercise 3

- Pupils must write sentences about Sawsan, using the information shown in the table. Do the exercise orally first, then ask pupils to complete it in writing.

Answers

Sawsan is good at cooking. Sawsan isn't very good at swimming. She's good at sewing. She isn't very good at taking photos.

Activity Book, Exercise 4

- Pupils write about their own skills and interests. You can write sentence templates on the board, to remind them to use the intensifiers *quite* and *very*:
 - I'm very good at _____.*
 - I'm quite good at _____.*
 - I'm not very good at _____.*
- Stronger pupils who finish quickly can write about members of their family: *My dad is not very good at playing table tennis, etc.*

Answers

Bp *ils' own answers*

For the next lesson

- Ask pupils to bring in a picture of a famous sportsman or sportswoman. They can take it from a newspaper or magazine.

Lesson 3

Aims

To read a text about a famous sportswoman
To carry out a class survey

Structures

the first person *to + verb*

Topic

Ghada Shouaa

Vocabulary

Olympic Games, all around the world, the first person (to)...

Sports, hobbies and interests

Resources

Pupil's Book, page 6 Exercise 4 Read, match and answer

Activity Book, page 6 Exercise 5, Project: A class survey

Flashcards: running, jumping, throwing, swimming

Pupils' photos of sports stars, taken from newspapers and magazines

Before the lesson, write up three sentences pupils complete in the reading activity:

1 *When she was young, Ghada Shouaa loved*

2 *Ghada Shouaa's new sports when she was nineteen were _____, _____ and _____.*

3 *People in Syria were happy because _____.*

Revision

- Hold up your book, open at pages 6 and 5. Ask 'What important words and phrases have we learned in Unit 22?'
- Play again the recording from Exercise 2 on page 5. Pause after each speaker and ask comprehension questions: *What is she good at? Does she like basketball? ...*
- Say '[Dalia], please ask [Hind] what she is good at.' Have different pairs repeat the conversations they had in the last lesson (Exercise 3 Talk about you). Let them try this without looking in their Pupil's Books. If this is too difficult, tell them to open their books at page 5.

Presentation

- Invite pupils to show the class the pictures of sports stars that they brought from home. Ask questions about the pictures: *Who's this? Is he/she from Syria? Where is he/she from? What is he/she good at? ...*
- Be ready to supply additional vocabulary for different sports. Use the flashcards for swimming, running, jumping and throwing. Write new words on the board.

Pupil's Book, Exercise 4

Unit 22

4 Read, match and answer

1 Ghada Shouaa is from Maharda. When she was young, she loved playing sports. She loved playing basketball. She was very good at basketball and she played in the Syria team.

2 Then, when Ghada was nineteen, she stopped playing basketball. She started a new sport. She was very good at running, jumping and throwing. She entered competitions all around the world.

3 When she was twenty-four, Ghada went to America for the Olympic Games. She won a gold medal for Syria. Everyone in Syria was very happy. She was the first person to win a gold medal for Syria.



a



b



c

1 What sport did Ghada Shouaa play when she was young? Was she good at it?
 2 What was Ghada Shouaa also good at?
 3 How old was she when she won a gold medal?

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- Ask the class to read the text and find the information they need to complete the sentences. They must also match the pictures to the paragraphs. (1 = b, 2 = a, 3 = c)
- Let pupils read quietly for a few minutes.
- Read out the sentences on the board again. See if pupils are able to give you the missing information:
 - 1 *When she was young, Ghada Shouaa loved playing basketball.*
 - 2 *Ghada Shouaa's new sports when she was nineteen were running, jumping and throwing.*
 - 3 *People in Syria were happy because Ghada Shouaa was the first person to win a gold medal for Syria.*
- Read the text aloud, pausing occasionally before key words for the class to say them. Clarify any unfamiliar language, for example *She was the first person to win a gold medal for Syria.*
- Use the questions at the bottom of the page for additional practice, or as homework.

Answers

- 1 *She played basketball. Yes, she was very good at it.*
- 2 *She was good at running, jumping and throwing.*
- 3 *She was twenty-four.*

Activity Book, Exercise 5

- Ask pupils to use the grid in the Activity Book to carry out a survey of their friends' interests and skills. Demonstrate by asking different pupils to put the questions to you. Answer as honestly as you wish. Provide a variety of examples: *sporting, indoor, manual, artistic, etc...* Write your answers in a column on the board, to match the Activity Book grid. Show the class how to record answers in note form: *playing volleyball, making birthday cards, etc.*
- Pupils can move around the classroom or ask pupils sitting nearby. Set a time limit for the activity, for example 'You have five minutes ... And I only want to hear English, please.'
- Ask pupils to complete the activity by writing about their friends as in the example shown. Monitor their work as they write. Ensure that they are using *he* or *she* correctly.

Answers

Bp ils' own answers

Follow-up

- For additional follow-up, pupils can write about the sports star whose picture they brought from home. Encourage them to use the text about Ghada Shouaa as a model, adapting it as necessary.
- Display their work if possible.

- Ask pupils to turn to page 6 Ask 'Who can you see? Where is she from? What is she good at?'
- Establish that the text is about Ghada Shouaa from Syria. Ghada Shouaa was very good at many sports. She won a gold medal at the 1996 Olympic Games for the heptathlon: jumping hurdles, high jump, shot-put, running 20 metres, long jump, javelin and running 80 metres.
- Point to the incomplete sentences you wrote on the board. Read them aloud and ensure they are understood. Tell the class that the three sentences refer to the three sections of the text about Ghada Shouaa.

Unit 23

Lesson 1

Aims

- To talk about communication now and in the past
- To consolidate vocabulary relating to communication
- To revise how to give sequences of instructions

Structures

- The present simple and past simple tenses
- Imperatives

Functions

- Talking about the past and the present

Topic

- Communication, past and present

Vocabulary

- spoke, write/wrote, go on holiday (to) ... , post office, post box, address, email, (text) message, hotel, nowadays, in the past, quicker, easier*

Resources

- Pupil's Book, page 7 Exercise 1, Listen and read
- Cassette, Unit 23 Exercise 1, Listen and read
- Pupil's Book, page 7 Study Box
- Activity Book, page 7 Exercise 1, Look and write
- Activity Book, page 7 Exercise 2, Order and write
- Flashcards: post office, postbox
- Any object to evoke the past: a photograph from 50 years ago, an old vinyl record, an old camera, a model of an early motor car ...

Revision

- Reactivate the language from Unit 11, in which pupils wrote instructions for sending a birthday card (Activity Book, page 7 Exercise 4). Say 'It's my friend's birthday tomorrow. I want to send her card. What shall I do?'
- Help pupils to formulate a sequence of instructions. Write key vocabulary on the board: *Go to the shop. Buy a birthday card. Take it home. Write the card. Write the name and address of your friend. Stick on a stamp. Post the card.*
- Ask pupils: 'Where can I buy a stamp? ... Where can I post the card?' Show the flashcards to teach the words *post office* and *post box*.

Presentation

- Use an old photograph – or any piece of old realia – to introduce the topic of the past. Show your photo to the class and say a few simple sentences beginning *In the past*, for example:
In the past, there weren't any mobile phones. ... people wrote more letters. ... there weren't many cars. ... people walked more. ... there weren't any computers.
- Write two headings on the board: *In the past* and *Nowadays*.
- Say 'Think about your grandparents when they were children. What was different?' Accept ideas in Arabic, but write them on the board in English and have pupils repeat. Keep to simple ideas and use the formula *there weren't any* where possible. Five or six ideas should be enough.
- Complete the 'Nowadays' column with contrasting ideas, to show the difference between the present and the past. Use questions to help pupils formulate ideas, for example 'In the past, there weren't any computers. And nowadays? Who's got a computer? Do you use it every day?' etc.
- The final lists might look like this:

In the past

- There weren't any computers.
- People wrote letters.
- There weren't any mobile phones.
- Telephones were big and heavy.
- Televisions were big.
- People walked to the shop.

Nowadays

- People use computers a lot.
- People send emails.
- Lots of people have mobile phones.
- Telephones are small and light.
- Televisions are small.
- People drive to the shop.

Pupil's Book, Exercise 1

Unit 23

1 Listen and read

Life is different now. In the past, people wrote more letters. There weren't any computers. They spoke on the telephone. Nowadays, some people write emails and send text messages. They sometimes use mobile phones, too.

Ruba, I'm going to write the letter now to the hotel. Then, we can go to the post office, buy a stamp and put it in the post box. Now, where's the address?

We're going to go on holiday to Tartous. Mum wants to write a letter to the hotel.

Can you show me, Ruba?

Mum, why don't you send an email to the hotel? It's quicker, and easier, too.

Yes, of course. Now, this is the website of the hotel. Write your message in the box and click on 'send'.

Thank you, Ruba.

Study Box

In the past, people wrote letters. Nowadays, people write emails.

In the past, people spoke on the telephone. Nowadays, some people use mobile phones.

In the past, people wrote letters. Nowadays, some people write text messages/emails.

In the past, there weren't any computers. Nowadays, some people use computers a lot.

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- Say 'Open your books at page 67'. Point to the passage beginning *Life is different now*. Ask pupils to read, listen and decide which sentences are about nowadays and which are about the past. Play the first section of the recording
- Point to the pictures of Ruba and her mother. Ask 'Who can you see? What are they doing?' Establish that Mum is writing a letter.
- Say 'Who is Mum writing to? Why is she writing to them? Let's listen and find out.'
- Play the rest of the cassette while pupils listen and follow in their books.
- See if anyone can answer your questions about Mum's letter. (She is writing to the hotel because the family is going on holiday; they want to stay at the hotel.)
- Play the cassette again. When Mum talks about writing and sending a letter, pause after each sentence and have the class repeat.
- Do the same when Ruba tells Mum how to send an email.

Tapescript

Life is different now. In the past, people wrote more letters. There weren't any computers. They spoke on the telephone. Nowadays, some people write emails and send text messages. They sometimes use mobile phones, too.

RUBA: We're going to go on holiday to Tartous. Mum wants to write a letter to the hotel.

MUM: Ruba, I'm going to write the letter now to the hotel. Then, we can go to the post office, buy a stamp and put it in the post box. Now, where's the address?

RUBA: Mum, why don't you send an email to the hotel? It's quicker, and easier, too.

MUM: Can you show me, Ruba?

RUBA: Yes, of course. Now, this is the website of the hotel. Write your message in the box and click on 'send'.

MUM: Thank you, Ruba.

Pupil's Book, Study Box

- Ask pupils to read the speech bubble individually, then all together. Remind them that *wrote* is the past tense of *write* – an irregular verb.
- Tell them to draw a pencil circle round the past-tense verbs. Circulate and check if they are choosing the correct verb.

Follow-up

- Ask pupils to write pairs of sentences like those in the Study Box, beginning *In the past* and *Nowadays*. They can use the ideas on the board or use their own imagination.
- To make the exercise more challenging, rub out the verbs in your blackboard examples, so that pupils have to supply the correct verb form.

Activity Book, Exercise 1

- Pupils must caption the pictures correctly. Do the exercise orally first, then have pupils complete it in writing.

Answers

1 letter 2 stamp 3 post box 4 telephone
5 mobile phone 6 text message

Activity Book, Exercise 2

- Pupils must copy out the instructions for writing and sending a letter, in the correct order.
- Correct the exercise orally with the whole class.

Answers

1 Write the letter. 2 Write the address. 3 Go to the post office. 4 Buy a stamp. 5 Put the letter in the post box.

Lesson 2

Aims

- To talk about communication now and in the past
- To talk about the means of communication you prefer
- To discuss the different things you can do in a post office

Structures

- The present simple and past simple tenses
- I prefer + verb -ing*
- you can + verb (for possibilities)*

Functions

- Talking about the past and the present
- Stating preferences
- Stating possibilities

Topic

- Communication, past and present
- The post office

Vocabulary

parcel

Resources

- Pupil's Book, page 8, Exercise 2, Look, ask and answer
- Pupil's Book, page 8, Exercise 3 Talk about you
- Pupil's Book, page 8, Exercise 4 Look and talk together
- Activity Book, page 8, Exercise 3 Read and number
- Activity Book, page 8, Exercise 4 Read and write

Revision

- Books closed. Hold up your book open at page 8. Ask questions about the picture story: *What's Mum doing? Is she reading a book? Is she writing a letter? Who is she writing to? Why? Where are they going on holiday?*
- Play the recording from Lesson 1. Pause after key sentences and have pupils repeat.
- Use 'Look, cover, say.' Ask the class to look at the Study Box for a few moments. They should then turn their books face down and say the sentences.
- If they wrote their own sentences about the past and the present (Lesson 1, Follow-up), they can repeat those as well, using 'Look, cover, say'.

Pupil's Book, Exercise 2

Unit 23

2 Look, ask and answer
What did people do in the past?
What do people do nowadays?

3 Talk about you

writing emails talking on a mobile phone
talking on the telephone writing letters
I prefer writing emails because it is quick. writing text messages

4 Look and talk together

General Establishment Of Posts
Damascus Postal Directorate
Postal Parcels

In a post office, you can buy stamps.

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- Help pupils to make sentences about the past and about nowadays, using the ideas in the pictures. Hold up your book and point to the different pictures. Ask 'What did people do in the past? What do people do nowadays?'
- Give pupils a few minutes to practise in pairs, pointing at the pictures, asking and answering.
- Pupils who finish early can write sentences about the pictures, beginning *Nowadays* and *In the past*.

Suggested answers

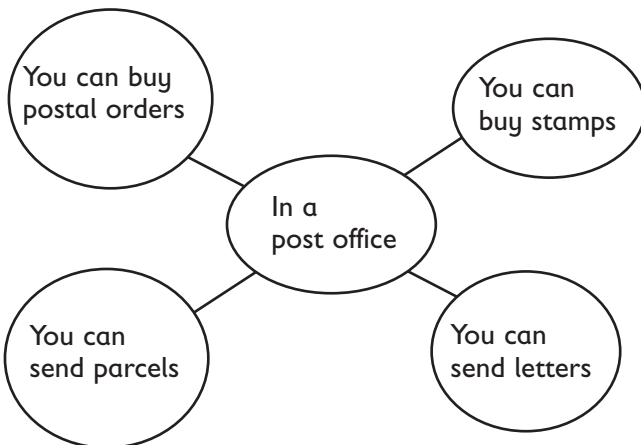
- People wrote letters. People send text messages.
- People used the telephone at home. People use mobile phones in the street.
- People played records. People listen to music on their computers.
- People played videos. People watch films on their computers.

Pupil's Book, Exercise 3

- Ask questions, using the verbs in boxes. For example: *Which do you prefer: writing emails or writing letters? Do you prefer talking on the telephone or talking on a mobile phone? Do you like writing text messages? Why? Why not? ...*
- Encourage pupils to give reasons for their answers, beginning with **B** *cause* ...

Pupil's Book, Exercise 4

- Focus on the photo of the post office. Ask questions: *What can you see? Where is this post office? Is there a post office near our school? How far is it from your house to the nearest post office?*
- Write on the board: *In a post office, you can _* .
- Ask 'What can you do in a post office?' List pupils' ideas in the form of a spidergram, helping with vocabulary, for example: ... you can buy stamps/send letters/send parcels/buy postal orders.
- Ask pupils to copy the spidergram into their exercise books.



Activity Book, Exercise 3

- Read aloud one or two sentences as examples, and have pupils repeat them after you. Ask 'Which picture? Can you show me?' Check that everyone is pointing to the correct picture.
- Give the pupils a few minutes to read the remaining sentences and match them to the pictures. They can compare answers with their partners.
- Correct the exercise with the whole class. Read each sentence out loud and have pupils repeat.
- Follow up by focusing on the verbs in each sentence. Where verbs appear in the past simple tense, ask pupils to tell you the present simple form, and vice versa.

Answers

Numbering of pictures: 3 – 1 – 6 – 2 – 5 – 4

Activity Book, Exercise 4

- Give pupils a few minutes to complete the text with the correct form of the verb in brackets.
- Correct the exercise with the whole class. Have pupils read each sentence out loud, after you.

Answers

1 bought 2 wrote 3 buy 4 write

For the next lesson

- Invite pupils – especially any stamp collectors – to bring stamps for the next lesson. Emphasise that they should not bring valuable stamps to school.

Lesson 3

Aims

To read and talk about different postage stamps

To compare homes nowadays to homes in the past

To revise the rules for capitalisation in English

Structures

There are...

This is a [stamp] of ,.. This [stamp] shows ...

Functions

Comparing the present and the past

Topic

Postage stamps

Technology in the home, past and present

Vocabulary

important buildings/people, (in) history

Saladin, Al Aalaa Al Maarri

Mouassat Hospital, Al Tajheez school, Lake Assad,

Euphrates River

Resources

Pupil's Book, page 0, Exercise 5, Read, look and answer

Activity Book, page 0, Exercise 5, Look and write the differences

Activity Book, page 0, Exercise 6 Write. Use capital letters where necessary

Flashcards: post office, post box

A few stamps with pictures of people, places, animals or plants

Revision 1

- Ask pupils what important words and expressions they have learned so far in Unit 23. If they need to refresh their memories, let them look at the Study Box on page 7 for a few moments. They should then turn their books over and say the sentences.
- Show the post office and postbox flashcards, and elicit what they are. Ask pupils 'What can you do in a post office?' Let them look at their spidergrams from Lesson 2, then try to say the sentences from memory.

Presentation

- Show the class any stamps you have brought in. Model the structures *This is a stamp of [al Shihab waterfalls]* and *This stamp shows [Que en Z nobia]*.
- Invite pupils who have brought their own stamps to show them to the class and talk about them. Encourage them to use the structures *This is a stamp of ...* and *This stamp shows ...*
- Write on the board: *There are stamps of ...*. Ask pupils to think of all the different things we can see on stamps. Create a spidergram on the board. Write the different subjects around your opening phrase: *flowers, animals, important buildings, important people, e. tc.*

Pupil's Book, Exercise 5

Unit 23

5 Read, look and answer
Which stamps does Hussam talk about?

Dear Grandad,

Mum, Dad, Ruba and I went to the post museum in Damascus last week. It's very interesting. I want to tell you about the stamps.

There are a lot of interesting stamps there. There are stamps of important buildings, like the Mouassat Hospital in Damascus or Jandat Al Hashimi School. There are also stamps of Al Assad Lake and the Euphrates River. Some stamps show important people in history like Saladin, Queen Zenobia and Abu Al Aalaa Al Maarri. I saw the oldest stamp in Syria, too!

I like the stamps of the International Flower Fair. They are very beautiful!

I am going to collect stamps, now. I have twenty stamps.

Best wishes

Hussam

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- Read aloud the first paragraph of Hussam's letter, as far as 'I want to tell you about the stamps'. Ask comprehension questions: *Who is the letter from? Who is Hussam writing to? Where did Hussam go last week? Did he go with his friends? Where is the post museum?*
- Ask pupils to read the rest of the letter, look at the stamps at the bottom of the page and decide which of them Hussam mentions in his letter. Give them a few minutes to read the letter quietly to themselves.
- Point to the stamps at the bottom of the page. Ask 'Which stamps does Hussam talk about?' Discuss what is shown on the stamps, and who are the different people and places.

Answers

Hussam mentions stamp 'a' (Abu Al Aalaa Al Maarri), stamp 'b' (International Flower Fair) and stamp 'd' (The Mouassat Hospital).

Activity Book, Exercise 5

- Pupils must make contrasting sentences about the past and the present, using the pictures as cues. Ask the class what they can see in each picture. Then read the example sentences, and have one or two pupils repeat.
- Give pupils a few moments to think about other sentences they can make about the pictures, beginning *In the past* and *Nowadays*. Working alone or in pairs, they can draft their sentences on rough paper, or in the back of their notebooks. Circulate and help where necessary.
- Bring the class together again and have pupils share their ideas with the class.
- Ask pupils to write correct versions of their sentences below the pictures in the Activity Book.

Suggested answers

In the past, televisions were very big. Nowadays, they are smaller.

In the past, people had radios. Nowadays, they have computers.

In the past, telephones were big. Nowadays, people have mobile phones.

Revision 2

- Remind pupils that sentences in English always begin with a capital letter. Ask them what other words in a sentence must begin with a capital letter. Let them turn back through their Pupil's Books and look for initial capitals.
- Make a list on the board of words written with a capital letter. Give examples which pupils will recognise and retain: names of famous people, the name of their own town or region, etc.
Names of people
Names of places (towns, countries, etc.)
Days of the week
Months of the year
Adjectives of nationality: Syrian, English, etc.
Names of languages: Arabic, English, etc.

Activity Book, Exercise 6

- Pupils rewrite the sentences correctly, changing small letters to capital letters where necessary.

Answers

- 1 *Laila went to Palmyra with her family last Saturday.*
- 2 *I went to a concert on Monday. I listened to some Syrian music.*
- 3 *On Saturday, Hassan and Khaled visited their cousins in Aleppo.*
- 4 *Last July, Rasha went to Arwad Island with her family. She had a lovely time.*
- 5 *July and August are my favourite months of the year. It is very hot and sunny, then!*

For the next lesson

- In preparation for Unit 24 ask pupils to think of all the words they have learned for means of transport: *car, train*, etc. Ask them to make a list.

Unit 24

Lesson 1

Aims

To learn how the present continuous is used to talk about definite plans for the future
To talk about holiday plans
To revise words for means of transport

Structures

present continuous (future tense)

Functions

Talking/Asking about definite future plans

Topic

Going on holiday

Vocabulary

go on a journey, pack (a suitcase), travel (by car), hotel, (long) journey, postcard, suitcase
Have a good holiday! – You too. – See you [in September]
Yes, of course.

Resources

Pupil's Book, page Ø Exercise 1, Listen and read
Cassette, Unit 24 Exercise 1, Listen and read
Pupil's Book, page Ø Study Box
Activity Book, page Ø Exercise 1, Read and match
Activity Book, page Ø Exercise 2, Look and tick (✓) or cross (X)
Flashcards: suitcase, postcard, beach
Make word cards with different holiday destinations and different means of transport: Damascus, Homs, Aleppo, car, train, bus, plane

- Before the lesson, write up three sentences to illustrate the use of the present continuous for definite plans, for example:
I'm going to Tartous next month.
I'm travelling by car.
I'm staying in a hotel.

Revision

- Revise vocabulary for means of transport. Ask different pupils: 'How do you come to school?' Elicit full sentences: I come to school by car/bus, etc.
- Write a heading on the board: *I like travelling by ...*. Ask pupils to think of all the words they

know for means of transport. List them below the heading.

- Ask pupils to say sentences about the different means of transport, beginning *I like/I don't like travelling by ...*. Ask *Why?* or *Why not?* and help them formulate simple answers: *It's too slow ... I feel sick in cars, etc.*

Presentation 1

- Point to the sentences you wrote on the board before the lesson. Read them aloud and have the class repeat.
- Cover the verbs. See if pupils can repeat the sentences from memory.
- Invite pupils to tell the class about their own plans for holidays or travel. Ask different pupils 'Are you going on holiday? Where? Are you travelling by car?' etc.
- Ask two confident pupils to come to the front and choose two of your word cards: one from the destinations and one from the means of transport. The pupils must show them to the class and make sentences beginning *I'm going to* and *I'm travelling by*. Have the rest of the class repeat.
- Invite other pupils to select cards and make sentences in the same way.

Presentation 2

- Draw a suitcase on the board. As you draw, ask 'What's this?' Accept guesses in Arabic but reply with the translation: 'No, it isn't a building,' etc. Alternatively, you could just show pupils the *suitcase* flashcard.
- Teach the word *suitcase* and have the class repeat it.
- Mime packing a suitcase and ask 'What am I doing?' Teach the expression 'pack my suitcase' and write it on the board.
- Ask 'What do you send to your friends when you go on holiday?' Show the flashcard and teach the word *postcard*. Have the class repeat.

Pupil's Book, Exercise 1

Unit 24

1 Listen and read

When are you going to Tartous?
We're going to Tartous tomorrow.

Where are you staying?
We're staying in a hotel.

It's a long journey, but I like travelling by car. Now I have to help Mum to pack the suitcases.

Have a good holiday, Ruba!
Thanks! You too. I'll send you a postcard.

Hussam. Can you help me to put these suitcases in the car?
Yes, of course.

We're going now. Goodbye!

Have a good holiday! See you in September!

Study Box

What are you doing tomorrow? I'm going to the beach.

When are you going to (Damascus)? I'm going (tomorrow).

We're going to Tartous tomorrow.

- Ask the class what are the last things that Deema and Ruba say to each other before the holiday: 'Have a good holiday'. – 'Thanks! You too.' Have different pairs of pupils repeat this exchange to each other.
- Ask what are the last words that Hussam says to us: 'See you in September.' Explain that this is a short way of saying *I'll/We'll see you in September*. Have different pupils repeat the expression.
- Say different time adverbials and have the class repeat the expression with modifications: *in December See you in December/next week/on Monday/on Saturday/tomorrow/next year ...*

Tapescript

- DEEMA: When are you going to Tartous
RUBA: We're going to Tartous tomorrow.
DEEMA: Where are you staying?
RUBA: We're staying in a hotel.
- RUBA: It's a long journey, but I like travelling by car. Now I have to help Mum to pack the suitcases.
DEEMA: Have a good holiday, Ruba!
RUBA: Thanks! You too. I'll send you a postcard.
- DAD: Hussam. Can you help me to put these suitcases in the car?
HUSSAM: Yes, of course.
- RUBA: We're going now. Goodbye!
HUSSAM: Have a good holiday! See you in September!

Pupil's Book, Study Box

- Ask pupils to open their books at page 70 Ask questions about the picture in the usual way: 'Who can you see? Where are they?' etc. Establish that Ruba is talking to her friend Deema.
- Write three questions on the board. Read them aloud and ensure they are understood:
Where is Ruba going?
Who is she going with?
How are they travelling?
- Ask pupils to listen to the recording and find out the answers to these questions.
- Play the cassette. Elicit answers to the questions you wrote on the board. (Ruba is going to Tartous. She is going with her family: her mother, her father and her brother Hussam. They are travelling by car.)
- Ask further questions: *Does Ruba like travelling by car? Who is she going to send a postcard to? Who is going to pack the suitcases? Who puts the suitcases in the car?*
- Play the cassette again. Pause after each sentence and ask different pupils to repeat.
- Ask two pupils to read aloud the question and answer which appear in the speech bubbles. See if other pairs can repeat them without looking in the book.
- Have pupils read the other examples in the Study Box. Show the flashcard and elicit or teach the word beach. Have the class repeat.
- Explain that we use the present continuous tense to talk about definite plans for the future. Remind the class of the sentences they made earlier (Presentation 1), in which they stated definite plans for their holidays, using the present continuous tense.
- Write up further examples relating to your pupils' actual timetable, for example:
We're doing Science this afternoon.
We're going to the museum on Friday.
We're having a concert next week.

- Ask different pupils 'What are you doing this weekend?' Help them to tell you their plans, using the present continuous.

Activity Book, Exercise 1

- Pupils must link the verbs to the appropriate object or collocation. Do the exercise orally first. Pupils then work individually and draw in the other linking lines.

Answers

1 d 2 b 3 a 4 c

Activity Book, Exercise 2

- Ensure that pupils understand the task. Khaled is on holiday, staying in a hotel. The hotel offers different activities for children – these are shown on the notice board. Pupils must decide whether the eight sentences about the children's activities are right or wrong.
- Read the sentences aloud. Pause after each for pupils to write a tick or a cross. Allow them to confer with their partner but do not confirm the correct answer yet.
- Correct the exercise with the whole class. Have different pupils read each sentence. Invite other pupils to say 'Yes, that's right' or 'No, that's wrong'.

Answers

1 X 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 X 8 X

Lesson 2

Aims

To use the present continuous to talk about definite plans for the future
To talk about holiday plans

Structures

The present continuous tense (future tense)
*What are you doing on [Saturday]
morning/afternoon/evening?*

Functions

Talking/Asking about definite future plans

Topic

Going on holiday

Vocabulary

explore, leave, pack, stop, the old city

Resources

Pupil's Book, page 7, Exercise 2, Ask and answer
Pupil's Book, page 7, Exercise 3 Look and say
Pupil's Book, page 7, Exercise 4 Talk about you
Activity Book, page 7, Exercise 3 Look and answer
Activity Book, page 7, Exercise 4 Read and answer
Flashcards: island, beach
Word cards from Lesson 1 (holiday destinations)

Revision

- Books closed. Play again the recording from Lesson 1 (Pupil's Book, Exercise 1) – for the first picture only. Pupils listen once or twice, then repeat the dialogue from memory. Choose different pupils to give each sentence, rather than focusing on a single pair.
- Ask pupils to look at the Study Box on page 0 for a few moments. Ask them to turn their books over and repeat the questions and answers.
- Repeat the activity with word cards from Lesson 1 (Presentation 1). Ask pupils to choose two cards and tell you their imaginary holiday plans, using *I'm going to* and *I'm travelling by*.
- See if they can remember the sentences you wrote about forthcoming activities at school, for example 'We're going to the museum on Friday.' Prompt them by asking: 'What are we doing on Friday?' etc.

Presentation

- Tell the class: 'You're going on holiday next week. You're going to Homs and to Arwad Island.' Show the flashcard and teach the word *island*. Ask the class to repeat. Write 'Homs' and 'Arwad Island' on the board.
- Ask 'What are you doing on Saturday evening?', and ask pupils to repeat the sentence. Give the answer 'On Saturday evening, I'm packing my suitcase', and ask pupils to repeat you again.
- Tell the class to open their books at page 71 and look at Exercise 2.

Pupil's Book, Exercise 2

Unit 24

2 Ask and answer

Pupil A

Saturday evening: *pack suitcase*

Sunday morning: _____

Sunday afternoon: *stop at Homs*

Sunday evening: _____

Monday morning: *go to the beach*

Monday afternoon: _____

Tuesday: *explore Arwad Island*

What are you doing on Saturday evening?

On Saturday evening, I'm packing my suitcase.

Tuesday: _____

Monday afternoon: *visit old city*

Monday morning: _____

Sunday evening: *eat at hotel*


Sunday afternoon: _____

Saturday morning: *leave*

Saturday evening: _____

Pupil B

3 Look and say



On Saturday morning, we're...

4 Talk about you

What are you doing this summer?

Where are you going?

- Ask a pair of pupils to read aloud the question and answer in speech bubbles.
- Allocate the roles 'A' and 'B' to each pair. Explain that B must ask the first question (about Sunday morning) and A must answer. After that, they take turns to ask and answer. Depending on the level of the class, it may be necessary to demonstrate the whole exercise, with you taking one of the roles.
- Tell pupils to ask and answer in pairs. Fix a time

limit for the activity. Circulate, monitor and help as necessary.

Pupil's Book, Exercise 3

- Pupils use the photographs to talk about imaginary plans for their holiday in Damascus using the present continuous: *On [Saturday morning], we're ...*
 - 1 *On Saturday morning, we're going to the museum.*
 - 2 *On Saturday afternoon, we're visiting the mosque.*
 - 3 *On Sunday we're going to Azem Palace.*

Pupil's Book, Exercise 4

- Ask one or more pupils to tell you about their real holiday plans: 'What are you doing this summer? ... Where are you going?'
- Give pupils a few minutes to ask and answer in pairs.
- Follow up by asking pupils to tell you about their partner's plans, for example 'Nasser, what's Omar doing this summer?' Pupils must reply in the third person, beginning *He's* or *She's*.

Activity Book, Exercise 3

- Read aloud the questions at the top of the exercise. Ensure they are understood.
- Help pupils to make sentences about the different children's holiday plans, as in the example.
- Then, ask pupils to complete the exercise in writing.

Answers

1 *He's going to an island. He's travelling by boat. He's staying in a hotel.* 2 *They're going to Homs. They're travelling by bus. They're staying with their grandparents.* 3 *They're going to Aleppo. They're travelling by plane. They're staying in a hotel.*

Activity Book, Exercise 4

- Read aloud the four questions and ensure they are understood. Invite a different pupil to answer each question. Encourage them to use *We're* in answer to questions 3 and 4 (You can add an extra question after question 2: *Who are you going with?*)
- Ask pupils to write their own answers to the questions.
- If you feel your class needs more support, write up example answers during the oral phase, for example: *I'm going to Aleppo.*

I'm going in August.

We're going by train.

We're staying in a flat.

Before the pupils begin to write, rub out the variable items to leave a sentence template:

I'm going to _____, etc.

Answers

Bp *ils' own answers.*

Lesson 3

Aims

To practise using the present continuous to talk about definite plans for the future

To read and write holiday letters

To revise the endings of plural nouns

To review key structures and vocabulary presented in Unit 24

Structures

The past simple tense

The present continuous tense (future tense)

Functions

Talking/Asking about definite future plans

Topic

Holidays

Vocabulary

island, lake, mountains, sea, yesterday, this morning, tomorrow

(have) a lovely time, a lot to see

The journey took [twenty minutes]

Best wishes

Resources

Pupil's Book, page Z, Exercise 5, Read and match

Activity Book, page Z, Exercise 5, Write

Activity Book, page Z, Exercise 6 Look and write

Flashcards: beach, island, postcard

Revision

- Ask pupils what important words and expressions they have learned in Unit 24. What questions have they been asking each other? What answers have they been giving? Let them look in their books to refresh their memories.
- Hold up the *beach, island* and *postcard* flashcards and have pupils call out the words.
- Books closed. Dictate three sentences for pupils to write:
 - 1 We're going to Tartous tomorrow.
 - 2 Where are you staying?
 - 3 We're staying in a hotel.
- Pupils can correct their own work by looking at page Ø of the Pupil's Book. The sentences appear in the first frame of the picture story.

Pupil's Book, Exercise 5

Unit 24

5 Read and match

Dear Deema,

I'm having a lovely time on Arwad Island. We arrived here yesterday. We took a boat from Tartous. The journey took twenty minutes. It is a beautiful island. Many people come here in the summer. This morning, we went to the beach. We went swimming. We had lunch in a restaurant by the sea. I ate fish! It was lovely. There is a lot to see on the island and the sea is very blue! Tomorrow, we're going shopping.


We're coming back to Damascus next week.

See you next week.


Best wishes

Ruba


a




b



c



d



72

- Ask pupils to turn to page Z and look at Ruba's letter. Ask 'Is it an email? Is it a text message? Is it a postcard? ... Who is the letter from? Who is Ruba writing to?'

- Read the first sentence aloud while pupils follow in their books. Ask ‘Where is Ruba?’ (She’s on Arwad Island.)
- Write an answer grid on the board. Explain ‘at lunchtime’:
Yesterday: _
This morning: _
At lunchtime: _
Tomorrow: _
Next week: _
- Ask pupils to read Ruba’s letter and find out what she did – or is doing – at the different times listed in your grid.
- Once pupils have been reading for a few minutes, begin reading the letter aloud slowly. Pause at the end of sentences for pupils to supply the final word.
- Focus again on the answer grid. Ask ‘What did Ruba do yesterday?’ (She arrived at Arwad Island.) ‘What did she do this morning?’, and so on. Pupils should use the present continuous tense when they tell you what Ruba is doing tomorrow and next week (She’s going shopping. She’s coming back to Damascus.)
- Pupils must match the four pictures to different sentences in Ruba’s letter. Focus on each picture in turn: ‘Look at picture ‘a’. What can you see? ... Which part of Ruba’s letter matches this picture?’

Answers

a Tomorrow, we’re going shopping. b We had lunch in a restaurant by the sea. c We took a boat from Tartous. d There is a lot to see on the island.

Activity Book, Exercise 5

- Pupils must imagine they are on holiday in the mountains. They are to write a letter to a friend, telling them what they did and what they are doing in the near future. The postcard will give them ideas for different things they can do in the mountains. Ensure that *horse-riding* is understood.
- The headings in the answer grid in the previous activity may help them to structure their answers.
- They can also borrow phrases from Ruba’s letter, adapting them as necessary.

Suggested answer

*Dear Nadia,
 I’m having a lovely time in the mountains. We arrived here on Sunday. We travelled by car from Damascus.
 The mountains are beautiful. Yesterday we went swimming in the lake. The water is very cold! This morning we went horse-riding. This evening we’re having lunch in a restaurant by the*

*lake. Tomorrow, we’re going for a walk in the mountains. We’re coming back to Damascus on Saturday.
 See you next week.
 B st wishes
 Rahab*

Activity Book, Exercise 6

- Pupils write plural nouns, using the pictures as prompts. If necessary, revise plural endings by writing the different types on the board:
 + -s
 + -es
change -y to -ies
irregular
- Say different nouns and ask the class which type of plural ending they take: *man, car, box, child, glass, snake, baby, flower, ...*

Answers

*1 post boxes 2 firemen 3 suitcases
 4 eagles 5 foxes 6 postcards*

Lesson 1

Aims

To revise making, accepting and declining invitations
 To revise saying what you are good at
 To revise the present continuous for definite future plans

Structures

Would you like to ... ?
I'm (not very) good at + verb -ing
 present continuous (future tense)

Functions

Making, accepting and declining invitations
 Asking/Saying what you are good at

Topic

Holidays and leisure

Vocabulary

Yes, please. I'd love to. I'm afraid I can't.
Hobbies, sports, the cinema, writing letters

Resources

Pupil's Book, page 3 Exercise 1, Listen and read
 Cassette, Unit 25, Exercise 1, Listen and read
 Pupil's Book, page 3 Exercise 2, Ask and answer
 Activity Book, page 3 Exercise 1, Group the words and write them in the correct columns
 Activity Book, page 3 Exercise 2, Read and match
 Wall chart: Hobbies
 Flashcards: sewing, playing chess, playing table tennis, playing badminton

concert/going to a restaurant/going to Arwad Island ...

- Ask pupils what they say if they can't come: *I'm sorry. I'd like to, but I'm afraid I can't.* Remind them that it is polite to add a reason, for example: *I'm going to visit my aunt and uncle.*
- Ask pupils to look at Exercise 3 on page 8 of the Pupil's Book. Invite different pairs to repeat the dialogue they created about the photos.

Revision 2

- Use the *Hobbies* wall chart to revise the hobbies and skills that pupils learned in Unit 22. Point to different activities and say, for example: 'I'm good at sewing. I'm not very good at playing table tennis.'
- Point to the other activities on the wall chart and help pupils to name them, using the *-ing* form.
- Invite pupils to tell the class about their own plans for holidays or travel. Ask different pupils 'Are you going on holiday? Where? Are you travelling by car?' etc.
- Hand out the flashcards randomly. Help pupils to make sentences about the activity on the flashcard, beginning *I'm good at* or *I'm not very good at*.
- Ask different pupils: 'What are you good at?'
- Use a substitution drill for consolidation. Pupils repeat a sentence, modifying it with each new expression you give them:
I'm good at playing chess/painting/playing the guitar/playing badminton/sewing/My mum/My dad/not very good at.

Revision 1

- Begin by revising the polite invitations and responses presented in Unit 21. Tell the class: 'You want your friend to come to the beach: what do you say?' (Pupils can refresh their memories by looking at the Study Box on page 6.) Elicit the invitation: 'I'm going to the beach. Would you like to come?'
 Ask other pupils: 'What do you answer?' Elicit the polite reply: 'Yes, please, I'd love to.'
- Give other verb phrases and have pupils formulate the invitation and the reply: going to a

Pupil's Book, Exercise 1

Unit 25
Revision 5

1 Listen and read

2 Ask and answer

- Pupils turn to page 3 Focus on the first picture and ask 'Who can you see? Where are they? How many suitcases are there?'
- Play the recording for the first picture. Ask comprehension questions: *What time did they leave Damascus? Did they travel fast? Did they stop?*
- Play the recording again. Pause the tape recorder after each sentence for pupils to repeat.
- Focus on the second picture. Say 'Ruba is helping Mum to unpack the suitcases.' Remind them of what Ruba said in Unit 24 (I have to help Mum to pack the suitcases). Contrast the two verbs: *pack* a suitcase and *unpack* a suitcase.
- Ask pupils to listen to the rest of the recording and tell you what the family are doing tomorrow morning and tomorrow afternoon. Play the cassette.
- Ask 'What are they doing tomorrow morning?' (They're visiting the museum.) 'What are they doing tomorrow afternoon?' (They're going to the beach.) Ensure that pupils answer in the present continuous.

Tapescript

RECEPTIONIST: Your rooms are ready. Did you have a good journey?

DAD: Yes, we did, thank you. We left Damascus at ten o'clock. ~~But~~ we travelled slowly and we stopped at Homs.

RECEPTIONIST: I'll take your suitcases!

RB/ A: What are we doing tomorrow?

MM : We're visiting the museum in the morning. Then, we're having lunch in a restaurant by the sea. Would you like to go to the beach in the afternoon?

RB/ A: Yes, please! I'd love to.

Followup/ Revision

- See if pupils can remember the sentences you made about the class's future plans, using the present continuous (Unit 24, Lesson 1, Study Box). Prompt them by asking: 'What are we doing on Friday?' etc.

Pupil's Book, Exercise 2

- Read the invitation shown in the speech bubbles and have pupils repeat. Elicit the response: 'Yes, please. I'd love to!'
- Ask pupils to make similar invitations about the other three pictures. Have other pupils reply.
- The pairwork activity will be more challenging if pupils close their books. You should write one-word prompts on the board: *swimming/cinema/tennis/Damascus*. Pupils will be more likely to produce a natural intonation if they are not reading from the book.

Activity Book, Exercise 1

- Pupils have to copy the words into the correct list. Let them attempt the exercise unaided, or working in pairs.
- Correct the exercise with the whole class. If time allows, write the four category headings on the board and have pupils come and write up the words. They should leave their Activity Books on their desks and try to write from memory. You could organise this as a game between two teams: teams take turns to send a different pupil to write the word.

Answers

At the cinema: actor, box office
On holiday: journey, suitcase, postcard
Sports and games: chess, table tennis, badminton
Writing letters: post box, stamp, address

Activity Book, Exercise 2

- Read each question aloud. Pupils find and say the appropriate answer.
- Pupils complete the activity in writing.

Answers

1 b 2 e 3 a 4 c 5 d

For the next lesson

- In preparation for Unit

Lesson 2

Aims

To revise telling the time
 To revise comparisons between life nowadays and in the past
 To revise vocabulary and structures from the whole of Level 5

Structures

The present simple and past simple tenses

Functions

Telling the time
 Comparing the present and the past
 Asking and answering questions

Topic

Revision

Vocabulary

All Level 5 vocabulary

Resources

Pupil's Book, page 74 Exercise 3 Read and talk
 Activity Book, page 74 Exercise 3 Read, look and answer
 Photocopied blank clock faces, arranged in two rows of three

Revision 1

- Use photocopied clock faces, like those in Unit 21, to revise telling the time. Hand out the photocopies. Dictate six times and ask pupils to draw in the clock hands to show the times you read out:
 1 ten to four 2 twenty past nine 3 twenty-five to twelve 4 half past ten 5 ten past six 6 twenty to two
- Correct the exercise by asking pupils to read the times back to you. Ask 'What time is it?' Pupils reply: 'It's ...'

Revision 2

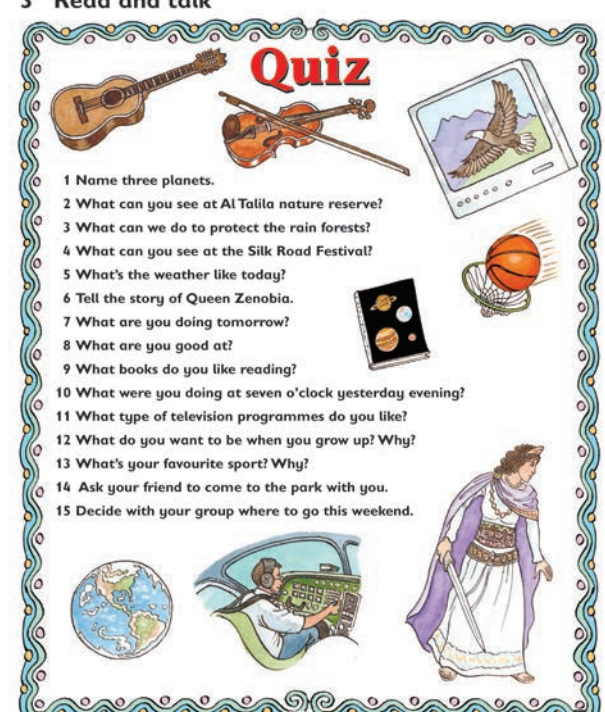
- Write on the board: Nowadays, people travel by car a lot. In the past, people _
 Ask pupils to suggest ways of completing the second sentence, helping with vocabulary, for example:
 ... people travelled by horse/coach. ... people walked a lot.
- Ask the class to look back at Unit 23 and tell you some more sentences beginning *Nowadays* and *In the past*.

Pupil's Book, Exercise 3

Unit 25
Revision 5

3 Read and talk

Quiz



- 1 Name three planets.
- 2 What can you see at Al Talila nature reserve?
- 3 What can we do to protect the rain forests?
- 4 What can you see at the Silk Road Festival?
- 5 What's the weather like today?
- 6 Tell the story of Queen Zenobia.
- 7 What are you doing tomorrow?
- 8 What are you good at?
- 9 What books do you like reading?
- 10 What were you doing at seven o'clock yesterday evening?
- 11 What type of television programmes do you like?
- 12 What do you want to be when you grow up? Why?
- 13 What's your favourite sport? Why?
- 14 Ask your friend to come to the park with you.
- 15 Decide with your group where to go this weekend.

- Say 'We're going to have a quiz.' Write *quiz* on the board and explain what it means.
- Pupils turn to page 74. Ask them to work in pairs. They can read the questions together and see how many they can answer. If they get stuck on a question, refer them to the pages in the Pupil's Book shown below.

Suggested answers

- 1 The Earth, Jupiter, Mars (page 37)
- 2 You can see wolves, hyenas and foxes. (page 39)

3 We can have nature reserves. We can stop cutting down the trees. (page 42)

4 You can see concerts and painting. (pages 56, 58)

5 It's cloudy. (page 14)

6 Zenobia was Queen of Palmyra ... (page 10)

7 We're going to Tartous. (page 70)

8 I'm good at playing chess. (page 64)

9 I like reading adventure stories. (pages 5–7)

10 I was helping my mum. (page 53)

11 I like cartoons. (page 51)

12 I want to be a pilot. I want to travel. (page 22)

13 Basketball. Because it's fast and exciting. (page 30)

14 Would you like to come to the park? (page 61)

15 Why don't we go to the mountains? (page 11)

Activity Book, Exercise 3

- Pupils choose the correct sentence for each picture.

Answers

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

Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from English for Starters, Level 5. The activities can be done in class or given for homework and are intended as revision in preparation for Test 5.

Exercise 9, Read and circle

- Pupils read about each situation and decide what they would say.

Answers

1 Why don't we go for a walk? 2 I'm sorry. I'm afraid I broke your pencil. 3 Would you like to come to the beach? 4 Don't worry. It doesn't matter.

Exercise 10, Look and write

- Pupils look at the pictures and write sentences beginning *He's* or *She's good at ...*

Answers

1 She's good at sewing. 2 They're good at playing badminton. 3 She's good at taking photos. 4 He's good at playing football. 5 They're good at playing chess.

Test 5

Answers

Exercise 1, Look and write

1 It's twenty-five past ten. 2 It's twenty to one. 3 It's twenty past six. 4 It's five past eight. 5 It's ten past ten.

6 It's five to four.

Exercise 2, Read and order

At the cinema: box office, ticket, seat, actor

Going on holiday: journey, island, postcard, suitcase

What are you good at?: chess, badminton, sewing, table tennis

Exercise 3, Read and write

1 Yes please. I'd love to. 2 Yes please. I'd love to. 3 I'm sorry. I'm afraid I can't. 4 Yes please. I'd love to.

Exercise 4, Read and complete

1 are/am 2 are/are 3 is/is

Exercise 5, Look and write

1 letter 2 post box 3 email 4 address

Exercise 6, Read and complete

1 wrote 2 spoke 3 speak 4 write 5 send

Ending

- Ask the class what were the last things that Deema and Ruba said to each other before the holidays. Let them look at page 70 to refresh their memories: 'Have a good holiday.' – 'Thanks! You too.' Have different pairs of pupils repeat the sentences.
- Ask what are the last words that Hussam says to us on page 70: 'See you in September'. Have different pupils repeat.
- Praise their work and tell them how much they have learned and progressed throughout the year. Say 'See you in September.'

Test

1

1 Look and write

1



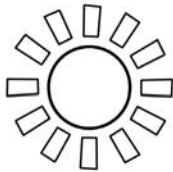
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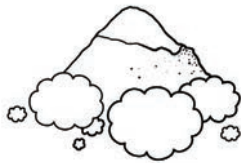
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4



5



6



2 Look, read and write ✓/x



- 1 It will be foggy in Damascus.
- 2 There will be storms along the coast.
- 3 It will be sunny in Homs.
- 4 There will be strong winds in Deir Ezzor.
- 5 It will be 35 degrees in Aleppo.
- 6 The temperature will be 15 degrees in Hama.
.....

3 Write

- 1 Mum (take) us to
Damascus last Saturday.
- 2 We (see) Grandma
and Grandpa.
- 3 We (go) to a restaurant.
- 4 I (eat) chicken.
- 5 I (drink) orange juice.
- 6 We (have) a lovely day!



4 Read and write

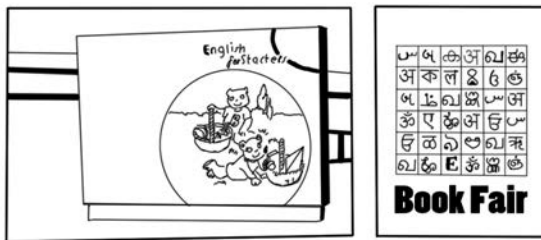
why because

- do Hussam and Ruba often go to the library? They go to the library they like reading.
- does Hussam like reading adventure stories? He likes reading adventure stories they're exciting!
- does Ruba like reading poems by Al Eissa? She likes reading Al Eissa's poems he is her favourite writer.

5 Read and match



A FESTIVAL OF BOOKS



- Why don't we go a the adventure stories!
- We could have b to the book fair tomorrow?
- We could buy c at the fair all day?
- Let's look at d lunch at the fair.
- Why don't we stay e some new books!

6 Read and choose

You're going for a walk in the mountains with your family. What would you like to take?



-
-
-
-

7 Read and write

does do

- you often go swimming? Yes, I
- your brother like playing computer games?
Yes, he
- you always watch television in the evening?
Yes, I
- your grandparents visit you in the summer?
Yes, they
- your mother often go to the market?
Yes, she

Test 2

1 Look and write

1



2



3



4



5



6



2 Read and complete

nurse vet dentist artist fireman

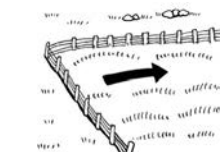
- 1 A looks after your teeth.
- 2 An paints beautiful pictures.
- 3 A saves people from fires.
- 4 A works in a hospital.
- 5 A works with animals

3 Read and order

- a Finally, Munzer scored a goal.
- b After that, Munzer ran with the ball.
- c First, Hassan threw the ball to Khaled.
- d Then, Khaled passed the ball to Munzer.

4 Look, read and circle

- 1 We walked *along/through* the river/field.
- 2 We walked *up/down* the hill/valley.
- 3 We walked *through/down* the woods/field.
- 4 We walked *up/across* the field/valley.
- 5 Finally, we arrived at the waterfall/river.



5 Read and write

whose mine yours his hers to me to him to her

1 That is my book. It's Can you give it please?

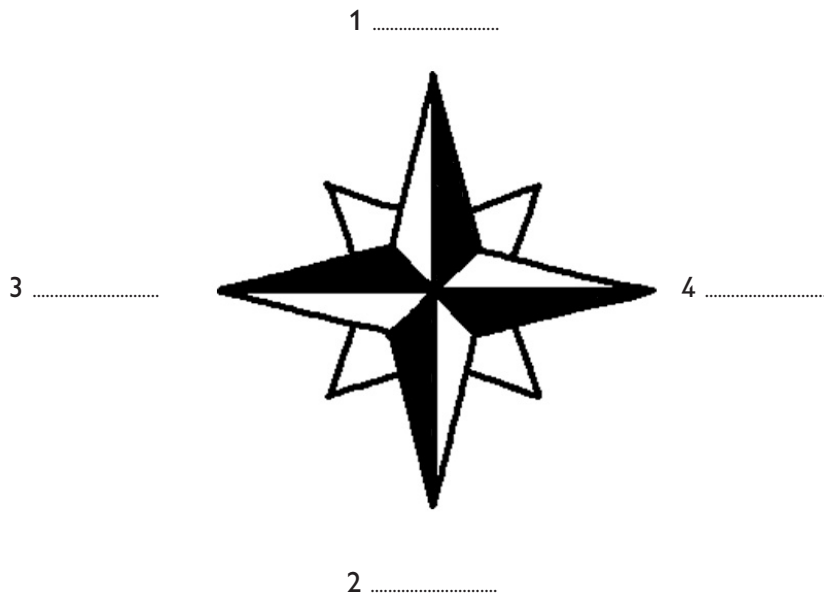
2 is this dictionary?

3 This is Hussam's pencil. It's I'll give it

4 Look at the ruler. I think it's, Amina.

5 That's Ruba's camera. It's I can give it now.

6 Look and write



Test 3



1 Write

1 F



7 E

2 L



2 Read and circle

1 *Anybody/Everybody* in our class likes animals.

2 *Nobody/Anybody* in our class likes crocodiles.

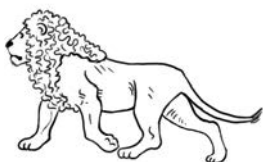
3 Does *nobody/anybody* in your class like snakes?

4 *Anybody/Somebody* in my class is going to visit the nature reserve.

5 *Nobody/Anybody* can hurt the animals in the nature reserve.

6 *Everybody/Anybody* must protect wild animals.

3 L

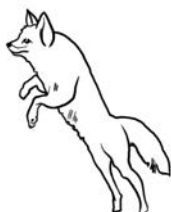


3 Write

Choose Click Click click
open Put Switch Write



4 F



1 on the computer.

2 on the Internet icon.

3 'rain forest' in the box. Then, on 'Search'.

4 a website.

5 Click on the website and it will

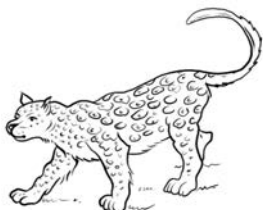
6 some paper in the printer.

7 on the printer icon.

5 P



6 J



4 Read and circle

- 1 The sun is the *close/closest* star to the Earth.
- 2 The Earth is *big/bigger* than Mars.
- 3 The moon is *smaller/smallest* than the Earth.
- 4 How *far/long* is the Earth from the sun? It's 150 million kilometres from the sun.
- 5 How *hotter/hot* is the sun?
- 6 It's very *hotter/hot*.
- 7 Jupiter is *biggest/bigger* than the Earth.
- 8 It's the *biggest/bigger* planet.

5 Read and order

spring donkey winter camel Mars deer summer the Earth autumn Jupiter

Animals

Planets

Seasons

.....

.....

spring
.....

.....

.....

.....

.....

.....

.....

.....

Test 4

1 Look, read and tick 3/7

1 He's playing the violin.



2 She's a musician.



3 He's playing the drums.



4 The group is playing in a concert.



2 Read and match

- 1 I'm terribly sorry. I broke your kite.
- 2 I'm sorry. I forgot to write to you from Tartous.
- 3 I'm really sorry. I left my sports bag at the swimming pool.
- 4 I'm afraid I lost my library book. I can't find it anywhere.

- a Don't worry. I saw your book at school.
- b It doesn't matter. Let's get it tomorrow. We can swim too!
- c It's all right. I've got two. Let's fly this red and green one.
- d It doesn't matter. Did you have a good holiday?

3 Read and complete

What were you doing yesterday evening?

was were



- 1 I watching television.
- 2 My sister playing the guitar.
- 3 My brothers doing their homework.
- 4 My grandmother writing a letter.
- 5 My mother and father listening to classical music at a concert.

4 Look and write.

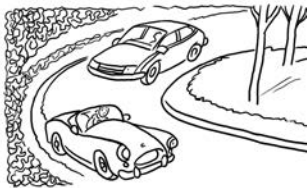
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2



3



4



5



5 Read and answer

1 What are you going to do tomorrow?

I (visit) my cousin. We (play) tennis.

2 What are you doing now?

I (buy) fruit with my mother. We (go) to the shops.

3 What did you do yesterday?

I (go) to school. We (listen) carefully to our teacher.

6 Read and complete

robbers money bank police steal caught

I watched an exciting film yesterday evening.

1 Two went into a

2 They wanted to some

3 The bank manager quickly telephoned the

4 The police came quickly. They the robbers.

Test 5

1 Look and write

1



4

2



5

3



6

2 Read and order

box office ticket journey chess badminton island seat actor postcard

sewing suitcase table tennis

At the cinema

Going on holiday

What are you good at?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Read and write

Yes, please, I'd love to. I'm sorry, I'm afraid I can't

1 We're going to play tennis tomorrow. Would you like to come?

..... . I'm quite good at table tennis!

2 We're going to the beach on Saturday afternoon. Would you like to come?

..... . We can look for shells.

3 My brother is playing in a concert tomorrow afternoon. Would you like to go?

..... . I've got a badminton lesson tomorrow afternoon.

4 We're visiting the Post Museum at the weekend. Would you like to come?

..... . I'm very interested in stamps.

4 Read and complete

am is are

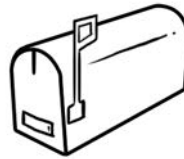
- 1 What you doing this evening? I packing my suitcase.
- 2 When your friends going on holiday? They going on holiday tomorrow.
- 3 When your aunt coming to visit? She coming next week.

5 Look and write

1



2



3



4



6 Read and complete

write wrote speak spoke send

- 1 In the past, people usually letters.
- 2 There weren't any computers and people on the telephone.
- 3 Nowadays, people don't often on the telephone.
- 4 Many people emails.
- 5 Some people often text messages or emails.

English for Starters is a communicative course in English, which takes into account the most modern methodology.

English for Starters Level 5 aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities, including games, projects and songs.

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The course consists of:

- **A Pupil's Book**, which includes attractive and lively material to encourage pupils' interest in the language through a range of listening, reading and speaking activities, study boxes, songs and games.
- **An Activity Book**, which provides a range of stimulating reading and writing activities.
- **A Teacher's Guide**, which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- **A Cassette**, which contains all of the listening activities and songs for the course.
- **Flashcards**
- **Wall charts**



English
for Starters **5**
Teacher's Book

السعر: ٢٩٥ ل.س

