



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **7**

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Introduction

COURSE COMPONENTS

English for Palestine Grade 7 consists of the following components:

- 2 Pupil's Books (7A and 7B), each containing both language presentation and practice material
- 1 Teacher's Book
- 2 Audio CDs

Objectives

The objectives of Grade 7 are:

- to introduce high-frequency English words
- to introduce simple and increasingly more complex key grammatical structures
- to provide opportunities for students to engage in meaningful and authentic activities in English
- to practise and extend students's abilities in the key skills of listening, speaking, reading and writing.

For details of how the course covers language unit by unit, see the Overview on pp. 7–8.

The Pupil's Book

There are two Pupil's Books for Grade 7, covering 18 units in the course of a year. Pupil's Book 7A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 7B, which contains Units 10–18.

Each Pupil's Book contains seven units of new material: these present new vocabulary and structures to develop listening, speaking, reading and writing skills. Two revision units give students opportunities for review and further practise.

The Pupil's Book is a combination of a traditional Pupil's Book and Workbook.

Each unit is based on a theme, allowing the new language to be taught in context, e.g. *World languages, The arts and crafts of Palestine*. The themes are taken from the Palestine curriculum to meet the needs and interests of students of this age.

The Teacher's Book

Comprehensive notes are supplied for each period, to help the teaching be as effective as possible and to ensure that teaching time is used efficiently. The notes for each unit contain a summary box at the start, clearly detailing the learning aims and the key language covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide.

The Audio CDs

The Audio CDs contain native-speaker recordings of all the listening texts and dialogues in the Pupil's Book, to give a clear model for all key vocabulary, language structures and pronunciation points. The recordings are designed to encourage the students's input, giving them plenty of opportunity to develop their listening and speaking skills.

METHODOLOGY

English for Palestine Grade 7 takes a step-by-step approach. Students hear the words, then move on to saying them. They then recognise and use them in context before writing them.

Students have different learning styles. **Visual learners** learn best when they have lots of pictures, real items, people's faces and gestures as stimuli. **Auditory learners** learn best from hearing new language and being given lots of opportunity to speak. **Kinaesthetic** learners benefit from linking language to action (this can be a challenge in the classroom).

English for Palestine has been designed to meet learner needs and to motivate learners of different abilities. In addition, concept checking questions which both the teacher and audio recordings provide, start to develop the students' thinking from low to high order thinking. This development of thinking skills helps the students to use more language in increasingly complex ways.

1 Developing listening and speaking skills

Students should be given every possible opportunity to hear English spoken and to speak it themselves, so that they can become fluent and accurate English speakers. *English for Palestine* provides opportunities for developing both fluency and accuracy.

Fluency activities: *Fluency* refers to the ability to get the message across: the message is not necessarily error-free, but it is communicated. Try to find opportunities for informal interaction in English with the students, so that they don't feel scared to speak English: making errors here isn't important.

Accuracy activities: *Accuracy* refers to the ability to produce error-free English. Each unit contains accuracy activities, both grammar- and vocabulary-based. At the presentation stage of the period, it is important that you provide a good model of accurate English and that the students respond accurately. Use the recordings to help you. It is at this stage that you should correct students' errors, in language or pronunciation.

Complexity activities: *Complexity* refers to the ability to start to use English in ways which are not necessarily in the textbook. Encouraging students to be creative with the use of English is crucial for independent use of language.

Oral interaction in the classroom

It is important to vary the pattern of interaction in the classroom. If you constantly address the whole class, you may find that the more confident students are doing all the talking in response, while the quieter students stay silent. Remember sometimes to address questions and comments to individual students or small groups. Also use pair work and group work, a very effective way of encouraging the students to practise speaking English. Drilling is also used in the course: here the whole class repeats/says a word or phrase together or in groups. This allows less confident students to join in without feeling intimidated.

2 Developing reading skills

Grade 7 builds on the work done in Grades 1–6, with more opportunity to read simple texts of various types.

Independent learning

In Grade 7 the students continue to develop into more independent learners who can think and act for themselves. In the *My dictionary* section at the end of the Pupil's Book they write in the Arabic translation in the spaces supplied, creating their own bilingual resource for memorising and reviewing all the new vocabulary in the Pupil's Book. Encourage them to keep this up to date and to use it regularly.

3 Developing writing skills

In Grade 7 there are opportunities to write sentences and short guided paragraphs. The students also learn to write an email and a short informal letter.

Use the Look, Say, Cover, Write, Check method for accurate spelling. In this method students use a copybook for practising their spelling. They write the words in the left side of their copybook in a column. They then LOOK at the words in turn, SAY the word, COVER (fold the page in half vertically), WRITE the word and then uncover and check that they have spelt the word correctly. This is a tried and tested method that will help a lot of the students spell accurately.

At the end of each unit, the students will be asked to produce a piece of work for display purposes – the unit task. Explain that it will be presented or displayed in the class. Encourage them to do their best writing, remembering to form letters correctly, to make them the correct size and to space them appropriately. The students will be motivated to write very carefully when they know the work is for display. It will also encourage them in their learning to produce something that they feel proud of.

CLASSROOM MANAGEMENT

To make the best use of the limited time available in each period, bear in mind the following.

1 Making periods enjoyable and effective

- **Activate existing knowledge:** This makes us more receptive to additional information. When you first start a new unit, introduce the topic of the unit, or use the pictures in the book, and ask questions related to it. In this way, when the students start the unit they will have a context in which to learn the new language.
- **Use visual material effectively:** There is a large amount of visual material in the Pupil's Book, which can be exploited in a number of ways. Visual literacy is a very important part of language learning. Pictures can be used before an activity to orientate the students, to activate existing knowledge and to predict the language or outcome. Also teach students to look at pictures for clues in order to complete an activity.
- **Monitor and feed back:** Working with a large class can make checking work a challenge. However, it is essential to monitor and provide feedback to encourage the students and to identify areas of weakness. At the end of each activity, there should be a feedback stage, during which correct answers are confirmed (including alternative correct answers, if any) and incorrect answers are discussed. Errors offer good teaching opportunities: clarify any points on which the students are unclear and encourage them to produce the correct versions. Remember to praise the students' efforts frequently. Positive feedback will encourage them to try harder.
- **Keep students involved:** Never tell the students what they can tell you. Always try to elicit answers from the students and guide them towards finding the correct answer themselves. Give plenty of praise and encouragement to keep the students engaged and motivated.

2 Revising

To ensure that teaching is effective, it is essential that new language items are revised on a regular basis. For this reason language is revised in activities both within the units and in the Revision units throughout the course. The Teacher's Book also includes suggestions for revision work at the start and end of periods.

3 Testing

As well as using the formal **test** at the end of Grade 7 (pp. 139–144), bear in mind that it is useful to test students informally on an ongoing basis: it will help you identify areas of weakness that you can revisit in subsequent lessons. Remember to give positive feedback as much as possible, as this will help develop students' confidence.

4 Using language games

Language games are an enjoyable way of revising and reinforcing new language. They help to motivate students, especially when there is an element of competition involved. Some games are suggested in the Introduction section to some periods but you can also use some of these at other times.

Word race

This is useful to activate vocabulary in a particular area (e.g. animals, clothes, food) that pupils have already learnt before they go on to learn more. Divide the class into small groups. Give them a set time (two or three minutes) and tell them to note down all the words they know in the chosen area, e.g. *Write the names of all the animals you know.* At this stage don't worry too much about accurate spelling. The group which finds the most words in the time then reads them out for you to write on the board (to ensure correct spelling) to check they are correct. You can then elicit words from other groups that the winning group didn't get.

What am I doing?

Mime an activity (cooking, swimming, picking olives, etc.) and ask *What am I doing?* Encourage answers using the present continuous, e.g. *Are you ...ing?*

Then invite a pupil to the front to do a mime. As he/she performs, ask *What is he/she doing?* and elicit answers.

Bingo

Review a vocabulary set with the class, e.g. parts of the body. The students then choose six items and write (or draw) one in each box of a bingo grid. Then call out one of the words in the set at a time – in random order. The students cross out the words in their grids as they hear them read out. The first person to score out all his/her words shouts *Bingo!*

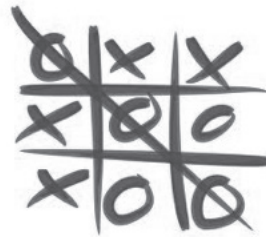
This game can be played with any large vocabulary set (you need at least 10 available items so that all the students don't choose the same ones), including numbers, colours, clothing, etc.

Shark attack

Choose a word and say the topic (e.g. *It's a number.*). Don't say the word. Write on the board a line for each letter. Explain that the aim of the game is to work out the word by guessing letters. For each wrong letter, you will draw a line of a shark. The students need to work out the word before the shark is complete. Elicit letters from the students. If the letter is in the word, write it in; if not, draw a line of the shark and write the letter at the side of the board. The child who works out the answer can write up the next prompt. This game can be used with any vocabulary set.

Noughts and crosses (Tic Tac Toe)

Preparation: prepare 12 questions based on a unit text. You can either just revise the questions you will find in this Teacher's Book or make up your own. Put the class into two groups – noughts (O) and crosses (X). They will play against each other. Draw the game frame on the board. Ask a question to each team in turn. For each correct answer they give, they can choose where to put their symbol. The aim is to get three of the same symbol in a straight line.



When? (to practise tenses)

This is a wonderful activity to practise irregular verbs in the present and past.

Use bodies for the different times: ankles (past) and waist (present). Start by saying the present tense, e.g. *go* and put your hands on your hips. Encourage the students to touch their ankles and say *went*. Repeat with other irregular verbs.

Anagrams

Preparation: write on the board some of the unit vocabulary but write the letters out of order, e.g. *plhe* (*help*).

Riddles

Riddles are a guessing game whereby students have to think carefully about the meaning, e.g. *You must NOT speak loudly here. People read books here. Where are you? (a library)*

5 Using poems and chants

You will find a range of poems in Grade 7. These are all very important activities for developing language fluency, stress and intonation patterns as well as FUN!

6 Other resources

Internet

You can find further teacher support, including ideas for extra activities and for developing teaching skills, on the website **onestopenglish.com**. There is also a website for this course where you can download posters, flashcards and audio (MP3) materials. You could make your own materials from the downloads available: www.englishforpalestine.com
Password: Palestine

English for Palestine Grade 7 Language overview

Pupil's Book 7A

Unit and contexts	Language	Page
1 Oh, hello! – using greetings and talking about personal communication – writing an email	<i>ages, bored, bow, fold arms, hug, important, kiss, nod, often, perhaps, pleased, shake hands, smile, surprised, upset, way</i> Present simple tense with adverbs of frequency Punctuation: revision – full stops, question marks, capital letters	4
2 World languages – discussing world language and international communication – describing changes	<i>artist, billion, businessman, Chinese, communicate, different, hard, Holy Qur'an, leader, learn, Middle East, number, prepare, Russian, standard, technology, United Nations</i> Present continuous tense to describe changes Punctuation: revision – exclamation marks and apostrophes for contractions	12
3 Animal magic – talking about animals and animal communication	<i>afraid, bark, common, distance, gorilla, intelligent, kilometre, know, maybe, neck, popular, rub, story, tail, warning</i> Stative verbs (not used in the present continuous form) Connectives: <i>because</i> and <i>so</i>	20
4 Keep in touch! – making and responding to telephone calls – saying telephone numbers – writing an email	<i>address, chat, come over, contact, double, half, home, lose, message, moment, postcard, save, send, text, wrong</i> Punctuation: revision	28
5 REVISION	Revision of the language in Units 1–4	36
6 Goal! – talking about football and other sports	<i>already, competition, dangerous, enormous, enter, final, freezing, goal, just, match, pitch, score, team, win, World Cup™, yet</i> Present perfect tense + <i>just, already, yet</i> (1) Punctuation: apostrophes for contractions	40
7 The craft show – talking about crafts and a school crafts show – writing an informal letter	<i>amazing, ceramic, clay, crafts, cut up, excited, fascinating, loads of, put away, report, shape, sure, sweep up, throw away, tidy up, traditional</i> Present perfect tense + <i>just, already, yet</i> (2)	48
8 The hike – talking about a hike – giving instructions and advice	<i>carry on, dark, differences, each other, excellent, go on, group, instructions, kilometre, part, plan, put on, remember, return, shade, soon, strange</i> Giving instructions and advice with <i>should</i> : reflexive pronouns + <i>each other</i>	56
9 REVISION	Revision of the language in Units 6–8	64
My dictionary		68

Pupil's Book 7B

Unit and contexts	Language	Page
10 Technology – talking about technology – reporting statements	<i>ancient, century, children, civilization, decade, example, find out, hang, history, large, life, machine, program, pump, radio, think back</i> Reported speech (statements without tense change) Punctuation: quotation marks	4
11 Visiting a city – talking about cities/towns – writing an informal letter	<i>almost, bank, bridge, come back, modern, money, plastic, pollution, spend, stop, traffic, ugly, untidy, upside down, visitor, wait</i> Question–tag questions Punctuation: of question–tag questions	12
12 The arts and crafts of Palestine – talking about arts and crafts – asking for, giving and following directions	<i>along, choice, corner, finally, furniture, gift, glass, jug, map, pattern, plate, sell, straight ahead, turn, vase, way, wicker, wood</i> Connectives: <i>first, next, then, finally</i>	20
13 Table manners – talking about table manners and food – ordering food in a restaurant	<i>acceptable, consider, delicious, empty, however, impolite, magazine, manners, meal, normal, offer, order, raise, remain, stick, tasty, waiter</i> Connectives: <i>however</i> Punctuation: comma (after <i>however</i>)	28
14 REVISION	Revision of the language in Units 10–13	36
15 Embroidery – talking about Palestinian embroidery – expressing intentions and promises	<i>daughter, design, embroidery, intend, introduce, make up, meaning, pass on, past, pregnant, skills, soft, start up, strengthen, style, therefore, wonderful</i> Expressing intentions and promises: <i>intend, going to</i>	40
16 The talking world – talking about communications – expressing obligation	<i>allow, although, another, camera, home, inside, keep, microphone, mistake, network, outside, receive, revolution, satellite, several, video call, worry</i> Expressing obligation: <i>have to / (not) have to</i> Connective: <i>although</i> (and revision of others)	48
17 Let's go for a picnic – planning and talking about a picnic	<i>bring, carry, catch, decide, forget, huge, narrow, nature, path, protect, route, same, sandwich, suggestion, weekend, woods</i> Expressing possibility: <i>may, might</i> Connectives: <i>before, after</i>	56
18 REVISION	Revision of the language in Units 15–17	64
My dictionary		68

Oh, hello!

Aims to use greetings and talk about personal communication; to write an email

Key language *ages, bored, bow, fold arms, hug, important, kiss, nod, often, perhaps, pleased, shake hands, smile, surprised, upset, way*

Language structures present simple tense with adverbs of frequency

Punctuation full stops, question marks, capital letters

Materials Pupil's Book, CD, card for word cards, alphabet chart, letter cards, photos of people greeting (from magazines, newspapers, internet, etc.), large sheets of card/paper for making posters

Period 1 – PB page 4

INTRODUCTION 5 mins

- 1 Greet the students and introduce yourself if you haven't taught the class before. Try to use some of the language that will be used in the unit, e.g. *I'm pleased to meet you.*
- 2 Say *It's the start of a new school year. What did you do and say to friends that you haven't seen for a long time?* Elicit the greetings they make to friends who they haven't met for some time – if they answer this in Arabic say *What would you say in English?* Elicit the friendly greetings they know in English.
- 3 Say *You meet a new person who speaks English – what do you do and say?* Elicit the more formal greetings they know.
- 4 Tell the students they are going to study a unit about greetings and personal communication.

ACTIVITY 1 Listen and repeat the words. 7 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 1

*ages hug kiss often perhaps pleased
smile surprised*

ACTIVITY 2 Work in pairs. Look at the pictures and answer the questions. 3 mins

- 1 Say **Look at the pictures. What can you see?** Elicit some quick answers.
- 2 Say **Now answer the questions.** Ask the questions and elicit answers. For question 2 just elicit some ideas to prepare them for the next activity. There are no correct answers.

Answers: 1 picture 1 yes; picture 2 probably not 2 open

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a conversation between the people in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions.** Read out the questions and then play the recording again. Elicit and discuss answers.

Questions:

- 1 Which people are friends?
- 2 Which people are family?
- 3 Were your answers to activity 2 correct?

Audio 2

Narrator: *Every day we meet people. We meet friends in the street or at school and sometimes we meet new people. What do you usually do when you meet friends? Do you kiss and hug them? Perhaps you never do that. But in some countries people always kiss and hug their friends.*

Jane: *Hi! How are you?! I haven't seen you for ages! How's your family?*

Anne: *Hello! How are you? You look great! We're all fine. How are your parents?*

Jane: *They're very well, thank you! Oh, I'm so surprised to see you here!*

Narrator: *What do you do when you meet new people? Are you friendly? Do you often smile?*

Paul: *Jake, this is Evan. He's my cousin.*

Jake: *Hi, Evan. I'm pleased to meet you.*

Evan: *How do you do, Jake. Good to meet you too. I've heard a lot about you.*

Paul: *And this is my cousin, Clara.*

Jake: *Hi, Clara.*

Clara: *Hello.*

Answers: 1 the people in the first recording 2 some of the people in the second recording 3 open

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in groups. Act out the conversations in activity 4. 8 mins

- 1 Divide the class into groups of four to act out the two conversations. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversations.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one group to perform the conversation in front of the class.
- 2 Get the students to identify the Everyday English phrases in the conversations and practise them.

Period 2 – PB page 5

REVISION and INTRODUCTION 5 mins

- 1 Repeat the group activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 3

often perhaps surprised ages kiss pleased smile

Answer: hug

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.

- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 kiss 2 great 3 surprised 4 pleased 5 smile

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures.** Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work.

Audio 4

- 1 *I'm really surprised to see you here!*
- 2 *When I meet my best friend I always give her a hug.*
- 3 *Hassan is a happy person. He always has a big smile.*
- 4 *I like it when my little girl gives me a kiss.*

Answers: 1d surprised 2a hug 3b smile 4c kiss

ACTIVITY 5 Read the conversation on page 4 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to questions 4 and 5; there are no right or wrong answers.

Answers: 1 kiss and hug 2 yes, they are friends 3 Paul's cousin 4 open 5 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 6

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about the body language used when meeting someone.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word or expression. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word or expression for the students to repeat them.

Audio 5

bored bow fold arms important nod shake hands
upset way

ACTIVITY 2 Work in pairs and answer the questions. 5 mins

- 1 Use a word race to activate some of the vocabulary. Say **Work in pairs and answer question 1. You have three minutes to write down the names of all the countries you know in English**. Pairs race to write down the most countries.
- 2 Ask the pair which has the most countries to call out the names to check; write these on the board yourself to ensure correct spelling. Elicit any other countries other pairs have.
- 3 Say **Now answer questions 2 and 3 in your pairs**. After a few minutes elicit some answers.

ACTIVITY 3 Listen and read. Then choose the best title for the passage. 6 mins

- 1 Introduce the three titles and then say **Listen and read. Then choose the best title**. Students read as they listen to the recording.
- 2 Elicit which of the titles is best. Encourage them to give reasons (1 is the best answer because it can apply to all parts of the passages. 3 is not good because it doesn't cover some parts of the passage. 2 is not good because it talks about people who touch and don't touch – but it doesn't say people shouldn't touch).

Audio 6

Narrator: Men often shake hands and women sometimes do too. In the UK, men don't often shake hands when they meet friends but they always do when they meet new people. Do you sometimes shake hands with new people?

Narrator: In some countries, they never shake hands. They don't usually touch and they can be upset if you touch them. In those countries, people often bow or nod when they meet new people.

Man 1: Mr. Angchuang! Nice to see you again! How are you?

Man 2: It's great to see you again, too. I'm not too bad. How are you?

Man 1: Very well, thank you. You must come and visit some time.

Man 2: I'd like that, thank you.

Narrator: Body language is important when you meet someone. Folding your arms or not smiling will make you look bored. Not looking at the other person can make you look bored too. A smile is always very important. It's the best way to say hello in any language!

Answer: 3

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 4 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 Men and women sometime shake hands. 2 In the UK, men don't often shake hands when they meet friends. or In the UK, men always shake hands when they meet new people. 3 tick

ACTIVITY 5 Read and answer the questions. 5 mins

- 1 Tell the class to look at the text in activity 2 and say **Read and answer the questions**.

Answers: 1 When they are bored 2 a smile

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 7

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 7

When people are bored they sometimes fold their arms. It's important to understand the way people show their feelings. If someone is upset, perhaps they won't smile. In some countries, people shake hands and in other countries, people bow.

Answers: 1 bored 2 fold arms 3 important 4 way
5 upset 6 perhaps 7 shake hands 8 bow;
missing word: nod

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 shake 2 upset 3 nod 4 way 5 important

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d fold 2e shake hands 3b bored 4a upset
5c bow

ACTIVITY 4 Listen and repeat. 5 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat the lines to get the stress and intonation correct.

Audio 8

*I don't like meeting people,
I don't like it at all.
To kiss and hug and shake those hands,
To smile and sometimes bow.
I often fold my arms and nod
and people are upset.
I know a smile's important,
And I usually try,
But I always look down at my feet
I'm sorry, but I just can't do it.*

ACTIVITY 5 Listen to the word **and** in these sentences. Listen and repeat the sentences. 5 mins

- 1 Say **Listen to the word and in these sentences and play the recording**. Demonstrate how *and* is reduced to /n/ in the first three sentences. Contrast it with its sound in sentence 4 in which we hear the whole word; and the /d/ at the end links up with the vowel at the start of the next word.
- 2 Say **Listen and repeat**. Play each sentence and pause for students to repeat it.

Audio 9

- 1 *Some people kiss and hug.*
- 2 *We smile and sometimes bow.*
- 3 *I often fold my arms and nod.*
- 4 *And I'm often surprised.*

ACTIVITY 6 Work in groups. Read the poem aloud. 5 mins

- 1 Divide the class into groups and tell them to **Read the poem aloud**. They take it in turns to read it to each other.

REVIEW 3 mins

- 1 Ask some students to perform the poem for the whole class.

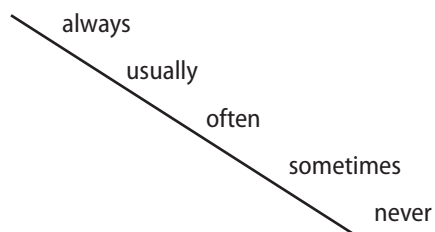
Period 5 – PB page 8

INTRODUCTION 5 mins

- 1 The students have already been introduced to the adverbs of frequency *always*, *sometimes* and *never* so write these on the board and ask some questions using them, e.g. *What do you always do on Fridays? What do you usually do in the mornings? What must you never do?* Elicit answers.
- 2 Say **Write two things you always do, two things you sometimes do and two things you never do.** After a few minutes, elicit some of the students' sentences.
- 3 Tell the class they are going to talk more about how often they do things.

ACTIVITY 1 Read and think. Then choose the correct words to complete the rules. 10 mins

- 1 Say **Read and think.** Read through the example sentences with the students. Ask questions about some of them to focus on the adverbs of frequency, e.g. Read sentence 2 and ask *How often do I look down at my feet?*
- 2 To help appreciate the difference in meaning between the adverbs of frequency, draw a diagonally descending line on the board (see below). Point to the top and say *This is what I do all of the time* and write *always*. Point to the bottom of the line and say *This is what I don't ever do. What shall I write here?* Elicit *never*. Point to the middle and ask *What goes here between always and never?* Elicit *often*. Then point to a point between *often* and *always* and ask *Which word goes here?* Elicit *usually* and then do the same for *sometimes*.



- 3 Introduce the rules and say **Now choose the correct words to complete the rules.** Students read and choose.
- 4 Students check their answers with a partner.
- 5 Elicit and discuss the answers.

Answers: 1 *how often* 2 *after; before*

ACTIVITY 2 Put the words in brackets in the correct place.

7 mins

- 1 Write the first sentence on the board and invite a student to come and write *always* in the correct place.
- 2 Say **Put the words in brackets in the correct place.** Monitor students as they work.
- 3 Say **Now work in pairs and check your work.**
- 4 Elicit answers. Students make any corrections required.

Answers: 1 *I always smile when I meet a new classmate.* 2 *He sometimes meets Amir near the market.* 3 *He doesn't often win at football.* 4 *He is never bored.* 5 *We aren't usually surprised.*

ACTIVITY 3 Put the words in the correct order to make questions and answers. Then match the questions and answers. 10 mins

- 1 Before the lesson, write each word or pair of words from question 1 on a piece of card. Invite five students to the front and give them a card each. They show their cards to the rest of the class. Tell the class **Put the words in order to make a question.** They tell the students at the front where to stand to make the question. Students then say the question.
- 2 Introduce the activity in the book and say **Put the words in the correct order to make questions and answers.** Students write the questions and answers.
- 3 Students work in pairs to check each other's answers.
- 4 Students continue to work in pairs. Say **Now match the questions and answers.**
- 5 Elicit the questions and answers. Students make any corrections required.

Answers: 1 *Do you often go to the beach? c No, I never go there.* 2 *Do you often see your cousin? a Yes, I always stay with him in the summer.* 3 *How do you usually go to school? b I usually go by bus.*

ACTIVITY 4 Work in pairs. Ask and answer the questions in activity 3. 5 mins

- 1 Students work in the same pairs. Say **Now ask and answer the questions.** Monitor the students as they work.

REVIEW 3 mins

- 1 Introduce the grammar box at the end as a summary of how we use adverbs of frequency.

Period 6 – PB page 9

REVISION and INTRODUCTION 3 mins

- 1 Repeat the pair activity from Period 5 (Activity 4).
- 2 Tell the class they are going to learn more about what to say when they meet people.

ACTIVITY 1 Work in pairs and look at the pictures. What do you think the people are saying? 2 mins

- 1 Say **Work in pairs and look at the pictures. What do you think they are saying?** Elicit some ideas from students as preparation for the next activity.

ACTIVITY 2 Now listen and choose the correct picture.

5 mins 

- 1 Explain to the students that they are going to hear a conversation about one of the pictures in activity 1. Say **Listen and choose the correct picture.** Play the recording, more than once if necessary. Elicit the answer, and the words they heard in the conversation that gave them the answer. Play the conversation again.

Audio 10

Abeer: Jana! How fantastic to see you again!

Jana: Hello Abeer, how are you?

Abeer: I'm very well, thank you – how are you?

Jana: Not bad, thank you. What a lovely surprise! I never see you here ...

Abeer: No, I know! How often do you come here?

Jana: Oh, quite often. I usually come with my sister.

Abeer: Really? Me too! I often come with my mother too.

Jana: Your mother? How is your mother?

Abeer: Oh, she's very well, thank you. And how is your sister?

Jana: Nisma? Oh, she's always studying a lot but she's fine.

Answer: picture A

ACTIVITY 3 Complete the questions. Then write the answers. 10 mins

- 1 Introduce the gapped questions in the activity and play the recording again as students look at the questions. Elicit the missing words.
- 2 Say **Complete the questions.**
- 3 Elicit the questions – students make corrections as necessary.
- 4 Say **Now listen to the answers.** Play the recording again. Say **Now write the answers.**
- 5 Students check their answers in pairs.
- 6 Elicit answers – students make corrections as necessary.

Answers:

Jana: How are you?

Abeer: I'm very well.

Abeer: How are you?

Jana: Not bad, thank you.

Abeer: How often do you come here?

Jana: I often come here.

Jana: How is your mother?

Abeer: She is very well.

Abeer: How is your sister?

Jana: She is fine.

ACTIVITY 4 Work in pairs. Practise the conversation. 5 mins

- 1 Invite one student to the front and demonstrate the conversation with him/her.
- 2 Say **Work in pairs. Practise the conversation.** Monitor the pairs as they work.

ACTIVITY 5 Think of things to say when you meet an old friend. Use the expressions in activity 3 and in Everyday English on page 4 to help you. 5 mins

- 1 Say **Think of things to say when you meet an old friend.** Elicit some examples.
- 2 Say **Now write some expressions – use the expressions in activity 2 and in Everyday English on page 4 to help you.** Students work to prepare suitable expressions for the next activity.

ACTIVITY 6 Work in pairs. You are meeting an old friend: ask and answer questions. 7 mins

- 1 Introduce the situation and introduce the expressions in the speech bubbles. Elicit ideas for how the conversation could continue.
- 2 Say **Work in pairs. Ask and answer the questions.** Monitor the pairs as they work.

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 10

INTRODUCTION 3 mins

- 1 Show the class an English dictionary (or distribute them if you have class copies). Explain that a dictionary can help a lot when learning a language. Elicit any ideas they have about what a dictionary can be used for.
- 2 Tell the class they are going to learn how to use a dictionary properly this year.

ACTIVITY 1 Put the words in alphabetical order. 7 mins

- 1 Read through the dictionary box with the students. Explain what alphabetical order means. Show an alphabet chart.
- 2 Do some revision of alphabetical order using one or more of these activities:
 - Students recite the alphabet as fast as they can (start slowly and speed up).
 - Students try to recite the alphabet backwards.
 - Say a letter and ask students to say the next letter.
 - Say a letter and ask students to say the previous letter.
 - If you have letter cards, give students a few cards (start with three or four and build up to more in later weeks) and ask them to put them in alphabetical order.
- 3 Say **Put the words in alphabetical order**. Students work on their own and then check their answers in pairs.
- 4 Elicit answers – students make corrections as necessary.

Answers: 1 bow, hug, kiss, nod 2 bored, introduce, pleased, upset 3 important, smile, upset, way

ACTIVITY 2 Read the email. 3 mins

- 1 Tell students that they are going to write an email. They are going to write a reply to the email in the book. Say **Read the email**. Give students a few minutes to read through the email.
- 2 Ask questions to encourage the students to focus on the key information, e.g. *Who is the email from? When was it sent? What does Pat want to know about?*

ACTIVITY 3 Write correct sentences and questions. 5 mins

- 1 Revise the use of full stops, question marks and capital letters. Use the email for illustration.
- 2 Say **Write correct sentences and questions**. Students copy the sentences with correct punctuation.
- 3 Students check their answers in pairs.
- 4 Ask some students to write the sentences on the board for checking.

Answers: 1 I have two brothers and a little sister. 2 Do you often play football after school? 3 We usually speak English in our English class. 4 My family and I sometimes go to Haifa to see my grandparents. 5 Hello Pat, how are you?

ACTIVITY 4 Write answers to the questions in activity 2.

10 mins

- 1 Elicit some of the questions Pat asks in the email in activity 2. Then introduce the instructions and example sentences in this activity. Elicit more answers to Pat's questions and how further questions can be asked to get more information.
- 2 Say **Write answers to the questions in Pat's email. Follow the instructions**. Monitor students as they work to ensure they are following the instructions to exchange their answers with a classmate and ask each other more questions.
- 3 Elicit some of the sentences students have written.

ACTIVITY 5 Write a reply to Pat's email in activity 2. Use Pat's email and the sentences you wrote in activity 4 to help you. 8 mins

- 1 Tell students they are now ready to **Write a reply to Pat's email**. Ask them how to start and elicit the first few lines (including the To/From/Date at the top).
- 2 Say **Write the email**. Tell them to **Use Pat's email and the sentences you wrote in activity 4 to help you**. Monitor and support students as they write.

REVIEW 4 mins

- 1 Make space available on the wall for students to display their emails. They can then have a look at each other's and decide which is the best.
- 2 Tell students the topic of the Unit task for Period 8 and ask them to bring to school for the next lesson any photos or pictures of people greeting one another that they can find. Bring as many of your own as you can find as well. They might be found in magazines, newspapers or printed off the internet.

Period 8 – PB page 11

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying ***You are going to make a 'Welcome to Palestine' poster for visitors.***

ACTIVITY 1 Work in pairs. You're going to make a 'Welcome to Palestine' poster for visitors. Answer the questions.

4 mins

- 1 Divide the class into groups and introduce the two questions for discussion. Elicit a few ideas to start and then say ***Work in groups.***

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be, to encourage them to read for meaning.
- 2 Tell them to ***Listen and complete the sentences.*** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to ***Check your spelling.*** They work in pairs to check each other's spelling. They make their own corrections.

Audio 11 (underlined words are the Answers)

- 1 Welcome to Palestine. It's good to see you.
- 2 In Palestine, men usually shake hands.
- 3 Good friends hug and kiss when they meet.
- 4 It's great to see you again.
- 5 You must come and visit some time.

ACTIVITY 3 Listen and repeat the sentences. 3 mins

- 1 Play the recording again. Students repeat the sentences. ***Repeat audio for activity 2***

ACTIVITY 4 Work alone. Draw one or two pictures of people greeting each other in Palestine or find some photos. 7 mins

- 1 Make available any pictures you or the students have been able to find of people greeting each other. Alternatively, students can make their own drawings.
- 2 Introduce the instructions and example sentences. Say ***Now write your own sentences about your picture.***
- 3 Elicit some of the sentences students have written.

ACTIVITY 5 Work in groups of four or five. Write two or three sentences for your poster.

- 1 Divide the class into groups of four or five. Say ***You are now going to make your poster. Stick your pictures on the poster. Write two or three sentences for your poster.*** Introduce the example sentences. Tell the students to write their sentences in large, clear letters on their posters so that people will be able to read it.
- 2 Groups work to prepare their posters. Give support and encouragement as they work.

ACTIVITY 6 Show your poster to the whole class. Which is the best poster? 5 mins

- 1 Students display their posters on the wall. Each group should say a few words to introduce their poster and answer questions from other students. Ask ***Which is the best poster?*** and discuss.

World languages

Aims to discuss world languages and international communication; to describe changes

Key language *artist, billion, businessman, Chinese, communicate, different, hard, Holy Qur'an, leader, learn, Middle East, number, prepare, Russian, standard, technology, United Nations*

Language structures present continuous tense (for describing changes)

Punctuation revision, including exclamation marks and apostrophes for contractions

Materials Pupil's Book, CD, map of the world, information on languages (from encyclopaedias or internet searches), large sheets of card/paper for making posters

Period 1 – PB page 12

INTRODUCTION 5 mins

- 1 Display a map of the world. Point to some neighbouring Arabic-speaking countries and ask *What language do they speak?* Then point to the USA and Britain and ask the same question. Point to some other countries, e.g. China, Russia, and ask the same question. If students don't know the answer to the latter questions, tell them they will learn while studying this unit.
- 2 Tell the class they are going to learn about world languages and how to describe changes in this unit.

ACTIVITY 1 Listen and repeat the words. 7 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 12

Chinese communicate different hard learn number prepare standard United Nations

ACTIVITY 2 Work in pairs. How many Arabic-speaking countries can you name? 3 mins

- 1 Say **Work in pairs. How many Arabic-speaking countries can you name?** Pairs list the countries as quickly as they can.
- 2 Elicit the answers from the pair with the most countries on their list.

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students to look at the pictures with the passage to help prepare for the listening. Ask **What can you see?**
- 2 Tell the students that they are going to listen to a conversation between the boys in the pictures. Say **Listen**. Play the whole recording.
- 3 Say **Listen and answer the questions**. Read out each question and then play the recording again. Elicit the answers.

Questions:

- 1 Are the boys talking about languages or countries?
- 2 Is the number of Arabic speakers rising or falling?
- 3 Can the boys both speak Arabic?

Audio 13

Jake: I'm learning Arabic. I think I'm learning a lot.

Amir: Hey, well done! Are you learning Palestinian Arabic? People speak a different Arabic in different countries.

Jake: That's why I'm learning standard Arabic. It will help me to communicate with people in a lot of Arab countries.

Amir: Good idea!

Jake: My teacher says the number of Arabic speakers is rising every year.

Amir: Yes. And it's one of the six languages people use at the United Nations.

Jake: Really? That makes it very important.

Jake: One other important language is Chinese. The number of Chinese speakers is also rising all over the world.

Amir: Yes, I want to learn Chinese one day but I think it will be hard.

Jake: English is also an important language and you and I can speak in Arabic and in English! We're preparing our future every time we talk!

Amir: We're making our teachers happy too!

Answers: 1 languages 2 rising 3 yes, but Jake is only learning

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one pair to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 13

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 14

hard United Nations prepare communicate learn Chinese standard number

Answer: *different*

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.

- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *hard* 2 *different* 3 *standard* 4 *communicate*

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures.** Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work.

Audio 15

- 1 *The United Nations uses six different languages.*
- 2 *We can communicate in Arabic and in English.*
- 3 *The number of Arabic speakers is rising all over the world.*
- 4 *Learning Arabic will prepare me for the future!*
- 5 *You can speak standard Arabic when you want to communicate in other Arab countries.*

Answers: 1d *United Nations* 2c *communicate* 3a *number* 4e *prepare* 5b *standard*

ACTIVITY 5 Read the conversation on page 12 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the passage again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss the answers to questions 3 and 5 – there are no right or wrong answers.

Answers: 1 *to communicate with people in a lot of Arab countries* 2 *it is a language at the United Nations* 3 *open (Chinese and English in the passage)* 4 *it is rising* 5 *open*

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 14

REVISION and INTRODUCTION 4 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about world languages.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 16

artist billion businessman Holy Qur'an leader
Middle East Russian technology

ACTIVITY 2 Work in pairs and answer the questions. 5 mins

- 1 As preparation for reading the passage, divide the class into pairs or small groups and say **Answer the questions**.
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Then choose the best title for the passage. 7 mins

- 1 Introduce the three titles and then say **Listen and read**. **Then choose the best title**. Students read as they listen to the recording.
- 2 Elicit which of the titles is best. Encourage them to give reasons (**a** is the best answer because it covers all parts of the passages. **b** is not good because the passage isn't about all the world's languages. **c** is not good because the passage is about more than one language).

Audio 17

Arabic is a world language. About 280 million people speak Arabic in the countries of the Middle East and North Africa. Many millions more around the world understand some Arabic because it is the language of the Holy Qur'an. The number of speakers of a world language is always changing because the world is changing. The number of Arabic speakers is rising every year. But the number of Russian speakers is falling. English is like Arabic: the number is rising. More and more people are communicating in English every day. Why? Because people from different countries often speak English when they meet. Palestinian leaders speak English when they meet to talk about our country. It is the language of science and technology – the language scientists, doctors, businessmen and artists use. About 2 billion people speak English in countries like Britain, the United States, Australia and India. Many more are learning it in schools all over the world

Answer: a

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 4 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 About 280 million people speak Arabic in the Middle East and North Africa. 2 The number of Russian speakers is falling. 3 The language of technology is English.

ACTIVITY 5 Read and answer the questions. 4 mins

- 1 Tell the class to read the text and answer the questions.

Answers: 1 Arabic 2 about two billion

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 15

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 18

Leaders, businessmen and artists use different languages to communicate. Arabic is often used in the Middle East. In India, people often use English. About two billion people speak English all over the world.

Answers: 1 leaders 2 businessmen 3 artists 4 Middle East 5 billion; missing words: Holy Qur'an, Russian, technology

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 artists 2 the Middle East 3 technology 4 billion

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1e technology 2b businessman 3d billion 4c Middle East 5a Russian

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 19

The world is growing.
More and more.
We're speaking more languages.
More and more.
We're visiting countries.
More and more.
We're making new friends.
More and more.
I'm preparing my future.
More and more.
I'm working hard.
More and more.
I'm learning languages, sciences.
More and more.
I'm learning to fly.
More and more.

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Say **Listen and repeat** and play the recording. Demonstrate the use of stress in sentences.

Audio 20

- 1 The world is growing.
- 2 More and more.
- 3 We're speaking more languages.
- 4 I'm preparing my future.

ACTIVITY 6 Work in groups. Read the poem aloud. Make sure you stress the correct syllables. 5 mins

- 1 Divide the class into groups of three and tell the groups to **Read the poem aloud**. Monitor the groups as they read and check they are stressing the correct syllables. Play the recording again if necessary.

REVIEW 3 mins

- 1 Ask some groups to perform the poem for the whole class.

Period 5 – PB page 16

INTRODUCTION 5 mins

- 1 To revise the use of the present continuous tense, which students already know, play a mime game. Mime an activity (cooking, swimming, picking olives, etc.) and ask *What am I doing?* Encourage answers using the present continuous, e.g. *Are you ...ing?*
- 2 Invite a student to the front to do a mime. As he/she performs, ask *What is he/she doing?* and elicit answers. Continue with a few other students.
- 3 Write on the board a few example questions and answers using the present continuous used in the activity. Underline the verb and see if students can tell you the name of the tense. If not, tell them.
- 4 Tell students they are going to learn another use of the present continuous tense.

ACTIVITY 1 Read and think. Look at the verbs. Then choose the correct words to complete the rules. 10 mins

- 1 Say **Read and think. Look at the verbs.** Read through the example sentences with the students. Ask questions about some of the sentences to help make it clear that they are not talking about actions happening now, but things which are changing or developing over a period of time, e.g. ask *When someone says 'We're speaking more languages,' are they speaking the languages now? No, so are people speaking more languages now than they did in the past? Yes, so are we talking about something that is changing?*
- 2 Introduce the rules and say **Now choose the correct words to complete the rules.** Students read and choose.
- 3 Students check their answers with a partner.
- 4 Elicit and discuss the answers.

Answers: 1 now 2 things which are changing
3 am, is and are

ACTIVITY 2 Complete the answers with *am, is or are.* 8 mins

- 1 Introduce the activity and say **Complete the answers with am, is or are.**
- 2 Students check their answers with a partner.
- 3 Elicit answers for students to check and correct their answers.
- 4 Say **Work in pairs. Ask and answer the questions.** Students read the questions and answers together as preparation for the next activities.

Answers: 1 are 2 is 3 am 4 is 5 is

ACTIVITY 3 Answer the questions. 5 mins

- 1 Divide the class into small groups. Say **Answer the questions.** Monitor the groups as they work.
- 2 After a few minutes, elicit answers from the groups. Make sure the answers use the present continuous to talk about changes. Write some good answers on the board as a model.

ACTIVITY 4 Work in pairs. Ask and answer the questions in activity 3. 7 mins

- 1 Invite one pupil to the front to demonstrate the activity. The pupil asks you the questions and you give some answers as a model.
- 2 Say **Work in pairs. Ask and answer the questions.** Monitor pairs as they work.

REVIEW 5 mins

- 1 Ask one or two pairs to perform the pair work from the last activity at the front of the class. When they have finished, praise them and bring attention to the examples of the present continuous they have used.
- 2 Introduce the grammar box at the end as a summary of how we use the present continuous tense.

Period 6 – PB page 17

REVISION and INTRODUCTION 3 mins

- 1 Repeat the pair activity from Period 5 (Activity 4, Step 2).
- 2 Tell the class they are going to learn more about what to say when they meet people.

ACTIVITY 1 Work in pairs and look at the pictures. What do you think the people are saying? 3 mins

- 1 Say **Work in pairs and look at the pictures. What do you think they are saying?** Elicit some ideas from students as preparation for the next activity.

ACTIVITY 2 Now listen and choose the correct picture.

5 mins 

- 1 Explain to the students that they are going to hear a conversation about one of the pictures in activity 1. Say **Listen and choose the correct picture.** Play the recording, more than once if necessary. Elicit the answer, and the words they heard in the conversation that gave them the answer. Play the conversation again.

Audio 21

- F1: Hello, Fatima! What are you doing here?
 F2: I'm here for my Chinese class.
 F1: Are you learning Chinese? That's great!
 F2: Yes, more and more people are speaking Chinese these days. What about you?
 F1: I'm doing an English class. I'm only learning English this year.
 F2: Perhaps I should do that too.
 F1: Well, hurry up! Every week more and more people are in the class, so the number of students is going up.

Answer: Picture a

ACTIVITY 3 Complete the questions and sentences. 7 mins



- 1 Introduce the gapped sentences in the activity and play the recording again as students look at the sentences. Elicit the missing words.
- 2 Say **Complete the sentences.**
- 3 Students check their answers in pairs.
- 4 Elicit answers – students make corrections as necessary.

Repeat audio for activity 2

Answers: 1 What are you doing here? 2 Are you learning Chinese? 3 More and more people are learning Chinese these days. 4 I'm only learning English this year. 5 The number of students is going up.

ACTIVITY 4 Work in pairs. Practise the conversation. 5 mins

- 1 Invite one pupil to the front and demonstrate the conversation with him/her – using the sentences from the previous activity.
- 2 Say **Work in pairs. Practise the conversation.** Monitor the pairs as they work.

ACTIVITY 5 Look at the other picture and think about what the people are saying or doing. Write three questions to ask a friend. 7 mins

- 1 Say **Look at picture b in activity 1. What can you see? What do you think they are saying?** Elicit some ideas about what the people are doing and saying.
- 2 Say **Imagine you are in the picture, write three questions to ask a friend in the picture.** Monitor and support students as they write.
- 3 Elicit some of the questions students have written.

ACTIVITY 6 Work in pairs. Ask and answer questions about what you're saying or doing. 7 mins

- 1 Introduce the questions on the page. Ask students to look at picture b in activity 1 and decide who is asking the question, and who are they asking.
- 2 Say **Work in pairs. Imagine you are two of the children in the picture. Ask and answer your questions.** Monitor and support students as they work.

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 18

REVISION and INTRODUCTION 3 mins

- 1 Revise alphabetical order – use any of these activities not used in Unit 1 Period 7:
 - Students recite the alphabet as fast as they can (start slowly and speed up).
 - Students try to recite the alphabet backwards.
 - Say a letter and ask students to say the next letter.
 - Say a letter and ask students to say the previous letter.
 - If you have letter cards, give students a few cards (start with three or four and build up to more in later weeks) and ask them to put them in alphabetical order.
- 2 Tell students they are going to learn more about alphabetical order in a dictionary, and then write an email.

ACTIVITY 1 Put the words in alphabetical order. 7 mins

- 1 Introduce the explanation in the **Using a dictionary** box. Give some examples on the board, e.g. write *big bag* and ask students to put them in alphabetical order. They have to look at the second letter.
- 2 Say **Put the words in alphabetical order**. Students work on their own and then check their answers in pairs.
- 3 Elicit answers – students make corrections as necessary.

Answers: 1 *language, learn, like* 2 *shirt, smile, standard, surprised* 3 *early, Egypt, England, everything*

ACTIVITY 2 Read the email. 3 mins

- 1 Tell students that they are going to write an email. They are going to write a reply to the email in the book. Say **Read the email**. Give students a few minutes to read through the email.
- 2 Ask questions to encourage the students to focus on the key information, e.g. *Who is the email from? When was it sent? What news does Pat give?*

ACTIVITY 3 Write correct sentences. 5 mins

- 1 Revise the use of capital letters, full stops, question marks and exclamation marks. Use the email for illustration. Focus also on the **Writing skills** box on contractions to revise the use of the apostrophe in contractions.
- 2 Say **Write correct sentences**. Students copy the sentences with correct punctuation.
- 3 Students check their answers in pairs.
- 4 Ask some students to write the sentences on the board for checking.

Answers: 1 *The number of students is going down.* 2 *More and more people in the world are communicating in English.* 3 *Are you reading more books in English?* 4 *Good idea! You can even study English in bed.* 5 *We're learning about English artists at school. I love it!*

ACTIVITY 4 Think about changes in your life and write sentences about them. 8 mins

- 1 Elicit some of the changes described in the email in activity 2. Then say **Think about changes in your life**. Elicit some sentences from students.
- 2 Introduce the instructions and example sentences in the activity. Say **Write sentences about the changes in your life**. Monitor students as they work to ensure they are following the instructions to exchange their answers and write questions to each other.
- 3 Elicit some of the sentences students have written.

ACTIVITY 5 Write a reply to Pat's email in activity 2. Use Pat's email and the sentences you wrote in activity 4 to help you. 10 mins

- 1 Tell students they are now ready to **Write a reply to the email**. They should tell Pat about what is changing in their life. Ask them how to start and elicit the first few lines (including the To/From/Date at the top).
- 2 Say now **Write the email**. Tell them to **Use Pat's email and the sentences you wrote in activity 4 to help you**. Monitor and support students as they write.

REVIEW 4 mins

- 1 Make space available on the wall for students to display their emails. They can then have a look at each other's and decide which is the best.
- 2 Tell students the topic of the Unit task for Period 8 and ask them to bring to school for the next lesson any information they can find about any languages – they can use an encyclopaedia or search on the internet.

Period 8 – PB page 19

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying ***You are going to make a poster about languages.***

ACTIVITY 1 Work in groups. You're going to make a poster about languages. 4 mins

- 1 Divide the class into groups and introduce the task. Elicit a few languages to start and then say ***Work in groups.*** Encourage them to choose languages they will be able to find the relevant information about (see activity 4).

ACTIVITY 2 Listen and complete the passage. Check your spelling. 8 mins

- 1 Students look at the incomplete sentences in the paragraph. Elicit some suggestions of what the missing words could be, to encourage them to read for meaning.
- 2 Tell them to ***Listen and complete the passage.*** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to ***Check your spelling.*** They work in pairs to check each other's spelling. They make their own corrections.

Audio 22 (*underlined words are the Answers*)

400 million people speak English as their first language. But more than a billion people speak English or are learning to speak English as a second language, and the number is going up. More and more people are speaking English at work. More and more students are using English when they're learning other subjects.

ACTIVITY 3 Listen and repeat the sentences. 2 mins

- 1 Play the recording again. Students listen and repeat the sentences.

Repeat audio for activity 2

ACTIVITY 4 Find answers to the questions. 5 mins

- 1 Say ***Work in your groups and find answers to the questions.*** Students work in the same groups as for activity 1. They will need to do research so make available books on languages, encyclopaedia or computers with access to the internet.

ACTIVITY 5 Work in groups of four or five. Write sentences with the answers. Use the dictation passage to help you.

15 mins

- 1 Students continue to work in the same groups. Say ***You are now going to prepare and produce your poster.*** Introduce the instructions and the example sentences.
- 2 Put up a blank poster at the front of the class. Divide it clearly into three parts (one for each language) and elicit suggestions on where to put the drawing of the flag, the words for 'hello' and the sentences for the three languages. Show them how to write sentences in large clear letters so that people will be able to read them.
- 3 Groups work to prepare their posters. Give support and encouragement as they work.

ACTIVITY 6 Put your poster on the classroom wall. Which is the best poster? 5 mins

- 1 Students display their posters on the wall. Each group should say a few words to introduce their poster and answer questions from other students. Ask ***Which is the best poster?*** and discuss.

Animal magic

Aims to talk about animals and animal communication

Key language *afraid, bark, common, distance, gorilla, intelligent, kilometre, know, maybe, neck, popular, rub, story, tail, warning*

Language structures stative verbs (verbs not used in the present continuous tense); sentences with *because* and *so*

Materials Pupil's Book, CD, card for word cards, sources of fun facts about animals

Period 1 – PB page 20

INTRODUCTION 5 mins

- 1 Introduce a word race to activate some of the vocabulary for the unit. Divide the class into groups of about four and explain that they have to race to find the most number of words. Say *Work in groups. Make a list of all the animals you can think of. You have three minutes.*
- 2 At the end of the time, tell the groups to count up the number of words they have.
- 3 Elicit the words from the winning group. Write them on the board to show the correct spelling. Elicit any other words from other groups.

ACTIVITY 1 Listen and repeat the words. 7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 23

afraid bark common maybe neck rub tail warning

ACTIVITY 2 Work in pairs. Look at the animals in the pictures. What do you know about them? 3 mins

- 1 Say **Look at the pictures on page 20. What are the animals?** Elicit some quick answers.
- 2 Ask **What do you know about them?** Elicit answers and discuss.

Answers: *dog, cat, whale, giraffe*

ACTIVITY 3 Listen and answer the questions. 7 mins 

- 1 Tell the students that they are going to listen to a conversation between the girls in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 What animal is making a noise at the beginning?
- 2 Do the girls prefer dogs or cats?
- 3 What other animals do the girls talk about?

Audio 24

Karama: Oh no! I'm afraid! I think it's angry.

Alice: I don't think so. I think it likes you.

Karama: Really? Do you understand dogs?

Alice: Yes, usually. A lot of animals communicate with people. But we don't always understand what they're saying.

Alice: When a dog barks, maybe it's angry, but maybe it's warning you that it hears something, or it wants food. A happy dog moves its tail and its ears are up.

Karama: I see! But I don't like dogs very much ...

Alice: I prefer cats. Listen! It likes me!

Alice: My favourite animal is the whale. Whales are big and beautiful, and they sing!

Karama: What do you mean?

Alice: They make a noise like singing. That's how they communicate.

Karama: Cool! Is singing common in the animal world?

Alice: No, it isn't.

Karama: I think giraffes are the best. They rub necks to say 'You're my friend!'

Alice: Ah!

Answers: 1 a dog 2 cats (Alice prefers cats, Karama doesn't like dogs) 3 whales and giraffes

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins 

- 1 Say **Listen and read. Underline the words from activity 1**. Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each part of the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one or two pairs to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 21**REVISION and INTRODUCTION 5 mins**

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins 

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle**. Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 25

neck warning bark tail afraid maybe rub

Answer: common

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 Maybe 2 warning 3 rubbing 4 common
5 necks

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins 

- 1 Say **Listen and check your sentences**. Play the recording. Students correct their own work.

Audio 26

- 1 Julia is afraid of dogs. She doesn't like them.
- 2 Cool! It's got a very long tail.
- 3 He's warning them to stop.
- 4 He likes it when you rub his head.
- 5 Those dogs bark every night! It's terrible!

Answers: 1e afraid 2b tail 3c warning 4d rub 5a bark

ACTIVITY 5 Read the conversation on page 20 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the passage again and answer the questions**. Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to questions 6 – there are no right or wrong answers.

Answers: 1 She is afraid of it. 2 Maybe because it likes someone and is happy, maybe because it is angry, maybe as a warning or because it wants some food. 3 It moves its tail and its ears are up. 4 whale 5 They rub necks. 6 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 22

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about how animals communicate.

ACTIVITY 1 Listen and repeat the words. 7 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.
- 4 Look at the **Word formation** box with the students and show them how to spell the plural of some nouns ending in -y.

Audio 27

distance gorilla intelligent kilometre know
popular story

ACTIVITY 2 Work in pairs and answer the questions. 5 mins

- 1 As preparation for reading the passage, divide the class into pairs or small groups and say **Answer the questions**.
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

Answers: 1 gorilla, elephant, whale, bee 2 open for discussion (see below activity 3)

ACTIVITY 3 Listen and read. Check your answers to the questions in activity 2. 5 mins

- 1 Introduce the passage and then say **Listen and read. Check your answers to the questions in activity 2**. Students read as they listen to the recording.
- 2 Ask the questions from activity 2 again and elicit how some animals communicate according to the passage.

Audio 28

Animals talk to people in different ways and some people learn to understand. Koko is a very intelligent gorilla. She lives with some scientists in the United States. She knows about one thousand signs and she understands about two thousand words in English.

Many animals, like dogs, cats and elephants, make a noise to communicate, and some animals communicate over a long distance. Whales make a sound like singing and the noise travels hundreds of kilometres under the sea to other whales. Some animals communicate in other ways. Bees dance when they find food. Then other bees know what direction to go in. Stories about people talking to and understanding animals are popular in English. Three famous stories are Tarzan, The Jungle Book and the Doctor Dolittle books. Doctor Dolittle is a scientist with many animal friends. He talks to them in their languages.

Answers: 2 some animals make a noise to communicate: bees dance

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 4 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 Koko can understand about two thousand English words. 2 tick 3 The noise that whales make travels hundreds of kilometres.

ACTIVITY 5 Read and answer the questions. 4 mins

- 1 Tell students to read the passage and answer the questions.
- Answers:** 1 to tell other bees where food is 2 talk to animals in their languages

ACTIVITY 6 Work in pairs. Read the passage aloud. 7 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs. Monitor pairs as they work.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 23

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 29

I know that gorillas are very intelligent. I read a story about how animals communicate. Some animals can communicate over a long distance, even thousands of kilometres.

Answers: 1 know 2 gorillas 3 intelligent 4 story
5 distance 6 kilometres; missing word: popular

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 popular 2 kilometres 3 story 4 distance
5 gorilla

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d intelligent 2a kilometres 3e know 4b popular
5c story

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 30

*How do dogs say You're my best friend?
How do cats say Cool! You're here!
How do giraffes say Don't worry. I love you.
How do whales talk to whales who aren't near?
They move their tails,
They bark, they jump,
They rub your legs, their necks, their ears,
They sing, they dance like bees near flowers,
They tell you it all, so learn to hear.*

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Say **Listen and repeat** and play the recording. Demonstrate the use of stress in sentences.

Audio 31

- 1 *How do dogs say You're my best friend?*
- 2 *How do whales talk to whales who aren't near?*
- 3 *They sing, they dance like bees near flowers.*

ACTIVITY 6 Work in groups. Read the poem aloud. Make sure you stress the correct words. 5 mins

- 1 Divide the class into groups and tell them **Read the poem aloud**.

REVIEW 3 mins

- 1 Ask some groups to perform the poem for the whole class.

Period 5 – PB page 24

INTRODUCTION 5 mins

- 1 Draw on the board the outline of a head and body and write on it some verbs of thinking and feeling. Start by writing *think* in the head and then elicit others, e.g. *know*, *understand*. Then point to other parts of the body and elicit verbs, e.g. *hear*, *see*, and *love* and *like* for the heart.
- 2 Explain that these are verbs of thinking and feeling and they are a little different from other verbs. Tell students they will learn in what way in this lesson.

ACTIVITY 1 Read and think. What is the tense of the verbs? Then choose the correct words to complete the rules.

10 mins

- 1 Say **Read and think. Look at the verbs.** Read through the example sentences with the students. Ask **What is the tense of the verbs?**
- 2 Change some of the sentences to use the present continuous tense and write them on the board (e.g. *I am thinking it's angry. Are you understanding dogs?*), ask *Do you think we use the sentences like this?* Elicit that the sentences don't sound right with the present continuous tense. Establish that these verbs are not used in the present continuous tense – even when the events are happening now.
- 3 Introduce the rules and say **Now choose the correct words to complete the rules.** Students read and choose.
- 4 Students check their answers with a partner.
- 5 Elicit and discuss the answers.

Answers: *The tense of the verbs in the example sentence is the present simple tense;*
 1 continuous 2 simple 3 opinions

ACTIVITY 2 Choose the correct words to complete the sentences. 5 mins

- 1 Introduce the sentences and say **Choose the correct words to complete the sentences.**
- 2 Students check their answers with a partner.
- 3 Elicit answers – students correct their own work.

Answers: 1 *'re enjoying* 2 *love* 3 *hear* 4 *'s reading; doesn't understand*

ACTIVITY 3 Put the words in the correct order to make the answers. 10 mins

- 1 Before the lesson, write the words from answer 1 on six pieces of card. Invite six students to the front and give them a card each. They show their cards to the rest of the class. Ask the question and say **Put the words in order to make the answer.** The rest of the class tell the students at the front where to stand to make the answer. Students then say the question and answer.
- 2 Write the answer the students made. Elicit the punctuation – note that the answer is made of two sentences and there must be a full stop at the end of each.
- 3 Introduce the activity in the book and say **Put the words in the correct order to make the answers.** Students write the answers.
- 4 Students work in pairs to check each other's answers.
- 5 Elicit the answers. Students make any corrections required.

Answers: 1 *I like it. I think it's interesting.* 2 *I know some English and I want to practise.* 3 *Sorry, I don't like tea. I prefer juice.*
 4 *Yes! And I hear he's going to a new school.* 5 *I know he likes it. Look at his tail.*

ACTIVITY 4 Work in pairs. Ask and answer the questions in activity 3. 5 mins

- 1 Ask some of the questions from activity 3 and elicit the answers from the students.
- 2 Students work in pairs. Say **Now ask and answer the questions in activity 3.** Monitor the students as they work.

REVIEW 5 mins

- 1 Ask one or two pairs to perform the pair work from the last activity at the front of the class. When they have finished, praise them and bring attention to the examples of feeling and thinking verbs in the present simple tense that they have used.
- 2 Introduce the grammar box at the end as a summary of verbs not usually used in the present continuous.

Period 6 – PB page 25

REVISION and INTRODUCTION 3 mins

- 1 Repeat the pair activity from Period 5 (Activity 4).
- 2 Tell the class they are going to learn more about how animals communicate.

ACTIVITY 1 Work in pairs. Look at the pictures. What do you know about these animals? 5 mins

- 1 Say **Work in pairs. Look at the pictures and talk about what you know about the animals.**
- 2 Elicit some ideas from students as preparation for the next activity.

ACTIVITY 2 Listen and match each passage with the pictures in activity 1. 7 mins

- 1 Explain to the students that they are going to hear people talking about the animals in activity 1. Say **Listen and match each passage with the pictures.** Play the recording, more than once if necessary. Elicit the answer and the words they heard in the recording that gave them the answer. Play the recording again.

Audio 32

A

I love the way he runs to me when I come home. He moves his tail and barks with happiness. It makes me feel very good.

B

They are animals a lot like us. They like to stay together. They can't speak but they can learn to make signs to communicate with us.

C

They make me laugh. They have funny faces on small heads at the end of long, long necks. What lovely animals they are!

D

I like the noises they make. It's beautiful and it's amazing they can use noises to communicate hundreds of kilometres under the sea. And they're so big!

Answers: Passage A 2 dog Passage B 3 gorilla
Passage C 1 giraffe Passage D 4 whale

ACTIVITY 3 Listen again and answer the questions.

7 mins 

- 1 Introduce the questions for passage A and say **Listen again and answer the questions.** Play part A of the recording again, pause then ask the questions. Elicit the answers.
- 2 Continue with the other three passages but ask students to discuss answers in pairs before you elicit the answers.

Answers: 1 because he's happy 2 good 3 no 4 yes
5 the noises they make (and they're so big)

Repeat audio for activity 2

ACTIVITY 4 Complete the questions about animals. 8 mins

- 1 Write the first question on the board and elicit ways to complete it – make it clear students can choose how to complete it, e.g. *What do you think of elephants/whales/fish?* etc. Remind students that written questions must end in a question mark.
- 2 Say **Complete the questions about animals.** Students complete the questions in their own way. Monitor and support the students as they write.

ACTIVITY 5 Work in pairs. Ask and answer questions about animals. 7 mins

- 1 Elicit from the students some of the questions from the previous activity, and answer them yourself.
- 2 Say **Work in pairs. Ask and answer questions about animals.** Monitor pairs as they work.

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 26

REVISION and INTRODUCTION 3 mins

- 1 Revise alphabetical order – use any of these activities not used in Units 1 or 2, Period 7:
 - Students recite the alphabet as fast as they can (start slowly and speed up).
 - Students try to recite the alphabet backwards.
 - Say a letter and ask students to say the next letter.
 - Say a letter and ask students to say the previous letter.
 - If you have letter cards, give students a few cards (start with three or four and build up to more in later weeks) and ask them to put them in alphabetical order.
- 2 Tell students they are going to learn more about alphabetical order in a dictionary and then write about animals.

ACTIVITY 1 Put the words in alphabetical order. 5 mins

- 1 Introduce the explanation in the **Using a dictionary** box. Give some examples on the board, e.g. write *cat can car* and ask students to put them in alphabetical order. They have to look at the third letter.
- 2 Say **Put the words in alphabetical order**. Students work on their own and then check their answers in pairs.
- 3 Elicit answers – students make corrections as necessary.

Answers: 1 *table, tail, tall* 2 *ball, bank, bark* 3 *wall, warning, water* 4 *hear, help, hen, here*

ACTIVITY 2 Read the sentences. Then choose the correct answer. 8 mins

- 1 Introduce the explanation in the **Writing skills** box. Say **Read the sentences** and read through the example sentences with the students.
- 2 Write a simple example on the board and elicit the use of *because* or *so*, e.g. *I am tired _____ I am going to bed now. I am tired _____ I went to bed late last night.*
- 3 Tell students to take a piece of paper and write *because* in large letters on one side. Then tell them to turn the paper over and write *so* in large letters on the other side. Read out some sentences and ask students to hold up the correct word to complete the sentence. You can use some of these sentences.
 He is in hospital _____ he is sick.
 He is sick _____ he is in hospital.
 I was cold _____ I closed the window.
 I closed the window _____ I was cold.
 I have a dog _____ I like them.
 My dog doesn't like cats _____ he barks at them.
- 4 Say **Now read the sentences and choose the correct answer**.

- 5 Students work in pairs to check each other's answers.
- 6 Elicit the answers. Students make any corrections required.

Answers: 1 *because* 2 *so* 3 *because* 4 *so*

ACTIVITY 3 Choose the words to complete the sentences.

4 mins

- 1 Write the words *because, so, and, but* on the board. Ask students to work in pairs to write sentences using each word. Elicit some of the sentences they produce to help revise these conjunctions.
- 2 Say **Choose the words to complete the sentences**.

Answers: 1 *but* 2 *because* 3 *so* 4 *and*

ACTIVITY 4 Think about an animal you like and an animal you don't like. Write a sentence. 8 mins

- 1 Say **Think about an animal you like and an animal you don't like**. Elicit some examples.
- 2 Introduce the instructions and example sentences in the activity. Say **Write a sentence about the animals you like and don't like**. Monitor students as they work to ensure they are following the instructions to exchange their answers and write questions for each other.
- 3 Elicit some of the sentences students have written.

ACTIVITY 5 Work in pairs. Write a short passage describing your partner's favourite and least favourite animals. Use the sentences you wrote in activity 4 to help you. 10 mins

- 1 Tell students they are now ready to **Write about the animals**. Tell them to **Work in pairs and write about your partner's animals**. Read through the bullet points with the students to ensure they know what to do.
- 2 Say **Now write a short passage**. Students will need to talk to each other as they write to get information from each other. Monitor and support students as they write.

REVIEW 2 mins

- 1 Ask some students to read out the passages they have written. Give praise and encouragement.
- 2 Tell students the topic of the Unit task for Period 8 and ask them to try to find out some interesting facts about animals – the internet is a good source of fun facts but some students may have books about animals at home.

Period 8 – PB page 27

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying **You are going to make a quiz about animals.**

ACTIVITY 1 Work in groups. Prepare to do a quiz called Animal Facts – True or False? 4 mins

- 1 Divide the class into groups and introduce the two topics for discussion. Elicit a few ideas to start and then say **Work in groups.**

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be to encourage them to read for meaning.
- 2 Tell them to **Listen and complete the sentences.** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to **Check your spelling.** They work in pairs to check each other's spelling. They make their own corrections.

Audio 33 (underlined words are the Answers)

- 1 A cow can go up the stairs, but not down the stairs.
- 2 In Australia there are 17 million people and 150 million sheep.
- 3 Most cats in Halifax, Canada, have six toes.
- 4 Lions are so noisy that you can hear them eight kilometres away.
- 5 Dogs can see better than people.

ACTIVITY 3 Listen and repeat the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences. **Repeat audio for activity 2**

ACTIVITY 4 Work in groups of two or three. Talk about the animal facts you heard in activity 2. 5 mins

- 1 Students work in the same groups as for activity 1. Introduce the instructions. Make available facts about animals – from the internet if available. (Do an internet search for 'fun facts animals' to find numerous suitable websites.)

- 2 Elicit some of the facts students have found and develop example sentences using *because* and *so*, e.g. *You can hear lions from a long distance because they are noisy.*

ACTIVITY 5 Work in groups of four or five. Prepare your quiz. 10 mins

- 1 Divide the class into groups of four or five. Introduce the instructions in the bullet points so that students know what to do. Make available facts about animals – from the internet if available. (Google 'fun facts animals' to find numerous suitable websites.)
- 2 Say **Prepare your quiz.** Give support and encouragement as students work.

ACTIVITY 6 Work with another group and do your quiz. 8 mins

- 1 Select pairs of groups to work together. Introduce the instructions in the bullet points so that students know what to do.
- 2 Say **Do your quiz.** Monitor groups as they work.
- 3 At the end, ask **Which group has the most points?**

Keep in touch!

Aims to make and respond to a telephone call; to say telephone numbers; to write an email

Key language *address, chat, come over, double, contact, half, home, lose, message, moment, postcard, save, send, text, wrong*

Language functions making and responding to telephone calls

Materials Pupil's Book, CD, card for sentence cards

Period 1 – PB page 28

INTRODUCTION 5 mins

- 1 In order to introduce some of the language of phone calls, take your mobile phone into the class and pretend that you receive a call. Answer and hold one side of a conversation in English: you can give greetings, reply to questions, take a message for someone else and then say goodbye.
- 2 Tell the class who called you and ask them what they think he/she said to you. Go back over the phone call eliciting what the other person said, and what you said.
- 3 Tell the class that in this unit they are going to learn how to make telephone calls in English and to write more emails.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 34

*chat come over double half message moment
postcard wrong*

ACTIVITY 2 In pairs, look at the pictures. How many ways to communicate can you see? 3 mins

- 1 Say **Look at the pictures. What can you see?** Elicit some quick answers.
- 2 Ask **How many ways to communicate can you see?** Elicit answers.

Answers: *phone, postcard (mail), computer (for email and the internet)*

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to some telephone conversations between the people in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out the questions and then play the recording again. At the end ask the questions again and elicit the answers.

Questions:

- 1 Does Huda know the people she speaks to?
- 2 Why does Huda want to speak to Rania?

Audio 35

Woman 1: Hello?
Huda: Hello Aunt Alia. Can I speak to Rania, please?
Woman 1: Sorry. You've got the wrong number.
Huda: Oh, I am sorry. Goodbye.
Huda: Hi, Aunt Alia. It's Huda. Can I speak to Rania, please?
Aunt Alia: I'm sorry, Huda, she's out with her brother. Can I take a message?
Huda: Yes, please. Can you ask her to call me on this number: double two, six, oh, one, five?
Aunt Alia: Yes, of course.
Huda: Thank you. Bye.
Huda's mother: Hello.
Rania: Good morning, Mrs Karmi. Can I speak to Huda, please?
Huda's mother: Who's speaking, please?
Rania: Sorry. It's Rania.
Huda's mother: Hello, Rania. Just a moment.
Rania: Huda! Hi there!
Huda: Hi! I got a postcard from Iqbal this morning – she's in her new house! She wants to invite us to go and see her next week.
Rania: Iqbal! I miss her now she's at a different school.
Huda: Well, come over to my house and we can call her together. We'll have a good chat!
Rania: OK! See you in half an hour.

Answers: *1 she knows two of them but not the first woman
2 to tell her about a postcard from Iqbal*

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1**. Play the recording again as students follow in the book.

UNIT 4

Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in groups. Act out the conversations in activity 4. 8 mins

- 1 Divide the class into groups of five to act out the conversations. Tell them to decide who will read each of the parts in the conversation (for any groups with fewer than five students, some students can read more than one part). Tell them to read through their part silently.
- 2 Say **Act out the conversations**. Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one group to perform the conversations in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 29

REVISION and INTRODUCTION 5 mins

- 1 Repeat the group activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words and expressions you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle**. Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 36

double postcard chat half come over wrong message

Answer: moment

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 wrong 2 message 3 postcard 4 double
5 come over

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences**. Play the recording. Students correct their own work

Audio 37

- 1 She's sending me a postcard from France!
- 2 Please come over to see me on my birthday.
- 3 There's a message for you from Sara.
- 4 She loves to chat with her friends.
- 5 I'll be there in half an hour.

Answers: 1c postcard 2e come over 3a message 4b chat
5d half

ACTIVITY 5 Read the conversations on page 28 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversations again and answer the questions**. Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to questions 6 – there are no right or wrong answers.

Answers: 1 Rania 2 out with her brother 3 a postcard from Iqbal 4 in her new house 5 meet at Huda's house to call Iqbal (and have a chat) 6 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 30

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about Iqbal's postcard.

ACTIVITY 1 Listen and repeat the words. 7 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 38

address contact home lose save
send text

ACTIVITY 2 Work in pairs and answer the questions. 5 mins

- 1 As preparation for reading the passage, divide the class into pairs and say **Read and answer the questions**.
- 2 Elicit some answers from the pairs and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Then answer the questions.

7 mins 

- 1 Introduce the three questions and then say **Listen and read to find the answers**. Students read as they listen to the recording.
- 2 Ask the questions again and elicit answers.

Audio 39

Rania is visiting Huda at her home. They are reading a postcard from their friend Iqbal to Huda. Rania wants to know why Iqbal didn't send her a postcard.

Dear Huda

How are things? I hope your family is well.

We're in our new house now so I'm sending you my new phone number (0079-2212-7896). Please save it in the contacts on your phone. This way you don't lose it.

Please give my number to Rania too. I don't have her address so I can't send her a postcard.

Why don't you and Rania come over here to see me? How about next Saturday? Talk to her and then give me a call.
See you soon
Love
Iqbal

Now Rania understands – Iqbal didn't have her address! Both girls save Iqbal's number in the contacts on their mobile phones. When Rania gets home she will send her address to Iqbal in a text message. Now they are going to phone Iqbal together so they can talk about next Saturday.

Answers: 1 Iqbal 2 Huda 3 because she didn't have Rania's address

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 4 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 Rania's address is not at the end of the postcard.
2 Rania wants to know why Iqbal didn't send her a postcard.
3 tick

ACTIVITY 5 Read and answer the questions. 4 mins

- 1 Tell the class to read the text and answer the questions.

Answers: 1 Iqbal 2 next Saturday

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 31

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 40

Oh no, did you lose my address? I'll send you a text when you get home. You must save it in your mobile phone.

Answers: 1 lose 2 address 3 send 4 text 5 home 6 save; missing word: contact

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 address 2 home 3 Send 4 lose

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1c address 2d text 3b save 4e send 5a contacts

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 41

*Send me an email,
Write and ask me,
'Hi, how's your life now?'
Tell me you're fine.
And how is your family?
I hope they're all well.
And school and friends?
Fantastic as well.
Text me or call me
When you have the time
We'll chat about people
About your friends and mine.
Come over to our house
Next Saturday or when
You want to watch football.
Write soon, Jack.
Love, Ben.*

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Introduce the **Pronunciation** box. Demonstrate an interested and friendly tone of voice. Say **Listen and repeat** and play the recording.

Audio 42

- 1 *What's your address?*
- 2 *How's school?*
- 3 *Where are you going?*
- 4 *Do you want to come over?*

ACTIVITY 6 Read the poem aloud. Make sure you sound interested and friendly. 5 mins

- 1 Divide the class into pairs and tell them **Read the poem aloud**.

REVIEW 3 mins

- 1 Ask some pairs to perform the poem for the whole class.

Period 5 – PB page 32

REVISION and INTRODUCTION 5 mins

- 1 This period focuses on the language of telephone calls introduced in the conversations on page 28. As revision and preparation, play the recording from Period 1 activity 3 again and then divide the class into groups of four or five to act out the conversations – as Period 1 Activity 5.

ACTIVITY 1 Look at the conversations on page 28 again and complete the sentences with words from the box.

5 mins

- 1 Introduce the activity and say **Complete the sentences with words from the box**. Remind students to look back to the conversations on page 28 if they need help.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 take 2 call 3 speak 4 here 5 sorry; got

ACTIVITY 2 Write the words in the correct order. Then work in pairs to check and read your conversation together.

7 mins

- 1 Introduce the activity and say **Write the words in the correct order**. Tell students they may need to add punctuation and capital letters.
- 2 Students check their answers with a partner. Elicit the answers.
- 3 Say **Now read your conversation together**. Monitor the pairs as they work.
- 4 Ask one or two pairs to perform the conversation for the whole class.

Answers: 1 Can I speak to Jamal, please? 2 I'm sorry. You've got the wrong number. 3 I'm sorry. Goodbye.

ACTIVITY 3 Work in pairs. Read and number the sentences in the correct order. 7 mins

- 1 Before the lesson, write each of the sentences a to g on large cards. Hold each of them up in turn (a to g) and read them out – ask students to repeat them. Then give the cards to seven students and ask them to come to the front and hold up their cards. When you have all of the sentences displayed, ask the class to decide on the correct order – moving the students at the front into position. Students read out the whole conversation. Put away the cards.

- 2 Say **Work in pairs. Read and number the sentences in the correct order**. Students consolidate the class work by numbering the sentences. Elicit the answers.

Answers: 1f 2b 3c 4g 5e 6a 7d

ACTIVITY 4 Work in pairs. Read the conversation aloud.

4 mins

- 1 As preparation, read the part of the uncle while the students read the part of Majed. Then exchange parts.
- 2 Say **Work in pairs. Read the conversation aloud**. They can exchange parts after reading it once.

ACTIVITY 5 Work in pairs. Act out phone conversations.

10 mins

- 1 Introduce the conversations carefully with demonstrations. Ask two students to sit back to back at the front of the class – name one A and the other B. Read out the instructions for the first conversation – make the noise of a phone ringing to start the conversation. Encourage the pair but don't interrupt unless necessary. At the end give feedback and let them repeat the conversation if you think they need to improve it.
- 2 Repeat with the other conversations – perhaps using different students for the demonstrations.
- 3 Say **Work in pairs. Act out phone conversations**. Monitor students as they work.

REVIEW 2 mins

- 1 Ask one or two pairs to perform their conversations for the whole class.

Period 6 – PB page 33

REVISION and INTRODUCTION 3 mins

- 1 Tell students to look again at the conversations on page 28. Ask *What is Huda's telephone number?* Elicit the number.
- 2 Tell students they are going to practise using telephone numbers in this lesson.

Answer: *double two, six, oh, one, five (226015)*

ACTIVITY 1 Listen and read. Then choose the correct words to complete the rules. 5 mins

- 1 Say **Listen and read these telephone numbers.** Play the recording as students look at the numbers.
- 2 Say **Now look at the rules. Choose the correct words.** Read through the rules and elicit the correct words.

Audio 43

071 657 4498 00 33 492 35 34 24 0845 200 201

Answers: 1 *oh* 2 *double three*

ACTIVITY 2 Listen and circle the numbers you hear. 5 mins

- 1 Say **Listen and circle the number you hear.** Play the recording of each number twice.
- 2 Elicit the numbers and then play the recording again for students to repeat the numbers.

Audio 44

- 1 *double two – six – oh – one – five*
- 2 *two – oh – three – seven – double nine*
- 3 *three – double one – oh – double eight*
- 4 *double seven – seven – three – four – one*

Answers: 1 226015 2 203799 3 311088 4 777341

ACTIVITY 3 Work in pairs. Say these phone numbers. 7 mins

- 1 Write a few phone numbers on the board. Elicit how to say them.
- 2 Say **Work in pairs. Say these phone numbers.**
- 3 Elicit the numbers from students.
- 4 Ask **What's your telephone number?** Elicit answers from some students.

ACTIVITY 4 Read and complete a phone call to a friend. 7 mins

- 1 Introduce the conversation and read through it with students (tell them not to write at this stage). Pause at each gap and elicit the missing words – there is no correct answer so elicit suitable ideas (they need to be planning something to do).
- 2 Say **Now read and complete the phone call.** As students write, go around to monitor and support.

Answers: *open*

ACTIVITY 5 Work in groups of three. Act out a phone call to a friend and make plans to do something together. 8 mins

- 1 Divide the class into groups of three. Say **Prepare a phone call to a friend to make a plan to do something.** They should develop a new conversation orally between themselves but they can look back to the conversation they wrote in the previous activity for help.
- 2 Say **Now act out your phone calls.** Tell them to sit back to back (the person calling on one side, the friend and Mother/Father on the other). Monitor groups as they perform.

REVIEW 5 mins

- 1 Ask some groups to perform the final telephone conversations for the whole class. Give support and encouragement after each performance (but try not to interrupt when they are working as this will inhibit fluency) and reinforce the phrases taught in the period.

Period 7 – PB page 34

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they know about dictionaries and what information dictionaries can give us.
- 2 Tell the class they are going to learn how to find words in a dictionary. They will then write some more emails.

ACTIVITY 1 Decide which words you will find on the same page in the dictionary. 7 mins

- 1 Read through the **Using a dictionary** box with the class and show them the guide words in a real dictionary and in activity 1. Also show them the corresponding headwords for the guide words so they can see that the guide word on the left is the same as the first headword on the page but the guide word on the right is the same as the final headword on the right-hand page.
- 2 Say *On page 76 of the dictionary the first guide word is 'chat'. The words on the page are in alphabetical order. Which of the words will you find on the same page of the dictionary? Write the first word on the board as an example, come over. Ask Is 'come over' after 'chat' in a dictionary? Elicit yes – so come over is after chat and will be on the same page.*
- 3 Students start work on their own but then check their answers in pairs.
- 4 Elicit answers.

Answers: *come over; cheap; cook; chicken; city; cold*

ACTIVITY 2 Read the email. 3 mins

- 1 Say **Read the email**. Ask the following questions:
 - 1 Who wrote the email?
 - 2 Who is it to?
 - 3 Why did Jo write it?

Answers: *1 Jo 2 Jamal 3 Jo wants his/her dictionary back*

ACTIVITY 3 Complete the email with words and phrases from the writing skills box. 10 mins

- 1 Introduce and read through the **Writing skills** box.
- 2 Introduce the email and elicit suitable words and phrases to fill the gaps – there are various possibilities for the gaps.
- 3 Say **Now complete the email**. Students fill in the gaps.
- 4 Students compare answers in pairs.
- 5 Elicit the possible answers for each gap (based on the **Writing skills** box) – students correct their own work.

Answers: *open*

ACTIVITY 4 Choose a friend and write him/her an email.

7 mins

- 1 Tell students to **Choose a friend. You are going to write an email to him/her. Work in pairs to help each other but you are both going to write an email.**
- 2 Introduce the instructions and example sentences in the activity. Monitor students as they work to ensure they are following the instructions to exchange their answers and write questions to each other.

ACTIVITY 5 Work in pairs. Show each other the email you wrote in activity 4 and write a reply. 7 mins

- 1 Say **Work in pairs**. Divide the class into different pairs from the previous activity. Say **Show each other the email you wrote in activity 5. Write a reply**. Introduce the instructions. Monitor pairs as they write.

REVIEW 3 mins

- 1 Make space available on the wall for students to display their emails. They can then have a look at each other's and decide which is the best. Give feedback on the emails.

Period 8 – PB page 35

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying **You are going to make a class message board**. This is for class members to put up messages to friends, notices, etc.

ACTIVITY 1 Work in groups of two or three. You're going to make a class message board. 4 mins

- 1 Divide the class into groups and introduce the task. Elicit a few ideas to start and then say **Work in groups**.

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 7 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage students to read for meaning.
- 2 Tell them to **Listen and complete the sentences**. Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to **Check your spelling**. They work in pairs to check each other's spelling. They make their own corrections.

Audio 45 (underlined words are the Answers)

- 1 Hello, Mrs. Archer. Is Freddie at home?
I'm sorry. You've got the wrong number.
- 2 Can I take a message?
Yes, please. Can he call me this afternoon?
- 3 Can you come over? We can work together.
OK. See you in twenty minutes. Bye.
- 4 Listen to this! 'Dear Ghada, I want to invite you to London.
Can you come over? Love Ella.'
Wow!

ACTIVITY 3 Listen and repeat the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences.
Repeat audio for activity 2

ACTIVITY 4 Read these sentences from telephone conversations and messages. Write the sentence before and after. 9 mins

- 1 Tell students to read the sentences. Elicit some suggestions for what could go before sentence 1 and after it to make a complete telephone conversation.

- 2 Tell students to work in groups to write some sentences to make complete telephone conversations. Remind them that they need sentences to go both before and after the sentences in the book.

Answers: open

ACTIVITY 5 Work in pairs and check your answers to activity 4. Read the conversations and messages aloud. 5 mins

- 1 Tell students to work in pairs and check their answers. They can read some of their conversations and messages aloud.

ACTIVITY 6 Write two or three short telephone conversations and messages. 12 mins

- 1 Students work in groups. Introduce the instructions in the bullet points so that students know what to do.
- 2 Invite some groups to read out their telephone conversations at the front of the class. They then read out how they have turned the telephone conversation into a message.

Aims to revise the work covered in Units 1–4

Materials Pupil's Book, CD

Period 1 – PB page 36

INTRODUCTION 7 mins

- As children get older it is a good idea to encourage them to think about their learning and to take more responsibility for it. Put a list on the board of some of the things they have learnt to do while studying the last few units, e.g.
 - to greet people and talk about personal communication
 - to use adverbs of frequency (*always, usually, often, sometimes, never*)
 - to talk about languages
 - to describe changes
 - to write an email
 - to talk about animals and animal communication
 - to use *because* and *so*
 - to hold a telephone conversation in English.
 Ask them which they think they can do well, and which they still find difficult. Encourage them to ask questions about any of them and give some quick explanations as required.
- Tell the class that the next four periods are all revision and they will have the chance to improve some of the things they have forgotten or find difficult.

ACTIVITY 1 Look at the pictures. What do you think they are saying? 3 mins

- Say **Look at the pictures**. Look at each picture in turn and ask *Who are they?* and *What are they doing?* for each of them to set the scene. Then ask *What do you think they are saying?* Elicit some of the language taught and practised in the previous four units.

ACTIVITY 2 Listen and answer the questions. 10 mins

- Say **Listen** and play the whole passage as students listen for meaning.
- Introduce the three listening comprehension questions. Say **Listen and answer the questions**. Play the whole passage again and elicit the answers.

Audio 46

- Leila: Hello. Who's speaking?
 Bilal: Leila, it's me! Bilal!
 Leila: Bilal! Are you calling from the US?
 Bilal: Yes, I am. Leila, I love it here, it's fantastic. But it's very different and I miss you.
 Leila: Uncle Bilal called this afternoon. I was very surprised!
 Amir: How is he? Why hasn't he sent me a postcard?
 Leila: Well, you know he's very busy. He's usually out meeting new people.
 Leila: The United States is famous for computers and the internet so he's talking to important people – important for his future.
 Rania: Does he chat to them in English or in Arabic?
 Leila: In English. He says he's learning more and more every day.
 Leila: He doesn't like the weather much. It changes all the time, and it rains a lot.
 Amir: Did he give you a message for us?
 Leila: Of course! He sent hugs.
 Amir: Aw, I miss Uncle Bilal.
 Rania: I've got his email address. How about sending him an email together?
 Amir: Good idea.

Answers: 1 He's meeting new people to talk about computers and the internet. 2 Yes, he loves it (he says it's fantastic) 3 the weather

ACTIVITY 3 Read and answer the questions. 10 mins

- Say **Read and answer the questions**. Students work alone to find answers to questions in the passage.
- The students check their answers with a partner.
- Elicit the answers. Students check their own work and make corrections. For question 6, elicit the answers they have and ask *Why?* Guide them to see that answers b and c don't include the whole of the text, as only the first part is a telephone conversation and the email is only mentioned at the end.

Answers: 1 Because he's in the US 2 a postcard
 3 he's very busy 4 it changes all the time and it rains a lot
 5 by email 6a

ACTIVITY 4 Work in groups. Act out the conversation in activity 2. 10 mins

- 1 Divide the class into groups of four to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.
- 3 They can change parts and perform the conversation again.
- 4 Choose one or two groups to perform the conversation in front of the class.

Period 2 – PB page 37

ACTIVITY 1 Read and tick the true sentences. Then correct the false sentences. 10 mins

- 1 To revise the text and prepare for the comprehension activities, repeat the group activity from Period 1 (Activity 4, Step 2).
- 2 Say **Read and tick the true sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 3 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 4 Students check and discuss their answers with a partner.
- 5 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *Leila is pleased that Bilal is calling.* 2 tick 3 *Bilal is learning a lot of English (... more and more English every day.)*
4 *Bilal's message was 'Give Amir and Rania a hug from me.'*
5 tick

ACTIVITY 2 Match the sentences to the pictures. 5 mins

- 1 Tell students to look at the pictures and ask **What can you see?** Elicit a few details about each picture to prepare for the activity.
- 2 Say **Match the sentences to the pictures**.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers.

Answers: 1c 2d 3a 4b 5e

ACTIVITY 3 Work in pairs. Read page 36 and find and say in the conversation. 5 mins

- 1 Students work in pairs. Tell them to **Find and say a sentence with a word which tells us how often something happens**. Elicit the answer.
- 2 The pairs to continue to **Find and say** the other item.
- 3 Elicit the answers from the class to check.

Answers: 1 *He's usually out meeting new people.*
2 *He's learning more and more every day.*

ACTIVITY 4 Work in pairs. Tick the correct sentences and put a cross next to the incorrect sentences. 20 mins

- 1 Introduce the correction competition and explain the points system – see the **Correction competition** box.
- 2 Divide the class into pairs. Say **Tick the correct sentences and put a cross next to the incorrect sentences**. Explain that they can look back to previous units if they are not sure. Show them **Language summary** boxes at the end of most Period 5s.
- 3 Say **Now correct the incorrect sentences**.
- 4 Elicit answers. When students say a sentence is incorrect, ask them first what is wrong and then elicit a correction. Pairs correct their own work and keep a check of the number of points they got.
- 5 Using what you have learnt about the errors which students have not been able to identify or correct, do some revision. Go back to the relevant section in the previous units and look again at the explanations and exercises.

Answers: 1 tick 2 *Women often hug their friends.* 3 tick
4 *The number of Arabic speakers is going up every year.* 5 *Amir wants a postcard from Uncle Bilal.* 6 *What do you mean?*
7 tick 8 *Hello. This is six eight double four oh nine. Who's speaking?*

Period 3 – PB page 38

ACTIVITY 1 Complete the conversation with words from the box. 10 mins

- 1 Say **Look at the words in the vocabulary box**. Elicit each of the words and do some repetition practice if students have a problem with pronunciation of the words. Elicit the meaning – say **Use the word in a sentence**.
- 2 Say **Complete the conversation**. Students work alone to fill in the gaps with words from the box.
- 3 Students check and discuss their answers with a partner. (Do not confirm answers at this stage – see the next activity.)

ACTIVITY 2 Listen and check your sentences. 5 mins

- 1 Say **Listen and check your answers**. Play the recording as students listen and check. They correct their own work.

Audio 47 (underlined words are the **Answers**)

Bilal: There are lots of students here. I'm meeting some very nice people. Some know a lot and are very intelligent.

Leila: Can you communicate well with the other students?

Bilal: Yes, we all speak different languages but we can all speak some English. In fact we are all learning more and more English every day.

Leila: Good – that's very important.

Bilal: I want to ask Amir to come over to visit me here. He can meet English-speaking people and he can chat in English.

Leila: Thank you! He's going to be very pleased when I tell him! You're a great uncle!

ACTIVITY 3 Work in pairs. Act out the conversation in activity 1. 10 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.
- 3 Ask one or two pairs to perform the conversation in front of the class.

ACTIVITY 4 Work in pairs. Ask and answer. 15 mins

- 1 Read through the instructions and the three example questions and answers with the students. Ask the other questions and elicit examples of how to answer.
- 2 Say **Work in pairs. Ask and answer**. Monitor the pairs as they work to evaluate their ability in oral communication.
- 3 Say **Now write your questions and answers**. The students work in the same pairs to write what they have been asking and answering.

Period 4 – PB page 39**ACTIVITY 1 Work in pairs. Complete the crossword puzzle.**

15 mins

- 1 Say **Work in pairs. Complete the crossword puzzle.** Tell students to complete the puzzle in pencil at first in case they make a mistake.
- 2 Elicit the answers. Students check their own work and make corrections.

Answers: Across: 2 billion 5 popular 9 leader 10 moment
11 businessmen 12 distance Down: 1 kilometre 2 bark
3 intelligent 4 double 6 chat 7 sometimes 8 thousand

ACTIVITY 2 Write an email to someone in your family who is in an exciting place. 20 mins

- 1 Introduce the task, say **You are going to write an email to someone in your family who is in an exciting place.** Read through the instructions and example sentences with the students, eliciting more ideas.
- 2 As the students work, monitor and help them as necessary. Take the opportunity to watch and evaluate how well they are communicating and working together.
- 3 Tell students you are going to collect their emails for evaluation. Tell them to rewrite their emails using their best handwriting and checking the spelling. They now work individually.

ACTIVITY 3 Choose a poem from Units 1–4. Work in pairs and read aloud. 5 mins

- 1 Say **Choose a poem from Units 1 to 4. Work in pairs and read it aloud.** Students look back through the last few units and choose their poem. They read it aloud.
- 2 If you have time, ask some pairs to perform their chosen poems.

Goal!

Aims to talk about football and other sports

Key language *already, competition, dangerous, enormous, enter, final, freezing, goal, just, match, pitch, score, team, win, World Cup™, yet*

Language structures present perfect tense + *just, already, yet* (1)

Punctuation apostrophes for contractions

Materials Pupil's Book, CD, pictures of actions (he's just scored a goal, he's fallen over, etc.), card for word cards

Period 1 – PB page 40

INTRODUCTION 5 mins

- 1 Introduce a word race to activate some of the vocabulary for the unit. Divide the class into groups of about four and explain that they have to race to find the most number of words. Say *Work in groups. Make a list of all the sports you can think of. You have two minutes.*
- 2 At the end of the time, tell the groups to count up the number of words they have.
- 3 Elicit the words from the winning group. Write them on the board to show the correct spelling. Elicit any other words from other groups.

ACTIVITY 1 Listen and repeat the words. 7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 48

*already goal just match score team
win yet*

ACTIVITY 2 Work in pairs. Look at the pictures. What do you know about football? 3 mins

- 1 Say **Look at the pictures. What can you see? What are they doing?** Elicit some quick answers.
- 2 Ask **What do you know about football?** Elicit answers.

ACTIVITY 3 Listen and answer the questions. 7 mins 

- 1 Tell the students that they are going to listen to a conversation between the boys in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 At the beginning of the passage, do both boys like football?
- 2 At the end of the passage, do both boys like football?
- 3 Which team won the match?

Audio 49

Kamal: What are you watching?

Basem: Football. The second half has just started. It's really good!

Kamal: Really good? I don't think so! Football's boring. Lots of people and a ball ...

Basem: It's two teams and a ball. You know that.

Kamal: Sorry, two teams. Is it a good match?

Basem: Yes, sit here and watch. The Egyptian team are winning. They have already scored three goals. They're the team with red shirts.

Kamal: Who's the other team? The team in white. Have they scored?

Basem: It's the Jordanian team. No, they haven't scored yet. But number seven is great. He's my favourite player.

Kamal: Oh! He's fallen over!

Kamal: GOAL!! Wow! What a great goal!

Basem: A really good goal! The Jordanian team have scored but they haven't won. The match has just finished.

Kamal: Never mind. Are there any other matches today?

Basem: Yes, the Russian team are playing the United States team at eight o'clock. But you don't like football!

Kamal: I've changed my mind.

Answers: 1 no (only one; Basem does and Kamal doesn't)
2 yes 3 The Egyptian team (Egypt)

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins 

- 1 Say **Listen and read. Underline the words from activity 1**. Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one pair to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 41**REVISION and INTRODUCTION 5 mins**

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins 

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle**. Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 50

match win goal already team score just

Answer: yet

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 just 2 score 3 team 4 yet 5 win

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins 

- 1 Say **Listen and check your sentences**. Play the recording. Students correct their own work.

Audio 51

- 1 The score was 1:0.
- 2 The red team haven't scored yet
- 3 My team are going to win! The score is 3:1.
- 4 When does the match start?
- 5 Look! The white team have just scored a goal!

Answers: 1b score 2d team 3e win 4c match 5a goal

ACTIVITY 5 Read the passage on page 40 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the passage again and answer the questions**. Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to question 6 – there are no right or wrong answers.

Answers: 1 At the start he thinks it is boring. But he changes his mind. 2 Jordan and Egypt 3 three 4 white 5 number seven 6 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 42

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about the world's favourite sport, football.

ACTIVITY 1 Listen and repeat the words. 7 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 52

*competition dangerous enormous enter final
freezing pitch World Cup™*

ACTIVITY 2 Work in pairs and answer the questions. 5 mins

- 1 As preparation for reading the passage, divide the class into pairs and say **Answer the questions**.
- 2 Elicit ideas from the pairs and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Find out why football is so popular. 8 mins

- 1 Introduce the passage and then say **Listen and read. Find out why football is so popular**. Students read as they listen to the recording.
- 2 Ask the question again and elicit the reasons for the popularity of football.

Audio 53

Football is the world's favourite sport, with more than 250 million players in more than 200 countries. You only need a ball, people and a place to play. You don't need a pitch; it can be the street, a playground, a park or a beach. You can play when the weather is good, in the rain or when it's freezing (but that can be dangerous!).

Every four years, players from all over the world meet for the greatest football competition of all – the World Cup™. Most countries enter but only the 32 best teams go to the final. The only team that have played in all the finals is Brazil. They have also won the competition more times than any other team.

Everyone wants to have the World Cup™ in their country – there is a competition for this also. The winning country needs to have good places for the matches – enormous stadiums with fine pitches. It also needs to have good transport for all the people who travel to watch the matches, and lots of places for them to eat and sleep.

Answers: *it can be played anywhere in any weather (all you need is people and a ball and a place to play)*

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 3 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: *1 tick 2 The World Cup™ is every four years.
3 tick*

ACTIVITY 5 Read and answer the questions. 4 mins

- 1 Tell the class to read the passage and answer the questions.

Answers: *1 more than 200 2 Brazil*

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 43

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 54

The World Cup™ match between Brazil and Qatar was really exciting. It was the final of the competition in an enormous stadium. They had to finish the match early because the pitch was freezing.

Answers: 1 World Cup™ 2 final 3 competition 4 enormous 5 pitch 6 freezing; missing words: dangerous, enter

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 dangerous 2 competition 3 final 4 freezing 5 World Cup™

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d pitch 2a World Cup™ 3c dangerous
4b enormous 5e entered

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 55

What do you think of sport, hmm?
What do you think of sport?
He's scored a goal! Oh it's amazing!
And look at the pitch, wow, it's enormous!
My team have won! Wow, oh I love them!
I love all sports, yes I do.
What do you think of sport, hmm?
What do you think of sport?
She's won ten races? Oh, how boring.
That player's fallen. This is dangerous.
Can we go home now? It's freezing cold.
What do you think of sport, hmm?
What do you think of sport?

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Introduce the explanation in the **Pronunciation** box. Demonstrate the three different /ed/ word-ending sounds. Say **Listen and repeat** and play the recording.

Audio 56

1 /d/	listened	scored		
2 /t/	watched	stopped		
3 /id/	visited	started	wanted	invited

ACTIVITY 6 Read the poem again. Make sure you sound the –ed endings correctly. 5 mins

- 1 Divide the class into pairs and tell them **Read the poem aloud**.

REVIEW 3 mins

- 1 Ask some pairs to perform the poem for the whole class.

Period 5 – PB page 44

INTRODUCTION 3 mins

- 1 Introduce the present perfect by asking questions using the tense, e.g. *Have you sat down? Have you taken out your books? Has our school team won any games yet? Has Majed come out of hospital yet?* You can also show some pictures of actions that have just happened and ask questions, e.g. *Has he just fallen over? Has he scored?* Elicit short answers only at this stage, e.g. *Yes, I/we have.*
- 2 Tell students that you have been using a new tense and they will learn how to use it during this unit and the next.

ACTIVITY 1 Read and think. Look at the verbs and the use of the words *just, already* and *yet*. 5 mins

- 1 Say **Read and think. Look at the verbs.** Read through the example sentences with the students.
- 2 Write the first sentence on the board plus the sentences *The Brazilian team won in 2002.* and *The Brazilian team are winning.* Ask which sentence is about the past and then which sentence is about something happening now, in the present. Look in more detail at the first example and elicit that the verb is made up of two words *have* and *won*. Explain that it is a tense called the present perfect and it is not a present or past tense, but something that includes both. In this case the Brazilians won the World Cup five times in the past, but the fact is important now.

ACTIVITY 2 Choose the correct words from the box to complete the rules. 5 mins

- 1 Introduce the rules and work through them with the students, referring to the example sentences in activity 1 to help. Elicit the words to complete the gaps.
- 2 Say **Now choose the correct words from the box to complete the rules.** Students read and choose.
- 3 Students check their answers with a partner.
- 4 Elicit and check answers.

Answers: 1 *has/have* 2 *enter; finish; start* 3 *fall; win*
4 *past; present*

ACTIVITY 3 Match the verbs and past participles. 7 mins

- 1 Introduce the activity and remind students of Rule 2 in activity 2. Write the verb *start* on the board – ask them to find its past participle in the list of past participles.
- 2 Remind students of Rule 3 in activity 2. Write the verb *win* on the board – ask them to find its past participle in the list of past participles.
- 3 Point out that sometimes the past tense of a verb and its past participle are the same, e.g. *win, won, won*. However, sometimes they are different. Write the verb *fall* on the

board and ask students what its past tense form is. Elicit and write *fell* on the board. Now ask them to find the past participle in the list of past participles.

- 4 Say **Now match the verbs and past participles.** They should write the words in pairs.
- 5 Students check their answers with a partner.
- 6 Elicit and check answers.

Answers: 1 *start – started* 2 *score – scored* 3 *become – become* 4 *fall – fallen* 5 *finish – finished* 6 *win – won* 7 *change – changed* 8 *see – seen* 9 *have – had* 10 *do – done*

ACTIVITY 4 Complete the sentences with the correct forms of the words in brackets. 7 mins

- 1 Write the fourth sentence on the board as an example. Elicit the past participle *have visited* and show how the word *already* goes between the two parts of the verb.
- 2 Say **Complete the sentences with the correct forms of the words in brackets.**
- 3 Students check their answers with a partner.
- 4 Elicit answers – students correct their own work.

Answers: 1 *has had* 2 *have learned* 3 *has won*
4 *have (already) visited* 5 *have (just) finished*

ACTIVITY 5 Write questions and answers. Then listen and check. 10 mins

- 1 Ask some questions using the present perfect, e.g. *Have you finished your work yet? Have you done your homework? Has Fatima arrived back in class yet?* Write one or two on the board as models. Point out the structure, i.e. the question starts with *Has* or *Have* and is followed by the subject noun or pronoun, and then the past participle.
- 2 Before the lesson, write each of the words for question and answer 1 on cards. Invite four students to the front and give them a card each for the question. They show their cards to the rest of the class. Say **Put the words in order to make the question.** The rest of the class tell the students at the front where to stand to make the question. Then bring six more students to the front and follow the same procedure to make the answer. Students then say the question and answer.
- 3 Say **Write questions and answers.** Monitor and support students as they work. Tell students that they will have to add punctuation to some of the answers.
- 4 Students check their answers with a partner.
- 5 Say **Now listen and check.** Play the recording for students to check and make corrections.

Audio 57

- 1 *Have our team scored any goals?
Yes they have. They have scored two.*
- 2 *Has the match finished?
No, it hasn't finished.*
- 3 *Have you done your homework?
Yes, I have.*
- 4 *What have you done today?
I have had an amazing breakfast.*
- 5 *What have you visited in Palestine?
I have seen many places.*

Answers: See audio for answers

REVIEW 3 mins

- 1 Introduce the grammar box at the end as a summary of how we use the present perfect tense

Period 6 – PB page 45**REVISION and INTRODUCTION 3 mins**

- 1 Ask *What is your favourite sport?* Elicit answers and ask *Why?* Discuss some sports briefly.
- 2 Tell the class they are going to talk about a number of sports in this period.

ACTIVITY 1 Work in pairs. Look at the pictures and answer the questions. 7 mins

- 1 Say **Work in pairs. Look at the pictures and answer the questions.** Note: it is not necessary for the students to know the names of these sports in English but if they ask, they are: a motor racing, b running/sprinting, c water polo, d basketball, e American football.
- 2 Elicit some answers from students as preparation for the next activity.

Answers: open

ACTIVITY 2 Listen and number the pictures in the correct order. 8 mins 

- 1 Explain to the students that they are going to hear people talking about the sports in the pictures. Say **Listen and match each passage with the pictures.** Play the recording, more than once if necessary. Elicit the answer and the words they heard in the conversation that gave them the answer. Play the conversation again.

Audio 58

- 1 *Oh! that's a great goal and Jones has jumped out of the water in excitement.*
- 2 *That's a great kick – the ball has gone over the goal and has surprised the people sitting behind.*
- 3 *As they reach the line it's number 11 who has won – he raises his arms as he crosses the line.*
- 4 *Now they are going as fast as they can, but the Ferrari is faster and has passed the Lotus.*
- 5 *Oh, no, the Queens number 11 has just fallen over and I think he has hurt himself.*

Answers: 1c 2e 3b 4a 5d

ACTIVITY 3 Complete the sentences. 7 mins

- 1 Play the recording again as students listen. Then introduce the sentences and say **Complete the sentences.**
- 2 Students check their answers with a partner.
- 3 Say **Now listen and check.** Play the recording for students to check their answers and make corrections.

Repeat audio for activity 2

Answers: 1 has jumped 2 has gone 3 has won 4 has passed 5 has hurt

ACTIVITY 4 Work in pairs. Ask and answer questions about sports. 7 mins

- 1 Introduce the activity and read the example question and answer. Look through each of the bullet points and elicit the question that has to be asked. Put these questions on the board and ask students to repeat them with you.
- 2 Say **Work in pairs. Ask and answer questions about sports.** Monitor students as they work.

ACTIVITY 5 Practise your conversation with another student. 5 mins

- 1 Say **Work in different pairs. Ask and answer the questions again.**

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 46

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries. Ask students to identify the guide words on a dictionary page and elicit how they help us to find the correct page of the dictionary.
- 2 Tell the class they are going to learn more about dictionaries and then write about sports.

ACTIVITY 1 Match the words with their definitions and example sentences. 5 mins

- 1 Introduce the explanation in the **Using a dictionary** box, and look at the example from a dictionary with the students.
- 2 Say **Match the words with their definitions and example sentences.**
- 3 Students check their answers with a partner.

Answers:

word	definition	example sentence
pitch	a field on which games are played	<i>We are playing on the new football pitch today.</i>
score	the points you get in a game (or the marks you get in a test)	<i>The score in our football match was 3–2.</i>
player	someone who plays a game or sport	<i>My father is a good tennis player.</i>

ACTIVITY 2 Read the description and match it with the correct picture. 5 mins

- 1 Say **Look at the pictures. What can you see?** Elicit what is happening in each picture.
- 2 Say **Read the description and match it with the correct picture.** Give students a few minutes to read the text and then elicit the answer and the words they found in the passage that gave them the answer.

Answers: picture A

ACTIVITY 3 Write correct sentences. 7 mins

- 1 Introduce the explanation in the **Writing skills** box. Then introduce the activity and say **Write correct sentences.** Students copy the sentences with correct punctuation. (Note: warn students that number 1 has two sentences.)
- 2 Students check their answers in pairs.
- 3 Ask some students to write the sentences on the board for checking.

Answers: 1 *That's the Brazilian team. They've already scored three goals.* 2 *The Egyptian team have scored but they haven't won.* 3 *He's my favourite player but he's just fallen over.* 4 *I've changed my mind.* 5 *The Brazilian team have won five times.*

ACTIVITY 4 Write a sentence about a scene from sport. 7 mins

- 1 Say **Think about a scene from sport.** Elicit some suitable examples.
- 2 Introduce the instructions and example sentences in the activity. Say **Write a sentence about your scene from sport.** Monitor students as they work to ensure they are following the instructions to exchange their answers and write questions to each other.
- 3 Elicit some of the sentences students have written.

ACTIVITY 5 Look at the other picture and write a description. Use the description in activity 2 to help you. 10 mins

- 1 Tell students to look at picture A in activity 2 as you read the passage again. Then tell them to look at picture B and say **Write a description of the picture.** Monitor students as they work.

REVIEW 3 mins

- 1 Make space available on the wall for students to display their descriptions. They can then have a look at each other's and decide which is the best.

Period 8 – PB page 47

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying **You are going to present the sports news on the radio.**

ACTIVITY 1 Work in groups of four or five. You're going to present the sports news on the radio. 4 mins

- 1 Divide the class into groups and introduce the two tasks. Elicit a few ideas to start and then say **Work in groups.**

ACTIVITY 2 Listen and complete the passage. Check your spelling. 8 mins

- 1 Students look at the incomplete passage. Elicit some suggestions of what the missing words could be to encourage them to read for meaning.
- 2 Tell them to **Listen and complete the passage.** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to **Check your spelling.** They work in pairs to check each other's spelling. They make their own corrections.

Audio 59 (underlined words are the Answers)

Good evening and welcome to Sports Today. I'm speaking to you from the football match between Egypt and Jordan here in Cairo. It's very exciting and the noise is amazing! We have a few minutes before the match starts, so there's time to hear some news from the others in our radio sports team back home.

ACTIVITY 3 Listen and repeat the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences. **Repeat audio for activity 2**

ACTIVITY 4 Write two or three short sports reports. 15 mins

- 1 Read or play the recording of the sports report in activity 2. Then say **Write two or three short sports reports like the football report from Sports Today.** Introduce the instructions. Monitor students as they work and encourage them to help each other. They could work in pairs or small groups.

ACTIVITY 5 Present your sports news to the rest of the class. 10 mins

- 1 Tell the class that they are going to present their reports. Tell them to choose the best one they have written and practise reading it aloud.
- 2 Invite the students to read out their reports. Give praise and encouragement.

The craft show

Aims to talk about crafts and a school crafts show; to write a letter

Key language *amazing, ceramic, clay, crafts, cut up, excited, fascinating, loads of, put away, report, shape, sure, sweep up, throw away, tidy up, traditional*

Language structures present perfect tense + *just, already, yet* (2)

Materials Pupil's Book, CD, example(s) of traditional ceramic crafts (or pictures)

Period 1 – PB page 48

INTRODUCTION 5 mins

- 1 Show a traditional-style ceramic pot, vase or bowl to the class (or pictures of some). Use this to focus interest and introduce some of the unit vocabulary, e.g. *ceramic, clay, shape*.
- 2 Explain that this is a type of *craft* and explain the meaning of the word. Elicit any other crafts that students know.
- 3 Tell the class they are going to learn more about ceramics and a school show.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word or phrasal verb. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate (e.g. if they know the meaning of *throw* they may be able to work out the meaning of *throw away*). Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 60

*crafts cut up excited put away sweep up
throw away tidy up traditional*

ACTIVITY 2 Work in pairs. Look at the pictures and answer the questions. 3 mins

- 1 Say **Look at the pictures. What can you see?** Elicit some quick answers.

- 2 Say **Now answer the questions**. Ask the questions and elicit answers. Elicit some ideas to prepare them for the next activity.

Answers: *the girls have made a sign and they then tidy up*

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a conversation between the girls in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 What have the girls made?
- 2 What does the sign say?
- 3 What are they looking for at the end?

Audio 61

Noor: *Have you finished yet?*

Ghada: *I'm about to finish. We need to make a sign for tomorrow.*

Noor: *I've just made it, it's there, look. I cut up an old box and painted it.*

Ghada: *Wow! It's fantastic!*

Narrator: *Traditional crafts by Class 7A*

Noor: *Right. Come on, let's tidy up!*

Ghada: *OK. You tidy up the tables and I'll sweep up.*

Noor: *Where do I put things?*

Ghada: *In those boxes and then put them away in the cupboards.*

Noor: *And what about this?*

Ghada: *What is it?*

Noor: *The box that I cut up.*

Ghada: *Just throw it away. We can't use it again.*

Noor: *OK.*

Ghada: *Right. Have we finished yet?*

Noor: *Yes, I think so. I've already thrown away the things from that table and I've put away the boxes.*

Ghada: *Great! We've done it all!*

Noor: *It'll be fantastic, tomorrow. My parents want to come. I'm really excited!*

Ghada: *Me too. Have you seen my bag?*

Noor: *No. Where was it?*

Ghada: *It was on that table.*

Noor: *Uh, oh.*

Answers: 1 a sign 2 Traditional Crafts by Class 7A
3 Ghada's bag

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one pair to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 49

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 62

throw away cut up traditional put away tidy up
excited sweep up

Answer: crafts

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.

- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 cut 2 crafts 3 sweep 4 throw away
5 traditional

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures.** Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work.

Audio 63

- 1 I think I need to tidy up my bedroom.
- 2 We're going to Cairo tomorrow! I'm so excited!
- 3 Mum! Please, no, don't throw away my T-shirt! It's my favourite!
- 4 'Could you put away the plates, please?' 'It's alright. I've already done it.'
- 5 What about the dirt? I'm going to sweep up now.

Answers: 1b tidy up 2d excited 3e throw away 4a put away
5c sweep up

ACTIVITY 5 Read the conversation on page 48 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to questions 6 – there are no right or wrong answers.

Answers: 1 a sign 2 Traditional crafts by Class 7A 3 tidy up
4 sweep up 5 her bag 6 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 50

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about Class 7A's craft show.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 64

amazing ceramic clay fascinating loads of report shape sure

ACTIVITY 2 Work in pairs and answer the questions. 5 mins

- 1 As preparation for reading the passage, divide the class into pairs and say **Read and answer the questions**.
- 2 Elicit answers from the pairs and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Answer the questions.

8 mins 

- 1 Introduce the three questions and then say **Listen and read to find the answers**. Students read as they listen to the recording.
- 2 Ask the questions again and elicit answers.

Audio 65

The Class 7A Traditional Crafts show

A report by Noor and Ghada

The traditional craft show has just finished. It was amazing!

All of the students in 7A worked hard over the last few weeks and we all made something. We also had loads of fun doing it! We got everything ready last night. We made a sign and tidied up.

Many parents came to the school today to see the crafts. We are sure they all went home very pleased with what they saw.

We all think that Amani made the best ceramics. She made some amazing bowls from clay. They had lovely shapes and she painted loads of little flowers on the bowls. She used beautiful colours. They were fascinating to look at and all the parents wanted to buy one.

We all think Amani is going to be a great artist. She has been to Jerusalem to look at the ceramics they make there. One of the artists is going to teach her more.

Answers: 1 Noor and Ghada 2 yes, it did ('It was amazing!')
3 Amani

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 3 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 The students in 7A have worked hard. 2 tick
3 Amani made the best ceramics.

ACTIVITY 5 Read and answer the questions. 4 mins

- 1 Tell the class to read the report and answer the questions.

Answers: 1 Noor and Ghada 2 Jerusalem

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 51

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 66

- Girl 2: Can you teach me to make ceramics?
 Girl 3: Yes, of course!
 Girl 2: I like the shape of that bowl. Can we make six for my family?
 Girl 3: Six?! OK! You need loads of clay to start with ... Now watch.
 Girl 2: Wow. It's fascinating.

Answers: 1 ceramics 2 shape 3 loads of 4 clay
 5 fascinating; missing words: amazing, report, sure

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 report 2 shape 3 amazing 4 fascinating
 5 ceramics

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1b ceramics 2c sure 3a fascinating 4d clay

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 67

- F1: Have you swept up the kitchen yet?
 Boy 1: Yes, I've already done it.
 F1: Have you cut the bread for lunch?
 Boy 1: Yes, I've already done it.
 F1: Have you put away your books?
 Boy 1: No, but I've just finished studying.
 F1: Have you tidied up your room yet?
 Boy 2: No, I haven't done it yet.
 F1: Have you done your homework?
 Boy 2: No, I haven't started it yet.
 F1: Have you thrown away those things?
 Boy 2: No, I've lost my shoes.
 F1: My sons, my sons, I love you two, so different from one another.
 Your happy faces, smiling faces ... but Jake, please teach your brother!

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Introduce the explanation in the **Pronunciation** box and demonstrate the unstressed vowel sound for students to repeat. Say **Listen and repeat** and play the recording.

Audio 68

the kitchen your room the bread for lunch
 your homework

ACTIVITY 6 Work in groups of three. Read the poem aloud. 5 mins

- 1 Divide the class into groups of three and tell them **Read the poem aloud**.

REVIEW 3 mins

- 1 Ask some groups to perform the poem for the whole class.

Period 5 – PB page 52

INTRODUCTION and REVISION 3 mins

- 1 Ask some of the questions using the present perfect that were introduced in the previous unit, e.g. *Have you finished your work yet? Have you done your homework yet?* Guide students to reply using full sentences, including *just* and *already*, e.g. *I've just finished my work. I've already done my homework.* Put these examples on the board and underline *yet, already, just*.
- 2 Tell students they are going to learn more about using the present perfect tense with *just, already* and *yet*.

ACTIVITY 1 Read and think. Then underline these words: *just, already, yet.* 3 mins

- 1 Say **Read and think. Look at the verbs.** Read through the example sentences with the students.
- 2 Then say **Read the sentences again and underline *just, already* and *yet*.**

ACTIVITY 2 Now choose the correct words to complete the rules. 5 mins

- 1 Introduce the rules and work through them with the students, referring to the example sentences in activity 1 to help. Elicit the words to complete the gaps.
- 2 Say **Now choose the correct words to complete the rules.** Students read and choose.
- 3 Students check their answers with a partner.
- 4 Elicit and check answers.

Answers: 1 *in the middle of; affirmative* 2 *in the middle of; affirmative* 3 *at the end of the sentence; negative or a question*

ACTIVITY 3 Match the sentences to the correct pictures. 3 mins

- 1 Say **Look at the pictures. What can you see?** Elicit what the girl is doing and the state of the room in each picture.
- 2 Then say **Read the sentences. Then match the sentences with the pictures.**
- 3 Elicit answers.

Answers: 1c 2b 3a

ACTIVITY 4 Put the words in the correct order. 10 mins

- 1 Before the lesson, write each word of question 1 on a card. Invite eight students to the front and give them a card each for the question. They show their cards to the rest of the class. Say **Put the words in order to make the sentence.** The rest of the class tell the students at the front where to stand to make the sentence. Students then say the sentence.

- 2 Say **Put the words in order to make sentences or questions.** Monitor and support students as they work.
- 3 Students check their answers with a partner.
- 4 Elicit answers – students make corrections as necessary.

Answers: 1 *I haven't read my new book yet.* 2 *Have you washed the car yet?* 3 *She's already cut up the cake. (or She's already cut the cake up.)* 4 *I've just had some juice.* 5 *He's already seen her beautiful ceramics.*

ACTIVITY 5 Write complete questions. 7 mins

- 1 Write the frame of question 1 on the board. Elicit the past participle *seen*. Elicit various possible questions, e.g. *Have you seen Fatima yet? Have you seen [a popular film or TV programme] yet?*
- 2 Say **Write questions.** Make it clear that all the questions can be completed in various ways.

Answers: *open*

ACTIVITY 6 Work in pairs. Ask and answer the questions in activity 5. 7 mins

- 1 Elicit some of the questions students wrote in the last activity. Answer them yourself.
- 2 Elicit some more questions and choose other students to answer them (so that the whole class can hear the question and answer).
- 3 Say **Work in pairs. Ask and answer your questions.** Monitor pairs as they work.

REVIEW 2 mins

- 1 Introduce the grammar box at the end as a summary of how we use the present perfect with *already, just* and *yet*.

Period 6 – PB page 53

REVISION and INTRODUCTION 3 mins

- 1 Repeat the pair activity from Period 5 (Activity 6, Step 3).
- 2 Tell the class they are going to listen and talk about things that have happened recently.

ACTIVITY 1 Work in pairs. Look at the pictures and answer the questions. 3 mins

- 1 Say **Work in pairs. Look at the pictures and answer the questions.**
- 2 Elicit some answers from students as preparation for the next activity.

Answers: 1 in a shop 2 a man is painting and selling ceramics: the boys are looking at the ceramics, they break one and they tidy up

ACTIVITY 2 Listen and put the pictures in order. Write the letter on the picture. 5 mins

- 1 Tell students to look at the pictures while you play the recording. Say **Write the letter on the picture.** Pause after each section to allow the students to write the correct letter on each picture.

Audio 69

PART A

Man: Welcome boys. Come into the shop and have a good look.

Boy A: Thanks, we will. I want to buy something for my mother.

Boy B: Look at this Amir. It's beautiful. I'm sure your mother will like it.

PART B

Boy A: Oh, no!

Boy B: What happened?

Boy A: I hit the bowl with my bag. It fell. I've broken it!

Boy B: I can see that. What are we going to do?

PART C

Boy A: I've just finished sweeping up.

Boy B: And I've already tidied up.

Man: Yes, you've done well. Let me give you something to say thank you.

Boy A: Really! But we broke your bowl.

Man: Yes, but you worked hard. Take this bowl for your mother.

Answers: 1c 2a 3b

ACTIVITY 3 Listen again and answer the questions.

9 mins 

- 1 Introduce the questions for Part A and say **Listen again and answer the questions.** Play the first part of the recording again, pause then ask the questions. Elicit the answers.
- 2 Continue with Parts B and C but ask students to discuss answers in pairs before you elicit the answers.

Answers: 1 Yes, he does. 2 One boy (Amir) wants to buy something for his mother. 3 He hit it with his bag. 4 a bowl 5 Because they worked hard.

Repeat audio for activity 2

ACTIVITY 4 Ask questions. Then listen and check. 7 mins

- 1 Say **Ask the questions.** Introduce each set of words and elicit the questions orally.
- 2 Then say **Now listen and check the questions.** Play the recording. Students repeat each question after hearing it.

Audio 70 / Answers:

- 1 Have you been to Jerusalem yet?
- 2 Have you seen the ceramics from Jerusalem yet?
- 3 Have you bought ceramics from Jerusalem?
- 4 Have you made crafts at school?
- 5 Have you given something special to your parents?

ACTIVITY 5 Work in pairs. Ask and answer questions about things you've done recently. 5 mins

- 1 Ask the class some of the questions from activity 4 and elicit answers. Introduce the speech bubbles with the examples. Then say **Work in pairs. Ask and answer questions about things you've done recently.** They take it in turns to ask and answer questions. Monitor and support the pairs as they work.

ACTIVITY 6 Practise your conversation with another student. 5 mins

- 1 Say **Work in different pairs. Ask and answer the questions again.**

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 54

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries. Ask students to identify the guide words on a dictionary page – and find an example sentence.
- 2 Tell the class they are going to learn more about dictionaries and then learn to write a letter.

ACTIVITY 1 Match the definitions with the example sentences. 3 mins

- 1 Introduce the explanation in the **Using a dictionary** box, and look at the example from a dictionary with the students. Point out the numbers that show the different meanings – in this example three meanings of *cut* are given.
- 2 Say **Match the example sentences with the definitions.**
- 3 Students check their answers with a partner. Elicit answers.

Answers: 1 to break something with a knife or scissors: *We cut the water melon. I cut my leg.* 2 to make something shorter: *She cut her hair.* 3 to take a piece from something: *I'll cut you a piece of cake.*

ACTIVITY 2 Read and complete the letter. Use words from the box. 7 mins

- 1 Introduce the letter. Ask questions to help students recognise the features of a letter, e.g. *Who is the letter to? Who wrote the letter? When did she write the letter? What is her address?*
- 2 Read the letter as students follow in their books. When you get to a gap, pause and elicit possible answers – to encourage thinking about meaning.
- 3 Say **Now read and complete the letter. Use words from the box.** Students work alone.
- 4 Students check their answers with a partner.
- 5 Elicit answers – students correct their own work as necessary.

Answers: 1 fantastic 2 teach 3 clay 4 shape 5 sure
6 throw; away

ACTIVITY 3 Look at the letter and choose the correct answers. 5 mins

- 1 Explain to the students that they are now going to think about where the parts of the letter go. Say **Look again at the letter. What is at the top right corner?** Hold up a book and point to the address at the top right of the letter. Elicit what it is.

- 2 Say **Look at the letter and choose the correct answers.**
- 3 Students check their answers with a partner. Elicit answers.

Answers: 1c 2a 3a 4b

ACTIVITY 4 Work in pairs. Write a letter. 10 mins

- 1 Introduce the instructions and example sentences in the activity. Say **Work in pairs. Write a letter.** Monitor students as they work to ensure they are following the instructions to work together.
- 2 Elicit some of the sentences students have written.

ACTIVITY 5 Write a letter to your parents. 10 mins

- 1 Introduce the task and the instructions. Elicit some ideas of what students can tell their parents in the letter before they start writing. Tell them to use the letters they wrote in activity 4 and the letter in activity 2 to help them. Say **Write a letter to your parents.** Monitor and support students as they write.

REVIEW 2 mins

- 1 Make space available on the wall for students to display their letters. They can then have a look at each other's and decide which is the best.

Period 8 – PB page 55

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying **You are going to make a comic strip.**

ACTIVITY 1 Work in groups of two or three. You're going to make a comic strip. 4 mins

- 1 Divide the class into small groups and introduce the comic strip. Say **Work in groups and talk about what's happening in each picture.**
- 2 Ask **What do you think will happen next?** Elicit some ideas and discuss.

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to **Listen and complete the sentences.** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to **Check your spelling.** They work in pairs to check each other's spelling. They make their own corrections.

Audio 71 (underlined words are the Answers)

- 1 Happy birthday Mum! We've bought you a cake.
- 2 It's Mum's birthday. Have you got her a birthday cake yet?
- 3 Yes, I've just put it in the cupboard.
- 4 Oh, I haven't had any lunch yet. I wonder what's in the cupboard.
- 5 But where is it? Have you already eaten it?
- 6 Thank you everyone! I've had a lovely birthday.

ACTIVITY 3 Listen and repeat the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences.
Repeat audio for activity 2

ACTIVITY 4 Match sentences 1–4 in activity 2 with the pictures in the comic strip. 3 mins

- 1 Say **Match sentences 1–4 in activity 2 with the pictures in the comic strip.** Elicit answers.

Answers: 1d 2a 3b 4c

ACTIVITY 5 Complete your comic strip. Draw two more pictures and write the conversation. 10 mins

- 1 Tell students to work in the same groups as for activity 1. Introduce the activity and read through the bullet points eliciting some ideas.
- 2 Say **Complete your comic strip.** Students decide what happens, and then draw the pictures and the conversation to complete the story. Monitor and support the groups as they work.

ACTIVITY 6 Show your comic strip to the whole class. Which is the best comic strip? 10 mins

- 1 Students display their comic strips on the wall. Each group should say a few words to introduce their comic strip and answer questions from other students. Ask **Which is the best comic strip?** and discuss.

The hike

Aims to talk about a hike; to give instructions and advice

Key language *carry on, dark, differences, each other, excellent, go on, group, instructions, kilometre, part, plan, put on, remember, return, shade, soon, strange, yourself*

Language structures and functions giving instructions and advice; reflexive pronouns and *each other*

Materials Pupil's Book, CD, a small mirror, photos of local places suitable for hiking (from magazines, newspapers, internet, etc.), large sheets of card/paper and drawing materials for making posters

Period 1 – PB page 56

INTRODUCTION 5 mins

- 1 Write the word *hike* on the board and elicit what it means (it was introduced in Grade 5). Find out which students like to hike, where they like to go and what to see. Ask them, **When you go on a hike, what should you take with you?**
- 2 For students that don't go hiking, find out what outside activities they do.
- 3 Tell the class they are going to read about a hike and think about places to visit.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.
- 4 Look at the **Word formation** box with the students and show them how the plural form of *yourself* is spelled.

Audio 72

*differences group instructions part put on
remember shade strange*

ACTIVITY 2 Look at the pictures and answer the questions.

3 mins

- 1 Say **Look at the pictures. What can you see?** Elicit some quick answers.

- 2 Say **Now answer the questions**. Ask the questions and elicit some ideas to prepare them for the next activity. There are no correct answers.

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a conversation between some of the people in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 What is Mr Carter doing?
- 2 What do the boys need to take?
- 3 When should the boys be back from the hike?

Audio 73

Mr. Carter: Before you start the hike, I need to give you some instructions.

Mr. Sands: Be quiet, please, everyone! Listen to Mr. Carter.

Mr. Carter: Right. Stay with your group. Try not to hurt yourself. Tell your group leader about any problems.

Ameer: Who are our group leaders?

Mr. Carter: Let's see. That's strange, I can't remember!

Mr. Sands: I think we said Soheil and Omar.

Mr. Carter: Ah yes, thank you.

Mr. Carter: There are some big differences on the hike – some parts have lots of trees and shade, other parts have lots of rocks and no shade!

Mr. Sands: So remember to put on a hat.

Mr. Carter: Yes, yes. Be careful not to get thirsty too. You should take water with you.

Mr. Carter: At the end of the hike, there's a fantastic place to swim, but ... be careful.

Fuad: Can we stay until sunset?

Mr. Carter: No, you should be here before sunset. And one last thing ... enjoy yourselves!

Answers: 1 giving instructions 2 a hat and water 3 before sunset

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1**. Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3**ACTIVITY 5 Work in groups. Act out the conversation in activity 4. 8 mins**

- 1 Divide the class into groups of three to act out the conversation. Tell them to decide who will read each of the parts in the conversation (the same pupil can read the part of Ameer and Fuad). Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one group to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 57**REVISION and INTRODUCTION 5 mins**

- 1 Repeat the group activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins 

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle**. Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 74

differences instructions shade group remember
strange put on

Answer: part

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 instructions 2 yourself 3 remember 4 parts
5 differences

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins 

- 1 Say **Listen and check your sentences**. Play the recording. Students correct their own work.

Audio 75

- 1 I think you should put on clean shoes.
- 2 Dad, dad! Remember to take your book!
- 3 I think we need to read the instructions first.
- 4 Don't look now, but there's a strange man behind us!
- 5 We should sit in the shade It's too hot.

Answers: 1d put on 2a Remember 3c instructions
4b strange 5e shade

ACTIVITY 5 Read the conversation on page 56 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions**. Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to question 6 – there are no right or wrong answers.

Answers: 1 He needs to give the boys some instructions.
2 their group leader 3 Soheil and Omar 4 a hat 5 water
6 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 58

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a story about the hike.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students, otherwise briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 76

carry on dark each other excellent go on kilometre plan return soon

ACTIVITY 2 Work in pairs and answer the question. 5 mins

- 1 As preparation for reading the passage, divide the class into pairs or small groups and tell them to answer and discuss the question.
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Then answer the questions.

7 mins 

- 1 Introduce the two questions and then say **Listen and read to find the answers**. Students read as they listen to the recording.
- 2 Ask the questions again and elicit answers.

Audio 77

The boys haven't returned from their hike yet. It is late and it will be sunset soon. It is getting dark. Mr Carter is waiting with some parents. They don't know where the boys are. Mr Carter has tried to phone them but there is no answer. The parents plan to start looking for the boys soon.

Just then the boys run in smiling and laughing. They are very tired and dirty but also very happy. Omar tells their story:

It was an excellent hike. We walked many kilometres in the morning then we rested in the shade for lunch. After lunch we hiked up into the mountains. We were soon hot and tired but we carried on. Then we found a great place to swim. We all learnt to dive. It was fantastic! It was cool in the water so we stayed a long time. That's why we are late.

Now we're all friends so we plan to see each other to go on a hike together again.

Answers: 1 walked, rested and ate lunch, hiked up a mountain, swam, learnt to dive 2 to go on another hike together

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 4 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 It will soon be sunset. 2 The boys finish the hike before night. 3 tick

ACTIVITY 5 Read and answer the questions. 4 mins

- 1 Tell the class to read the text and answer the questions.

Answers: 1 hiked up into the mountains 2 they stayed a long time in the water

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 59

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 78

- 1 *Shall we carry on? It's getting dark ...*
- 2 *No, I think we should stop soon.*
- 3 *We're planning to go on a hike to the mountains.*
- 4 *Oh, what an excellent idea!*
- 5 *Salim can't play football and his cousin can't dive, so they're teaching each other.*

Answers: 1 carry on 2 dark 3 soon 4 planning
5 go on a hike 6 excellent 7 olive 8 each other;
missing word: kilometre

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 dark 2 dive 3 put on 4 each other 5 go on

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1c each other 2a go on; excellent 3b carry on; dark

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 79

*What do I need to take to the beach?
What should I take to the beach, mum?
You should take a hat and a ball.
Be careful, be careful! Can you carry it all?*

*What do I need to take on our hike?
What should I take on our hike, mum?
Take your boots, don't hurt your feet.
And you need to take water and something to eat.*

*What do I need to take to school?
What should I take to school, mum?
You should take your books, pencils and pen,
Remember your apple, and ... please don't ask me again.*

*What do I need to take on holiday?
What should I take on holiday, mum?
Ask your father, dear.*

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Say **Listen and repeat** and play the recording. Demonstrate the pronunciation of *should*.

Audio 80

- 1 *What should I take to school?*
- 2 *Where should I put this?*
- 3 *We should go home now.*

ACTIVITY 6 Work in pairs. Read the poem aloud. 5 mins

- 1 Divide the class into pairs and tell them to **Read the poem aloud**. They read the poem as a dialogue between the child and Mum.

REVIEW 3 mins

- 1 Ask some groups to perform the poem for the whole class.

Period 5 – PB page 60

INTRODUCTION 5 mins

- 1 Give the class some instructions to follow, using the imperative of the verb, e.g. *Stand up, Sit down, Open your books, Don't talk*, etc. Ask *What am I doing?* and elicit that you are giving instructions.
- 2 Now give some advice using *should*, e.g. *You should get a new pen, You should go to bed earlier, You shouldn't eat fast*. Ask *What am I doing?* and elicit that you are giving help or advice (students learnt the word in Grade 6).
- 3 Tell the class that they are going to learn more about instructions and advice.

ACTIVITY 1 Read the sentences. Write the instructions and advice in the table. 8 mins

- 1 Say **Read the sentences**. Read through the sentences with the students. Elicit if they are advice or instructions.
- 2 Say **Write the instructions and advice in the table**.

Answers: Instructions: *Put on a hat. Read the instructions first. Don't be late. Take your boots, don't hurt your feet. Advice:* *You should take water with you. You should take water and something to eat. You should return before sunset.*

ACTIVITY 2 Read and choose the correct words to complete the rules. 5 mins

- 1 Introduce the rules and work through them with the students, referring to the example sentences in activity 1 to help. Elicit the words to complete the sentences.
- 2 Say **Now choose the correct words to complete the rules**. Students read and choose.
- 3 Students check their answers with a partner.
- 4 Elicit and check answers.

Answers: 1 *the verb* 2 *should* 3 *don't + verb*

ACTIVITY 3 Write the words in the correct order. 7 mins

- 1 Introduce the activity and say **Write the words in the correct order**.
- 2 Students check their answers with a partner.
- 3 Elicit and check answers.

Answers: 1 *You should put on boots for the hike.* 2 *You should take a mobile phone.* 3 *Help each other.* 4 *We should look for a hospital.*

ACTIVITY 4 Read and think. Then choose the correct words to complete the rules. 7 mins

- 1 Say **Read and think**. Read through the example sentences with the students. To help clarify the difference between the reflexive pronouns and each other, take a small mirror into class:
- 2 Look into the mirror. Say **I am looking at myself**.
- 3 Stand next to a pupil and look into the mirror together. Say **We are looking at ourselves**.
- 4 Put away the mirror and stand face-to-face with the same pupil. Say **We are looking at each other**.
- 5 Introduce the rules and work through them with the students, referring to the example sentences to help. Say **Now choose the correct words to complete the rules**. Students read and choose.
- 6 Students check their answers with a partner.
- 7 Elicit and check answers.

Answers: 1 *my, your, him, her, it; our, them* 2 *himself*
3 *someone else*

ACTIVITY 5 Read and circle the correct words. 5 mins

- 1 Introduce the sentences and say **Read and circle the correct words**.
- 2 Students check their answers with a partner.
- 3 Elicit answers – students correct their own work.

Answers: 1 *you* 2 *ourselves* 3 *herself* 4 *each other*
5 *himself*

REVIEW 3 mins

- 1 Introduce the grammar boxes at the end as a summary of giving instructions and advice, and reflexive pronouns and *each other*.

Period 6 – PB page 61

INTRODUCTION 3 mins

- 1 Ask students about where they would like to visit and why. Then ask them what they would take with them if they went.
- 2 Tell them they are going to listen to someone who is about to travel and who is thinking about what to take with him.

ACTIVITY 1 Work in pairs. Look at the picture and answer the questions. Then listen and check. 5 mins

- 1 Introduce the questions and then say **Look at the picture and answer the questions.**
- 2 Elicit some answers from students as preparation for the next stage.
- 3 Say **Now listen and see if your answers were correct.** Play the recording and then ask **Were you correct?** Ask **Where is Karim going?** Elicit answers.

Audio 81

- Samer: Hi Karim. Are you ready to go to London?
 Karim: No! I don't know what to take.
 Samer: I've been to London. I can help you. Take your mobile phone.
 Karim: Yes, I know I should. But what else?
 Samer: Do you have an English dictionary?
 Karim: Yes, I have. I'll take that.
 Samer: The most important thing is to enjoy yourself. There's loads of places to see and visit.
 Karim: Yes, I want to visit lots of places. What's the food like?
 Samer: Good. Some of it is strange but try it. You'll like it.
 Karim: Do you want anything from London.
 Samer: Yes, please. Can I have a hat?

Answer: 1 London

ACTIVITY 2 Listen again. Tick the true sentences. Then correct the false sentences. 7 mins

- 1 Introduce the sentences and read through them with the students. Say **Listen and tick the true sentences.** Play the recording again. Students listen and put a tick next to each correct sentence.
- 2 Say **Now correct the false sentences.** The students look carefully at the false sentences to correct the sentences. Play the recording again, if necessary.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Repeat audio for activity 1

Answers: 1 Karim should take his mobile phone. 2 Samer wants Karim to take his dictionary. 3 Karim should try the strange food. 4 Karim wants to visit lots of famous places. 5 tick

ACTIVITY 3 Listen again and complete Samer's instructions and advice. 5 mins

- 1 Introduce the sentences and then say **Listen again and complete Samer's instructions and advice.** Play the recording again. Students complete the sentences.
- 2 Elicit the answers.

Repeat audio for activity 1

Answers: 1 Take 2 enjoy yourself 3 try it

ACTIVITY 4 Look at the pictures. Think of five questions with should. 5 mins

- 1 Say **Look at the pictures.** Ask **What can you see? Where is it?** Elicit some ideas.
- 2 Say **Imagine you are going to visit one of them. Think of five sentences with should.** Introduce the prompts and elicit the answers. Say the correct questions for students to repeat and practise.

Answers: 1 What should I take? 2 What should I visit?
 3 What should I eat? 4 What should I buy? 5 What should I buy for you?

ACTIVITY 5 Work in pairs. Think of a place to visit. Ask and answer questions about what you should do. Use the questions you wrote in activity 4 to help you. 7 mins

- 1 Say **Work in pairs. Think of a place to visit.** Elicit some ideas of suitable places.
- 2 Say **Ask and answer questions about what you should do. Use the questions you wrote in activity 4 to help you.** Monitor and support pairs as they work.

ACTIVITY 6 Practise your conversation with another student. 5 mins

- 1 Say **Work in different pairs. Ask and answer the questions again.**

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 62

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries and what information they can give us.
- 2 Tell them they are going to revise the work on dictionaries and then write messages to friends.

ACTIVITY 1 Read the dictionary page and answer the questions. 5 mins

- 1 Introduce the example of a dictionary page and say **Read the dictionary page and answer the questions**. Students work individually.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 hike 2 a long walk in the countryside
3 Give **him** the water. I went swimming with **him**.

ACTIVITY 2 Read and complete the messages to friends.

5 mins

- 1 Introduce and read through the messages with the students. Elicit some of the missing words. Then say **Read and complete the messages to friends**. Students work individually.
- 2 Elicit and discuss answers – there is more than one possible answer in some cases. However, the context of the second message makes it clear that answer 1 is *hiking*.

Answers: 1 hiking 2 should 3 should 4 Welcome
5 wear / bring / take / use / put on 6 should (can / could)

ACTIVITY 3 Think of a good place for a hike near your home. 10 mins

- 1 Say **Think of a good place for a hike near your home**. Elicit some suitable examples.
- 2 Introduce the instructions and example sentences in the activity. Say **Write a sentence to give instructions or advice to a hiker**. Monitor students as they work to ensure they are following the instructions to exchange their sentences and work together.
- 3 Elicit some of the sentences students have written.

ACTIVITY 4 Write a message to a friend. Use the messages in activity 2 to help you. 7 mins

- 1 Say **Write a message to a friend. Use the messages in activity 2 to help you**. Students work individually. Tell students that their message should be one that requires a reply, so they should ask at least one question in it. Monitor and support students as they write.

ACTIVITY 5 Work in pairs. Show each other the messages you wrote in activity 4. Write an answer to the message.

7 mins

- 1 Tell students to exchange their message with a partner. Say **Read the message and write an answer**.
- 2 When they have finished, tell them to give the answer to the person who wrote the original message to read.

REVIEW 3 mins

- 1 Ask some pairs of students to read out their original message and the answer.
- 2 Tell students the topic of the Unit task for Period 8 and ask them to bring to school for the next lesson any photos of local places suitable for hiking. Bring as many of your own as you can find as well. They might be found in magazines, newspapers or printed off the internet.

Period 8 – PB page 63

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying ***You are going to make a tourist information poster.***

ACTIVITY 1 Work in groups of two or three. You're going to make an information poster about a place to visit. 4 mins

- 1 Divide the class into groups and introduce the two instructions for discussion. Elicit a few ideas to start and then say ***Work in groups.***

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to ***Listen and complete the sentences.*** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to ***Check your spelling.*** They work in pairs to check each other's spelling. They make their own corrections.

Audio 82 (*underlined words are the Answers*)

- 1 Remember to put on a hat or stay in the shade.
- 2 You should take water when you go on a hike.
- 3 You should also visit Hebron while you're in Palestine.
- 4 Don't go on a hike by yourself.
- 5 Make sure you look after each other.

ACTIVITY 3 Listen and repeat the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences.
Repeat audio for activity 2

ACTIVITY 4 Make the information poster. 15 mins

- 1 Students work in the same groups as they did for activity 1. Say ***You are now going to make your information poster.*** Introduce the instructions and the example sentences.
- 2 Groups work to prepare their posters. Give support and encouragement as they work.

ACTIVITY 5 Show your information poster to the whole class. Who has the best poster? 8 mins

- 1 Students display their posters on the wall. Each group should say a few words to introduce their poster and answer questions from other students. Ask ***Which is the best poster?*** and discuss.

Revision

Aims to revise the work covered in Units 6–8

Materials Pupil's Book, CD

Period 1 – PB page 64

INTRODUCTION 7 mins

- As children get older it is a good idea to encourage them to think about their learning and to take more responsibility for it. Put a list on the board of some of the things they have learnt to do while studying the last few units, e.g.
 - to talk about football and other sports
 - to talk about crafts
 - to talk about hiking
 - to use the present perfect tense with *just*, *already* and *yet*
 - to use *should* for giving advice
 - to use the reflexive pronouns and *each other*
 - to write a letter
 Ask them which they think they can do well, and which they still find difficult. Encourage them to ask questions about any of them, and give some quick explanations as required.
- Tell the class that the next four periods are all revision and they will have the chance to improve some of the things they have forgotten or find difficult.

ACTIVITY 1 Look at the photos. 3 mins

- Say **Look at the pictures**. Look at each picture in turn and ask **What can you see?** and **Where do you think it is?** for each of them, to set the scene.

ACTIVITY 2 Listen and answer the questions. 10 mins

- Say **Listen** and play the whole passage as students listen for meaning.
- Introduce the two listening comprehension questions. Say **Listen and answer the questions**. Play the whole passage again and elicit the answers.

Audio 83

Dear Amir and Rania,

I'm in Washington with some friends! I've found a computer games competition. I've already played – and won – loads of matches. I usually play on the internet but at this competition we play in a team and meet the other players – that's interesting! I'm doing well so I'm really excited!

It's freezing here in the US now so it is excellent that I have something interesting to do. I have already made some visits to other cities and places in the US. Last week I went to a strange but fascinating city (I can't remember its name!). I saw some old streets and I went to the Chinese part of the city. See my photos.

When the weather is warm again, I'm planning to go on a hike to see some famous trees. They're enormous! I'll send a photo I've found so you can see how big they are.

Be good both of you. You should help your mother in the home so she has time to have a rest.

Bye for now,

Uncle Bilal

Answers: 1 freezing 2 in Washington

ACTIVITY 3 Read and answer the questions. 10 mins

- Say **Read and answer the questions**. Students work alone to find answers to questions in the passage.
- The students check their answers with a partner.
- Elicit the answers. Students check their own work and make corrections. For question 6, elicit the answers they have and ask **Why?** Guide them to see that answer **a** only introduces a part of the contents and answer **b** doesn't tell us anything about the content; **c** covers the whole point of the email and makes it sound interesting.

Answers: 1 he's in a computer competition 2 yes, he's won loads of matches 3 it's freezing 4 he can't remember 5 some famous, enormous trees 6 c

ACTIVITY 4 Work in pairs. Read the email aloud. 10 mins

- Divide the class into pairs to act out the conversation. Tell them to decide who will read which part of the email. Tell them to read through their part silently.
- Say **Read the email aloud**. Monitor their reading.
- They can change parts and read the passage again.
- Choose one or two pairs to read the email aloud.

Period 2 – PB page 65

ACTIVITY 1 Read and tick the true sentences. Then correct the false sentences. 10 mins

- 1 To revise the text and prepare for the comprehension activities, play the recording of the text again (Period 1 Activity 2).
- 2 Say **Read and tick the true sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 3 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage on page 64 to correct the sentences.
- 4 Students check and discuss their answers with a partner.
- 5 Elicit the answers. Students check their own work and make corrections.

Answers: 1 tick 2 Bilal is playing computer games in a team at the competition. 3 Bilal is happy he has something interesting to do because the weather is bad in the US. 4 Bilal is planning to go on a hike. or Last week Bilal went to a strange but fascinating city. 5 Bilal has already seen the Chinese part of a city.

ACTIVITY 2 Match the sentences to the pictures. 5 mins

- 1 Introduce the pictures and ask **What can you see?** Elicit and revise some of the vocabulary taught recently. Then say **Match the sentences to the pictures**.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers.

Answers: 1e 2b 3a 4c 5d

ACTIVITY 3 Work in pairs. Read page 64 and find and say in the text. 5 mins

- 1 Students work in pairs. Tell them to **Find and say an example of the present perfect and already**. Elicit the answer. (Note: there is more than one example.)
- 2 The pairs to continue to **Find and say** the other items.
- 3 Elicit the answers from the class to check.

Answers: 1 I've already played / I have already made 2 See my photos/Be good both of you. 3 You should help your mother ...

ACTIVITY 4 Work in pairs. Tick the correct sentences and put a cross next to the incorrect sentences. 20 mins

- 1 Introduce the correction competition and explain the points system – see the **Correction competition** box.

- 2 Divide the class into pairs. Say **Tick the correct sentences and put a cross next to the incorrect sentences**. Explain that they can look back to previous units if they are not sure. Show them the grammar boxes at the end of most Period 5s.
- 3 Say **Now correct the incorrect sentences**.
- 4 Elicit answers. When students say a sentence is incorrect, ask them first what is wrong and then elicit a correction. Pairs correct their own work and keep a check of the number of points they got.
- 5 Using what you have learnt about the errors which students have not been able to identify or correct, do some revision. Go back to the relevant section in the previous units and look again at the explanations and exercises.

Answers: 1 Bilal has just finished the competition. 2 tick 3 That tree has just fallen down. 4 tick 5 Have you finished yet? 6 I have already seen them. or I have just seen them. 7 tick 8 He fell and cut himself.

Period 3 – PB page 66

ACTIVITY 1 Complete the conversation with words from the box. 10 mins

- 1 Say **Look at the words in the vocabulary box**. Elicit each of the words and do some repetition practice if students have a problem with pronunciation of the words. Elicit the meaning. Say **Use the word in a sentence**.
- 2 Say **Complete the conversation**. Students work alone to fill in the gaps with words from the box.
- 3 Students check and discuss their answers with a partner. (Do not confirm answers at this stage – see the next activity.)

ACTIVITY 2 Listen and check your sentences. 5 mins

- 1 Say **Listen and check your answers**. Play the recording as students listen and check. They correct their own work.

Audio 84 (underlined words are the Answers)

Bilal: Leila! I've won the competition with my team.

Leila: Well done! Are you planning to go home now?

Bilal: We're going back tomorrow. We are going to tidy up here tonight.

Leila: Have you visited the city yet?

Bilal: Yes, we've just got back from visiting it. It's amazing!

Leila: Well. Carry on enjoying yourself. And call again soon.

ACTIVITY 3 Work in pairs. Act out the conversation in activity 1. 10 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.
- 3 Ask one or two pairs to perform the conversation in front of the class.

ACTIVITY 4 Work in pairs. Ask and answer. 15 mins

- 1 Read through the examples and prompts with the students. Elicit examples of how to complete the prompts.
- 2 Demonstrate the conversation as a model, working with one good student. Bring one pair to the front to perform the conversation.
- 3 Say **Work in pairs. Ask and answer**. Monitor the pairs as they work to evaluate their ability in oral communication.
- 4 Say **Now write questions and answers**. The students work in the same pairs to write what they have been saying.

Period 4 – PB page 67

ACTIVITY 1 Work in pairs. Complete the crossword puzzle. 15 mins

- 1 Say **Work in pairs. Complete the crossword puzzle**. Tell students to complete the puzzle in pencil at first in case they make a mistake.
- 2 Elicit the answers. Students check their own work and make corrections.

Answers: Across: 2 traditional 4 shade 5 group 8 craft
9 return 10 dangerous 11 pitch Down: 1 dark
3 instructions 6 score 7 shape 9 report

ACTIVITY 2 Write an email to a friend or relative from an interesting city. 20 mins

- 1 Introduce the task, say **Imagine you are in an interesting city. What will you see?** Elicit some ideas.
- 2 Read through the instructions and example sentences with the students eliciting more ideas. Then say **Write an email to a friend or someone in your family. Tell them about the city**.
- 3 As the students work, monitor and help them as necessary. Take the opportunity to watch and evaluate how well they are communicating and working together.
- 4 Tell students you are going to collect their writing for evaluation. Tell them to rewrite their emails using their best handwriting and checking the spelling. They now work individually.

ACTIVITY 3 Choose a poem from Units 6–8. Work in pairs and read it aloud. 5 mins

- 1 Say **Choose a poem from Units 6 to 8. Work in pairs and read it aloud**. Students look back through the last few units and choose their poem. They read it aloud.
- 2 If you have time, ask some pairs to perform their chosen poems.

Aims to talk about technology; to report statements

Key language *ancient, century, children, civilization, decade, example, find out, hang, history, large, life, machine, program, pump, radio, think back*

Language structures reported speech (statements without tense change)

Punctuation quotation marks

Materials Pupil's Book, CD

Period 1 – PB page 4

INTRODUCTION 5 mins

- 1 Write the word *technology* on the board. Discuss what it means (students were introduced to the word in Unit 2).
- 2 Elicit examples of technology from the students (e.g. *mobile phones, television, aeroplanes*). For each example they produce, ask what it is used for.
- 3 Tell the students they are going to study a unit about technology. They will read and talk about technology in the past, present and future. They will also learn how to report what someone says.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate (e.g. if they know the meaning of *think* they may be able to work out the meaning of *think back*). Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 1

ancient civilization example find out history machine pump radio think back

ACTIVITY 2 Work in pairs. Look at the pictures. Can you name them? 3 mins

- 1 Say **Look at the pictures. Can you name them?** Elicit answers. You may need to explain the *shadoof* – a pump used many years ago in ancient Egypt (and sometimes still used).

Answers: a a mobile phone b a TV and a radio c a pump (shadoof) d planets

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a passage about technology – they will hear about all of the things in the pictures in activity 2. Say **Listen**. Play the whole recording.
- 2 Ask the first question (see below) and elicit the answer. Play the introduction sentence again. Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 What is the lesson about?
- 2 What do mobile phones help us to do easily?
- 3 What job does Salim's father do?

Audio 2

The children are having a lesson about technology.

Teacher: People have used technology to change the world. Can you give me any examples?

Hiba: Mobile phones – they have made communication much easier.

Teacher: That's a good example, thank you, Hiba. Now let's think about our history. What has happened to change what we do?

Firas: Radio and TV are important for communication.

Teacher: Well done, Firas! But let's think back to ancient civilization. Any ideas?

Huda: I saw a TV programme about ancient Egypt. They moved water from the river to their farms.

Teacher: That's right. They had a very simple machine to move water. It was a pump. That was more than four thousand years ago. Today we still use a pump to do the same job.

Teacher: Now let's think about the future. What will technology do to change the future? What can you tell us, Salim?

Salim: My father is a scientist. He says we will find out there are people on other planets.

Teacher: Really? Who agrees with Salim's father?

Answers: 1 technology 2 communicate 3 he's a scientist

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the

UNIT 10

words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in groups. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into groups of five to act out the conversation. Tell them to decide who will read each of the parts in the conversation (for any groups with fewer than five students, some students can read more than one part). Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one group to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the conversation and practise them.

Period 2 – PB page 5

REVISION and INTRODUCTION 5 mins

- 1 Repeat the group activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words and expressions you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle**. Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 3

history civilization example think back machine
radio ancient find out

Answer: pump

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 history 2 find out 3 pump 4 think back
5 machine

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences**. Play the recording. Students correct their own work.

Audio 4

- 1 I like to listen to the radio when I'm doing my homework.
- 2 I want to find out how this machine works.
- 3 Planes are an example of transport that has changed how we live.
- 4 Let's think back to the last lesson – what did we do on the computer?
- 5 We had a very interesting history lesson about ancient civilizations.

Answers: 1d radio 2e find out 3c example 4a think back
5b history

ACTIVITY 5 Read the conversation on page 4 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the passage on page 4 again and answer the questions**. Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to questions 4 and 5 – there are no right or wrong answers.

Answers: 1 She saw a TV programme. 2 more than four
thousand years ago 3 That there are people on other planets
4 open 5 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 6

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about how technology will change schools in the future.

ACTIVITY 1 Listen and repeat the words. 5 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word. Some students may have noticed the different spellings of 'program' here and on page 4 (TV programme). Explain that we use the spelling 'program' only when it relates to computers. At all other times we use 'programme'.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.
- 4 Look at the **Word formation box** with the students and show them how a word has different forms for different uses.

Audio 5

century children decade hang large life program

ACTIVITY 2 Work in pairs. Talk about how life will change in the future. 3 mins

- 1 As preparation for reading the passage, divide the class into pairs or small groups and say **Talk about how life will change in the future**.
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Then choose the best title for the passage. 7 mins

- 1 Introduce the three titles and then say **Listen and read**. Then say **Choose the best title**. Students read as they listen to the recording.
- 2 Elicit which of the titles is best. Encourage them to give reasons (2 is the best answer because it covers both parts of the passages – 1 is not good because there is nothing in the passage about yesterday, and only the last part of the passage is about schools so 3 is not good).

Audio 6

Technology has changed how we live. Today large thin TVs hang on walls. Computers sit on desks at home, school and work and in many other places. In cars, a box can speak to the driver to tell him where to go. We can use our mobile phones to listen to music, take photos, watch TV or films, use the internet and to send text messages to each other – oh, yes, and talk to people!

So what about the future? How will technology change the life of children?

One thing we can be sure about – there will be many more computers. Schools use computers now but in the next decades they will use them more and more. Some people say all children will have one on their desk. Or perhaps they will take a small laptop with them all day.

And what about next century? Some scientists say there will be no schools. Children will stay at home and have their lessons on computers. Teachers will not teach – they will only program the computers.

Answer: 2 is the best title

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 7 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 tick 2 Today people use their mobile phones to talk to each other – and many other things. 3 tick

ACTIVITY 5 Read and answer the questions. 5 mins

- 1 Say **Read and answer the questions**. Students read the questions and write short answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 They will stay at home and use computers. 2 They will program the computers.

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 7**REVISION and INTRODUCTION 5 mins**

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins 

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words in the box and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 7

It is in the last decades that children have used mobile phones. In the last century they were large and expensive. We now see children using their phones in the home, on the street and in many other places. Mobile phones have changed the lives of us all.

Answers: 1 decades 2 children 3 century 4 large 5 lives;
missing words: hang, program

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 century 2 decade 3 hang 4 lives 5 program

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.

- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1c large 2a Children 3d program 4b hang

ACTIVITY 4 Listen and repeat. 8 mins 

- 1 Say **Read the sentences**. Get students to read the poem for meaning.
- 2 Say **Listen**. Play the recording and get students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat and get the stress and intonation right.

Audio 8

*Let's make a call.
Let's send a text.
Let's have a chat.
Let's chat, chat, chat.*

*He says let's make a call.
She says let's send a text.
They say let's have a chat.
We say let's chat, chat, chat.*

*What does he say?
What does she say?
What do they say?
What? What? What?*

ACTIVITY 5 Listen and repeat. 2 mins 

- 1 Say **Listen and repeat** and play the recording. Demonstrate the way the consonant sound at the end of the verb links up with a. Students repeat the phrases.

Audio 9

1 make a call
2 send a text
3 have a chat

ACTIVITY 6 Work in groups of three. Read the poem aloud. 5 mins

- 1 Divide the class into groups of three and tell the groups to **Read the poem aloud**. They read one verse each.

REVIEW 3 mins

- 1 Ask some groups to perform the poem for the whole class.

Period 5 – PB page 8

INTRODUCTION 3 mins

- 1 Ask the students to put up their hand if they have anything new. Go to some of those who raise their hand and ask them quietly what they have, elicit a whispered response. Then report to the class what the pupil says, e.g. *Musa says he has a new phone. Jana says she has new shoes.*
- 2 Tell the students they are going to learn how to report what people say.

ACTIVITY 1 Read and think. Then choose the correct words to complete the rules. 10 mins

- 1 Read through the first example of direct and reported speech. Tell students to **Find the differences in the sentences.**
- 2 Introduce the other examples and tell students to **Read and think** about the differences between the first sentence in each, and how they are reported.
- 3 Elicit the differences they find. Then introduce the rules below the pictures and say **Circle the correct rules.** Students read and circle.
- 4 Students check their answers with a partner.
- 5 Elicit and discuss the answers.

Answers: *I changes to NAME says he/she ...*
We changes to NAME say they ...

ACTIVITY 2 Complete the sentences. 7 mins

- 1 Say **Complete the sentences.** Students write the reported sentences.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *My uncle says he has a new phone.* 2 *The science teacher says pumps are simple machines.* 3 *My sister says she doesn't feel tired of working on the computer.*

ACTIVITY 3 Work in pairs. Ask the questions and write short answers. 5 mins

- 1 To introduce the activity, ask students the questions and make notes of the answers on the board.
- 2 Divide the class into pairs. Say **Ask the questions and write short answers.** They take it in turns to ask and answer the questions.

ACTIVITY 4 Tell the class your friend's answers. 5 mins

- 1 Model reported sentences using the answers you noted on the board in the previous activity.
- 2 Say **Tell the class your friend's answers** and elicit from students what their partners answered, using reported speech.

ACTIVITY 5 Write sentences to report your friend's answers. 7 mins

- 1 Write a model sentence on the board to report one of the answers a pupil gave to the questions in activity 3. Then tell students to **Write sentences to report your friend's answers.** Monitor students as they write.
- 2 Ask students to read out some of their sentences.

REVIEW 3 mins

- 1 Introduce the grammar box at the end as a summary of how we report what someone says.

Period 6 – PB page 9

REVISION and INTRODUCTION 3 mins

- 1 Ask the students to put up their hand if they have anything new. Ask some of those who raise their hand to tell the pupil next to them what they have. Then ask the partner to report to the class what the first pupil says, e.g. *Musa says he has a new phone. Jana says she has new shoes.*
- 2 Tell the class they are going to listen to people talking about their possessions, and then do some more reporting.

ACTIVITY 1 Work in pairs. Look at the pictures. What do you know about each one? 3 mins

- 1 Students look at the pictures. Point to each in turn and ask **What do you know about this?** Elicit what they can tell you as preparation for the next activity.

ACTIVITY 2 Listen and match the conversations with the pictures. 8 mins

- 1 Explain to the students that they are going to hear a conversation about one of the pictures in activity 1. Say **Listen and match the conversations with the pictures.** Play the recording, more than once if necessary. Elicit the answer, and the words they heard in the conversation that gave them the answer. Play the conversation again.
- 2 Continue with the other two conversations.

Audio 10

- 1 *Boy: Is that new?
Girl: Yes, my father gave it to me last week. I use it all the time for calls and texting.
Boy: Can it send emails?
Girl: Yes, it can but I prefer to send texts. I have to pay more for emails.*
- 2 *Girl: That's cool! Is it yours?
Boy: No, it's my father's. He prefers this to his big computer because he can take it with him. He uses it at work and at home. Sometimes he goes into a restaurant and uses it there.*
- 3 *Woman: I can't hear anything! What's wrong?
Man: Have you turned it on?
Woman: Of course I've turned it on! I can see the picture. It's my favourite programme but I can't hear.*

Answers: 1 c the mobile phone 2 b the laptop 3 a the TV

ACTIVITY 3 Listen again and answer the questions.

8 mins 

- 1 Introduce the questions for Conversation 1 and say **Listen again and answer the questions.** Play the first part of the recording again, pause then ask the questions. Elicit the answers.
- 2 Continue with Conversations 2 and 3 but ask students to discuss answers in pairs before you elicit the answers.

Answers: 1 calls and texting 2 she has to pay more for emails 3 because he can carry it with him 4 at work, at home and (sometimes) in a restaurant 5 she can see the picture but she can't hear anything

ACTIVITY 4 Match the sentences with the pictures. 5 mins

- 1 Introduce the sentences and then say **Match the sentences with the pictures.**
- 2 Students check their answers with a partner. Elicit the answers.

Answers: 1 Huda 2 Salim 3 Firas 4 Hiba

ACTIVITY 5 Work in pairs. Ask and answer grandfather's questions. 10 mins

- 1 Introduce grandfather and read out what he says. Act the part of grandfather and ask the example question (*What does Hiba say?*). Elicit the answer from the students. Elicit the other questions and answers to prepare the students well for the speaking activity.
- 2 Say **Work in pairs.** The students ask and answer the questions in pairs. They take it in turns to be grandfather.

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class. Write one or two of the reported sentences on the board for students to read – focus on the changes from the original sentence.

Period 7 – PB page 10

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries and what information they can give us.
- 2 Explain that a dictionary can help with grammar. They can help with nouns that have irregular plurals. Show them the entry for *century* in the dictionary.

ACTIVITY 1 Look at the dictionary entries and answer the questions. 10 mins

- 1 Introduce question 1 and elicit the regular plurals.
- 2 Say **Look at the dictionary entry** for *century* and introduce question 2. Elicit answers from students.
- 3 Introduce question 3. Elicit answers from the students.
- 4 Say **Look at the dictionary entries** for *child* and *children* and introduce question 4. Focus their attention on the information in brackets (*plural children*). Elicit answers from students.

Answers: 1 a pumps b machines c sandwiches
2 centuries a countries b libraries
3 a men (women) b feet (teeth) c lives (knives) 4 plural

ACTIVITY 2 Read and think. Then write the sentences with quotation marks. 10 mins

- 1 Introduce the explanation of quotation marks. Show other examples on the board using things the students say, e.g. *Fatima says, 'I don't understand!'*
- 2 Introduce sentence 1 and elicit the sentence orally. Write it on the board as a model showing where to put the quotation marks and the comma after *say/says*. Ask students to write the other sentences on the board.
- 3 Say **Now write the sentences with quotation marks.** Students write the sentences.

Answers: 1 *Salim says, 'Tariq wants a laptop.'* 2 *My teacher says, 'Science is interesting.'* 3 *Some scientists say, 'There is no life in outer space.'*

ACTIVITY 3 Report the sentences in activity 2. 10 mins

- 1 Tell students they are going to report what the people in activity 2 said. Elicit the first sentence or two and put them on the board as a model. Say **Now write the sentences.**

Answers: 1 *Salim says Tariq wants a laptop.* 2 *My teacher says science is interesting.* 3 *Some scientists say there is no life in outer space.*

REVIEW 7 mins

- 1 Elicit some of the sentences students wrote in activity 3 and write them on the board. Point out the differences between the three different versions of the sentence.

Period 8 – PB page 11

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying ***You are going to write a report about what you think will happen in the future.***

ACTIVITY 1 Work in groups. 4 mins

- 1 Divide the class into groups and introduce the two questions for discussion. Elicit a few ideas to start and then say ***Work in groups.***

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to ***Listen and complete the sentences.*** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to ***Check your spelling.*** They work in pairs to check each other's spelling. They make their own corrections.

Audio 11 (*underlined words are the Answers*)

- 1 In the next century, people will live on the moon.
- 2 In the next decade, there will be a computer in every room.
- 3 Our lives will be very different.
- 4 Children will fly to school.
- 5 There will be no more schools.

ACTIVITY 3 Listen and say the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences.
Repeat audio for activity 2

ACTIVITY 4 Work alone. Write down three things that you think will happen in the future. 3 mins

- 1 Ask ***What do you think will happen in the future?*** Elicit some ideas.
- 2 Tell students to ***Write down three things that you think will happen in the future.*** Students make notes (not full sentences).

ACTIVITY 5 Work in groups. 15 mins

- 1 Divide the class into groups of four or five. Tell the students to ***Share your ideas about the future.*** They must list all their ideas and see which ones they all agree on, which some of them agree on, etc.

- 2 Say ***Now write a report about your group's ideas.***

Introduce the sentence beginnings given and elicit some ways to finish the sentences from the groups. The groups write their report together.

ACTIVITY 6 Present your report to the class. 5 mins

- 1 Students prepare to present their report. They decide who will read the report or how they will divide it up.
- 2 Say ***Present your report*** and ask groups to read the reports. Praise each report and make a few comments about the ideas expressed.

Visiting a city

Aims to talk about cities/towns; to write an informal letter

Key language *almost, bank, bridge, centre, come back, modern, money, plastic, pollution, spend, stop, traffic, ugly, untidy, upside down, visitor, wait*

Language structures question-tag questions (verb *be* and modals)

Skills layout of a letter, letter writing

Punctuation of question-tag questions

Materials Pupil's Book, CD, pictures of the students' local city, town or village

Period 1 – PB page 12

INTRODUCTION 5 mins

- Write the name of your city, town or village on the board. Say *Tell me about ...* Elicit any information from the class about it (history, interesting buildings, why they like it, etc.).
- Tell the class they are going to study a unit called *Visiting a city* and they will learn to talk about places. They will also learn more about how to write a letter.

ACTIVITY 1 Listen and repeat the words. 10 mins

- Say **Look and listen**. Play the recording. The students point to the words as they listen.
- Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate (e.g. if they know the meaning of *tidy* they should be able to work out the meaning of *untidy*). Otherwise, briefly introduce the meaning of the word.
- Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.
- Look at the **Word formation** box with the students and show them how the use of the prefix *un-* gives the adjective *tidy* the opposite meaning.

Audio 12

bridge centre modern spend stop traffic ugly untidy visitor

ACTIVITY 2 Work in pairs. Look at the picture and answer the questions. 3 mins

- Say **Look at the pictures. What can you see?** Elicit some quick answers.
- Say **Now answer the questions**. Ask the questions and elicit answers. For question 4 just elicit some ideas to prepare them for the next activity; there are no correct answers.

Answers: 1 *in a taxi in a city* 2 *talking* 3 *No, there's a lot of traffic* 4 *open*

ACTIVITY 3 Listen and answer the questions. 5 mins

- Tell the students that they are going to listen to the conversation between the men in the taxi. Say **Listen**. Play the whole recording.
- Play the introduction paragraph again. Ask the first question (see below) and elicit the answer. Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- Is the taxi going fast or slowly?
- Is the city busy or quiet?
- Does the taxi driver like visitors to the city?

Audio 13

Peter is visiting a big city. He wants to see the city and find out more about it. He is in a taxi. It is going very slowly. Then it stops.

Peter: *I don't think we're moving at all. We can't go any faster, can we?*

Taxi driver: *I'm sorry but we can't. There's a lot of traffic today.*

Peter: *Why is it busy today? It's not always like this, is it?*

Taxi driver: *It is in summer. There are a lot of visitors to this city.*

Peter: *That's the problem with many modern cities. They are beautiful and interesting. They have beautiful buildings, nice restaurants, modern buildings and interesting shopping centres, but there are lots of visitors.*

Taxi driver: *For us, that's not a problem. We like to have visitors. We want people to enjoy our city.*

Peter: *Yes, but when visitors spend time in a city there is always a lot of traffic. And the traffic makes the air dirty and the streets untidy.*

Taxi driver: *I think this city is amazing. For example, look at this beautiful bridge over the river in front of us. That isn't ugly, is it?*

Answers: 1 *slowly* 2 *busy* 3 *yes*

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 7 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will take each part in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one or two pairs to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 13

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 14

*untidy spend visitor ugly traffic bridge
modern centre*

Answer: stop

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 traffic 2 spend 3 ugly 4 modern 5 bridge

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 5 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Say **Match the sentences with the pictures.** Students match the completed sentences with the pictures.
- 3 Students check their answers with a partner. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 5 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work.

Audio 15

- 1 *We should welcome visitors to our city when they come as friends.*
- 2 *We all want to use the road but it can be a problem when there is a lot of traffic.*
- 3 *That old building is not beautiful – it is very ugly.*
- 4 *This classroom is untidy. Please tidy it up now.*
- 5 *My father spends a lot of time visiting big cities in other countries.*

Answers: 1d visitors 2e traffic 3a ugly 4b untidy
5c spends

ACTIVITY 5 Read the passage on page 12 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the passage again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss the answer to question 5 – there is no right or wrong answer.

Answers: 1 *Because there's a lot of traffic.* 2 *They are beautiful and interesting.* 3 *There are a lot of visitors.* 4 *It makes the air dirty and the streets untidy.* 5 *open*

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 14

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a continuation of the conversation between Peter and the taxi driver.

ACTIVITY 1 Listen and repeat the words and expressions.

5 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 16

almost bank come back money plastic pollution upside down wait

ACTIVITY 2 Work in pairs. Look at the picture. What do you think Peter and the taxi driver are talking about now?

3 mins

- 1 As preparation for reading the passage, divide the class into pairs or small groups and ask **What do you think Peter and the taxi driver are talking about now?**
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Find two examples of pollution they talk about. 7 mins

- 1 Tell the students that part of the conversation is about pollution in the city. Tell them to **Find two examples of pollution from the passage**. Students read as they listen to the recording.
- 2 Elicit answers after listening.

Audio 17

Peter: I agree with what you say – this is a beautiful city. What I'm saying is that all the visitors and traffic help to make pollution.

Taxi driver: Well, I agree with that. Look at all the plastic bags next to the road and in the river. That's pollution and it's very ugly.

Peter: That's right. And plastic will stay there for a long time. Oh! What's that? It's a bicycle upside down in the river, isn't it?

Taxi driver: Yes, it is and it makes me very angry! Why throw things in the river? Some people are awful, aren't they?

Peter: Yes, they are. It's very sad.

Taxi driver: The traffic is moving now. Where do you want to go?

Peter: Is there a bank near here? I need some money.

Taxi driver: Yes, there is. We're almost there.

Peter: You can wait for me, can't you? I'll be quick.

Taxi driver: The bank will be busy. I'll come back for you.

Peter: That's kind of you.

Taxi driver: We're all kind here. The traffic may be bad and the streets polluted but the people are good.

Peter: Yes! And that's the most important thing, isn't it?

Answers: *plastic bags in the street and river; a bicycle in the river*

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 5 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: *1 Peter and the taxi driver think the city is polluted. 2 tick 3 The taxi driver will come back for Peter.*

ACTIVITY 5 Read and answer the questions. 5 mins

- 1 Say **Read and answer the questions**. Students read the questions and write short answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: *1 a bicycle 2 the people are good*

ACTIVITY 6 Work in pairs. Act out the conversation in activity 3. 5 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will take each part in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.

REVIEW 5 mins

- 1 Students listen again to the conversation as they follow in their books to help consolidate their learning.
- 2 Choose one or two pairs to perform the conversation in front of the class.

Period 4 – PB page 15**REVISION and INTRODUCTION** 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins 

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words in the box and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 18

When there is a lot of traffic you can wait for a long time for a taxi or a bus. To go and come back from the bank can take hours. It is almost quicker to walk. Pollution is another problem in big cities. People are always busy but they are usually kind.

Answers: 1 wait 2 come back 3 bank 4 almost
5 pollution; missing words: money, plastic, upside down

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 bridge 2 plastic 3 money 4 almost

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.

- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d come back 2c wait 3a plastic 4b almost

ACTIVITY 4 Listen and repeat. 8 mins 

- 1 Say **Read the sentences**. Get students to read the poem for meaning.
- 2 Say **Listen**. Play the recording and get students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat and get the stress and intonation right.

Audio 19

*That's a beautiful bridge, isn't it?
And these are modern streets, aren't they?
We can see it all, can't we?
Together on tour in my taxi.*

*That's an old bike, isn't it?
Those are plastic bags, aren't they?
We can't believe our eyes, can we?
Together on tour in your taxi.*

*We're not moving now, are we?
We can't see a lot, can we?
We won't visit much, will we?
Together in traffic in a taxi.*

ACTIVITY 5 Listen and repeat. 2 mins 

- 1 Say **Listen and repeat** and play the recording. Demonstrate the intonation pattern.

Audio 20

- 1 *Is that an old bike?*
- 2 *That's a beautiful bridge, isn't it?*
- 3 *That's an old bike, isn't it?*
- 4 *Those are plastic bags, aren't they?*

ACTIVITY 6 Work in pairs. Read the poem aloud. 5 mins

- 1 Divide the class into pairs and tell them to **Read the poem aloud**. They read the poem together.

REVIEW 3 mins

- 1 Ask some pairs to perform the poem for the whole class.

Period 5 – PB page 16

INTRODUCTION 3 mins

- 1 Think of some interesting things you know about your students or interesting things they have done. Ask question–tag questions to confirm this information from the students concerned, e.g. *Musa, you're a very fast runner, aren't you? Fatima, you can sing very well, can't you?*
- 2 Write one or two of the questions on the board. Explain that we use this kind of question when we think we know the answer. Ask students to repeat the questions with you using the falling intonation on the tag as practised in the previous Period.

ACTIVITY 1 Read and think. Find the rules to make question tags. Then choose the correct tag to complete the rules. 10 mins

- 1 Introduce the first pair of sentences – write them on the board – and focus on the verbs. Elicit that the same verb is used in the main part of the sentence and the tag.
- 2 Introduce the second set of six sentences in the same way. Focus on affirmative and negative forms of the verbs – write + (plus) or – (minus) above each verb on the board. Elicit the fact that when the verb in the main sentence is affirmative, then the negative form of the same verb is used in the tag. When the main sentence has a negative verb, then the tag will have the same verb in the affirmative form. Also elicit that the pronoun remains the same in both parts of the tag question.
- 3 Say **Now choose the correct word to complete the rule.** Students work in pairs to choose the answers. Elicit and discuss the answers.

Answers: 1 agree 2 negative 3 positive 4 use 5 use

ACTIVITY 2 Match the sentences and tags. 7 mins

- 1 Write the first main sentence on the board and elicit what the verb is (*are*) and if it is + or – (negative). Then say **Find the correct tag.** Elicit the correct tag and ask the students to repeat the whole sentence.
- 2 Say **Now match the sentences and tags.** Students work alone.
- 3 Students check their answers with a partner. (Do not confirm the correct answers yet – see below.)

ACTIVITY 3 Listen and check. Then repeat the sentences.

3 mins 

- 1 Say **Listen and check.** Play the recording. Students check and correct their own work.

- 2 Say **Repeat the sentences.** Play the recording and pause after each sentence for students to repeat. Make sure they are using falling intonation on the tags.

Audio 21

- 1 *You're not well, are you?*
- 2 *They aren't here yet, are they?*
- 3 *That's not your chair, is it?*
- 4 *She's your mother, isn't she?*
- 5 *She isn't your sister, is she?*
- 6 *You will help me, won't you?*

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

ACTIVITY 4 Complete the questions with tags. 10 mins

- 1 Introduce the sentences and say **Complete the questions with tags.** Students work on their own to write the tags.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students correct their own work.

Answers: 1 aren't there? 2 is she? 3 won't you? 4 can she? 5 mustn't we?

ACTIVITY 5 Work in pairs. Ask and answer the questions in activity 4. 4 mins

- 1 Look again at the sentences in activity 4 and say one of the question–tag questions. Elicit the response.
- 2 Tell the class to **Work in pairs to ask and answer the questions.** They take it in turns to ask and answer the questions.

REVIEW 3 mins

- 1 Introduce the grammar box at the end as a summary of how we form and use question tags.

Period 6 – PB page 17

REVISION 3 mins

- 1 Repeat the pair activity from Period 5 (Activity 5, Step 2).

ACTIVITY 1 Work in pairs. Look at the pictures. What do you think Peter and the taxi driver are talking about?

4 mins

- 1 Look at each picture in turn with the students as preparation for the listening passages. Elicit what the students can see in each picture, then ask **What do you think Peter and the taxi driver are talking about?**

ACTIVITY 2 Listen and match the conversations with the pictures. 10 mins

- 1 Explain to the students that they are going to hear a conversation about one of the pictures in activity 1. Say **Listen and match the conversation with the picture.** Play the recording, more than once if necessary. Elicit the answer and the words they heard in the conversation that gave them the answer. Play the conversation again.
- 2 Continue with the other two conversations.

Audio 22

- 1 *Taxi driver: This is what I wanted to show you.*
Peter: It's beautiful! It looks very modern.
Taxi driver: Yes, it's the newest of the bridges over the river. There are some ancient ones but the traffic over them is very bad.
- 2 *Taxi driver: Look at the pollution in the river. There's a lot of plastic. It's awful!*
Peter: Look down there at that! It's an old boat, isn't it?
Taxi driver: Oh, yes. It's upside down.
- 3 *Taxi driver: Here we are. You can go in that door there.*
Peter: Good, I'll be very quick. I just want to get some money.
Taxi driver: I'll come back for you in 15 mins.
Peter: Thanks very much. That's kind of you.

Answers: 1b 2c 3a

ACTIVITY 3 Listen again and answer the questions.

10 mins 

- 1 Introduce the questions for Conversation 1 and say **Listen again and answer the questions.** Play the first part of the recording again, pause, then ask the questions. Elicit the answers.

- 2 Continue with Conversations 2 and 3 but ask students to discuss answers in pairs before you elicit the answers.

Answers: 1 *yes, he does* 2 *the traffic over them is very bad*
3 *an old boat* 4 *to get some money* 5 *in 15 mins*

ACTIVITY 4 Complete the conversation. Use question tags.

5 mins

- 1 Introduce and read the conversation to the students. Pause when you get to the gaps and elicit the tags orally.
- 2 Say **Now complete the conversation. Write the question tags.** Students complete the gaps.

Answers:

Taxi driver: You're English, aren't you?

Peter: Yes, I am. You're not Egyptian, are you?

Taxi driver: No, I'm not. I'm Palestinian.

Peter: The man I saw you with is also Palestinian, isn't he?

Taxi driver: Yes, he is. He's my brother.

Peter: He's not a taxi driver, is he?

Taxi driver: No, he isn't. He works in a bank.

ACTIVITY 5 Work in pairs. Practise the conversation. 5 mins

- 1 Read the completed conversation from activity 4. Take the part of the taxi driver and ask the class to take the part of Peter. Change parts and repeat.
- 2 Say **Work in pairs and practise the conversation.** Monitor the students as they speak.

REVIEW 3 mins

- 1 Ask some pairs to perform the conversation for the whole class.

Period 7 – PB page 18

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries and what information they can give us.
- 2 Explain that some words have more than one meaning. When this is the case the dictionary uses numbers. Show them the entry for *letter* in the dictionary.

ACTIVITY 1 Look at the dictionary entry and answer the questions. 5 mins

- 1 Introduce the dictionary entry and tell students to **Look at the dictionary entry and answer the questions**. Give them a few minutes to find answers to the questions and write an example sentence for question 4.
- 2 Students check their answers in pairs.
- 3 Elicit and discuss answers.

Answers: 1 two 2 one 3 I get letters from my friend every week. 4 open

ACTIVITY 2 Write correct sentences. 7 mins

- 1 Write the example sentence on the board without any punctuation. Ask students to come to the board to put in the punctuation. Elicit help and correction from other students.
- 2 Tell the students to **Write correct sentences**.
- 3 Students check their answers in pairs.
- 4 Ask students to write the rest of the sentences on the board. Guide the rest of the class to correct any mistakes.

Answers: 1 *He's not coming back, is he?* 2 *We can't start yet, can we?* 3 *She'll help us, won't she?*

ACTIVITY 3 Look and match. 8 mins

- 1 Introduce the diagram and elicit what it shows.
- 2 Say **Look and match**. Students read the sentences and write the appropriate number.
- 3 Students check their answers in pairs before you elicit the correct answers.

Answers: a2 b4 c1 d3 e6 f5

ACTIVITY 4 Read and order. 5 mins

- 1 Say **Read and order**. Students number the parts of the letter from 1–6. If they have any difficulty, refer them back to the diagram and sentences in activity 3.

- 2 Students check their answers in pairs before you elicit the correct answers.

Answers:

- 1 *Hotel Giza*
Cairo
Egypt
- 2 *12th November*
- 3 *Dear Mum and Dad*
- 4 *This is a short letter ...*
- 5 *Love from your son.*
- 6 *Peter*

ACTIVITY 5 Now write the letter. 10 mins

- 1 Say **Write the letter**. Students copy out the letter in the correct order paying attention to the layout. Tell them to check their spelling and punctuation carefully.
- 2 Students look at each other's letters to point out any mistakes. Students correct their mistakes.

REVIEW 2 mins

- 1 Tell students the topic of the Unit task for Period 8 and ask them to bring to school for the next lesson any photos or pictures of important places in their city, town or area. Bring as many of your own as you can find as well. They might be found in magazines, newspapers or printed off the internet.

Period 8 – PB page 19

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying **You are going to prepare a brochure about your city** (or town or village as appropriate).

ACTIVITY 1 Work in groups. 4 mins

- 1 Divide the class into groups of three or four and introduce the two instructions. Elicit a few ideas to start and then say **Work in groups**.

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to **Listen and complete the sentences**. Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to **Check your spelling**. They work in pairs to check each other's spelling. They make their own corrections.

Audio 23 (underlined words are the Answers)

- 1 Our town has a long history.
- 2 There is a beautiful old mosque.
- 3 It is a famous building which many visitors come to see.
- 4 It is a modern city full of shops, restaurants and banks.
- 5 There is some traffic but not much pollution.

ACTIVITY 3 Listen and say the sentences. 2 mins

- 1 Say **Listen and say the sentences**. Play the recording again. Students repeat the sentences.

Repeat audio for activity 2

ACTIVITY 4 Work in the same groups. Prepare the brochure about your city / town / village. 13 mins

- 1 Students work in the same groups as in activity 1. Read through the instructions with the students to make sure they understand what they have to do. Make available any pictures you or the students have been able to find of your area.
- 2 Say **Read and follow the instructions**. All the groups work until they have at least five sentences.
- 3 They try to find suitable pictures to illustrate their sentences.

ACTIVITY 5 Read and check. 5 mins

- 1 Say **Read and check**. Students look carefully at their sentences to find any mistakes of spelling and grammar. Tell them to think about how their pictures can be used with their sentences.
- 2 Students rewrite their sentences neatly to prepare their work for presentation to the class.

ACTIVITY 6 Present your brochure to the class. 5 mins

- 1 Students prepare to present their brochure. They decide who will read the sentences and show the pictures or how they will divide it up.
- 2 Ask groups to **Present your brochure**. Praise each group and make a few comments about their presentation.

The arts and crafts of Palestine

Aims to talk about arts and crafts; to ask for, give and follow directions

Key language *along, choice, corner, finally, furniture, gift, glass, jug, pattern, plate, sell, straight ahead, turn, vase, way, wicker, wood*

Language functions asking for and giving directions

Materials Pupil's Book, CD, pictures of local crafts

Period 1 – PB page 20

INTRODUCTION 5 mins

- 1 Write the words *arts* and *crafts* on the board. Discuss what they mean (students were introduced to the word *art* in Grade 5 and to *crafts* in Unit 7 of this Grade).
- 2 Elicit examples of arts and crafts from the students (e.g. *ceramics, painting*).
- 3 Tell the students they are going to study a unit about arts and crafts in Palestine. They will also learn how to use directions.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 24

*along corner finally gift sell straight ahead
turn way*

ACTIVITY 2 Work in pairs. Look at the pictures and answer the questions. 3 mins

- 1 Say **Look at the pictures. What can you see?** Elicit some quick answers.
- 2 Say **Now answer the questions**. Ask the questions and elicit answers. For question 3 just elicit some ideas to prepare them for the next activity; there are no correct answers.

Answers: 1 *in the street in a town* 2 *talking and looking at a map* 3 *open*

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to the conversation between the people in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 What is the woman looking for?
- 2 What does she want to buy?
- 3 What do they use to find the way to the gift shop?

Audio 25

- Jade: Excuse me, is there a shop or market near here?*
Nisreen: Yes, there's a market straight ahead on this road. But what do you want to buy?
Jade: I want a gift to take home to my family.
Nisreen: Oh! There's a very good gift shop near the mosque.
Jade: That sounds good but where is the mosque? I'm a visitor here.
Nisreen: I'd like to show you the way but I'm going to school now. Do you have a map?
Jade: Yes, I do.
Nisreen: Then I can show you the way on the map. Let me have a look at it.
OK. We're here. Go along this road and then turn left. The mosque is on the corner.
Jade: I'm sure I'll see that.
Nisreen: You will. You should stop and take a look at it. It's very beautiful.
Jade: That's a great idea. I'll do that.
Nisreen: OK. Turn left at the mosque. Finally, you'll find the gift shop on the right. They sell nice things there. You'll find what you want.
Jade: Thank you very much. You've been a great help.
Nisreen: You're welcome. Goodbye
Jade: Goodbye.

Answers: 1 *a shop or market* 2 *a gift (for her family)*
3 *a map*

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each part of the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one pair to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 21

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 26

turn corner way finally gift sell
straight ahead

Answer: along

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.

- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 gift 2 way 3 straight ahead 4 corner 5 sell

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures.** Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work.

Audio 27

- 1 Excuse me, where can I buy gifts near here?
- 2 The market is on the corner near the bridge.
- 3 The craftsmen sell their beautiful ceramics in the old city.
- 4 Where do I turn left?

Answers: 1c gifts 2d corner 3a sell 4b turn

ACTIVITY 5 Read the conversation on page 20 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 straight ahead on this road 2 what does she want to buy?/ does she have a map? 3 a gift shop 4 she is a visitor 5 the mosque

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 22

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about crafts from different parts of Palestine.

ACTIVITY 1 Listen and repeat the words. 5 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 28

choice furniture glass jug pattern plate
vase wicker wood

ACTIVITY 2 Work in groups. Talk about these questions

3 mins

- 1 As preparation for reading the passage, divide the class into small groups and tell them to read and discuss the questions.
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Complete the table.

10 mins 

- 1 Tell the students that the passage is about crafts in different parts of Palestine. Introduce the table and ask what gifts you can buy from Jerusalem and guide students to use the table to answer *plates, bowls and jugs*. Elicit possible answers for some of the other sections of the table.
- 2 Say **Listen**. Students listen once. Elicit some of the missing information for the table.
- 3 Say **Listen and read**. Students follow the text as they listen. Say **Now complete the table**. Students refer back to the text as necessary to complete the table.
- 4 Students check and discuss their answers with a partner.
- 5 Elicit the answers. Students check their own work and make corrections.

Audio 29

Visitors to Palestine always want to buy a gift to take home with them.

They have a good choice of things to buy from the shops and markets.

Every craft has a different history and comes from a different place. This is because Palestine has such a long history.

Visitors can visit different parts of the country or just go to a good gift shop to find all they want.

In Jerusalem, visitors can watch artists paint beautiful patterns on plates, bowls and jugs.

Hebron is famous for beautiful blue vases and jugs made from glass.

In Bethlehem craftsmen make and sell things made from wood. They have done this for more than 1500 years and make more than a thousand different gifts.

In Gaza craftsmen make furniture (tables, chairs, etc.) from wicker (long, thin pieces of wood). It is beautiful to look at and to use.

Answers:

Town/city	Gift
Jerusalem	plates, bowls, jugs
Hebron	vases, jugs
Bethlehem	gifts made of wood
Gaza	furniture (made of wicker)

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 5 mins

- 1 Say **Read and tick the true sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *There is a good choice of gifts in Palestine.*

2 *In Jerusalem, artists paint patterns on plates, bowls and jugs.*

3 tick

ACTIVITY 5 Read and answer the questions. 4 mins

- 1 Say **Read and answer the questions**. Students read the questions and write short answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *for more than 1500 years* 2 *wicker (long thin pieces of wood)*

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 23**REVISION and INTRODUCTION 5 mins**

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins 

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words in the box and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 30

Shopkeeper: I can sell you a good choice of gifts to take home to show your friends the arts and crafts of Palestine.

Jade: What do you suggest?

Shopkeeper: What about this blue jug from Hebron?

Jade: The problem with things made from glass is that they can break.

Shopkeeper: That's true. What about this – it's made from wood.

Jade: That's lovely – I'll take it. And this plate has a beautiful pattern on it. I'll buy that also.

Answers: 1 choice 2 jug 3 glass 4 wood 5 plate
6 pattern; missing words: furniture, vase, wicker

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 choice 2 pattern 3 wood 4 jug 5 furniture

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d glass 2c furniture 3b choice 4e wood
5a pattern

ACTIVITY 4 Listen and repeat. 8 mins 

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat and get the stress and intonation right.

Audio 31

Excuse me! Excuse me!

Can we ask you? Can we ask you?

What can we buy? What can we buy?

Where do we go? Where do we go?

Go straight ahead and don't turn back,

Don't turn right and don't turn left,

Go along, along, along the streets,

And there you'll find a shop of gifts.

ACTIVITY 5 Listen and repeat. 2 mins 

- 1 Say **Listen and repeat** and play the recording. Demonstrate the rising and falling intonation patterns.

Audio 32

1 *Excuse me! Excuse me!*

2 *Can we ask you? Can we ask you?*

3 *Go straight ahead and don't turn back,*

4 *Don't turn right and don't turn left,*

ACTIVITY 6 Work in pairs. Read the poem aloud. 5 mins

- 1 Divide the class into pairs and tell them to **Read the poem aloud**. They read one verse each.

REVIEW 3 mins

- 1 Ask some pairs to perform the poem for the whole class.

Period 5 – PB page 24

INTRODUCTION 3 mins

- 1 Introduce the map and elicit the names of the places marked.
- 2 Tell students they are going to learn to give directions.

ACTIVITY 1 Listen and look at the map. Then repeat the question and answer. 3 mins

- 1 Say **Listen and look at the map.** Play the recorded question and guide students to find the gift shop on the map. Elicit where it is. Play the recorded answer.
- 2 Say **Repeat the question and answer.** Play the recording again and pause for students to repeat.

Audio 33

*Excuse me, is there a gift shop near here?
Yes, there is. There's one next to the mosque.*

ACTIVITY 2 Work in pairs. Ask and answer about places.

5 mins

- 1 Tell students to look at the map. Ask questions with *Excuse me, is there a ... near here?* and elicit answers. Then say **Work in pairs. Ask and answer questions about places on the map.**
- 2 Students close their books. Ask them about places near to the school. Then say **Work in pairs. Ask and answer questions about places near here.**

ACTIVITY 3 Listen and look at the map. Then repeat the question and answer. 5 mins

- 1 Draw a rough copy of the map on the board. Guide students to identify both the bus station and the gift shop. Start at the bus station and elicit directions to the gift shop.
- 2 Say **Listen and look at the map.** Play the recorded question and answer.
- 3 Say **Repeat the question and answer.** Play the recording again and pause for students to repeat.

Audio 34

*A visitor is at the bus station.
Can you tell me the way to the gift shop, please?
Yes, of course. Go along this road and turn left. It's on the right.
It's next to the mosque.*

ACTIVITY 4 Read the sentences. Match the questions and answers. 10 mins

- 1 Say **You are at the bus station. Listen and follow the directions on the map.** Read out the directions in the Give directions column. Students follow the directions and identify the destination.
- 2 Say **Read the sentences. Then match the questions and answers.** Students work alone.
- 3 Students check their answers in pairs before you elicit the answers.

Answers: 1c 2d 3a 4b

ACTIVITY 5 Work in pairs. Ask for and give the directions in activity 4. 10 mins

- 1 Say **We are at the bus station. Give me directions, please.** Ask for directions using the questions in activity 4 and elicit directions from the students.
- 2 Say **Work in pairs. Ask for and give the directions.** Students practise in pairs. Monitor the pairs as they work.
- 3 Encourage the more confident and able students to ask for and give directions to different places on the map.

REVIEW 4 mins

- 1 Ask one or two pairs to present their dialogue for the whole class.

Period 6 – PB page 25

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 5 (Activity 5, Step 2).
- 2 Ask **What places do you find in a town or city?** Quickly elicit some that students know, e.g. *hospital, school, bank*.

ACTIVITY 1 Work in pairs. Look at the pictures. What are they? 3 mins

- 1 Say **Look at the pictures. What are they?** Elicit answers from students.
- 2 Say **Now find them on the map on page 24.** Check all students can locate them.

Answers: a a restaurant b a book shop c a hospital

ACTIVITY 2 Listen and follow the directions. 7 mins

- 1 Say **Look at the map on page 24. Listen and follow the directions.** Play the first recording. If necessary, play it several times and pause after each sentence. Elicit the answer to the question on the recording.
- 2 Continue in the same way with the other recordings of directions.

Audio 35

- 1 *You are at the school. Go along this road. It's on the right. It's next to the cinema. What is it?*
- 2 *You are at the school. Go along this road. Go past the cinema and the book shop. It's on the right. It's on a corner. What is it?*
- 3 *You are at the school. Yes, certainly. Go straight ahead. Take the second road on the left. There's a clothes shop on the corner. Go along the road. It's on the right next to a food shop. What is it?*

Answers: 1 book shop 2 hospital 3 restaurant

ACTIVITY 3 Listen and repeat. 8 mins

- 1 Say **Listen and repeat.** Play the recording, pausing after each direction for students to repeat several times. At this stage they listen only and do not use their books.
- 2 Say **Read aloud the directions.** Students read out the directions in the activity. If they have difficulty with any aspect of the pronunciation, play the recording again for them to listen to and repeat.

Audio 36

- | | |
|----------------------------|------------------------------|
| <i>Go along this road.</i> | <i>It's on the left.</i> |
| <i>Go straight ahead.</i> | <i>It's on the corner.</i> |
| <i>Turn right.</i> | <i>It's next to the ...</i> |
| <i>Turn left.</i> | <i>It's near the ...</i> |
| <i>It's on the right.</i> | <i>It's opposite the ...</i> |

ACTIVITY 4 Work in pairs. Ask for and give directions.

12 mins

- 1 Say **Look at the map. We are all at the bus station.** Ask for the first example direction in the book (to the cinema) and elicit the response from the class. Say **Now read the question and answer in the book.**
- 2 Ask for some other directions and elicit them from the class. Repeat the directions as a model answer.
- 3 Ask one pupil to ask for directions. Ask another pupil to give the directions.
- 4 Say **Work in pairs. Ask for and give directions.** Students take it in turns to ask for and give directions.

REVIEW 5 mins

- 1 Ask some pairs to perform their pairwork for the whole class.
- 2 Ask for directions to some places near your school that the students know.

Period 7 – PB page 26

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries and what information they can give us.
- 2 Explain that in this lesson they are going to use a dictionary to find the meaning of some words and then use those words to show the order of things when writing. They will then do some more work on directions.

ACTIVITY 1 Match the words with the meanings from a dictionary. 3 mins

- 1 Introduce the three connectives and give examples of their use, e.g. say *I am going to write three words on the board. First I am writing 'first', next I'm writing 'next' and finally I'm writing 'finally'.* Elicit other examples.
- 2 Say **Look at the dictionary entries. Complete them with the words.** Students identify the correct words and use them to complete the gaps.

Answers: *finally; next (then); first*

ACTIVITY 2 Read and think. 4 mins

- 1 Introduce the pictures. Ask **What are they doing?** Elicit what the potter is doing using *first, next, then, finally*.
- 2 Say **Now read the sentences. Look carefully at how we use the words.**

ACTIVITY 3 Complete. Use *first, then, next, finally*. 5 mins

- 1 Say **Listen and read.** Read the text as the students follow. Elicit the missing words.
- 2 Say **Complete the passage.** Students write in the missing words.

Answers: 1 *First* 2 *Then or Next* 3 *Next or Then* 4 *Finally*

ACTIVITY 4 Choose a place and write directions using the map on page 24. 10 mins

- 1 Introduce the pictures. Ask **What is he asking for? What is the boy telling him?**
- 2 Say **Now write what they say.** Students choose a place to ask directions to and then write the directions. Remind them to look at the map and the box in period 6 activity 3 for help.
- 3 When students have finished writing, elicit some of the directions they have written. Then say **Now work in pairs. Ask for and give your directions.**

ACTIVITY 5 Give directions from your school to two places in your town or city. 10 mins

- 1 Introduce the task and tell students to **Draw a simple map.** They then write on it the school and two other places.
- 2 Say **Imagine a visitor wants to go from the school to the two places. Write the visitor's two questions.** Elicit some of the questions when they have written them.
- 3 Say **Write the directions for each question.** Monitor and help the students as they write.

REVIEW 5 mins

- 1 Some students read out the directions they wrote in the previous activity. The rest of the class listen and decide what the destination is.
- 2 Tell students the topic of the Unit task for Period 8 and ask them to bring to school for the next lesson any photos or pictures of craft items. Bring as many of your own as you can find as well. They might be found in magazines, newspapers or printed off the internet.

Period 8 – PB page 27

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying ***You are going to write about one Palestinian craft.***

ACTIVITY 1 Work in groups. 4 mins

- 1 Divide the class into groups of three or four and introduce the two instructions. Elicit a few ideas to start and then say ***Work in groups.***

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to ***Listen and complete the sentences.*** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to ***Check your spelling.*** They work in pairs to check each other's spelling. They make their own corrections.

Audio 37 (*underlined words are the Answers*)

- 1 *Furniture made from wicker comes from Gaza.*
- 2 *Soap made from olive oil comes from Nablus.*
- 3 *You can buy blue vases made from glass from Hebron.*
- 4 *In Bethlehem they make things from wood.*
- 5 *Artists paint plates with beautiful patterns in Jerusalem*

ACTIVITY 3 Listen and say the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences. ***Repeat audio for activity 2***

ACTIVITY 4 Work in the same groups. Prepare to write about one Palestinian craft. 13 mins

- 1 Students work in the same groups as in activity 1. Read through the instructions with the students to make sure they understand what they have to do. Make available any pictures you or the students have been able to find of local crafts.
- 2 Say ***Read and follow the instructions.*** All the groups work until they have at least five sentences.
- 3 They try to find suitable pictures to illustrate their sentences.

ACTIVITY 5 Read and check. 5 mins

- 1 Say ***Read and check.*** Students look carefully at their sentences to find any mistakes of spelling and grammar. Tell them to think about how their pictures can be used with their sentences.
- 2 Students rewrite their sentences neatly to prepare their work for presentation to the class.

ACTIVITY 6 Present your work to the class. 5 mins

- 1 Students prepare to present their account of a craft. They decide who will read the sentences and show the pictures, or how they will divide it up.
- 2 Ask groups to ***Present your account of a craft.*** Praise each group and make a few comments about their presentation.

Table manners

Aims to talk about table manners and food; to order food in a restaurant

Key language *acceptable, consider, delicious, empty, however, impolite, magazine, meal, normal, offer, order, raise, remain, stick, tasty, waiter*

Language functions offering food; talking about food; ordering food in a restaurant

Punctuation comma (after *however*)

Materials Pupil's Book, CD, chopsticks, real items of food (or pictures of food)

Period 1 – PB page 28

INTRODUCTION 6 mins

- 1 Do a *brainstorm* game to activate the food vocabulary the students already know. Divide the class into groups of four. Say *In three minutes write down all the food words you know.*
- 2 At the end of the time, the groups count the number of words they have. The group with the most words calls them out for you to write on the board – elicit the spelling of the words from the class. Elicit any other words that other groups have.
- 3 Tell the class that in this unit they are going to talk about food and table manners and learn to order food in a restaurant.

ACTIVITY 1 Work in pairs. Listen and repeat the words.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.
- 4 Look at the **Word formation** box with the students and show them how a word has different forms for different uses.

Audio 38

*delicious magazine meal offer order
stick tasty waiter*

ACTIVITY 2 Work in pairs. Look at the picture and answer the questions. 2 mins

- 1 Say **Look at the picture. Now answer the questions**. Ask the questions and elicit answers. If possible, show a pair of real chopsticks and let a few students try to use them.

Answers: 1 chopsticks (sticks used for eating) 2 in China (and in some Chinese restaurants) 3 open

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a passage about a visit to a Chinese restaurant. Ask if any of the students have ever been to a Chinese restaurant or eaten Chinese food. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 Where are they going to go?
- 2 Has Layla been to a Chinese restaurant before?
- 3 Has Mira eaten Chinese food before?

Audio 39

- Narrator:** *Mira visits her friend Layla. It's Mira's birthday and she wants to invite Layla to go out for a meal.*
- Mira:** *It's my birthday tomorrow. Do you want to go to a restaurant for a meal with me and my parents?*
- Layla:** *Great! Which restaurant?*
- Mira:** *A new one. It's called The Great Wall. The cook is Chinese.*
- Layla:** *Oh, I've never eaten Chinese food before. Have you?*
- Mira:** *Yes, it's delicious! They cook the meat and vegetables very quickly. They use a lot of onions and garlic. It's very tasty!*
- Layla:** *But don't they eat with long sticks? I can't do that! The food will go all over the table.*
- Mira:** *It'll be OK. The waiter will offer us a knife and fork.*
- Layla:** *I hope the menu isn't in Chinese. I won't know what to order.*
- Mira:** *That will make it fun – we won't know what we are going to eat. It's good to try something different.*
- Layla:** *I agree. They do a lot of things differently in China. I saw something in a magazine about table manners in China. I'll show it to you.*

Answers: 1 a (Chinese) restaurant 2 no 3 yes

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one pair to perform the conversation in front of the class.
- 2 Students identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 29

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the conversation and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 40

tasty stick magazine order delicious
waiter meal

Answer: offer

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.

- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 meal 2 waiter 3 offer 4 delicious 5 tasty

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures.** Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work.

Audio 41

- 1 *Would you like to come for a meal at our house?*
- 2 *This food looks delicious – what do you want to order?*
- 3 *I love to read magazines about music and singers.*
- 4 *My grandfather uses a stick made of wood to help him walk – it is much bigger than the ones they eat with in China!*
- 5 *This meal is delicious – we must come back to this restaurant again.*

Answers: 1c meal 2a order 3e magazines 4d stick
5b delicious (could also be tasty in activity 3)

ACTIVITY 5 Read the conversation on page 28 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answer to question 5 – there are no right or wrong answers.

Answers: 1 it is her birthday 2 yes, she says it is delicious
3 a knife and a fork 4 a magazine (about table manners in China) 5 open

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 30

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage from a magazine about table manners in China.

ACTIVITY 1 Listen and repeat the words. 5 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.
- 4 Look at the **Word formation** box with the students and show them how a word has different forms for different uses.

Audio 42

acceptable consider empty however impolite normal raise remain

ACTIVITY 2 Work in pairs. Talk about these questions.

3 mins

- 1 As preparation for reading the passage, divide the class into small groups and tell them to read and discuss the questions.
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Answer the questions about the passage. 7 mins

- 1 Introduce the three questions and say **Read the passage quickly to find the answers**. Treat this as a race to encourage them to read quickly and efficiently to find the specific information required.
- 2 Elicit the answers and explain that it is not always necessary to read and understand every word of a passage to get the information that is needed.
- 3 Say **Listen and read**. Students follow the text as they listen and check their answers.

Audio 43

*If you think food is only about eating – think again! **What** we eat is interesting and important but so is **how** we eat it.*

*Table manners are different in different places – but most different in China! Here are a number of examples:
In most parts of the world, plates and bowls should remain on the table. People raise the food from their plate to their mouth. However, in China they raise rice bowls to the mouth.
In some countries people think it is impolite to make a noise when you are eating. However, in China people consider it acceptable to make a noise when you drink soup
In most countries it is normal to finish all the food on your plate to show you like it. However, in China it is polite to leave some food on your plate. This shows you are full. If you empty your plate, people will think you are still hungry and they will give you more.*

Answers: 1 China 2 4 times 3 the capital C

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 7 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 tick 2 In China, it is normal to raise to raise rice bowls to the mouth. 3 It is not acceptable to make noise when you eat in many countries.

ACTIVITY 5 Read and answer the questions. 5 mins

- 1 Say **Read and answer the questions**. Students read the questions and write short answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 that you like it 2 you are still hungry and you want more

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 31

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words in the box and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 44

- A: Have you ever eaten in a Chinese restaurant?
 B: Oh, yes. However we don't go often because my father doesn't like Chinese food.
 A: Then maybe you can tell me – is it normal to raise your bowl in China?
 B: Yes, people consider it to be acceptable.
 A: That's interesting. Oh, your plate is empty. Do you want more?
 B: No, thank you. I'm full.

Answers: 1 however 2 normal 3 raise 4 consider
 5 acceptable 6 empty; missing words: impolite, remain

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 polite 2 acceptable 3 remain 4 However;
 normal 5 order 6 consider

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.

- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1c empty 2b remain 3a acceptable or normal;
 However

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Get students to read the poem for meaning.
- 2 Say **Listen**. Play the recording and get students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat and get the stress and intonation right.

Audio 45

*Do you want to eat? Then take a seat.
 How do you feel? Would you like a meal?
 Please don't argue – just read our menu.
 Our ice cream with rice
 Is really very nice,
 Or the chocolate on fish
 Is more than you could wish,
 And the lemonade salad
 Is better than not bad.
 So tell me your favourite dishes,
 We'll make whatever your wish is
 Here at the Restaurant Delicious.*

ACTIVITY 5 Listen and say. Which words in the poem rhyme? 3 mins

- 1 Say **Listen and say. Which words in the poem rhyme?** Play the recording again and pause after a few lines. Elicit the words which rhyme.

Repeat audio for activity 4

Answers: eat – seat; feel – meal; argue – menu; rice – nice; fish – wish; salad – bad; dishes – wish is – delicious

ACTIVITY 6 Work in pairs. Read the poem aloud. 4 mins

- 1 Divide the class into pairs and tell them to **Read the poem aloud**.

REVIEW 3 mins

- 1 Ask some pairs to perform the poem for the whole class.

Period 5 – PB page 32

INTRODUCTION 3 mins

- Using real items of food or pictures of food, offer food to the students to introduce *Would you like ...?* Elicit and accept any reasonable answer at this stage.
- Tell students they are going to learn to talk about food.

ACTIVITY 1 Work in pairs. Look at the pictures of people talking about food. What do you think they are saying?

5 mins

- Say **Look at the pictures of people talking about food. What do you think they are saying?** Elicit ideas from students.

ACTIVITY 2 Listen and put the conversation in the correct order. 5 mins

- Introduce the sentences and say **Listen and put the conversation in the correct order.** Tell students to number the sentences and play the recording.
- Say **Now listen to check your answers.** Play the recording again as students check their answers.

Audio 46

Aunt Alia: *Would you like to try this?*

Mira: *Yes, please. It looks good.*

Layla: *Thank you. I'll try some.*

Salim: *No, thank you. It doesn't look nice.*

Mira: *I like it. It's delicious.*

Layla: *I'm sorry but I don't like it.*

Answers: 2 6 1 5 4 3

ACTIVITY 3 Work in groups of four. Act out the conversation in activity 2. 5 mins

- Say **Listen and repeat.** Play the recording from activity 2 again and pause after each sentence for students to repeat.
- Divide the class into groups of four. The groups decide who will read each part. Say **Act out the conversation.**

ACTIVITY 4 Read and match. 5 mins

- Introduce the activity by doing the first question orally. Ask **Which of the expressions do you use when you offer food?** Elicit the answer.
- Say **Read and match.** Students complete the activity.
- Elicit the answers and do some repetition practice with the expressions.

Answers: 1d 2b 3a 4e 5c

ACTIVITY 5 Complete the conversations. Use words from activity 4. 7 mins

- Say **Complete the conversations. Use words from activity 4.** Students choose phrases and write them in the gaps to complete the conversations.
- Students work in pairs to check their conversations.

ACTIVITY 6 Work in groups of three. Read your conversations aloud. 5 mins

- Divide the class into groups of three. Say **Read your conversations aloud.** Monitor students as they work.

REVIEW 5 mins

- Ask one or two groups to perform their conversations for the whole class. Give praise and feedback on their performances.

Period 6 – PB page 33

REVISION and INTRODUCTION 3 mins

- 1 Repeat the final group activity from Period 5 (Activity 6).
- 2 Tell the class they are going to learn how to order food in a restaurant.

ACTIVITY 1 Work in pairs. Look at the menu and tell each other what you would like to eat. 5 mins

- 1 Introduce the menu. Check students know the food items (you can elicit translation to Arabic for this).
- 2 Divide the class into pairs. Say **Look at the menu and tell each other what you would like to eat.**

ACTIVITY 2 Read the conversation in the restaurant. What do you think the missing words are? 4 mins

- 1 Introduce the conversation. Read it to the students and elicit ideas for what could go into the gaps – to encourage students to engage with the text and think about meaning.

ACTIVITY 3 Now listen and complete the conversation.

What does Jamal want to eat? 6 mins

- 1 Say **Now listen and complete the conversation.** Play the recording through once without pausing. Then play it a second time and pause after each gap to give time for the students to write.
- 2 Students check their answers in pairs.
- 3 Play the recording again for students to check.

Audio 47 (underlined words are the Answers)

Waiter: Can I help you?

Jamal: Yes, please. I'll have chicken.

Waiter: Do you want anything with that?

Jamal: Yes, I'll have potatoes and a tomato salad.

Waiter: Would you like a dessert?

Jamal: Some ice cream, please.

Waiter: And to drink?

Jamal: I'll have some orange juice.

Waiter: OK, that's chicken with tomato salad and potatoes then ice cream and some orange juice.

Jamal: That's right. Thank you.

ACTIVITY 4 Work in pairs. Act out the conversation in activity 2. 4 mins

- 1 Divide the class into pairs. Say **Now act out the conversation.** Monitor pairs as they work.

ACTIVITY 5 Work in pairs. Ask for and give orders in a restaurant. 15 mins

- 1 Tell students they are going to act out a scene in a restaurant. Demonstrate first at the front. Put out a table and chair to represent the restaurant – ask a pupil to sit at the table and be the customer. Play the part of the waiter yourself. Give the customer a copy of the menu (on page 33). Ask for his/her orders using the phrases in activity 2. Elicit the order.
- 2 Repeat the demonstration with a pupil playing the part of the waiter and another as a customer. Guide and help as necessary.
- 3 Divide the class into pairs. Tell them to arrange the tables so that the customers can sit down and for the waiters to stand. Say **Now ask for and give orders in a restaurant.** Monitor students as they work – take note to make corrections afterwards but don't interrupt them while they are trying to communicate.

REVIEW 3 mins

- 1 Ask one or two pairs to perform the roleplay at the front of the class.

Period 7 – PB page 34

REVISION and INTRODUCTION 3 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries and what information they can give us.
- 2 Explain that in this lesson they are going to use a dictionary to find the meaning of some words and then use those words in sentences. They will then do some writing about table manners.

ACTIVITY 1 Read the dictionary entries. Then find the two sentences which are true. 3 mins

- 1 Introduce and read through the dictionary entries with the class. Focus on the use of the example sentences to help show the meaning and use of the words.
- 2 Then say **Read the three sentences. Find the two which are true.** Elicit the answer.

Answers: 1 and 3. *We do not usually use but at the beginning of a sentence.*

ACTIVITY 2 Put sentences from A and B together. Join them with *however*. 10 mins

- 1 Before the lesson, write the sentences on large sentence cards.
- 2 Bring four students to the front and give them one of the **B** sentences each. Read through these sentences. Then give another pupil one of the **A** sentences and read through it. Ask the class to match the **A** sentence to one of the **B** sentences. The two students then stand together as a pair.
- 3 Continue with the other **A** sentences until all are matched.
- 4 One pair of students then stands together at the front. Say **Put the sentences together. Join them with however.** Elicit the sentences. Continue with the other pairs of students and sentences.

Answers: 1 *Most people leave their plate or bowl on the table when they eat. However, in China it is normal to lift bowls to mouths.* 2 *I want to go to a Chinese restaurant. However, my mother doesn't like Chinese food.* 3 *We ordered fish and rice. However, you gave us fish with potatoes.* 4 *I always drink tea with my breakfast. However, my mother prefers coffee.*

ACTIVITY 3 Listen and check your sentences. 4 mins

- 1 Say **Listen and check your sentences.** Play the recording as students look at the sentences in the book.
- 2 Play the recording again and pause for students to repeat the sentences.

Audio 48

- 1 *Most people leave their plate or bowl on the table when they eat. However, in China it is normal to raise bowls to mouths.*
- 2 *I want to go to a Chinese restaurant. However, my mother doesn't like Chinese food.*
- 3 *We ordered fish and rice. However, you gave us fish with potatoes.*
- 4 *I always drink tea with my breakfast. However, my mother prefers coffee.*

ACTIVITY 4 Now write the sentences. Use *However*. 8 mins

- 1 Show students some model sentences with *however* and point out the use of the comma.
- 2 Say **Now write the sentences. Use However.** Monitor students as they write.

ACTIVITY 5 Work in groups. Think and write sentences about table manners in Palestine. 10 mins

- 1 Divide the class into groups. Introduce the instructions and example sentences. Tell students to **Write sentences about table manners in Palestine.** Monitor and help the groups as they write.

REVIEW 2 mins

- 1 Elicit some of the sentences the groups produce. Praise and give feedback on the sentences.

Period 8 – PB page 35

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying ***You are going to write a short conversation 'In a restaurant'.***

ACTIVITY 1 Work in groups of three. 4 mins

- 1 Divide the class into groups of three and introduce the two instructions. Elicit a few ideas to start and then say ***Work in groups.***

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to ***Listen and complete the sentences.*** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to ***Check your spelling.*** They work in pairs to check each other's spelling. They make their own corrections.

Audio 49 (underlined words are the Answers)

- 1 Welcome to the Al Quds Restaurant.
- 2 This is the menu and I'll come back soon to take your order.
- 3 I'll have chicken and salad, please.
- 4 Can I get you any drinks?
- 5 This food is delicious.

ACTIVITY 3 Listen and say the sentences. 3 mins

- 1 Play the recording again. Students repeat the sentences.
Repeat audio for activity 2

ACTIVITY 4 Work in the same groups of three. Write your conversation. 10 mins

- 1 Students work in the same groups as in activity 1. Introduce the instructions and example sentences. Say ***Write your conversation.*** All the groups work until they have completed the conversation.

ACTIVITY 5 Work in the same groups of three. Prepare to perform your conversation. 5 mins

- 1 Tell the students to ***Read your conversation together.*** They prepare to perform it.

ACTIVITY 6 Perform your conversation for the class. 7 mins

- 1 Students act out their conversations at the front of the class. Prepare a table, chairs and menus for their performances. Take note to make corrections afterwards but don't interrupt them while they are performing.

Aims to revise the work covered in Units 10–13

Materials Pupil's Book, CD, paper and materials for producing a menu and a poster

Period 1 – PB page 36

INTRODUCTION 5 mins

1 As children get older it is a good idea to encourage them to think about their learning and to take more responsibility for it. Put a list on the board of some of the things they have learnt to do while studying the last few units, e.g.

- to report what people say
- to use quotation marks
- to use question tags
- to write a letter
- to talk about crafts
- to give directions
- to talk about food
- and order food in a restaurant.

Ask them which they think they can do well, and which they still find difficult. Encourage them to ask questions about any of them, and give some quick explanations as required.

2 Tell the class that the next four periods are all revision and they will have the chance to improve some of the things they have forgotten or find difficult.

ACTIVITY 1 Work in pairs. Look at the pictures. What do you think the people are saying? 5 mins

1 Say **Look at the pictures**. Look at each picture in turn and ask **Where are they?** and **What are they doing?** for each of them to set the scene. Then ask **What do you think they are saying?** Elicit some of the language taught and practised in the previous four units.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Say **Listen** and play the whole passage as students listen for meaning.
- 2 Introduce the two listening comprehension questions. Say **Listen and answer the questions**. Play the whole passage again and elicit the answers. Discuss the answer to question 2 to encourage students to read between the lines. (James and Helen don't say they are enjoying the visit but we can imply it as they only say good things about the restaurant and choice of gifts.)

Audio 50

Narrator: James and Helen are visiting Ramallah.

James: Excuse me, is there a restaurant near here?

Othman: Of course. The Olive Tree Restaurant is excellent. Go straight along this road. Then turn right at the bank. Go along that road for a bit and you'll see the restaurant on the left.

James: Thank you.

Othman: You're welcome.

Waiter: What would you like?

Helen: I'll have fish and rice, please.

James: And I'll have chicken and potatoes.

Waiter: What would you like to drink?

James: A lemonade and an orange juice, please.

James: You're enjoying that fish, aren't you?

Helen: It's delicious! They used lots of garlic and olive oil which I like.

James: My chicken was very tasty too.

Helen: It was an excellent meal!

James: Where can we go now?

Helen: I want to find a gift shop. Everyone says that there is a good choice of gifts to buy here.

James: I saw a good one this morning. It's near the mosque. It won't take long to walk there.

Answers: 1 a restaurant and a gift shop 2 probably, yes (because they are happy about the restaurant and the choice of gifts and don't say anything bad)

ACTIVITY 3 Read and answer the questions. 10 mins

- 1 Say **Read and answer the questions**. Students work alone to find answers to questions in the conversation.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. For question 6, elicit the answers they have and ask **Why?** Guide them to see that answers **a** and **c** don't include the whole of the text.

Answers: 1 near the bank 2 fish and rice 3 orange juice and lemonade 4 Helen says 'It's delicious!' and 'It was an excellent meal!' and James says 'My chicken was very tasty.' 5 no, James says, 'It won't take long to walk there.' 6 b

ACTIVITY 4 Work in groups. Act out the conversation in activity 2. 10 mins

- 1 Divide the class into groups of three to act out the conversation. Tell them to decide who will read each of the parts in the conversation – one person can be Othman and the Waiter. Tell them to read through their part silently.

- 2 Say **Act out the conversation**. Monitor their reading as they perform.
- 3 They can change parts and perform the conversation again.
- 4 Choose one or two groups to perform the conversation in front of the class.

Period 2 – PB page 37

ACTIVITY 1 Read page 36 and tick the true sentences. Then correct the false sentences. 10 mins

- 1 To revise the text and prepare for the comprehension activities, repeat the group activity from Period 1 (Activity 4, Step 2).
- 2 Say **Read and tick the true sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 3 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 4 Students check and discuss their answers with a partner.
- 5 Elicit the answers. Students check their own work and make corrections.

Answers: 1 After the bank, the restaurant is on the left. 2 tick
3 James did enjoy his meal. 4 James says there is a good gift shop near the restaurant. 5 tick

ACTIVITY 2 Work in pairs. Read page 36 and find and say in the conversation. 5 mins

- 1 Students work in pairs. Tell them to **Find and say the directions to the restaurant**. Students find the directions and practise saying them. Elicit the answer.
- 2 The pairs to continue to **Find and say** the other items.
- 3 Elicit the answers from the class to check.

Answers: 1 Go straight along this road. Then turn right at the bank. Go along that road for a bit and you'll see the restaurant on the left. 2 fish and rice, chicken and potatoes, a lemonade and an orange juice 3 You're enjoying that fish, aren't you?
4 Everyone says there is a good choice of gifts to buy.

ACTIVITY 3 Work in pairs. Tick the correct sentences and put a cross next to the incorrect sentences. Then correct the incorrect sentences. 20 mins

- 1 Introduce the correction competition and explain the points system – see the **Correction competition** box.
- 2 Divide the class into pairs. Say **Tick the correct sentences and put a cross next to the incorrect sentences**. Explain that they can look back to previous units if they are not sure. Show them **Grammar** boxes at the end of most Period 5s.
- 3 Say **Now correct the incorrect sentences**.

- 4 Elicit answers. When students say a sentence is incorrect, ask them first what is wrong, and then elicit a correction. Pairs correct their own work and keep a check of the number of points they got.
- 5 Using what you have learnt about the errors which students have not been able to identify or correct, do some revision. Go back to the relevant section in the previous units and look again at the explanations and exercises.

Answers: 1 tick 2 You will wait, won't you? 3 tick 4 Samir says he can't come with us to the restaurant. 5 Excuse me, is there a restaurant near here? 6 tick 7 tick 8 I'll have chicken and rice with a salad, please.

ACTIVITY 4 Complete the sentences. 5 mins

- 1 Say **Look at the pictures. What can you see?** Elicit the vocabulary as revision.
- 2 Say **Complete the sentences**. Students work on their own.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 gift 2 jug 3 vase; glass 4 Next; wood
5 Finally; patterns

Period 3 – PB page 38

ACTIVITY 1 Complete the conversation with words from the box. 10 mins

- 1 Say **Look at the words in the vocabulary box**. Elicit each of the words and do some repetition practice if students have a problem with pronunciation of the words. Elicit the meaning – say **Use the word in a sentence**.
- 2 Say **Complete the conversation**. Students work alone to fill in the gaps with words from the box.
- 3 Students check and discuss their answers with a partner. (Do not confirm answers at this stage – see the next activity.)

ACTIVITY 2 Listen and check your sentences. 5 mins

- 1 Say **Listen and check your answers**. Play the recording as students listen and check. They correct their own work.

Audio 51 (underlined words are the Answers)

James: I heard on the radio about a new restaurant. I can't wait to find out what kind of food they cook. Do you want to go?

Helen: Where is it?

James: It's on the corner near the cinema.

Helen: I don't like that place. It's very busy there.

James: Well, what else can we do?

Helen: We have a choice – we can sit in a taxi in the traffic or we can remain here and spend time with the children.

James: What will we eat here?

Helen: That's not a problem. I'll cook a meal. It'll be delicious.

ACTIVITY 3 Work in pairs. Act out the conversation in activity 1. 10 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.
- 3 Ask one or two pairs to perform the conversation in front of the class.

ACTIVITY 4 Work in pairs. Ask and answer. Then write your conversation. 15 mins

- 1 Read through the instructions and prompts with the students. Elicit examples of how to complete the prompts.
- 2 Demonstrate the conversation as a model, working with one good pupil. Bring one pair to the front to perform the conversation.

- 3 Say **Work in pairs. Ask and answer**. Monitor the pairs as they work to evaluate their ability in oral communication.
- 4 Say **Now write your conversation**. The students work in the same pairs to write what they have been saying in the roleplay.

Period 4 – PB page 39**ACTIVITY 1 Work in pairs. Complete the crossword puzzle.**

15 mins

- 1 Say **Work in pairs. Complete the crossword puzzle.** Tell students to complete the puzzle in pencil at first in case they make a mistake.
- 2 Elicit the answers. Students check their own work and make corrections.

Answers: Across: 1 kind 3 map 5 large 6 untidy
10 modern 11 tasty 12 century Down: 1 bridge
4 pollution 7 finally 8 ugly 9 decade

ACTIVITY 2 Work in groups. You are going to open your own restaurant. 20 mins

- 1 Introduce the task, say **Work in groups. You are going to open a restaurant.** Read through the questions and instructions with the students eliciting ideas and looking at the menu on page 33 and the example poster on page 39.
- 2 As the groups work, monitor and help them as necessary. Take the opportunity to watch and evaluate how well they are communicating and working together.
- 3 Tell students to prepare to present their work to the rest of the class. They will need to divide up the presentation between members of the group. They will need to show their menu and poster, and their aim is to make others want to visit their restaurant.
- 4 The groups take it in turns to do their presentations. Take the opportunity to evaluate the work done by the groups, and their ability to present it. At the end, ask the class to vote for the restaurant they would most like to visit.

ACTIVITY 3 Choose a poem from Units 10–13. Work in pairs and read it aloud. 5 mins

- 1 Say **Choose a poem from Units 10–13. Work in pairs and read it aloud.** Students look back through the last few units and choose their poem. They read it aloud.
- 2 If you have time, ask some pairs to perform their chosen poems.

Aims to talk about Palestinian embroidery; to express intentions and promises

Key language *daughter, design, embroidery, intend, introduce, make up, meaning, pass on, past, pregnant, skills, soft, start up, strengthen, style, therefore, wonderful*

Language functions expressing intentions and promises

Materials Pupil's Book, CD, examples or pictures of Palestinian embroidery

Period 1 – PB page 40

INTRODUCTION 5 mins

- 1 Show some examples of Palestinian embroidery or pictures. Introduce the word *embroidery* and write it on the board.
- 2 Elicit anything the students know about embroidery. Find out if any of the students can embroider, or know someone who can.
- 3 Tell the class they are going to study a unit about this important Palestinian craft. They will also learn how to talk about things they want to do in the future and write another letter.

ACTIVITY 1 Listen and repeat the words and expressions.

7 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.
- 4 Look at the **Word formation** box with the students and show them how a word has different forms for different uses. Tell them they will do more work on this later in the unit (Period 7).

Audio 52

daughter design embroidery intend pass on past skills soft wonderful

ACTIVITY 2 Work in pairs. Look at the pictures and answer the questions. 3 mins

- 1 Say **Look at the pictures. What can you see?** Elicit some quick answers.
- 2 Say **Now answer the questions**. Ask the questions and elicit answers. For question 2 just elicit some ideas to prepare them for the next activity, there are no correct answers.

Answers: 1 *an embroidered dress* 2 *open*

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a conversation between the girls in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 Who does Sophie want to buy a gift for?
- 2 What does Sophie want to buy?
- 3 Who will teach Mona to embroider?

Audio 53

Sophie: *I promised to buy my mother a traditional gift. Can you help me, Mona?*

Mona: *Of course Sophie, what about some olive oil soap from Nablus. It will make her skin soft.*

Sophie: *No, I don't want soap. What about a dress?*

Mona: *I can show you some great ones.*

Sophie: *I love that dress. I'm going to buy it.*

Mona: *The embroidery is beautiful, isn't it?*

Sophie: *Yes, the colours and patterns are wonderful.*

Mona: *I want to make dresses like that.*

Sophie: *Do all girls learn to embroider in Palestine?*

Mona: *No, not now. In the past they did. Mothers passed on their skills to their daughters.*

Sophie: *Will your mother teach you?*

Mona: *Sadly, she never had time to learn.*

Sophie: *Who will teach you?*

Mona: *I intend to ask my grandmother. She learnt when she was a girl. She knows many designs.*

Sophie: *That's so interesting! I want to learn more.*

Mona: *Then come with me to see my grandmother. She'll help us.*

Answers: 1 *her mother* 2 *a dress* 3 *her grandmother*

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one or two pairs to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 41

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the conversation and answer questions about it.

ACTIVITY 1 Listen and circle the words and expressions you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 54

*pass on intend skill past design
embroidery daughter wonderful*

Answer: *soft*

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.

- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *intend* 2 *daughters* 3 *design* 4 *wonderful*
5 *pass; pass on*

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures.** Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work

Audio 55

- 1 *Mona's grandmother can embroider with great skill.*
- 2 *I want to learn a lot about embroidery so I intend to do a lot of work.*
- 3 *I like the design of that modern building – it looks good.*
- 4 *The family has had that house for a long time – they pass it on from parents to children.*
- 5 *People don't make many clothes now. They made more in the past.*

Answers: 1e *skill* 2b *embroidery; intend* 3c *design*
4a *pass ... on* 5d *past*

ACTIVITY 5 Read the conversation on page 40 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *it will make her skin soft* 2 *the colours and patterns* 3 *in the past* 4 *she never had time to learn it*
5 *to learn about embroidery*

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 42

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about the history of embroidery in Palestine.

ACTIVITY 1 Listen and repeat the words and expressions.

5 mins 

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.
- 4 Look at the **Word formation** box with the students and show them how a word can have different forms.

Audio 56

*introduce make up meaning pregnant start up
strengthen style therefore*

ACTIVITY 2 Work in pairs. What do you know about traditional embroidery in Palestine? 3 mins

- 1 As preparation for reading the passage, divide the class into small groups and ask **What do you know about traditional embroidery in Palestine?**
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Then answer the questions.

5 mins 

- 1 Ask students *What is a paragraph?* Elicit ideas and explain that it is a group of sentences about a single topic, and that we always leave a space after one when writing paragraphs. (You can also explain that we leave a space at the beginning of the line before each paragraph when we write by hand, but it is not usually done in books, newspapers, etc.)
- 2 Ask students *How many paragraphs does the passage have?* and set them to find the answer as quickly as possible. They put up their hands as soon as they have the answer.
- 3 Introduce question 2 and explain that each of the five paragraphs has a different topic. Read through the five topics and make sure students understand them. Say **Read the passage and write the number of the paragraph**. Students read and match. Elicit the answers.
- 4 Say **Listen and read**. Students follow the text as they listen.

Audio 57

Embroidery in Palestine has a history of more than 4000 years. For many centuries, women met to talk and embroider dresses after work.

Each village had its own design. Therefore, people knew where a woman came from by looking at her dress. Mothers passed on their skills to their daughters.

Women had different dresses for different times of life. For example, there were different dresses for a young wife, a pregnant woman and a mother.

The embroidery at the front of a traditional dress has patterns of fruit, trees, flowers or birds. The colours also have a meaning. Green shows things growing, yellow shows the harvest and brown shows the earth.

Recently, Palestinian women have strengthened their traditional embroidery. New places of work have started up. The women here use the old designs but they make up new ones too. They have introduced a modern style. They sell their beautiful embroidered dresses all over the world.

Answers: 1 5 2 2 village designs; 5 recent changes; 3 different dresses for different times of life; 1 history; 4 patterns and colours

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 10 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 Women had different dresses for different times of life. 2 tick 3 Women still embroider dresses today.

ACTIVITY 5 Read and answer the questions. 5 mins

- 1 Say **Read and answer the questions**. Students read the questions and write short answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections

Answers: 1 They learnt from their mothers. 2 The dresses today have a modern style.

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 2 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 43**REVISION and INTRODUCTION 5 mins**

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins 

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words in the box and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 58

Welcome to our place of work. When I have introduced what we do you can have a look at some of our dresses.

We started up here ten years ago. We make traditional dresses with a modern style. The traditional designs all have a meaning which we use, but we also make up our own designs. Therefore, our dresses are a mix of traditional and modern.

Answers: 1 introduced 2 started up 3 style 4 meaning
5 make up 6 therefore; missing words: pregnant, strengthened

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 introduced 2 style 3 pregnant 4 meaning
5 make up

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.

- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d introduced 2e strengthened 3b pregnant
4c make up 5a started up

ACTIVITY 4 Listen and repeat. 8 mins 

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 59

*What did Sophie promise?
What does she intend to do?
Will she buy the lovely dress
Or make one instead?*

*What did Mona say?
What does she intend to do?
Will she help friend Sophie
To learn to embroider too?*

ACTIVITY 5 Listen and say. 2 mins 

- 1 Say **Listen and repeat** and play the recording. Demonstrate the rising and falling intonation before and after *or* – see the **Pronunciation** box.

Audio 60

- 1 *Will she buy the lovely dress or make one instead?*
- 2 *Would you like tea or coffee?*
- 3 *Is that a traditional design or a modern one?*
- 4 *Is that dress for a young wife or a mother?*

ACTIVITY 6 Work in pairs. Read the poem aloud. 5 mins

- 1 Divide the class into pairs and tell them **Read the poem aloud**. They read one verse each.

REVIEW 3 mins

- 1 Ask some groups to perform the poem for the whole class.

Period 5 – PB page 44

INTRODUCTION 5 mins

- 1 Write the word *intend* on the board and elicit some sentences using it. Then write the word *intention* and explain it is a noun related to the verb. Talk about some of your intentions, e.g. *I have lots of good intentions. I intend to learn to embroider and to make pottery.*
- 2 Elicit a few intentions from the students – don't worry if they are making mistakes at this stage.
- 3 Tell the students they are going to talk about their intentions and then about making promises.

ACTIVITY 1 Listen and read. Then complete the rule.

5 mins 

- 1 Say **Listen and read**. Play the recording as students follow in the books.
- 2 Say **Repeat**. Play the recording again and pause after each of the sentences containing *going to* or *intend to* for students to repeat the sentences.
- 3 Introduce the rule box and elicit the missing words before students fill in the gaps.

Audio 61

Sophie: *I love that dress. I'm going to buy it.*
 Mona: *I want to learn to embroider. I intend to ask my grandmother to teach me.*
 Mona: *I'm going to visit my grandmother on Friday.*
 Sophie: *And I intend to go with you.*

Answers: *going to; intend to*

ACTIVITY 2 Think and write. Make a list of five things you intend to do, see or buy. 5 mins

- 1 Ask students **What do you intend to do, see or buy?** Elicit some ideas.
- 2 Say **Think and write**. Students work on their own to make notes about their intentions.

ACTIVITY 3 Work in pairs. Tell each other your intentions.

7 mins

- 1 Ask some students to tell you one of their intentions. Use these as examples to model good sentences about intentions – students repeat the sentences.
- 2 Say **Work in pairs. Tell each other your intentions**. They take it in turns to talk about their intentions. Monitor pairs as they work.

ACTIVITY 4 Listen and read. 5 mins

- 1 Write the word *promise* on the board and elicit what it means (the word was taught in Grade 6).
- 2 Say **Listen and read**. Play the recording as students read their books.
- 3 Elicit some promises from students. Write some of the best on the board for the class to read.

Audio 62

I love embroidered dresses.
I promise to buy one for you.

ACTIVITY 5 Work in pairs. Ask and answer the questions.

10 mins

- 1 Introduce each of the questions and ask students to repeat it after you.
- 2 Get students to ask you the questions and give answers.
- 3 Bring one pair to the front and ask them to ask and answer the questions as a model – guide and support them as necessary.
- 4 Say **Work in pairs. Ask and answer the questions**. They take it in turns to ask the questions. Monitor the pairs as they work.
- 5 Choose one or two pairs with interesting answers to perform for the whole class.

REVIEW 3 mins

- 1 Introduce the grammar box at the end as a summary of how we express intentions and promises.

Period 6 – PB page 45

REVISION and INTRODUCTION 3 mins

- 1 Repeat the final group activity from Period 5 (Activity 5, Step 4).
- 2 Tell the class they are going to do more practice with promises and intentions.

ACTIVITY 1 Work in pairs. Look at the pictures and answer the questions. 3 mins

- 1 Say **Look at the pictures. What are they?** Elicit answers from students.
- 2 Ask **Which gift would you like to have the most?** Elicit answers and ask **Why?** Elicit reasons.

Answers: 1 a dress (with embroidery); a dictionary; a mobile phone; a video game

ACTIVITY 2 Listen and answer. 10 mins

- 1 Tell the class they are going to listen to a conversation between a boy and his father about gifts. Introduce the two questions.
- 2 Say **Listen and answer.** Play the recording. Elicit the answer – play the recording a second time if necessary.

Audio 63

Father: What do you want as a gift for your birthday?

Boy: I really want the new football video game.

Father: Haven't you already got that?

Boy: I've got the last one but I need the new one.

Father: You don't need it, you want it. It's not the same thing.

Boy: Well I need a new phone because my old one isn't working well.

Father: Is that all?

Boy: Oh, and my teacher says an English dictionary could help me.

Father: I know it will. I intended to buy you a dictionary anyway.

Boy: But you'll buy me the phone as well, won't you?

Father: All right. I promise but you can't have the game as well. Three things is too many.

Answers: 1 a dictionary 2 a phone

ACTIVITY 3 Listen again and answer the questions.

10 mins 

- 1 Introduce the questions and say **Listen again and answer the questions.** Play the recording again, pausing from time to time. Students note down the answers.

- 2 Students compare and discuss answers. Then say **Listen and check your answers.** Play the recording again.
- 3 Elicit the answers.

Answers: 1 a football video game 2 no 3 a phone and an English dictionary / a football video game and a phone 4 because it will help the boy / his teacher wants the boy to have it 5 because three things is too many

ACTIVITY 4 Read and think. Imagine you have one million dollars. 5 mins

- 1 Say **Imagine you have one million dollars! What will you buy and do?** Elicit ideas from the class. Ask questions to develop the answers, e.g. *Why would you buy that? Why do you want to do that/go there?*
- 2 Ask **What will you do and buy for other people?** Elicit more ideas.

ACTIVITY 5 Work in pairs. Ask and answer questions about what you will do with the money. 6 mins

- 1 Introduce the questions and prompts in the speech bubbles. Get one pupil to ask you the questions and give answers to serve as a model for the class.
- 2 Say **Work in pairs. Ask and answer the questions.** Students take it in turns to ask the questions. Monitor the pairs as they work.

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 46

REVISION and INTRODUCTION 5 mins

- 1 Introduce the concept of Word families. Write some related words that students already know on the board, e.g. *teach, teacher; cloud, cloudy; shop, shopping*. Elicit sentences using these words to illustrate that the words are different parts of speech, e.g. *There were a lot of clouds in the sky. It was a cloudy day.*
- 2 Elicit any other word families that students can think of (there are some in the **Word formation** boxes in some of the earlier units in this book, and they discussed *intend* and *intention* in Period 5). Tell the class that they are going to learn about some more in this period.

ACTIVITY 1 Look at the dictionary entries and answer the questions. 5 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries and what information they can give us – focus on the fact that they tell us what part of speech a word is (a noun, verb, adjective, etc.).
- 2 Say **Look at the dictionary entries and answer the questions**. Students read to find the answers. Elicit the answers. Point out that these three words are part of the same word family.

Answers: 1 *embroidery* 2 *embroider* 3 *embroidered*

ACTIVITY 2 Join up words from the same word family.

5 mins

- 1 Point to the balloons and elicit the words in them. Point out that some of the words are in the same word families.
- 2 Say **Join up the words from the same word family**. Students draw lines to join up the words.
- 3 Students check their answers in pairs before you elicit the answers.

Answers: *strengthened – strong – strength; intention – intend; introduce – introduction; meaningful – meaning – mean*

ACTIVITY 3 Complete the sentences with *therefore* or *however*. 7 mins

- 1 Introduce the sentences, then say **Complete the sentences with *therefore* or *however***. Students choose the correct word to complete the sentences.
- 2 Students check their answers with a partner.
- 3 Elicit the answers from the class. Students correct their own work.

Answers: 1 *Therefore, however* 2 *therefore*
3 *however* 4 *therefore* 5 *However*

ACTIVITY 4 Read what Khalid wrote. What does he intend and promise to do? 5 mins

- 1 Say **Read what Khalid wrote**.
- 2 Ask **What does he intend and promise to do?** Elicit the answers.

Answers: *he intends to build a new house for his family, buy a new car for his father and have a holiday with his family; he promises to help the poor and give money to other people*

ACTIVITY 5 Write sentences about the intentions and promises you talked about in activity 5 on page 45. 10 mins

- 1 Tell students to write about their intentions and promises in the same way as Khalid did. Elicit some of the ideas they had in Activity 5 of Period 6.
- 2 Students write sentences on their own. Monitor and support them as necessary as they write.
- 3 Students work in pairs to read what each other wrote.

REVIEW 3 mins

- 1 Elicit some of the sentences the students have written. Praise and give feedback on the sentences.

Period 8 – PB page 47

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying **You are going to write a letter from Sophie to her mother in England to tell her about a dress.**

ACTIVITY 1 Work in groups. Talk about what the dress looks like (design, style, colours). 4 mins

- 1 Divide the class into groups and introduce the topic to discuss and the pictures. Elicit a few ideas to start and then say **Work in groups.**

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to **Listen and complete the sentences.** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to **Check your spelling.** They work in pairs to check each other's spelling. They make their own corrections.

Audio 64 (underlined words are the Answers)

- 1 I've seen a wonderful traditional dress.
- 2 It has beautiful embroidery.
- 3 The colours are wonderful.
- 4 Mona knows about the history of the embroidery.
- 5 The colours and designs have a meaning.

ACTIVITY 3 Listen and say the sentence. 3 mins

- 1 Play the recording again. Students repeat the sentences.
Repeat audio for activity 2

ACTIVITY 4 Work in pairs. Write a letter to Sophie's mother. 10 mins

- 1 Remind students of the unit task and refer them to page 18 to help with the layout of letters. Point out all the features listed on page 47 that have to be included in the letter.
- 2 Say **Work in pairs. Write a letter from Sophie to her mother.** Monitor and assist the pairs as necessary.

ACTIVITY 5 Show your letter to other pairs. Look at the letters they have written. 5 mins

- 1 Tell pairs to join up and show each other their letters. Encourage them to exchange ideas and help by pointing out errors. Help the groups if they have discussions about what is correct or not.

ACTIVITY 6 Work on your own. Rewrite your letter neatly. 7 mins

- 1 Tell students to **Work on your own. Rewrite your letter neatly.**
- 2 Collect the letters for evaluation.

Aims to talk about communications

Key language *allow, although, another, camera, keep, inside, microphone, mistake, network, outside, receive, revolution, satellite, several, video call, worry*

Language structures *have to / (not) have to*

Materials Pupil's Book, CD

Period 1 – PB page 48

INTRODUCTION 5 mins

- 1 Write the word *communicate* on the board and elicit what it means (students were introduced to this verb word in Unit 2). Then write the word *communications* and point out that the words are in the same word family. Elicit that it is a noun and what its meaning is.
- 2 Elicit examples of modern communications from the students, e.g. mobile phones, email, video calls (Skype).
- 3 Tell the students they are going to study a unit about modern communications; introduce the unit title. They will read and talk about the development of communications and some modern examples.

ACTIVITY 1 Work in pairs. Listen and repeat the words and expressions. 7 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate (e.g. if they know the meaning of *out* they may be able to work out the meaning of *outside*). Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 65

although camera inside microphone mistake outside video call worry

ACTIVITY 2 Work in pairs. Look at the picture and answer the questions. 3 mins

- 1 Say **Look at the picture. What can you see?** Elicit some quick answers.

- 2 Say **Now answer the questions**. Ask the questions and elicit answers. For question 2 just elicit some ideas to prepare them for the next activity, there are no correct answers.

Answers: 1 *making a video call* 2 *open*

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a conversation between the people in the pictures. Say **Listen**. Play the whole recording.
- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 Why does Majed make the video call?
- 2 Where is Majed's father?
- 3 What is the weather like in the United States?

Audio 66

Narrator: *Majed wants to speak to his father. However, his father is working in the United States so he makes a video call. First he turns on the computer and then he turns on the microphone.*

Majed: *Hello Dad. I can see you well, can you see me?*

Father: *No, Majed. There's a problem. I can hear you very well but I can't see you.*

Majed: *Sorry – I made a mistake! I didn't turn on the camera. Can you see me now?*

Father: *Yes, that's good. How are you, Majed? How's your mother?*

Majed: *We're all well – and you?*

Father: *I'm fine although the weather is very bad here. There are terrible winds, rain and snow outside but I'm warm inside the house. Tell your mother that I'm well. She'll worry when she hears about the weather.*

Majed: *I'll do that.*

Father: *Are you doing well at school?*

Majed: *Yes, we are doing work on communications now. We're learning about modern communications – home phones, mobile phones, computers and things like that.*

Father: *Very good – so this video call is a good example of modern communications.*

Majed: *Yes, I know. This is part of my homework!*

Answers: 1 *he wants to speak to his father* 2 *in the United States* 3 *very bad – wind, rain and snow*

ACTIVITY 4 Listen and read. Underline the words from activity 1. 5 mins

- 1 Say **Listen and read. Underline the words from activity 1.** Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in pairs. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation.** Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one pair to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 49

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the passage and answer questions about it.

ACTIVITY 1 Listen and circle the words and expressions you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle.** Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which word didn't you hear?** Elicit the answer.

Audio 67

mistake inside worry although microphone
video call camera

Answer: outside

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words.** Ask students to read the sentences silently and circle the correct word.

- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 worry 2 although 3 mistake 4 outside
5 microphone

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences.** The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures.** Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences.** Play the recording. Students correct their own work.

Audio 68

- 1 I made a mistake – I called the wrong number.
- 2 The dog is inside the house – in the kitchen.
- 3 To make a video call you need a camera for the picture and a microphone for the words.
- 4 My friends are already outside – can I go, please?

Answers: 1d mistake 2c inside 3b camera 4a outside

ACTIVITY 5 Read the conversation on page 48 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions.** Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 First he turns on the computer and then the microphone. 2 He doesn't turn on the camera. 3 He is fine (although the weather is very bad). 4 because the weather is very bad 5 that he is doing well and learning about modern communications

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 50

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about the history of communications.

ACTIVITY 1 Listen and repeat the words. 5 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 69

allow another keep network receive revolution satellite several

ACTIVITY 2 Work in pairs. Look at the pictures and answer the questions. 3 mins

- 1 As preparation for reading the passage, divide the class into small groups and say **Look at the pictures and answer the questions**.
- 2 Elicit ideas from the groups and have a short class discussion on some of the ideas.

ACTIVITY 3 Listen and read. Make a list of the ways to communicate in the passage. 7 mins

- 1 Introduce the task and then say **Listen and read. Make a list of the ways to communicate in the passage**. Students read as they listen to the recording.
- 2 Students check and discuss their answers with a partner. If they have any disagreements, play the recording again for them to check.
- 3 Elicit the answers. Students check their own work and make corrections.

Audio 70

Palestinian people live all over the world. However, modern communications allow us to keep in contact. A hundred and fifty years ago, there were no phones and no email. It took weeks to send a letter to another country. And then it took several weeks to receive an answer. The telephone changed that.

The mobile phone allowed a second revolution in communications. Millions of people are now on the world's telephone network. With a modern mobile phone they can talk, send text messages, send or receive emails or use the internet.

However, the mobile phone network does not work at the top of mountains or out at sea. Sometimes it won't work outside of towns and cities. Satellite phones use satellites in outer space so they will work anywhere.

Video calls bring people's faces into our home. These use the internet so all we need to do is put a small camera and a microphone on a computer.

Answers: letter, telephone, mobile phone, talk, text messages, emails, the internet, satellite phones, video calls

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 7 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 The first revolution in communications was the telephone; or The second revolution in communications was the mobile phone. 2 Mobile phones will not work anywhere; or Satellite phones will work anywhere. 3 tick

ACTIVITY 5 Read and answer the questions. 5 mins

- 1 Say **Read and answer the questions**. Students read the questions and write short answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 To talk, send text messages, send or receive emails and use the internet. 2 a computer, the internet, a small camera and a microphone

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 51

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words in the box and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 71

- Boy 1: Can you make video calls at home?
 Boy 2: No, we have a computer but we don't have a microphone or camera.
- Boy 1: Do you have computers at school?
 Boy 2: Yes, we have several on a network.
- Boy 1: Can you use them for video calls?
 Boy 2: No. The teachers allow us to receive emails but we can't send them or make video calls.
- Boy 1: You'll need to find another way to contact me then.

Answers: 1 several 2 network 3 allow 4 receive
 5 another; missing words: revolution, satellite, keep

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 revolution 2 allowed 3 network 4 several
 5 another

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.

- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d receive 2b satellite 3a network 4c keep

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct. Make sure they use the strong rhythm of this jazz chant.

Audio 72

You have to get up.
 I don't want to get up.
 You must get up.
 I don't want to get up.
 You've got to get up.
 I don't want to get up.
 You're up! You're up!
 Good morning. Good morning.

You have to go to bed.
 I don't want to go to bed.
 You must go to bed.
 I don't want to go to bed.
 You've got to go to bed.
 I don't want to go to bed.
 You're in bed! You're in bed!
 Goodnight. Goodnight.

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Say **Listen and repeat** and play the recording. Demonstrate the strong rhythm of this jazz chant.

Audio 73

- 1 You have to get up.
- 2 I don't want to get up.

ACTIVITY 6 Work in pairs. Chant the poem aloud. 5 mins

- 1 Divide the class into two halves to practise chanting alternate lines.
- 2 Divide the class into pairs and tell them to **Chant the poem**. They read alternate lines.

REVIEW 3 mins

- 1 Ask some pairs to perform the poem for the whole class.

Period 5 – PB page 52

INTRODUCTION 5 mins

- 1 Introduce *have to* by setting it in a meaningful context. Think up and tell a simple story about something you have to do soon, e.g. *On Saturday I have to go to my village. I have to help my family with the olive harvest. We have to collect all the olives quickly.*, etc.
- 2 Then ask *What do I have to do?* Elicit what you told the students.
- 3 Write on the board *have to*. Tell the class that they are going to learn to use *have to* to talk about things they must do.

ACTIVITY 1 Read and think. Then complete the activities.

5 mins

- 1 Say **Read and think**. Read out the sentences as students follow in their books – stress *must* and *have to* in the sentences.
- 2 Say the sentences and pause for students to repeat them.
- 3 Say **Complete the activities**. Students read question 1. Elicit the answer.
- 4 Introduce the tables in 2. Elicit the correct words before students write them.

Answers: 1 a same meaning 2 have to / has to

ACTIVITY 2 Work in pairs. Write three school rules using *have to*. 10 mins

- 1 Say *We often use 'have to' when we talk about rules. What school rules do you know?* Elicit some of the rules, e.g. *You have to be polite to teachers.*
- 2 Say **Work in pairs. Write three school rules using 'have to'**. Monitor the pairs as they work giving help as necessary.
- 3 Invite some students to write their school rules on the board. If they make any mistakes, elicit corrections from the rest of the class.

Answers: open

ACTIVITY 3 Read and think. Then complete the sentence.

3 mins

- 1 Say **Read and think**. Read out the sentence as students follow in their books.
- 2 Say the sentence and pause for students to repeat it.
- 3 Say **Complete the sentence**. Elicit the answer orally before students write.

Answers: not have to or don't/doesn't have to

ACTIVITY 4 Read and complete. Use *don't have to* or *doesn't have to* + the verb from the question. 5 mins

- 1 Introduce the sentences and read them aloud. Elicit the missing words before students write.
- 2 Say **Read and complete**. Monitor students as they work.
- 3 Students check their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *don't have to wait* 2 *doesn't have to go* 3 *don't have to do* 4 *doesn't have to eat*

ACTIVITY 5 Complete the sentences. Use *have to*, *has to*, *don't have to* or *doesn't have to*. 9 mins

- 1 Introduce the sentences and say **Read and complete**. Monitor students as they work.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *don't have to* 2 *has to* 3 *have to* 4 *doesn't have to* 5 *don't have to*

REVIEW 3 mins

- 1 Introduce the grammar box at the end as a summary of how we use *have to*.

Period 6 – PB page 53

INTRODUCTION 3 mins

- 1 Ask *Who has a mobile phone?* Elicit answers and discuss. Ask further questions, e.g. *Why do you like it? What do you use it for?* Discuss what features and apps they have.
- 2 Tell the class they are going to listen to an advert and then talk more about video calls.

ACTIVITY 1 Work in pairs. Look at the pictures and answer the questions. 5 mins

- 1 Say **Look at the pictures and answer the questions.** Ask the questions and elicit answers.

Answers: 1 a mobile phone, a laptop computer, a satnav (satellite navigation system), a tablet computer (iPad) 2 open

ACTIVITY 2 Listen and answer. Which one of the above are they talking about? 5 mins

- 1 Tell the class they are going to listen to a radio advert for one of the items in the pictures. Elicit a little about what could be in an advert for each one.
- 2 Say **Listen and answer. Which one of the things are they talking about?** Play the recording. Elicit the answer – play the recording a second time if necessary.

Audio 74

This you have to have!

Small – light – clever design!

'This year's best laptop,' says Computer User.

Turn it on. Connect to the internet – and that's it!

Everything you need in one. With its own microphone and camera, you can use it for video calls from day one.

You have a choice of five great colours and it's made of extra-strong plastic so no need to worry when outside of the home.

Answer: the laptop computer

ACTIVITY 3 Listen and tick the true sentences. Then listen again and correct the false sentences. 10 mins

- 1 Introduce the sentences and say **Listen and tick the true sentences.** Play the recording again and then give students time to make their decisions.
- 2 Students check their answers with a partner before you elicit the answers.
- 3 Say **Now listen again and correct the false sentences.** Play the advert again before students write the correct sentences.
- 4 Elicit the answers. Students check their own work and make corrections. Play the advert again if there are any doubts.

Answers: 1 tick 2 Computer User says it is a very good laptop (this year's best laptop). 3 tick 4 You don't need to buy a microphone and camera to make video calls. 5 You can choose from five different colours.

ACTIVITY 4 Work in pairs. Read and number the instructions in the correct order. 5 mins

- 1 Ask **What do you do to make a video call?** Elicit the steps.
- 2 Introduce the activity and say **Work in pairs. Read and number the instructions in the correct order.** Monitor the pairs as they work.
- 3 Elicit the answers.

Answers: 3 Call your friend. 2 Connect to the internet. 4 Talk to your friend. Look into the camera and speak into the microphone. 1 Turn the computer on.

ACTIVITY 5 Work in pairs. Ask and answer questions about making a video call. 9 mins

- 1 Introduce the roleplay. Read the instructions for parts A and B.
- 2 Pretend you are an old man or woman with a laptop but you don't understand how it works. Ask for help. Ask **What do I do? What do I do next? And then what?** etc. Elicit answers from the class.
- 3 Invite two students to the front to perform the conversation. Guide and help them.
- 4 Say **Work in pairs. Ask and answer.** They take it in turns to play the two parts. Monitor the pairs as they work. Give help if communication breaks down but don't interrupt them when speaking.

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 54

REVISION and INTRODUCTION 5 mins

- 1 Show the class a dictionary (or distribute them if you have class copies). Elicit what they have learnt about dictionaries and what information they can give us.
- 2 Elicit what parts of speech they know. Ask what *conjunctions* they know. Tell them to look back to page 34 (Unit 13 Period 7) to find some.

ACTIVITY 1 Read the dictionary entry and answer the questions. 5 mins

- 1 Say **Read the dictionary entry and answer the questions.** Students read to find the answers. Elicit the answers.

Answers: 1 conjunction 2 open

ACTIVITY 2 Work in pairs. Make sentences. 7 mins

- 1 Before the lesson, write the sentence parts on large sentence cards, plus one card for *although*.
- 2 Bring five students to the front and give them one of the B sentences each. Read through the sentences. Then give another pupil one of the A sentences and read through it. Ask the class to match the A sentence to one of the B sentences. The two students then stand together as a pair. Stand between the pair with the word card for *although*. Elicit the sentence from the class.
- 3 Continue with the other sentences until they are all matched.
- 4 Say **Work in pairs. Make sentences.** Students look at the exercise in the book and make the sentences again.

ACTIVITY 3 Listen and check your sentences. 3 mins

- 1 Say **Now listen and check your sentences.** Play the recording as students look at the sentences in the book.

Audio 75

- 1 *Rania went to bed although she wasn't tired.*
- 2 *He didn't wear a coat although it was cold.*
- 3 *I didn't have a drink although I was thirsty.*
- 4 *Faisal wants to play football although he hurt his leg.*
- 5 *Ghada went to school although she was ill.*

Answers: as Audio above

ACTIVITY 4 Work alone. Write the sentences in activity 2.

5 mins

- 1 Say **Work alone. Write the sentences.** Monitor and support students as they write the sentences.

- 2 Tell them to work in pairs to check each other's sentences.

Answers: as above

ACTIVITY 5 Write the sentences again. Start with *although*. 7 mins

- 1 Introduce the explanation in the box in the book. Point out the use of the comma.
- 2 Write the first of the sentences from the previous exercise on the board, i.e. *Rania went to bed although she wasn't tired.* Elicit how this will change when the sentence starts with *Although*. Write the sentence on the board as a model.
- 3 Say **Write the sentences again. Start with although.** Monitor and support students as they write the sentences.
- 4 Tell them to work in pairs to check each other's sentences.
- 5 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *Although she wasn't tired, Rania went to bed.*
2 *Although it was cold, he didn't wear a coat.* 3 *Although I was thirsty, I didn't have a drink.* 4 *Although he hurt his leg, Faisal wants to play football.* 5 *Although she was ill, Ghada went to school.*

ACTIVITY 6 Choose and complete. 5 mins

- 1 Introduce the activity and say **Choose and complete.**
- 2 Students work in pairs to check each other's answers.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *because* 2 *although* 3 *so* 4 *because*
5 *although*

REVIEW 3 mins

- 1 Play a game for further practice of conjunctions. Show a word card, or write one of the conjunctions used in the unit on the board and ask students to work in pairs to write a sentence using the conjunction. As soon as they have done so, tell them to call out *Stop*. The winning pair should read out their sentence to check that it is correct.
- 2 Continue with other conjunctions and sentences.

Period 8 – PB page 55

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying ***You are going to write an advert for a new mobile phone.***

ACTIVITY 1 Work in groups. 4 mins

- 1 Divide the class into groups and introduce the two points for discussion. Elicit a few ideas to start and then say ***Work in groups.***

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to ***Listen and complete the sentences.*** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to ***Check your spelling.*** They work in pairs to check each other's spelling. They make their own corrections.

Audio 76 (*underlined words are the Answers*)

- 1 *This is the phone you have to have.*
- 2 *It is part of the revolution in mobile communications.*
- 3 *Make video calls from your mobile.*
- 4 *Send a text or email and receive an answer wherever you are.*
- 5 *Although it can do many great things, it's not expensive.*

ACTIVITY 3 Listen and say the sentence. 3 mins

- 1 Play the recording again. Students repeat the sentences. ***Repeat audio for activity 2***

ACTIVITY 4 Work in the same groups. Write an advert for your new phone telling people how good it is and why they should buy it. 12 mins

- 1 Students work in the same groups as in activity 1. Remind them of the task and then introduce the instructions and example sentences. Say ***Write your advert.***
- 2 Encourage students to make visual aids as part of their advert, e.g. posters, pictures or diagrams.

ACTIVITY 5 Present your advert and try to sell your phone to the rest of the class. 10 mins

- 1 Students prepare to present their advert. They decide who will make the presentation or how they will divide it up.
- 2 Say ***Present your advert.*** Praise each advert and make a few comments about the ideas expressed.
- 3 At the end, ask the students which of the phones they would like to buy.

Let's go for a picnic!

Aims to plan and talk about a picnic

Key language *bring, carry, catch, decide, forget, huge, narrow, nature, path, protect, route, same, sandwich, suggestion, weekend, woods*

Language structures *may* and *might* for future probability

Materials Pupil's Book, CD

Period 1 – PB page 56

INTRODUCTION 5 mins

- 1 Write the word *picnic* on the board – elicit the meaning (it has been taught in earlier grades).
- 2 Discuss which students like to hike and picnic and where. Ask *Who has had a picnic recently?* Elicit some of the details.
- 3 Tell the students they are going to study a unit about picnics; introduce the unit title. They will read and talk about a group of boys planning their own picnic. They will also talk about what will possibly happen using *may* and *might*.

ACTIVITY 1 Listen and repeat the words. 7 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat it.

Audio 77

carry catch decide forget same sandwich suggestion weekend

ACTIVITY 2 Work in pairs and talk about the weekend.

3 mins

- 1 Say **Work in pairs and talk about the weekend**. Pairs discuss the two questions.
- 2 Ask the questions and elicit answers.

ACTIVITY 3 Listen and answer the questions. 7 mins

- 1 Tell the students that they are going to listen to a conversation between three boys. Say **Listen**. Play the whole recording.

- 2 Say **Listen and answer the questions**. Read out each question and then play the relevant part of the recording. Pause for the students to answer.

Questions:

- 1 What do the boys plan to do this weekend?
- 2 Will they all take food?
- 3 They agree to take food, and what else?

Audio 78

Imad, Sam and Majed are making plans for the weekend.

Imad: What are you doing this weekend?

Sam: I don't know. Do you have any suggestions?

Imad: Let's go for a picnic.

Sam: That's a great idea!

Majed: It may rain.

Imad: It might but I don't think so.

Majed: OK, I'll go. What should we take to eat?

Sam: Let's all take something and share it.

Imad: Good idea. But let's decide what to take now so we don't all take the same food.

Sam: OK. I'll take some sfeha.

Imad: I'll make sandwiches.

Majed: Then I'll take some humos and salad.

Imad: Then we need some drinks.

Sam: We have lots of orange juice – I'll take that.

Majed: We might have some lemonade I can take.

Sam: Remember to take your camera, Majed

Majed: Don't worry, I won't forget. I love to take photos.

Imad: That's it then. That's not a lot to carry.

Sam: No, it isn't. But where are we going to have our picnic?

Majed: Oh, I know a great place. I always go there with my family.

Imad: Where is it?

Majed: I'm not going to tell you. It'll be a surprise!

Sam: How will we get there?

Majed: We'll catch a bus and then walk.

Answers: 1 go for a picnic 2 yes 3 drink (and a camera)

ACTIVITY 4 Listen and read. Underline the words from

activity 1. 5 mins 

- 1 Say **Listen and read. Underline the words from activity 1**. Play the recording again as students follow in the book. Students put up their hands when they hear one of the words from activity 1. Pause for them to underline the words. Rewind when necessary.

Repeat audio for activity 3

ACTIVITY 5 Work in groups of three. Act out the conversation in activity 4. 8 mins

- 1 Divide the class into groups of three to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.

REVIEW 5 mins

- 1 Choose one group to perform the conversation in front of the class.
- 2 Get students to identify the Everyday English phrases in the dialogue and practise them.

Period 2 – PB page 57

REVISION and INTRODUCTION 5 mins

- 1 Repeat the group activity from Period 1 (Activity 5, Step 2).
- 2 Tell the students they are going to learn the new words in the conversation and answer questions about it.

ACTIVITY 1 Listen and circle the words you hear. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and circle**. Play the recording – pause as necessary. Students find the words in the box and circle them.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 79

suggestion decide weekend forget sandwich carry

Answers: *catch, same*

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 The students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: *1 sandwich 2 weekend 3 suggestion 4 same 5 forget*

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures. 7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching. (Don't confirm the correct answers yet – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 3 mins

- 1 Say **Listen and check your sentences**. Play the recording. Students correct their own work.

Audio 80

- 1 *We have lots of bread so I will make some sandwiches.*
- 2 *What do you want to do next lesson – who has a suggestion?*
- 3 *I can't decide what I want to do this weekend.*
- 4 *It's a long distance to walk – we can go by taxi or catch a bus.*
- 5 *This picnic bag is full of food and drink so it's very heavy – I can't carry it.*

Answers: *1d sandwiches 2e suggestion 3b decide 4a catch 5c carry*

ACTIVITY 5 Read the conversation on page 56 again and answer the questions. 10 mins

- 1 Introduce the questions. Then say **Read the conversation again and answer the questions**. Students read silently and write answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections. Discuss answers to question 5 – there are no right or wrong answers.

Answers: *1 share it 2 humos and salad 3 Sam 4 Majed 5 open*

REVIEW 5 mins

- 1 Students make their own sentences using the unit vocabulary introduced so far. Monitor them as they work and help as necessary. Tell them to complete the writing of the sentences for homework.
- 2 Students read out some of their sentences.

Period 3 – PB page 58

REVISION and INTRODUCTION 5 mins

- 1 Students read out some of the sentences they finished for homework to revise the unit vocabulary introduced so far.
- 2 Tell the class they are going to read a passage about Majed's picnic place.

ACTIVITY 1 Listen and repeat the words. 5 mins

- 1 Say **Look and listen**. Play the recording. The students point to the words as they listen.
- 2 Say **Listen**. Play the recording and pause after each word. Introduce the meaning of the word. First try to elicit the meaning from the students. Encourage them to use their previous knowledge of words where appropriate. Otherwise, briefly introduce the meaning of the word.
- 3 Say **Listen and repeat**. Play the recording and pause after each word for the students to repeat.

Audio 81

bring huge narrow nature path protect route woods

ACTIVITY 2 Work in pairs. Tell each other where you like to go for a picnic. 3 mins

- 1 As preparation for reading the passage, divide the class into pairs and say **Tell each other where you like to go for a picnic**.
- 2 Elicit a few ideas from the pairs.

ACTIVITY 3 Look at the pictures. Then listen and read to find out which one is Majed's picnic place. 7 mins

- 1 Say **Look at the pictures. What can you see?** Elicit a short description of the three picnic places.
- 2 Say **Listen and read to find out which one is Majed's picnic place**. Play the recording as students listen and follow.
- 3 Elicit the answer. Play the recording again if necessary.

Audio 82

People often ask me what I like to do at weekends. My answer is always the same: I like to go for a picnic with my family. 'Oh, do you have a favourite place?' they ask. So I tell them about a beautiful quiet place we know. I tell them about the route that takes you between two mountains. You leave the car and walk along a small path. The narrow path takes you along a valley where there are always lots of flowers. At the end there are some woods with huge old trees. They protect you from the wind and the sun. There you eat your picnic. You listen to the birds singing and smell the flowers. You enjoy nature with your family. It brings you great happiness. 'Oh,' they say. 'It sounds wonderful. Where is it?' But I don't tell them. I don't want it to be popular. It is my place. So no, I won't tell you where it is.

Answer: picture b

ACTIVITY 4 Read and tick the true sentences. Then correct the false sentences. 7 mins

- 1 Say **Read and tick the correct sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 2 Say **Now correct the false sentences**. The students look carefully at the false sentences and the passage to correct the sentences.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 Majed likes to go for a picnic with his family. 2 The picnic place is not windy (the trees protect it) 3 tick

ACTIVITY 5 Read and answer the questions. 5 mins

- 1 Say **Read and answer the questions**. Students read the questions and write short answers.
- 2 Students check and discuss their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 along a valley 2 He doesn't want it to be popular.

ACTIVITY 6 Work in pairs. Read the passage aloud. 5 mins

- 1 Tell the class to work in pairs and say **Read the passage aloud**. They can choose to read alternate sentences or paragraphs.

REVIEW 3 mins

- 1 Students listen again to the passage as they follow in their books to help consolidate their learning.

Period 4 – PB page 59

REVISION and INTRODUCTION 5 mins

- 1 Repeat the pair activity from Period 3 (Activity 6).
- 2 Tell the students they are going to learn the new words in the passage and then study a poem.

ACTIVITY 1 Listen and number the words in the order you hear them. 5 mins

- 1 Tell students to look at the words in the box and read them out. Tell them to repeat the words.
- 2 Say **Listen and number the words in the order you hear them**. Play the recording – pause as necessary. Students find the words in the box and write the numbers 1, 2, 3, etc.
- 3 To check, ask **Which words didn't you hear?** Elicit the answer.

Audio 83

Hiking is a very popular activity. People who enjoy nature will often walk in the mountains and valleys. They find a route on a map, and then take a path which brings them to a lake or some woods. There they can enjoy the animals, birds, huge trees and flowers.

Answers: 1 nature 2 route 3 path 4 brings 5 woods
6 huge; missing words: narrow, protect

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Ask students to read the sentences silently and circle the correct word.
- 2 Students check their answers with a partner.
- 3 Elicit the answers. Students check their own work and make corrections.

Answers: 1 narrow 2 woods 3 path 4 protect 5 nature

ACTIVITY 3 Complete the sentences with words from activity 1. Then match the sentences with the pictures.

7 mins

- 1 Say **Read and complete the sentences**. The students read the sentences and complete them with the unit vocabulary.
- 2 Students check their answers with a partner.
- 3 Say **Match the sentences with the pictures**. Students work in pairs to do the matching.
- 4 Elicit the answers from the class. Students correct their own work.

Answers: 1d woods 2c huge 3a path 4e narrow
5b nature

ACTIVITY 4 Listen and repeat. 8 mins

- 1 Say **Read the sentences**. Students read the poem for meaning.
- 2 Say **Listen**. Play the recording for students to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so students can repeat to get the stress and intonation correct.

Audio 84

The picnic

*It may rain or the sun might shine
But I'm sure we'll all be fine
So bring some food for all to share
And we'll run and play in the open air.*

*We may be on the beach or in the woods
But wherever we go, it'll be so good
So bring a camera and we'll all have a go
Taking photos of what nature has to show.*

*We may have kabab or maybe falafil
But whatever we have, it'll be wonderful
So come along and bring a friend or two
All our picnic is missing is you, you, you.*

ACTIVITY 5 Listen and repeat. 2 mins

- 1 Say **Listen and repeat** and play the recording. Demonstrate how the words blend into one another when a consonant precedes a vowel.

Audio 85

- | | |
|---------------------|-------------------|
| 1 rain or shine | 4 in the open air |
| 2 we'll all be fine | 5 run and play |
| 3 for all to share | 6 beach or woods |

ACTIVITY 6 Work in pairs. Read the poem aloud. 5 mins

- 1 Divide the class into pairs and tell them to **Read the poem aloud**. They take it in turns to read a verse.

REVIEW 3 mins

- 1 Ask some groups to perform the poem for the whole class.

Period 5 – PB page 60

INTRODUCTION 3 mins

- 1 Talk to the class about some of the things you may or might do over the next few days, including the weekend, e.g. *I may take my children on a picnic. I might go to a restaurant with my husband.* Make it clear that these are not firm plans, but possibilities.
- 2 Say *Let's think of what you might do after school today. Who can tell me what they might do?* Elicit some ideas. Help students express these ideas using *may* and *might*.

ACTIVITY 1 Read and answer the questions. 5 mins

- 1 Say **Read and answer the questions.** Read out the sentences spoken by Majed and Imad. Then ask the questions. Elicit the answers and discuss. Establish that *may* and *might* are used when we are not sure but something is possible. Also establish that they are used before the verb in a sentence.

ACTIVITY 2 Put the words in the correct order to make sentences. 10 mins

- 1 Before the lesson, write the words of the first one or two sentences on word cards, plus a card for *not*. Bring five students to the front and give each one of the words from the first sentence. They face the class. The rest of the class tells them the order in which to stand to make a good sentence.
- 2 The class reads out the whole sentence. Write it on the board, adding a capital letter for the first word.
- 3 Ask the five students to hold up their word cards in the correct order and introduce the word *not*. Elicit where it goes in the sentence (between *may/might* and the verb). Add it to the sentence on the board.
- 4 Say **Put the words in order to make sentences.** Students work on their own.
- 5 Students check their answers with a partner.
- 6 Elicit the answers from the class. Students correct their own work.

Answers: 1 *We might have a picnic.* 2 *It may be windy tomorrow.* 3 *They may not arrive today.* 4 *You might miss the lesson.* 5 *I might not want to eat tonight.* 6 *He may not come with us.*

ACTIVITY 3 Rewrite the sentences. Use the words in brackets. 8 mins

- 1 Write an example sentence on the board, e.g. *Perhaps I will see you tomorrow.* Say **Let's write the sentence again using may.** Elicit and write the sentence *I may see you tomorrow.* Introduce the example sentence in the book which requires the sentence to be rewritten with *may not*.
- 2 Say **Rewrite the sentences. Use the words in brackets.** Students work on their own.
- 3 Students check their answers with a partner. (Don't confirm answers at this stage – see the next activity.)

ACTIVITY 4 Listen and check your sentences. 2 mins

- 1 Say **Now listen and check your sentences.** Play the recording as students listen and correct their own work.

Audio 86

- 1 *We may have a picnic tomorrow.*
- 2 *I might not go with you.*
- 3 *I might come later.*
- 4 *The weather may be bad tomorrow.*
- 5 *She might feel better later.*

Answers: see Audio for answers

ACTIVITY 5 Work in pairs. Talk about your plans for this evening and the weekend. 10 mins

- 1 Write the two questions on the board and ask students to repeat them after you to practise the pronunciation.
- 2 Invite students to ask you the questions. Give some model answers, making it clear that you are unsure what you are going to do, and using *may* and *might* in your answers.
- 3 Invite two students to ask and answer the questions as the rest of the class listen.
- 4 Say **Work in pairs. Talk about your plans for this evening and the weekend.** Monitor the pairs as they work.

REVIEW 2 mins

- 1 Introduce the grammar box at the end as a summary of how we use *may* and *might* to talk about possibility.

Period 6 – PB page 61

INTRODUCTION 5 mins

- 1 Ask *Who knows what job they might want to do in the future?* Elicit answers, ask *Why?* where appropriate and elicit reasons.
- 2 Tell the class they are going to listen to children talking about the jobs they might do, and then talk about jobs.

ACTIVITY 1 Work in pairs. Look at the pictures. What jobs are the children thinking about? 5 mins

- 1 Say **Look at the first picture. What job is the girl thinking about?** Elicit the answer.
- 2 Say **Work in pairs. What jobs are the children thinking about?** Students discuss in pairs.
- 3 Elicit answers.

Answers: see Answers for Activity 2

ACTIVITY 2 Listen and match what the children say with the picture. Write the number. 5 mins

- 1 Say **Listen and match what the children say with the picture. Write the number.** Play each recording. Students find the picture and write the number from the recording.
- 2 Elicit the answers and play the recording again, if necessary.

Audio 87

- 1 *I don't know what I might do. I like science so I may be a scientist.*
- 2 *I might be a doctor, a nurse or a dentist. I'll probably be a dentist because there's lots of doctors and nurses.*
- 3 *I think I may choose to be a teacher. My parents are both teachers and they like it. It's a good job.*
- 4 *I love nature and the sea. I'm a good swimmer so I think I might be a diver.*
- 5 *I'm not sure but I may be a doctor. It's good to help people.*
- 6 *I don't know what I want to be yet. My father is a police officer so I might do the same as him.*

Answers: 1 scientist (picture 5) 2 dentist (picture 4) 3 teacher (picture 1) 4 diver (picture 6) 5 doctor (picture 3) 6 police officer (picture 2)

ACTIVITY 3 Listen again and answer the questions.

8 mins 

- 1 Introduce the first question and say **Listen again and answer the question.** Play the first part of the recording again. Elicit the answer.
- 2 Say **Listen and answer the questions.** Continue with the rest of the recording with students making notes.

- 3 Students discuss their answers in pairs before you elicit the answers. Play the recording again, if necessary.

Repeat audio for activity 2

Answers: 1 *because she likes science* 2 *because there are a lot of them* 3 *because her parents are teachers and they like it (and it's a good job)* 4 *he is a good swimmer (and he loves the sea)* 5 *she thinks it is good to help people* 6 *he's a police officer*

ACTIVITY 4 Work in groups. Make a list of all the jobs you can think of in five minutes. 7 mins

- 1 Explain to the class that they are going to do a word race. They have to race to find the most number of words. Say **Work in groups. Make a list of all the jobs you can think of.**
- 2 At the end of the time, tell the groups to count up the number of words they have.
- 3 Elicit the words from the winning group. Write them on the board to show the correct spelling. Elicit any other words from other groups.

ACTIVITY 5 Work in pairs. Ask and answer questions about the job you might have in the future. 7 mins

- 1 Introduce the questions and prompts in the speech bubbles. Invite one pair of students to ask and answer at the front of the class. Guide and support them to serve as a model for the class.
- 2 Say **Work in pairs. Ask and answer.** Monitor the pairs as they work.

REVIEW 3 mins

- 1 Ask some pairs to perform the final activity for the whole class.

Period 7 – PB page 62

INTRODUCTION 3 mins

- 1 Ask students what we call a large group of trees – elicit *a wood* and write it on the board. Then show them something made of wood and ask *What is it made from?* Elicit *wood* and write it on the board. Explain that some words have more than one meaning.
- 2 Tell students they are going to look at words with more than one meaning in a dictionary, use *before* and *after*, and then do some writing about what they *may* or *might* do.

ACTIVITY 1 Read the dictionary entry and write one more example sentence for each meaning. 3 mins

- 1 Introduce the dictionary entry and point out the use of numbers and different definitions and example sentences for a word with more than one meaning. Say **Read the dictionary entry and write one more example sentence for each meaning.** Students write simple example sentences.
- 2 Elicit a few of the sentences.

ACTIVITY 2 Complete the dictionary entries. Use *before* and *after*. 3 mins

- 1 To introduce the work on *before* and *after*, ask the students what they did before this lesson and what they are going to do after it. Then ask them what they did before school and what they are going to do after school. Elicit and discuss their answers.
- 2 Introduce the dictionary entries and say **Complete the dictionary entries. Use *before* and *after*.**

Answers: 1 *before* 2 *after*

ACTIVITY 3 Complete the sentences using *before* or *after*. 3 mins

- 1 Say **Complete the sentences using *before* or *after*.**
- 2 Students check their answers with a partner.
- 3 Elicit the answers from the class. Students correct their own work.

Answers: 1 *after* 2 *before* 3 *before; after*

ACTIVITY 4 Work in pairs. Make a list of things you have to do before and after you go on a picnic. 5 mins

- 1 Write *before* and *after* at the top of two columns on the board. Say **Your family is going to eat. What do you have to do before you eat?** Note a few things like, shop, prepare the food, cook, etc. Then ask **What do you have to do after you eat?** Elicit a few ideas.

- 2 Say **Work in pairs. Make a list of things you have to do before and after you go on a picnic.** Students make their lists for a few minutes.
- 3 Elicit some of the answers.

ACTIVITY 5 Work in a group. Write sentences about what you may or might do in the next school holiday. 10 mins

- 1 To prepare students for the writing activity, ask **What do you think you might do in the next school holiday?** Elicit some ideas.
- 2 Introduce the instructions and example sentences. Say **Work in a group. Write sentences about what you may or might do in the next school holiday.** Monitor the groups as they write and give support as necessary.
- 3 Ask some students to read out sentences they have written. Give praise and encouragement.

ACTIVITY 6 Write a paragraph about what you may or might do in the next school holiday. Use the sentences you wrote in activity 5 to help you. 10 mins

- 1 Tell the class that what they have written was a first draft of a paragraph they are going to write. Revise what a paragraph is and tell them to use their best handwriting and be careful with spelling. Read through the model paragraph in the book. Say **Now write a paragraph about what you may or might do in the next school holiday.**
- 2 Students work on their own but encourage them to help each other as necessary, e.g. with spellings. Be available to help and support students as they write.
- 3 Collect the paragraphs for assessment.

REVIEW 3 mins

- 1 Invite some students to read out their paragraphs. Give praise and encouragement. Ask for comments from the rest of the class.

Period 8 – PB page 63

INTRODUCTION 1 minute

- 1 Introduce the Unit task, saying **You are going to plan a picnic.**

ACTIVITY 1 Work in groups. 4 mins

- 1 Divide the class into groups and introduce the two questions for discussion. Elicit a few ideas to start and then say **Work in groups.**

ACTIVITY 2 Listen and complete the sentences. Check your spelling. 10 mins

- 1 Students look at the incomplete sentences. Elicit some suggestions of what the missing words could be – to encourage them to read for meaning.
- 2 Tell them to **Listen and complete the sentences.** Play the recording of all the sentences once while the students listen only. Then play each one several times as students write the missing words.
- 3 Tell students to **Check your spelling.** They work in pairs to check each other's spelling. They make their own corrections.

Audio 88 (underlined words are the Answers)

- 1 *Where are we going to have our picnic?*
- 2 *Oh, I know a great place.*
- 3 *Who will we invite to come with us?*
- 4 *What will we take to eat?*
- 5 *Let's all take something and share it.*
- 6 *Don't forget to take a camera.*

ACTIVITY 3 Listen and say the sentences. 2 mins

- 1 Play the recording again. Students repeat the sentences.
Repeat audio for activity 2

ACTIVITY 4 Work in groups. Make notes about when, where, who and what. 8 mins

- 1 Students work in the same groups as in activity 1. Remind them of the task and then introduce the questions and instructions. Say **Make notes about when, where, who and what.**

ACTIVITY 5 Prepare to tell the class about your picnic.

5 mins

- 1 Tell the class they are going to present the details of their picnic to the rest of the class. They need to prepare who is going to present which part. Say **Prepare to tell the class about the picnic.**

ACTIVITY 6 Tell the rest of the class about your picnic. Listen to the other groups and make notes about their picnic. 10 mins

- 1 Students make a copy of the table in the book. Make a copy on the board for yourself. Tell them to **Listen and make notes about the picnics.**
- 2 Say **Tell the class about your picnic.** The groups take it in turns to present the details of their picnic to the class. While the first group presents, make notes in the table on the board as a model. When the group has finished, go over these notes.
- 3 When all groups have presented, ask **Which group planned the best picnic?**

Aims to revise the work covered in Units 15 to 17

Materials Pupil's Book, CD, paper and materials for producing a poster

Period 1 – PB page 64

INTRODUCTION 5 mins

1 As children get older it is a good idea to encourage them to think about their learning and to take more responsibility for it. Put a list on the board of some of the things they have learnt to do while studying the last few units, e.g.

- to express intentions and promises
- to use *(not) have to*
- to use *may* and *might*
- to use *although* and other conjunctions
- to use *before* and *after*
- to write a paragraph
- to write a letter
- to plan a picnic.

Ask them which they think they can do well, and which they still find difficult. Encourage them to ask questions about any of them, and give some quick explanations as required.

2 Tell the class that the next four periods are all revision and they will have the chance to improve some of the things they have forgotten or find difficult.

ACTIVITY 1 Work in pairs. Look at the pictures. What do you think the people are saying? 5 mins

1 Say **Look at the pictures**. Look at the first picture and ask **Who are they? Where are they?** and **What are they doing?** Look at the other pictures and ask **What are they doing?** Then ask **What do you think they are saying?** Elicit some of the language taught and practised in the previous four units.

ACTIVITY 2 Listen and answer the questions. 10 mins

1 Say **Listen** and play the whole passage as students listen for meaning.

2 Introduce the two listening comprehension questions. Say **Listen and answer the questions**. Play the whole passage again and elicit the answers.

Audio 89

Narrator: *Mona and Sophie are visiting Mona's grandmother.*

Mona: *This is Sophie. She wants to see your embroidery.*

Sophie: *And I'd like to know about the designs and patterns.*

Mona: *And we both intend to learn how to embroider.*

Grandmother: *Well, I'm pleased that you both find it interesting. I promise to teach you what I know but first there is something you can do to help me.*

Mona: *Of course, what's that?*

Grandmother: *I want to talk to your father in England. He told me to use the internet but I don't know how.*

Sophie: *You have to make a video call. Do you have a camera and a microphone?*

Grandmother: *I don't know. I don't understand computers.*

Mona: *It doesn't matter. I'll call him for you and then you can talk to him.*

Grandmother: *First, let's sit down and have a chat. What would you like to drink?*

Sophie: *Do you have any lemonade?*

Grandmother: *Of course. And I may have some sandwiches and salad. Would you like some?*

Mona: *Yes, please.*

Answers: 1 They want to see grandmother's embroidery and learn how to do it. 2 To talk to Mona's father (by video call).

ACTIVITY 3 Read and answer the questions. 10 mins

1 Say **Read and answer the questions**. Students work alone to find answers to questions in the conversation.

2 The students check their answers with a partner.

3 Elicit the answers. Students check their own work and make corrections. For question 6, elicit the answers they have and ask **Why?** Guide them to see that answer **a** only includes part of the text and **b** is vague.

Answers: 1 learn how to embroider 2 to use the computer or to make a video call 3 she doesn't understand computers 4 to have a chat 5 sandwiches, salad and lemonade 6 c

ACTIVITY 4 Work in groups of three. Act out the conversation in activity 2. 10 mins

- 1 Divide the class into groups of three to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.
- 3 They can change parts and perform the conversation again.
- 4 Choose one or two groups to perform the conversation in front of the class.

Period 2 – PB page 65

ACTIVITY 1 Read the conversation on page 64 and tick the true sentences. Then correct the false sentences. 10 mins

- 1 To revise the text and prepare for the comprehension activities, repeat the group activity from Period 1 (Activity 4, Step 2).
- 2 Say **Read and tick the true sentences**. Ask the students to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.
- 3 Say **Now correct the false sentences**. The students look carefully at the false sentences and the conversation to correct the sentences.
- 4 Students check and discuss their answers with a partner.
- 5 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *Sophie has not met Mona's grandmother before.*
2 tick 3 tick 4 *Mona's father is in England.* 5 *Mona will make a video call for her grandmother.*

ACTIVITY 2 Work in pairs. Find and say in the conversation on page 64. 5 mins

- 1 Students work in pairs. Tell them to **Find and say an intention**. Elicit the answer and ask students to repeat it for practice.
- 2 The pairs to continue to **Find and say** the other items.
- 3 Elicit the answers from the class to check.

Answers: 1 *We both intend to learn how to embroider.*
2 *I promise to teach you what I know* 3 *You have to make a video call.* 4 *I may have some sandwiches and salad.*

ACTIVITY 3 Work in pairs. Tick the correct sentences and put a cross next to the incorrect sentences. 20 mins

- 1 Introduce the correction competition and explain the points system – see the **Correction competition** box.

- 2 Divide the class into pairs. Say **Tick the correct sentences and put a cross next to the incorrect sentences**. Explain that they can look back to previous units if they are not sure. Show them grammar boxes at the end of most Period 5s.
- 3 Say **Now correct the incorrect sentences**.
- 4 Elicit answers. When students say a sentence is incorrect, ask them first what is wrong, and then elicit a correction. Pairs correct their own work and keep a check of the number of points they got.
- 5 Using what you have learnt about the errors which students have not been able to identify or correct, do some revision. Go back to the relevant section in the previous units and look again at the explanations and exercises.

Answers: 1 tick 2 *I intend to work a lot next year.* 3 tick 4 *I must make a video call now.* 5 *You don't have to do it now – you can call tomorrow.* 6 *I may have some sandwiches and a salad.* 7 tick 8 *Hassan may not come with us.*

ACTIVITY 4 Complete the sentences. 5 mins

- 1 Say **Look at the pictures. What can you see?** Elicit the vocabulary as revision.
- 2 Say **Complete the sentences**. Students work on their own.
- 3 Students check and discuss their answers with a partner.
- 4 Elicit the answers. Students check their own work and make corrections.

Answers: 1 *sandwiches* 2 *video call* 3 *network* 4 *satellites*
5 *camera; microphone*

Period 3 – PB page 66

ACTIVITY 1 Complete the conversation with words from the box. 10 mins

- 1 Say **Look at the words in the vocabulary box**. Elicit each of the words and do some repetition practice if students have a problem with pronunciation of the words. Elicit the meaning – say **Use the word in a sentence**.
- 2 Say **Complete the conversation**. Students work alone to fill in the gaps with words from the box.
- 3 Students check and discuss their answers with a partner. (Do not confirm answers at this stage – see the next activity.)

ACTIVITY 2 Listen and check your sentences. 5 mins

- 1 Say **Listen and check your sentences**. Play the recording as students listen and check. They correct their own work.

Audio 90 (underlined words are the Answers)

Narrator: *Mona has started the video call to her father.*

Mona: *Hello, Dad! Are you OK – you don't look well?*

Father: *Don't worry about me. I'm fine although I'm a bit tired. I've been very busy.*

Mona: *What have you been doing?*

Father: *This weekend I went with friends for a long walk. We followed a path along a valley between the mountains. There were some huge trees in the woods.*

Mona: *Did you take a camera? I'd like to see some photos.*

Father: *I did. Did you receive the pictures I sent last week?*

Mona: *Yes, we did. The nature there looks wonderful.*

Father: *It is. But it's very cold outside now. The winter is coming.*

ACTIVITY 3 Work in pairs. Act out the conversation in activity 1. 10 mins

- 1 Divide the class into pairs to act out the conversation. Tell them to decide who will read each of the parts in the conversation. Tell them to read through their part silently.
- 2 Say **Act out the conversation**. Monitor their reading as they perform.
- 3 Ask one or two pairs to perform the conversation in front of the class.

ACTIVITY 4 Work in pairs. Ask and answer. 15 mins

- 1 Read through the instructions and prompts with the students. Elicit examples of how to complete the final speech bubble and how to continue the conversation.

- 2 Demonstrate the conversation as a model, working with one good pupil. Bring one pair to the front to perform the conversation.
- 3 Say **Work in pairs. Ask and answer**. Monitor the pairs as they work to evaluate their ability in oral communication.
- 4 Say **Now write your conversation**. The students work in the same pairs to write what they have been saying in the roleplay.

Period 4 – PB page 67**ACTIVITY 1 Work in pairs. Complete the crossword puzzle.**

15 mins

- 1 Say **Work in pairs. Complete the crossword puzzle.** Tell students to complete the puzzle in pencil at first in case they make a mistake.
- 2 Elicit the answers. Students check their own work and make corrections.

Answers: Across 2 meaning 6 strengthen 7 narrow 8 learn 11 route 12 revolution 13 intention; Down 1 past 3 introduce 4 suggestion 5 pregnant 9 protect 10 design

ACTIVITY 2 Work in groups. You are going to organise an end-of-year party at your school. 20 mins

- 1 Introduce the task, say **Work in groups. You are going to organise a party.** Read through the instructions with the students, eliciting ideas. Make materials available to make the posters.
- 2 As the groups work, monitor and help them as necessary. Take the opportunity to watch and evaluate how well they are communicating and working together.
- 3 Tell students to prepare to present their work to the rest of the class. They will need to divide up the presentation between members of the group. They will need to show their poster, and their aim is to make others excited about the party.
- 4 The groups take it in turns to do their presentations. Take the opportunity to evaluate the work done by the groups and their ability to present it. At the end, ask the class to vote for the party they would most like to go to.

ACTIVITY 3 Choose a poem from Units 15–17. Work in pairs and read it aloud. 5 mins

- 1 Say **Choose a poem from Units 15 to 17. Work in pairs and read it aloud.** Students look back through the last few units and choose their poem. They read it aloud.
- 2 If you have time, ask some pairs to perform their chosen poems.

Grade 7 English Test

Teacher's notes

READING 30 mins 30 marks

ACTIVITY 1 Read and match the questions and answers. 6 marks

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

ACTIVITY 2 Read and choose. 6 marks

Answers: 1 like 2 is rising 3 himself 4 each other 5 are listening ... don't understand

ACTIVITY 3 Read and number the sentences in the correct order. 6 marks

Answers: 1 Hello. Can I help you? 2 Hello, uncle. It's Omar here. Could I speak to Osman, please? 3 I'm sorry, Omar. He isn't at home at the moment. Can I take a message? 4 Yes, please. Can you ask him to call me on my new number, double seven, eight, three, four, one, when he gets home? 5 Of course I will. Goodbye, Omar. 6 Thank you, uncle. Goodbye.

ACTIVITY 4 Read and answer the questions. 6 marks

Answers: 1 US 2 Palestine 3 Cairo 4 yes 5 the pyramids 6 see more of his family

ACTIVITY 5 Read and circle the correct words. 6 marks

Answers: 1 final 2 receive 3 huge 4 go on 5 almost 6 decade

LISTENING 20 mins 20 marks

In listening tests, play each recording twice. In longer passages, pause from time to time to give pupils enough time to listen and write the information. Allow the children to make notes while they are listening.

ACTIVITY 1 Listen and order. 4 marks

Audio 91

This first photo is of the family at Uncle Hassan's house the night before I left Palestine. Look there's Majed. The other photos I took in Egypt. This one is a traditional boat on the river. There's lots of them and they sail up and down the river. The next picture is of the pyramids – I went to see them when I was in Cairo. Finally this picture I took in Cairo. It's one of the old streets in the market.

Answers: a 3 b 4 c 1 d 2

ACTIVITY 2 Listen and note. 6 marks

Audio 92

Waiter: Good evening, sir. What would you like?
Customer: I'll have chicken, please.
Waiter: With rice, potatoes or salad?
Customer: Er... rice.
Waiter: Very good sir, chicken and rice. And what will you have to drink?
Customer: Give me a lemonade, please.
Waiter: So that's chicken and rice with a lemonade. And will you have a dessert, sir?
Customer: Oh, yes. I'll have some fruit salad, please.
Waiter: Very good, sir. I'll bring your drink now.
Customer: Thank you.

Answers: Meal: chicken and rice Dessert: fruit salad Drink: lemonade

ACTIVITY 3 Listen and circle the correct words. 5 marks

Audio 93

- 1 This place is very untidy.
- 2 The river was very important in the past.
- 3 Our school team is in the final of the competition.
- 4 She was upset when she heard the bad news.
- 5 These trees will help to protect us from the wind.

Answers: 1 untidy 2 past 3 final 4 upset 5 protect

ACTIVITY 4 Listen and complete. 5 marks

Audio 94

- 1 I am very happy I took my camera with me.
- 2 Cairo is a fascinating city.
- 3 I enjoyed my holiday but I'm happy to be home again now.
- 4 I can't remember where I took this photo!
- 5 This photo shows an example of a traditional boat.

Answers: 1 camera 2 fascinating 3 home 4 remember 5 example

WRITING 30 mins 30 marks

ACTIVITY 1 Put the words in order to make sentences. 3 marks

Answers: 1 I have already done it. 2 She has just come in.
3 They haven't arrived yet. (The example sentence should guide pupils to produce affirmative sentences but if they produce correct questions instead, give them the marks, i.e. 1 Have I already done it? 2 Has she just come in? 3 Haven't they arrived yet?)

ACTIVITY 2 Write with punctuation. 3 marks

Answers: 1 Amy says, 'I fell off my bike.' 2 Rania says, 'Help!'
3 I'm sorry but I can't help you.

ACTIVITY 3 Complete with words from the box. 4 marks

Answers: 1 should 2 don't have to 3 might 4 have to

ACTIVITY 4 Circle the correct words. 5 marks

Answers: 1 because 2 so 3 However 4 although 5 before

ACTIVITY 5 Complete the sentences with question tags. 5 marks

Answers: 1 can you? 2 aren't we? 3 isn't he? 4 are you?
5 weren't they?

ACTIVITY 6 Write an email. 10 marks

Award up to 5 marks for accuracy – neatness and clarity of writing, spelling, punctuation and grammatical accuracy.
Award up to 5 marks for content and communication – what the pupil chooses to write and how well he/she manages to communicate it.

SPEAKING (approximately 10 mins per pupil but time will depend on the size of the class) 20 marks

ACTIVITY 1 Choose and say. 4 marks

Preparation: pupils can work in pairs or groups to find a poem or chant from any of the Period 4s in the 7A or 7B Pupil's Books. Give them a few minutes to prepare. Then listen to each in turn read the poem aloud.

Assessment: Give marks up to 4 for good pronunciation, rhythm and intonation.

ACTIVITY 2 Work in pairs. Ask and answer. 8 marks

Preparation: put the children in pairs. Identify a dialogue for each pair to use, or let them choose. Give them a few minutes to prepare before they perform.

Assessment: Give marks up to 8 for the ability to ask and answer questions effectively, to communicate information clearly, to take turns to listen and respond appropriately. Don't take marks away for lack of grammatical accuracy unless it interferes with the ability to communicate.

ACTIVITY 3 Show and tell. 8 marks

Preparation: ask pupils to find, or make available to them, the posters, adverts, comic strip, etc. that they have produced through the year in the unit tasks. Ask them to choose one which they are proud of and prepare to present it. Alternatively, they can bring in something special they want to share with the class, e.g. a photograph, a souvenir, a book. The pupils take it in turns to present their item for no more than a few minutes. Encourage them to plan what they are going to say. When they do their presentation they must do it without looking at any notes. You/The rest of the class can ask them questions to help.

Assessment: Give up to 6 marks for the content of the presentation and 2 marks for answering questions.

Reading

Name: _____

Class: _____

1 Read and match the questions and answers. 6 marks

- | | | |
|---|--------------------------|---|
| 1 Do you often make video calls? | <input type="checkbox"/> | a Yes, you are. It won't be long now. |
| 2 Can I speak to Rania, please? | <input type="checkbox"/> | b Yes, of course. Go straight down this road. It's on the left. |
| 3 Have you done your homework yet? | <input type="checkbox"/> | c She says she will help you soon. |
| 4 We're next, aren't we? | <input type="checkbox"/> | d Yes, I've just finished it. |
| 5 What did she say? I can't hear! | <input type="checkbox"/> | e Not often, but sometimes. |
| 6 Can you tell me the way to the book shop, please? | <input type="checkbox"/> | f I'm sorry but she's not here at the moment. |

2 Read and choose. 6 marks

- I am liking / like to play video games.
- The number of Arabic speakers is rising / rises.
- He fell off his bike and cut him / himself.
- They are best friends – they talk to each other / themselves all the time.
- They listen / are listening to a song in English but they don't understand / aren't understanding much.

3 Read and number the sentences in the correct order. 6 marks

- Thank you, uncle. Goodbye.
- Hello, uncle. It's Omar here. Could I speak to Osman, please?
- I'm sorry, Omar. He isn't at home at the moment. Can I take a message?
- Of course I will. Goodbye, Omar.
- Hello. Can I help you?
- Yes, please. Can you ask him to call me on my new number, double seven, eight, three, four, one, when he gets home?

4 Read and answer the questions. 6 marks

Dear Majed

I'm home! I arrived back in the US late last night. I've already seen my mum and dad and will see more of the family at the weekend.

My holiday was fantastic! After I visited you in Palestine, I went to Cairo. It is a fascinating city – modern and ancient at the same time. There are big banks, hundreds of restaurants and great shops – and wonderful old streets. There's a lot of traffic and it's very polluted in places but I like it because it is noisy and exciting.

I went to see the pyramids. I took hundreds of photos! I'll send some to you.

It was good to see you last month. Please write back soon.

Jamal

- 1 Where does Jamal live?

- 2 Where does Majed live?

- 3 Where did Jamal go after he went to Palestine?

- 4 Did he enjoy his visit?

- 5 What did he take photos of?

- 6 What is Jamal going to do at the weekend?

5 Read and circle the correct words. 6 marks

- 1 Our team is in the final / finally of the competition.
- 2 Can we remain / receive emails on this computer?
- 3 Some of the pyramids are hug / huge.
- 4 I would like to go on / go away a holiday to Egypt.
- 5 We are along / almost at home now.
- 6 They built that hospital about a decide / decade ago.

Total: _____ / 30

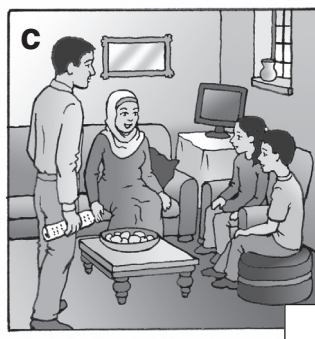
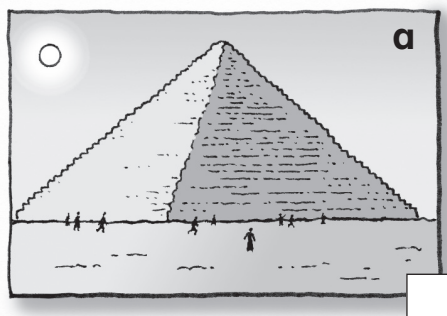
Listening

Name: _____

Class: _____

1 Listen and order. 4 marks

Jamal is showing his parents some of his photos. Write 1–4 to put them in the order he talks about them.






2 Listen and note. 6 marks

Read the menu and then listen. Write what the man orders to eat and drink.

Meal: _____

Drink: _____

Dessert: _____

Chicken		Menu		Fish	
					
+		+		+	
tomato salad	green salad	potatoes	rice	olives	
Desserts			Drinks		
melon fruit salad ice cream			lemonade orange juice tea coffee		

3 Listen and circle the correct words. 5 marks

- This place is very ugly / untidy.
- The river was very important in the pass on / past.
- Our school team is in the final / finally of the competition.
- She was upset / untidy when she heard the bad news.
- These trees will help to protect / prepare us from the wind.

4 Listen and complete. 5 marks

Jamal is talking about his holiday. Write the missing words.

- I am very happy I took my _____ with me.
- Cairo is a _____ city.
- I enjoyed my holiday but I'm happy to be _____ again now.
- I can't _____ where I took this photo!
- This photo shows an _____ of a traditional boat.

Total: _____ / 20

Writing

Name: _____

Class: _____

1 Put the words in order to make sentences. 3 marks

written an has he email

He has written an email.

1 already it done have I

2 come has just she in

3 haven't they arrived yet

2 Write with punctuation. 3 marks

1 amy says i fell off my bike

2 rania says help

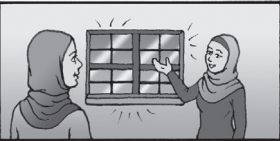
3 im sorry but i cant help you

3 Complete with words from the box. 4 marks

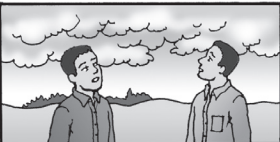
might should have to don't have to



1 You don't look well. You _____ see a doctor.



2 The windows aren't dirty. We _____ clean them.



3 It's cloudy. It _____ rain.



4 The lesson starts at 8 and it is 7:55 now. We're late. We _____ run.

4 Circle the correct words. 5 marks

1 Jamal likes cities because / so / and they are noisy and exciting.

2 Jamal is back in the US now because / so / when he will see his family soon.

3 Jamal enjoyed his holiday very much. However / Therefore / Because, he was happy to be home.

4 Jamal misses Majed because / when / although they sometimes talk to each other on the phone.

5 We were lucky, we had our picnic after / before / when it started to rain.

Speaking

Name: _____

Class: _____

1 Choose and say. 4 marks

Choose one of the poems from the book that you like. Read it aloud.

2 Work in pairs. Ask and answer. 8 marks

You are in a restaurant. Look at the menu on page 33.

Good evening.
What would you like?

I'll have ...

OR

You are Majed and Jamal. Jamal is telephoning Majed to tell him that he has just arrived home.

Hello Majed,
it's Jamal.

Jamal! Are you
at home?

Yes, I arrived back late
last night. I ...

OR

Look at the map on page 24. You are in the street outside the craft shop. One of you is a visitor.

Excuse me. Can you tell me the
way to the _____, please?

Of course ...

3 Show and tell. 8 marks

Choose one of the unit tasks you did this year and show what you produced (a poster, comic strip, advert, report, etc.). Tell the class about it. Answer any questions.

OR

Bring a special item to class (a photo, gift, etc.). Tell the class about it. Answer any questions.

Total: _____ / 20