



MINISTRY OF EDUCATION



NATIONAL CENTRE FOR CURRICULA AND EDUCATIONAL RESEARCH (NCCER)



# SMILE SERIES

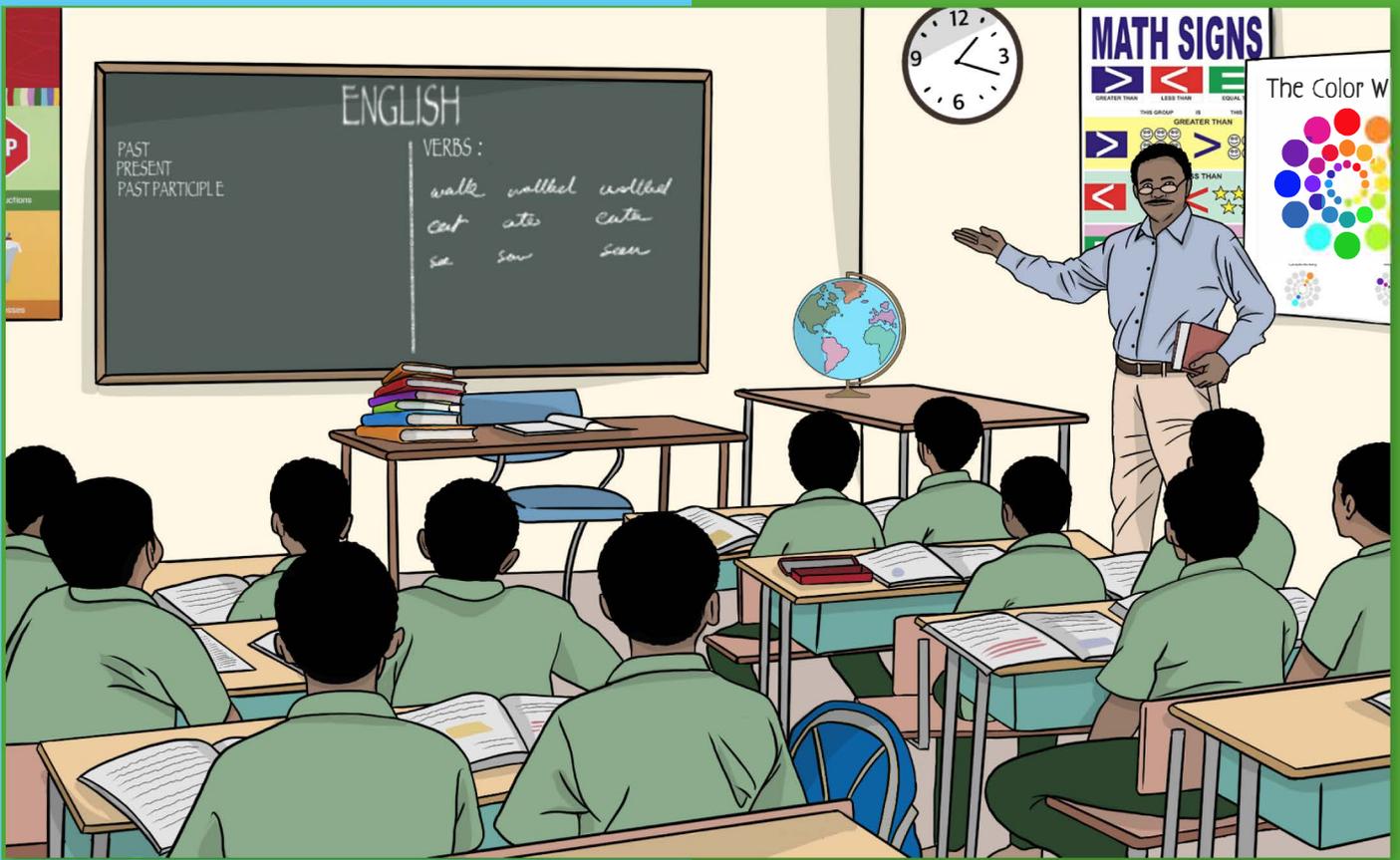
SUDAN  
MODERN  
INTEGRATED  
LEARNING OF  
ENGLISH

# 8

## Eight

# TEACHER'S BOOK GRADE 8

# INTERMEDIATE LEVEL 2





The Republic of the Sudan  
Federal Ministry of Education  
The National Centre for Curricula and  
Educational Research (NCCER)



# **Sudan Modern Integrated Learning of English**

## **SMILE Series: Book 8**

### **Teacher's Book**

### **Grade 8: Intermediate Level 2**

#### **Written by:**

**Abdellatif Abdelrasoul Hamid Ambadi**  
**Abdul Qayoum Sheikh Almahi**  
**Alfadil Mohamed Abaker**  
**Awatif Elhag Awad Elseed**  
**El-Fateh Mohammed Abdulsalam Abdulgabar**  
**Fadlallah Mohamed Ahmed**  
**Hassan Taj Al-Sir AlHassan**  
**Omer Bashir Elsheikh**  
**Rasha Hassan Mukhtar**  
**Timothy McVicar**

#### **Teacher's Book Written by:**

**Kim Ashmore**

#### **Developmental Editors:**

**Jacquelyn D. Kunz**  
**Timothy McVicar**

#### **Consultants and Special Advisors:**

**Dr Amna Mohammed Bedri – National Consultant, Ahfad University**  
**Patrick Cummins – International Consultant**  
**Roderick Webb – International Consultant**  
**Fiona McGarry – International Consultant**  
**Adrian Tennant – International Consultant**  
**Dr Hamdan Ahmed Hamdan Abuanja – Special Advisor for Writing  
and Training, Head of English Language Department, NCCER**

**Illustrated by:**

**Buthaina Osama**

**Israa Abdulla Abdul Rhman Mohammed Ali**

**Rawan El-Sayed Ahmed El-Badawi**

**Designed by:**

**Simon and Sons**

**Teacher's Book Designed by:**

**Jacquelyn D. Kunz**

**Reviewed and Revised by:**

**Dr Hamdan Ahmed Hamdan Abuanja**

**Dr Hassan Mohammed Abd El Hadi Ali**

**Mohammed Abdalla Ibrahim Adam**

**Musalam Mohammed Alhaj Ibrahim**

**Dr Kab-el-Daief Abd-el-Faraj Khameis**

**Hatim Homeida Abdel Razig Abdalla**

**Mohamad Mahadi Hamad El-Tyeib**

**Salah Ahmed Mohammed Joda**

**General Administration and Technical Supervision:**

**Her Excellency, Ustaza Suad Abdel-Razig – Minister of General Education**

**Dr Muawia Elsir Ali Mohammed Gashi – Director General, NCCER**

**Prof Attayeb Ahmed Mustafa Hayati – Director General (former), NCCER**

**Dr Abbas Sha'a Eddin – Deputy Director General, NCCER**

**Ali Mohammed El Jack – Deputy Director General (former) and Head of Curricula Administration (former), NCCER**

**Dr Abdalrauf Khidir – Head of Curricula Administration, NCCER**

**Dr Hamdan Ahmed Hamdan Abuanja – Head of English Department, NCCER**

**Hashim Hamza – Project Implementation Unit Manager, World Bank**

**Robin Davies – Country Director, British Council**

**Charles Nuttall OBE –Country Director (former), British Council**

**Liana Hyde – ELCR Project Director, Horn of Africa, British Council**

**Dr Yasir Hassan Hussein – Head of English for Education Systems, British Council**

**Reimaz Hashim Salih – ELCR Project Manager, British Council**

**Dr Wail El Kheir Shuaib – ELCR Project Manager (former), British Council**

**Eman Muawia Babiker Abdalla – ELCR Project Coordinator, British Council**

## **Introduction:**

Dear Teachers:

This new English language curriculum, SMILE (Sudan Modern Integrated Learning of English), is specially tailored to Sudanese pupils in general education and it is intended to replace the SPINE Curriculum.

The introduction of English language learning in the Intermediate level grades aims to prepare Sudanese pupils to participate productively in the 21st century. Pupils will become aware of the significance of English as an international means of knowledge and communication.

The SMILE series is comprised of the following components:

1. A Pupil's Book.
2. An Activity Book.
3. A Teacher's Book.
4. CD/ Mp3s.
5. Posters/ Flashcards.

The SMILE series is a pupil-centered, standards-based curriculum. It targets phonics and makes use of cross-curricular topics and enjoyable learning activities to motivate younger learners.

The SMILE Curriculum intends to develop a positive attitude towards English as a foreign language and teaches the four language skills (listening, speaking, reading and writing).

SMILE textbooks consist of eight units. Every unit has eight lessons. Lesson 8 is a revision of the previous lessons of the unit. Most units include two recordings; these are of dialogues, chants and/or stories. Most units also include a story. Unit 8 revises learning from previous units.

We hope that the SMILE Curriculum will be accessible to pupils, teachers, supervisors and parents.

With best regards,

The Writers

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### Lesson overview:

Listening focus:	understand details of a talk about a drought
Writing focus:	write sentences about the weather in Sudan
Grammar:	expressions of quantity and intensifiers: <i>too (much), (not) enough</i>
Functions:	talking about quantity
New language:	drought, environment, flood, lucky

### Pupil's Book (PB) page 1 / Activity Book (AB) page 1

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for listening.

- Explain that this unit is about the environment. Elicit / teach the meaning of the word 'environment'.
- Point to the pictures. Elicit what pupils can see. Write 'flood' and 'drought' on the board. Say the words. Pupils repeat. Check pronunciation.  Elicit from pupils what causes a flood / a drought.

##### PB 2. Listen to Mrs Khadija and the girls. Which picture is she talking about? [5 mins]

**Aim:** to listen and understand the main points of a talk about a drought.

**Materials:** audio track 1.1

-  Point to the picture. Explain that the woman is called Khadija. She was a pupil at the school. She is talking to them about a problem she experienced in 1984. Pupils will listen to her talk, and decide if she is talking about a flood or a drought.
-  Play audio track 1.1. Pupils listen. Tell them to say what Miss Khadija is talking about (a drought).
-  Play the audio track again. Pupils listen. Ask questions: *When was the drought?* (1984) *How old was Miss Khadija?* (12) *Where did her family get water?* (There was a well in the village) *Did her family have food?* (Yes). Play the audio track

again if necessary.

- Give a summary: Miss Khadija was 12 years in 1984. There was a drought. But she was lucky. There was a well in the village, and they had food.

##### PB 3. Listen again. What does Khadija say about... [5 mins]

**Aim:** to listen and understand details of a talk about a drought.

**Materials:** audio track 1.1

-  Write these sentences on the board:  
*Water: There was not enough water for \_\_\_\_\_ and \_\_\_\_\_.*  
*Rain: Sometimes there is too \_\_\_\_\_ rain. In 1984, there wasn't any rain for many \_\_\_\_\_.*  
*Food: My family were \_\_\_\_\_ and we had enough food.*
- Explain that Miss Khadija says these sentences. Pupils must listen to the audio again, and listen for the words in the gaps.
-  Play audio track 1.1. Pupils listen.  Pupils discuss the missing words in the gaps. Play the audio track again if necessary.
-  Elicit the words in the gaps (cooking, drinking, much, months, lucky).

#### Look! [2 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.

##### AB A. Complete the sentences. Circle the correct words. [4 mins]

**Aim:** to use *too / enough* correctly.

-  Explain the activity. Pupils must read each sentence, then choose one of the words or phrases. Read the example sentence.
-  Pupils read the sentences together and draw circles to choose the correct word.
-  Choose different pupils to read the sentences. Check pronunciation. Elicit the meanings in Arabic.

**Answers:** 1. too much, 2. not enough, 3. too, 4.

enough, 5. too, 6. enough

### AB B. Make questions. [5 mins]

**Aim:** to practise the correct word order for questions.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Ask the questions again. Pupils answer them, giving their ideas about the weather in Sudan. Don't give the answers.

**Answers:**

1. Is the weather the same everywhere in Sudan? 2. What is the weather like in the north?
3. When does Khartoum have rain? 4. What happens when there is too much rain?
5. What is a *haboob*?

### PB 4. Read the text. What's it about? [5 mins]

**Aim:** to read and understand a short text about the weather in Sudan.

- Tell pupils to read the text silently. Give them 1-2 minutes to read the text.
- Ask the questions from activity B. Elicit answers (see answers for AB C below). Tell pupils to guess the meaning of the word 'sandstorm'. Explain that the word is made from two words together 'sand' and 'storm'. Translate the word 'storm' into Arabic.

### Homework 1

Pupils can read the text again at home.

### AB C. Read the text again. Write answers to the questions in Activity B. [5 mins]

**Aim:** to write answers to questions about a text about the weather in Sudan.

-  Tell pupils to close their Pupil's Books. Explain the activity. Pupils must write answers to the questions in AB activity B. They should try to remember the information, and they should not look at the text.

-  Pupils work together to write answers.
-  Choose pupils to read their answers.

**Answers:** 1. No, it isn't. / The weather is not the same everywhere in Sudan. 2. It is very dry and sometimes there is not enough rain. 3. It usually has rain from July to September.  
4. There are floods. 5. It is a sandstorm.

### AB D. Write one sentence about the weather where you live. [3 mins]

**Aim:** to write a sentence about local weather.

- Tell pupils to say what the weather is like where they live (e.g. It's very dry and there is not enough rain. It's very hot in May and June. We don't have sandstorms). Pupils write a sentence at home.

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 2

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 1 Checkpoints:

- Pupils can listen and understand details of a talk about a drought.
- Pupils can use too / enough correctly.
- Pupils can read and understand a short text about the weather in Sudan.
- Pupils can write sentences about the weather in Sudan and the local area.



### Lesson overview:

Reading focus:	understand the main points of three short texts about forests, deserts and mountains
Speaking focus:	ask and answer questions about natural features of the world
Grammar:	superlative adjectives (e.g. <i>the biggest, the highest</i> etc.)
Functions:	making comparisons
New language:	few, oxygen, percent, Sahara, Tanzania

- Read each text aloud again. Tell pupils to say / guess the meanings of these words: *few, biggest, Sahara, hottest, oxygen, percent, planet, are covered, Atlas Mountains, Mount Kilimanjaro, Tanzania, snow.*

### Homework 1

Read the texts again at home.

### AB A. Match the words to the definitions. [5 mins]

**Aim:** to read and find the meanings of words.

-  Read words 1-5 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Read the example word and definition. Elicit the meaning of the definition. Explain the activity. Pupils must match the words and definitions.
-  Pupils draw lines to match words and definitions.  They check their answers together.
-  Read the words. Choose pupils to read the definitions. Pupils check their answers.

**Answers:** 1 = A, 2 = C, 3 = E, 4 = D, 5 = B

### AB B. Complete the chart with the information in the box. [4 mins]

**Aim:** to understand features of forests, deserts and mountains.

-  Draw the chart on the board. Point to the three environments (deserts, forests, mountains). Explain that pupils must choose two phrases from the box for each environment. They should write them in the chart.
-  Pupils write two phrases in each column.
-  Point to each environment and elicit the two best phrases. Complete the chart.

**Answers:**

Deserts: not much water, very hot

Forests: important for life, lots of trees

Mountains: very high, sometimes snow

### PB 3. Read the texts again. Answer the questions. [5 mins]

**Aim:** to read and understand the main points of three short texts about forests, deserts and mountains.

### Pupil's Book (PB) page 2 / Activity Book (AB) page 2

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 1.

- Choose pupils to read their sentences about the local weather.

#### PB 1. Look at the pictures. What can you see? [4 mins]

**Aim:** to prepare for the topic of the lesson.

- Point to Picture A. Ask: *What can you see? (a mountain) Can you name any mountains in Africa? What's the highest mountain in Africa? Are there any mountains in Sudan? Where are they?*
- Point to Picture B. Ask: *What can you see? (a desert) Can you name any deserts in Africa? What do you know about them? Is there a desert in Sudan? Where?*
- Point to Picture C. Ask: *What can you see? (a forest) Are there any forests in Sudan?*
- Point to Picture D. Ask: *Is it very hot or very cold? What's the temperature?* Teach these words: *temperature, degree.*

#### PB 2. Read the texts. Match the headings with texts. [4 mins]

**Aim:** to read and follow three short texts about forests, deserts and mountains.

- Read each text aloud. Have pupils to say the title of each text (1 = deserts, 2 = forests, 3 = mountains).

-  Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
-  In pairs, pupils read the texts again. They read the questions and answer them orally together.
-  Read each question and elicit the answers.

**Answers:** A. It's the biggest desert in the world. B. The Sahara had its hottest temperature. C. It's the highest mountain in Africa.

### Look! [3 mins]



- Read each word / phrase aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each word / phrase.
-  Explain that when an adjective is short (e.g. one syllable), we add the letters 'est' at the end to compare it with three or more things. Point out the spellings (e.g. largest, biggest, driest).
- Explain that we use the word 'the' before each superlative adjective (e.g. *the biggest*, *the largest* etc.)

### AB C. Complete the sentences. [5 mins]

**Aim:** to use superlative adjectives correctly.

-  Read the example sentence. Elicit the meaning. Explain the activity. Pupils must change the adjective in the brackets.
-  Pupils complete the sentences.  They check their answers together.
-  Write the missing words on the board. Pupils check their answers. Read each sentence aloud. Elicit the meanings.

**Answers:** 1. biggest, 2. longest, 3. hottest, 4. highest, 5. largest, 6. biggest

### PB 4. Quiz time! [4 mins]

**Aim:** to ask and answer questions about natural features of the world.

-  In groups of three or four, pupils ask and answer the questions.
-  Ask the questions and elicit answers. Give extra information about each fact (see answers

below).

- If you have time, write on the board: *What's the \_\_\_\_\_ in the world?* Elicit some examples (e.g. *What's the coldest place in the world?*).  Pupils write a question together.
-  Choose some pairs to read their question in front of the class. See if any pupils know the answer.

**Answers:** A. The Nile (the Amazon in South America is the second longest, and the biggest). B. The blue whale (the biggest animal on land is the African elephant). C. The Atacama Desert in South America (some places in the desert have not had rain for 400 years). D. The cheetah (it can run up to 120 kms an hour).

### Homework 2

Pupils ask their friends the questions from Quiz time. They can tell their friends and family about some of the facts that they have learned in the lesson.

### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 2 Checkpoints:

- Pupils can read and understand the main points of three short texts about forests, deserts and mountains.
- Pupils can use superlative adjectives correctly (e.g. the biggest).
- Pupils can ask and answer questions about natural features of the world.



### Lesson overview:

Reading focus:	understand the main points of a leaflet about World Environment Day
Writing focus:	write about how we can make a clean environment
Grammar:	comparative adjectives (e.g. <i>cleaner, healthier</i> )
Functions:	making comparisons
New language:	disease, litter, society

### Pupil's Book (PB) page 3 / Activity Book (AB) page 3

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to Pictures A-D. Ask pupils to say what they can see. Teach / elicit these phrases: *pick up litter, plant a tree, dirty river, recycle rubbish*.
- Point to Picture E. Elicit the meaning of 'Sudanese Environment Society'.  Explain that this lesson is about making a clean environment.

##### PB 2. Read the text. What are the Sudanese Environment Society doing? [4 mins]

**Aim:** to read and follow a leaflet about World Environment Day.

- Read the text aloud. Pupils follow in their books.
- Tell pupils to say what the Sudanese Environment Society are doing (they're meeting on June 5<sup>th</sup> for World Environment Day. They're tidying the environment). Elicit the meaning of 'World Environment Day'.
- Elicit the meaning of the word 'disease'.

#### Homework 1

Pupils read the text again at home.

##### PB 3. Read the brochure again. Answer the questions. [5 mins]

**Aim:** to read and understand the main points of a leaflet about World Environment Day.

-  Choose different pupils to read each question aloud. Elicit what the questions mean in

Arabic.

-  In pairs, pupils read the text again. They read the questions and answer them orally together.
-  Read each question and elicit the answers.

**Answers:** A. June 5<sup>th</sup>, B. The Sudanese Environment Society, C. In Souq Omdurman, D. It protects us from diseases; we feel happier and can live a healthier life.

##### AB A. Write the phrases in the box under the pictures. [4 mins]

**Aim:** to review / learn words about the environment.

-  Explain the activity. Pupils must find the phrase for each picture, and write it under the picture.
-  Pupils find and write the phrases.  They check their answers together.
-  Elicit the phrase for each picture. Check pronunciation.

**Answers:** 1. pick up litter, 2. plant a tree, 3. clean up dirty rivers, 4. recycle rubbish

##### AB B. Complete the sentences. Use the comparative form of the verbs in brackets. [7 mins]

**Aim:** to use comparative adjectives correctly.

-   Explain that when an adjective is short (e.g. one syllable), we usually add the letters 'er' at the end when we want to make a comparison.
- Write these spelling rules on the board and explain them:

most short adjectives + er	fast, cheap, long	faster, cheaper, longer
short adjectives ending in 'e' + r	safe, large	safer, larger
short adjectives ending in 'y' + ier	dry, happy	drier, happier
double letter	big, hot	bigger, hotter

Explain the activity. Pupils must change the adjective in the bracket. Read the example (greener) and elicit the next adjective (nicer). Note: the adjective 'green' can describe something that relates to protecting the environment.

-  Pupils complete the sentences.
-  Elicit the comparative adjectives. Write them on the board. Pupils check their spellings. Read the sentences again. Elicit the meanings in Arabic.

**Answers:** 1. greener / nicer, 2. cleaner, 3. healthier, 4. tidier

### AB C. Write about ways to make the environment clean. [6 mins]

**Aim:** to write a sentence about how we can make a clean environment.

-   Ask about the local area: *How clean is the school / the school yard / our village / town / city...?* Pupils answer (e.g. there is rubbish in the river etc.). Pupils may use Arabic, but write notes on the board in English.
-  Ask: *How can we make our environment clean?* Elicit ideas (e.g. we can start / join an environment club, we can pick up the litter in the school yard, we can plant trees etc.) Elicit as many ideas as possible. Write notes on the board in English.
- Read the sentence. Remind pupils that we use an infinitive verb after 'want to'.
-  Pupils complete the sentence.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose some pupils to read their sentences in front of the class.

### PB 4. Make a 'Clean Environment' poster. [8 mins]

**Aim:** to make a poster about making a clean environment.

**Materials:** chart paper (or notepaper), pens, coloured pencils (if possible)

-   Explain the activity. Pupils must make a poster to persuade local people to make the village / town clean. They can say:
  - *What are the problems?* (e.g. There's rubbish in the river.)
  - *Why is this a problem?* (e.g. It isn't healthy.)
  - *How can we make our environment clean?* (e.g. Let's clean the river!)
-  In groups of three or four, pupils make a poster. If they like, they can draw pictures. Walk around the room and help. Encourage pupils to

use as much English as possible as they work (e.g. *What can we write here? We can write...*)

-  Choose groups to show and read their posters in front of the class. If possible, stick the posters on the board or around the classroom for pupils to look at.

### Homework 2

Pupils talk to their families about how we can make our environment clean.

#### Vocabulary box [3 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say a word from the box. Tell pupils to write the word in their notebooks. Repeat with the other words.
- Tell pupils to open their Activity Books and to check the spellings.  Pupils check the spellings of each word in their notebooks.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 3 Checkpoints:

- Pupils can understand and use words related to the environment (e.g. recycle).
- Pupils can understand the main points of a leaflet about World Environment Day.
- Pupils can spell comparative adjectives correctly.
- Pupils can work together to make a poster about making their environment clean.



### Lesson overview:

Listening focus:	understand details of four people from different countries talking about environmental problems
Writing focus:	complete a short text about environmental problems in Sudan
Grammar:	verb + infinitive: <i>need to</i>
Functions:	expressing opinions
New language:	Bangladesh, wild

### Pupil's Book (PB) page 4 / Activity Book (AB) page 4

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and ask questions. Elicit different ideas.  Pupils may use Arabic in this activity.
- Picture A. Ask: *What can you see? What is the problem for animals like elephants?*
- Picture B. Ask: *What can you see? Teach 'solar cooker' and explain that it uses energy from the sun. Ask: What do people use to cook food? What is the problem with using wood?*
- Picture C. Ask: *What can you see? Why is this woman carrying water?*
- Picture D. Ask: *What can you see? What does 'recycle' mean? Why is it good to recycle things?*

##### PB 2. Listen. Match the children to the problems. [7 mins]

**Aim:** to understand the main points of four people from different countries talking about environmental problems.

**Materials:** audio track 1.4

-  Tell pupils they will listen to four people from different countries. Write the names and the countries on the board: *Rubina – Bangladesh; Omar – Jordan; Mary – Kenya; Tim – New Zealand*. Check pupils understand the names of the countries.
-  Explain that each person will talk about an environmental problem in their country. Pupils

must listen and match each person with the pictures.

-  Play audio track 1.4. Pupils listen.  In pairs, pupils discuss which person talked about which problem.  Play audio track 1.4 again.
-  Point to each picture and ask pupils to say who the speaker is (Picture A = Mary; Picture B = Tim; Picture C = Rubina; Picture D = Omar)
- Point to each picture again and ask pupils to say what the problems are. (Picture A = People cut down the trees and there are not enough forests for the animals; Picture B = There is too much litter and rubbish; Picture C = There is too much smoke from wood fires, and some people become ill; Picture D = There isn't enough water and people have to walk a long way to collect water).

##### PB 3. Listen again. Are the sentences true or false? [6 mins]

**Aim:** to understand details of four people from different countries talking about environmental problems.

-  Choose a pupil to read the first sentence. Elicit the meaning. Tell pupils to wave their hands in the air if they think it's true; put their hands on their heads if they think it's false. Repeat with the other sentences.
-  Play audio track 1.4. Pupils listen.
-  In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** A. F (They use wood to cook food), B. T, C. F (They don't have enough water), D. T, E. T, F. F (People need to recycle things more)

##### AB A. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to read and find the meanings of words.

-  Read the words in the word box aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Use the first sentence to explain the activity.

Pupils must write one of the words from the box in each gap.

-  Pupils complete the sentences.  They check their answers together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1 = solar, 2 = smoke, 3 = breathe, 4 = protect, 5 = collect, 6 = recycle

### AB B. Tick some of the problems in Sudan's environment. [5 mins]

**Aim:** to understand environmental problems in Sudan.

-  Explain the activity. Pupils must read the phrases and decide if they are environmental problems in Sudan.
-  In pairs, pupils read the list. They tick the phrases that they think are environmental problems in Sudan.
-  Read each phrase and ask questions (e.g. Is there too much rubbish in Sudan?) Pupils give their opinions (e.g. I think there is too much rubbish in Sudan). Pupils may have different opinions.
- Ask pupils to say any other environmental problems in Sudan. Write their ideas on the board.

### AB C. Write what you need to do to fix one of the problems in Activity B. [5 mins]

**Aim:** to write sentences about environmental problems in Sudan.

-  Write the sentence on the board: *We need to \_\_\_\_\_ because \_\_\_\_\_.* Elicit some examples for the gaps (see below). Remind pupils that we use an infinitive verb after 'need to' (e.g. clean, recycle).
-  Pupils complete the sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose some pupils to read their sentences in front of the class.

**Example answers:** We need to pick up litter / clean the rivers / recycle because there is too much rubbish. We need to have more clean water because there is not enough clean water. We need to use solar cookers because there is too much smoke from

fires.

We need to plant more trees because there are not enough forests for animals.

### Homework 1

Pupils can write or finish writing the sentences at home.

### PB 4. Ask and answer questions about ways to protect the environment. [5 mins]

**Aim:** to talk about the environmental problems in Sudan and we can do.

-  Read the question in the speech bubble (*How can we protect the environment?*) Elicit as many ideas as possible. Write notes on the board in English (e.g. We can recycle our rubbish / plant trees / clean the rivers / pick up litter / protect animals / protect forests and national parks / use solar cookers).
-  In groups of four or five, pupils take turns to ask and answer the question. Walk around the room, listening and helping.

### Homework 2

Pupils talk to their families at home about some of the environmental problems in Sudan.

### Vocabulary box [3 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
-  Pupils say the words together, and say what they mean in Arabic.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 4 Checkpoints:

- Pupils can understand details of four people from different countries talking about environmental problems.
- Pupils can understand and use more words related to the environment (e.g. solar).
- Pupils can talk and write about the environmental problems in Sudan and we need to / can do.



### Lesson overview:

Reading focus:	understand the main points of two texts about forest fires and tornadoes
Writing focus:	write a paragraph about sandstorms in Sudan
Grammar:	question words
Functions:	talking about a familiar topic (sandstorms)
New language:	burn (down), cause (v), destroy, fall down, frightened, last (v), lightning, tornado

### PB 2. Read the texts. What are they about? [3 mins]



**Aim:** to read and follow two texts about forest fires and tornadoes.

- Read each text aloud. Pupils follow in their books.
- Tell pupils to say what each text is about (1 = forest fires; 2 = tornadoes). Elicit the meanings of these phrases: last a long time / last for about ten minutes.

### Homework 1

Pupils read the texts again at home.

### PB 3. Read the texts again. Make true sentences. [5 mins]

**Aim:** to read and understand the main points of two texts about forest fires and tornadoes.

**Aim:** to read and understand the main points of two texts about forest fires and tornadoes.

- Explain the activity. Pupils must read the texts again. They must read first part of each sentence and choose the correct ending: 1, 2 or 3.
- Pupils read the texts again together. They choose the best endings.
- Read the beginning of each sentence and elicit the correct ending. Pupils check their answers.

**Answers:** A. 2, B. 1, C. 2, D. 1, E. 1

### PB 4. Talk about sandstorms? [5 mins]

**Aim:** to say what you know about sandstorms.

- Explain the activity. Pupils will work in groups. They must say what they know about sandstorms. They should say where they happen, and what happens during a sandstorm.
- In groups of three or four, pupils discuss where sandstorms happen, and what happens.
- Ask questions: *Where do sandstorms happen? What happens? How long do they last? Is it safe? What should people do? What shouldn't they do?* Help pupils to use as much English as possible. (See notes below)

### Notes: sandstorms

Where: in dry, hot areas (deserts) e.g. North Africa,

### Pupil's Book (PB) page 5 / Activity Book (AB) page 5

### Starter activity [4 mins]



#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and ask questions. Elicit different ideas. Pupils may use Arabic in this activity.
  - Picture A. Ask: *What can you see? What has happened?* Teach the words 'tornado' and 'damage'.
  - Picture B. Ask: *What can you see? What causes a forest fire?* Teach the word 'cause'.
  - Picture C. Ask: *What can you see? What happens during a sandstorm? Have you ever seen a sandstorm? What happened?*
  - Picture D. Ask: *What can you see?* Teach the word 'lightning'.

### AB A. Complete the sentences. Use the words in the box. [4 mins]

**Aim:** to write and use weather words.

- Read the first sentence. Explain that pupils need to choose words from the box for the gap. Elicit the words (heavy rain). Pupils write the words in the gap.
- Repeat with sentences 2-4. Explain / review the meanings of these words: *frightened, burn, destroyed, fell down.*

**Answers:** 1. heavy rain, 2. lightning, 3. forest fire, 4. strong winds

Iran, Pakistan, China etc.

What happens: strong winds blow sand. They move very fast, and can travel for many kilometres. It isn't safe. They can damage houses and buildings. People should stay inside. People should not use transport.

**AB B. Read the text again. Complete the chart. [5 mins]**

**Aim:** to understand features of tornadoes, forest fires and sandstorms.

-  Draw the chart on the board. Pupils must complete the chart with notes about where each type of weather happens, and what happens.
-  In groups of three or four, pupils complete as much of the chart as they can. They can read the texts in PB activity 2 again.
-  Elicit information and write notes in the chart. Encourage pupils to share what they know about the different types of weather.
- When the chart is complete, choose different pupils and ask questions (e.g. *Where are forest fires? What happens in a tornado?*) Pupils look at the table and answer.

**Example answers:**

Tornado	Forest fire
USA (and also Asia e.g. Bangladesh, South America, and other parts of the world)	USA, Australia, Spain
a strong wind moves round and round very quickly; lasts about 10 minutes; damage houses, buildings, plants, trees.	sometimes lightning hits a tree and starts a fire; can last a long time; burn down lots of trees; people leave homes and go somewhere safe

**AB C. Write about sandstorms in Sudan. [8 mins]**

**Aim:** to write a paragraph about sandstorms in Sudan.

-  Explain the activity. Pupils must write a paragraph about sandstorms in Sudan. They must write about where sandstorms happen, and what happens. They should join the sentences together to make a paragraph.
-  Pupils write a short paragraph. They can use the notes from the chart. Remind pupils to use capital letters and full stops. Walk around the

room and help.

-  Pupils read each other's paragraphs, and check spelling and grammar.
-  If there is time, choose pupils to read their paragraphs.

**Homework 2**

Pupils can write or finish writing their paragraphs at home.

**Vocabulary box [3 mins]**

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 5 Checkpoints:**

- Pupils can understand, say and write weather words (e.g. lightning).
- Pupils can read and understand the main points of two texts about forest fires and tornadoes.
- Pupils can ask and answer questions about tornadoes, forest fires and sandstorms.
- Pupils can write a paragraph about sandstorms in Sudan.



### Lesson overview:

Listening focus:	understand sentences about the life cycle of a frog
Writing focus:	describe the life cycle of a frog or a butterfly
Grammar:	adverbs of sequence (e.g. <i>first, then, finally</i> etc.)
Functions:	describing a sequence or process
New language:	lay (eggs), life cycle, lose, tadpole

### Pupil's Book (PB) page 6 / Activity Book (AB) page 6

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to review the names of common animals.

-  Tell pupils to look at the pictures silently. After 15 seconds, tell pupils to close their Pupil's Books.
-  In pairs, pupils say the animals they can remember.
-  Tell pupils to open their books. Point to each animal and elicit the name.

##### PB 2. Read the text. What is it about? [3 mins]

**Aim:** to prepare for the topic of the lesson.

- Read the text aloud. Pupils follow in their books.
- Explain that this lesson is about 'life cycles'. Elicit the meaning in Arabic.

##### PB 3. Read the text again. Answer the questions. [4 mins]

**Aim:** to read and understand a short text about life cycles.

- Read the text aloud again. Pupils follow in their books.
- Read each question aloud. Elicit the answers. (A = a beginning and end to an animal's life; B = every living thing on earth; C = from a few hours to hundreds of years).
-  Tell pupils to say what they know about the life cycle of a frog. They may use Arabic.

##### PB 4. Look at the picture. What can you see? [5 mins]

**Aim:** to listen and understand sentences about the life cycle of a frog.

**Materials:** poster 1

- Put the poster in the front of the room. Explain that pupils will learn about the life cycle of a frog. Point to pictures and say:
  - This is a frog.* (Picture of the frog)
  - The frog lays some eggs.* (Picture of the eggs)
  - The eggs become tadpoles.* (Picture of the tadpole)
  - The tadpoles grow legs.* (Picture of the tadpole with legs)
  - The tadpoles lose their tails.* (Picture of the young frog)
  - They become frogs. Now they can lay eggs.* (Picture of the adult frog again)
- Say the sentences in a different order (e.g. *The tadpoles grow legs*). Pupils point to the correct picture.
- Point to the pictures. Help pupils to say the sentences.

##### AB A. Put these sentences in the correct order. [4 mins]

**Aim:** to read and understand sentences about the life cycle of a frog.

-  Explain that the sentences describe the life cycle of a frog. Explain that they are in the wrong order. Pupils must read them and put them in the correct order.
-  Pupils read the sentences together. They write numbers 1-4 next to each sentence.
-  Ask: *What's the first / second / next sentence?* Choose pupils to read the sentences in order.

**Answers:** The correct order is: 3, 2, 1, 4

##### AB B. Complete the text with the words from the box. [5 mins]

**Aim:** to understand and use adverbs of sequence.

-  Tell pupils that the text describes the life cycle of a frog. Pupils must read the text and complete it with words from the box.

-  Pupils read and complete the text.  They compare their answers.
-  Elicit the answers.

**Answers:** 1. First, 2. Then, 3. After, 4. Finally

### Homework 1

Pupils read the text again at home.

### AB C. Label the picture. [5 mins]

**Aim:** to read and understand sentences about the life cycle of a butterfly.

-   Tell pupils that the picture shows four stages of the life cycle of a butterfly. Each sentence describes one of the stages. Pupils must match a sentence with each stage on the picture.
-  Pupils read the sentences together and draw lines to match each sentence with a stage of the life cycle in the picture.
-  Point to each stage in the picture. Choose a pupil to read the matching sentence.

**Answers:** Picture of a butterfly (sentence 1), Picture of a leaf (sentence 2), Picture of a caterpillar (sentence 4), Picture of a pupa (sentence 3)

### Look! [3 mins]

- Read each word / phrase aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each word / phrase.
-  Explain that we can use these words when we describe a sequence or an order.

### PB 5. Ask and answer questions about the life cycle of a frog. [5 mins]

**Aim:** to describe the life cycle of a frog or a butterfly.

-  Point to the picture of the life cycle of the frog. Ask: *What happens first?* Help pupils to answer (*The frog lays some eggs*). Continue asking questions about the life cycle (e.g. *Then what happens?*) Choose pupils to answer.
-  In groups of three or four, pupils choose the picture of the life cycle of the frog or the butterfly. They take turns to look at the picture and describe the life cycle of a frog or a butterfly. Walk around the room, listening and helping. Encourage pupils to use words like 'first', 'then',

'after a few weeks' and 'finally'.

### Homework 2

Pupils tell their families about the life cycle of a frog or a butterfly. They use as much English as possible.

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Ask pupils to spell it. Write the word on the board.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 6 Checkpoints:

- Pupils can read and understand a short text about life cycles.
- Pupils can read and understand sentences about the life cycle of a frog and a butterfly.
- Pupils can understand and use adverbs of sequence (e.g. first, then etc.)
- Pupils can describe the life cycle of a frog or a butterfly.



### Lesson overview:

Reading focus:	understand details of a text about animals in danger
Speaking focus:	say what we need to do to save animals in danger
Grammar:	verb + infinitive: <i>need to</i>
Functions:	expressing opinions
New language:	(in) danger, gazelle, horn, panda

### Pupil's Book (PB) page 7 / Activity Book (AB) page 7

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Elicit the name of each animal. Write the names on the board: white rhino, panda, slender-horned gazelle. Teach the word 'horn'.
- Ask: *What is the connection between these animals?*  Pupils may answer in Arabic. Explain that the animals in the pictures are all in danger. Explain the meaning of 'in danger'.

Answers : A= panda, B= gazelle, C= rhino

##### PB 2. Read the poster. What is it about? [5 mins]



**Aim:** to read and follow a text about animals in danger.

- Read the text aloud. Pupils follow in their books. Ask pupils to say what animals the text is about (pandas, white rhinos and the slender-horned gazelle).
- Read the text aloud again. Ask questions: *Where is the panda from?* (China) *Where are the white rhino and slender-horned gazelle from?* (Africa)
- Tell pupils to say why each of three animals is in danger (pandas = people are cutting down the forests; white rhino = people hunting them for horns; slender-horned gazelle = people hunting them for meat)

#### Homework 1

Pupils read the text again at home.

### PB 3. Make sentences about the text. [5 mins]

**Aim:** to read and understand the main points of a text about animals in danger.

-  Explain the activity. Pupils must read and finish each sentence.
-  Pupils work together to say the end of each sentence. They write the sentences in their notebooks.
-  Choose pupils to say completed sentences.

**Answers:** A. Lots of animals are in danger. B. People hunt white rhinos for their horns. C. They hunt gazelles for their meat. D. Pandas are losing their homes and their food.

### AB A. Match the start and end of the sentences. [5 mins]

**Aim:** to read and understand sentences about the text.

-  Read the first beginning of the sentence (Animals are in danger). Elicit the ending (around the world). Explain the activity. Pupils must match the sentence beginnings and the endings.
-  Pupils draw lines to match the beginnings and endings of the sentences.  They check their answers together.
-  Read each sentence beginning aloud and elicit the endings.

**Answers:** 1. E, 2. C, 3. F, 4.A, 5. D, 6.B

### AB B. Complete the first two rows of the chart. [7 mins]

**Aim:** to read and understand details of a text about animals in danger.

-  Draw the empty chart on the board. Explain that the chart is about three animals (the panda, the slender-horned gazelle, the white rhino). Explain the activity. Pupils must write notes about each animal: where it lives and why it is in danger. They can find information in the text in PB Activity 2.
-  Pupils complete the chart together.
-  Elicit answers. Write notes in the chart on the board.

## Answers:

Panda	Gazelle	White Rhino
China	Africa	Africa
People cutting down forests where they live; losing their homes and their food	People hunt them for meat	People hunt them for their horns, they sell the horns for lots of money

## Homework 2

Pupils tell their families what they have learned about animals in danger.

## AB C. Complete the sentences with the phrases in the box. [5 mins]

**Aim:** to write sentences saying what we need to do to save animals in danger.

-  Explain the activity. Pupils must complete each sentence with phrases from the box.
-  Pupils complete the sentences.
-  Choose pupils to read the completed sentences.

**Answers:** 1. protect the forests, 2. stop hunting them for their horns, 3. stop hunting them for meat

## PB 4. Talk about ways to protect animals that are in danger. [5 mins]

**Aim:** to say what we need to do to save animals in danger.

-  Tell pupils to close their Activity Books. Read the text in the first speech bubble (*Some animals are in danger because...*). Elicit some examples (... *people hunt them, people cut down forests, they lose their homes and their food*).
- Read the text in the second speech bubble (*To save these animals we need to...*). Elicit some examples (... *protect the forests, stop hunting*). Remind pupils that we use an infinitive verb after 'need to'.
-  In pairs, pupils say complete sentences. Walk around the room, listening and helping.

## Vocabulary box [5 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say a word from the box. Tell pupils to write the word in their notebooks. Repeat with the other words.
- Tell pupils to open their Activity Books and to check the spellings.  Pupils check the spellings of each word in their notebooks.

## Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

## End of Lesson 7 Checkpoints:

- Pupils can read and understand details of a text about animals in danger.
- Pupils can write sentences saying what we need to do to save animals in danger.
- Pupils can say what we need to do to save animals in danger.



### Lesson overview:

Reading focus:	understand the main points of a text about the dangers of the natural world
Listening focus:	understand sentences about the water cycle
Grammar:	(1) <i>too (much), (not) enough</i> , (2) superlative adjectives, (3) adverbs of sequence
Functions:	(1) making comparisons, (2) describing a sequence or process
New language:	Antarctica, gas, natural, storm

### AB A. Match the words in the box to the pictures. [4 mins]

**Aim:** to review words about weather.

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
-  Pupils find and write the words.  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. tornado, 2. forest fire, 3. sandstorm, 4. lightning, 5. drought, 6. flood

### Pupil's Book (PB) page 8 / Activity Book (AB) page 8

#### Starter activity [3 mins]

#### PB 1. Read the text. What is the best title?

**Aim:** to read and follow a text about the dangers of the natural world.

- Read titles A and B. Elicit / teach the meanings.
- Read the text aloud. Pupils follow in their books.
- Tell pupils to say the best title (B – The danger of people)

#### Homework 1

Pupils read the text again at home.

#### PB 2. Read the text again and answer these questions. [5 mins]

**Aim:** to read and understand the main points of a text about the dangers of the natural world.

-  Read each question aloud. Elicit what the questions mean in Arabic.
-  Pupils read the text again together. They read the questions and answer them orally together.
-  Read each question and elicit the answers.

**Answers:** A. Floods, drought and storms. B. Hunting, cutting down trees, making the rivers and air dirty. C. There is only one world for us and all the other animals.

### AB B. Complete the sentences. Circle the correct words. [5 mins]

**Aim:** to review *too / enough*.

-  Explain the activity. Pupils must read each sentence, then choose one of the words or phrases.
-  Pupils read the sentences and draw circles to choose the correct word.  They check their answers together.
-  Choose different pupils to read the sentences. Check pronunciation. Elicit the meanings in Arabic.

**Answers:** 1. too much, 2. is too dry, 3. is, 4. isn't enough

### AB C. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to review superlative adjectives.

-  Read the example sentence aloud. Elicit the meaning in Arabic. Explain the activity. Pupils must choose an adjective from the box for each sentence, and write it in the superlative form in the box (e.g. hottest). Teach the word 'Antarctica'.
-  Pupils work together to complete the sentences with superlative adjectives.
-  Choose pupils to read the completed sentences. Write the adjectives on the board. Pupils check the spellings.

**Answers:** 1. hottest, 2. longest, 3. highest, 4. coldest, 5. biggest, 6. fastest, 7. driest

### PB 3. Look at the picture. What's happening? [5

mins] 

**Aim:** to listen and understand sentences about the water cycle.

- Explain that the picture shows the water cycle. Elicit the meaning in Arabic.
- Point to parts of the picture and say:  
*This is the sea or a river.* (Point to 'sea and rivers')  
*The sun heats the water, and the water becomes gas.* (Point to 'a type of gas')  
*The gas goes into the sky and becomes clouds.*  
*The clouds start to rain.* (Point to 'clouds')  
*The rain falls from the sky into seas and rivers.* (Point to 'rain')
- Say the sentences in a different order (e.g. *The rain falls from the sky into seas and rivers*). Pupils point to the correct part of the picture.

### AB D. Complete the text. Use the words in the box.

[4 mins]

**Aim:** to review adverbs of sequence.

-  Tell pupils that the text describes the water cycle. Pupils must read the text and complete it with words from the box.
-  Pupils read and complete the text.  They compare their answers.
-  Elicit the answers.

**Answers:** 1. First, 2. Then, 3. After, 4. Finally

### PB 4. Talk about the water cycle. [6 mins]

**Aim:** to describe the water cycle.

-  Point to the picture in PB Activity 3. Ask: *What happens first?* Help pupils to answer (*First, the sun heats the water*). Continue asking questions about the water cycle: *Then what happens?* (*Then the water becomes gas*). Choose pupils to answer.
-  Pupils take turns to look at the picture and describe the water cycle. Walk around the room, listening and helping. Encourage pupils to use words like 'first', 'then' and 'finally'.

### Homework 2

Pupils tell their families what they have learned about the water cycle.

### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 1 again.

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:

- Pupils can understand, write and say words related to the environment and weather.
- Pupils can read and understand the main points of a text about the dangers of the natural world.
- Pupils can use adverbs of sequence (e.g. first of all) to describe a cycle (e.g. the water cycle).
- Pupils can write superlative adjectives (e.g. biggest) correctly.



### Lesson overview:

Reading focus:	understand the main points of a short text about hand washing
Writing focus:	make a poster for young people about personal hygiene
Grammar:	conjunctions: <i>before, after, when</i>
Functions:	giving advice
New language:	bacteria, hygiene, illness, the (runs), simple

**Answers:** A. It helps you to stay healthy. B. After you go to the toilet, before you eat, when they are dirty. C. When bacteria go from your hands and to your mouth.

### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- ع Explain that we use the words *before, after, when* to say when something happens.

### Pupil's Book (PB) page 9 / Activity Book (AB) page 9

#### Starter activity [5 mins]



#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of hand washing.

- Point to the poster. Tell pupils to say what they can see.
- Ask questions: *What is the poster about? Why is it important to wash your hands? When should you wash your hands?* Pupils give ideas. Don't give the answers. ع Pupils may use Arabic.

#### PB 2. Read the text. What is it about? [4 mins]



**Aim:** to read and follow a short text about hand washing.

- Read the text aloud. Pupils follow in their books.
- Tell pupils to say what it is about (the importance of hand washing).
- Have pupils to guess the meaning of these words: *simple, bacteria, the runs*.

#### PB 3. Read the text and answer the questions. [4 mins]

**Aim:** to read and understand the main points of a short text about hand washing.

- ع Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
- ع Pupils read the text again together. They read the questions and answer them orally together.
- ع Read each question and elicit the answers.

### Homework 1

Pupils read the text again at home.

#### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and find the meanings of words.

- ع Read words 1-4 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Explain the activity. Pupils must match each word with one of the definitions (A-D).
- ع Pupils draw lines to match the words and definitions. ع They check their answers together.
- ع Read each word and elicit the answers. Elicit the meaning of the word 'illness'.

**Answers:** 1. A, 2. C, 3. B, 4. D

### Homework 2

Pupils review the meanings and spellings of the words in the box.

#### AB B. Tick [✓] the answers. [5 mins]

**Aim:** to understand sentences about when we should wash our hands.

- ع Read the question aloud (*When should you wash your hands?*). Explain the activity. Pupils must read the list and tick the times when people should wash their hands.
- ع Pupils read the list and tick the times.
- ع Read each time (e.g. before you eat), and tell

pupils to raise their hands if they think people should wash their hands at this time. Repeat with the other times on the list.

- Explain that people can wash their hands at any of these times, but it is not necessary after you have a bath, and before every lesson.

### PB 3. Talk about hand washing. [4 mins]

**Aim:** to say when we should wash our hands.

-  Tell pupils to close their Activity Books. Ask pupils to remember when we should wash our hands (e.g. you should wash your hands before you eat / when you get up). Remind pupils that we use 'should' + an infinitive verb to give advice.
-  In pairs, pupils take turns to say when people should wash their hands. Walk around the room, listening and helping.

### AB C. Make a poster about hand washing. [8 mins]

**Aim:** to make a poster for young people about personal hygiene.

**Materials:** chart paper (or notepaper), pens, coloured pencils (if possible)

-   Ask: *Why is it important to wash your hands? When should you wash your hands?* Write pupils' ideas on the board.
- Explain the activity. Pupils must make a poster in groups. The poster must give information about hand washing.
- Explain that the poster should have a title and text that is easy to read. It should be attractive to young people.
-  In groups of three or four, pupils design and make a poster. They can draw pictures on the poster. Walk around the room and help.
-  Choose groups to show and read their posters in front of the class. If possible, stick the posters on the board or around the classroom for pupils to look at.

### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Tell pupils to spell it. Write the word on the board.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 1 Checkpoints:

- Pupils can read and understand the main points of a short text about hand washing.
- Pupils can understand sentences about when we should wash our hands.
- Pupils can say when we should wash our hands.
- Pupils can work together and make a poster for young people about personal hygiene.



### Lesson overview:

Listening focus:	understand details of a boy talking about what he does to stay healthy
Speaking focus:	ask and answer questions about eating habits and routines
Grammar:	adverbs of frequency
Functions:	giving advice
New language:	hardly ever

### Homework 1

Pupils write some sentences using the information in the chart (e.g. *You should drink lots of water / You shouldn't eat junk food*).

### PB 2. Listen to Amien. What does he usually do? [6 mins]

**Aim:** to understand the main points of a boy talking about what he does to stay healthy.

**Materials:** audio track 2.2

-  Choose pupils to read the phrases. Elicit the meanings in Arabic. Explain the activity. Pupils will listen to Amien talking about what he does to stay healthy. They must decide which part of each phrase is true (e.g. does he usually get up early or late?)
-  Play audio track 2.2.  Pupils read the phrases and discuss the answers.
-  If necessary, play the audio track again.  Pupils discuss the answers again.
-  Elicit the answers. Encourage pupils to use the third person verbs (e.g. *gets, eats, drinks* etc.)

**Answers:** A. He gets up early. B. He eats a healthy breakfast. C. He drinks lots of water. D. He watches TV or reads a book. E. He goes to bed early.

### PB 3. Listen again. Talk about Amien. Use the words in the box. [6 mins]

**Aim:** to understand details of a boy talking about what he does to stay healthy.

**Materials:** audio track 2.2

-  Read the adverbs aloud. Elicit the meanings. Explain the activity. Pupils will listen to Amien again. They must listen to see what Amien always, often, sometimes, usually, hardly ever and never does.
-  Play audio track 2.2. Pupils can make notes in their notebooks.
-  Pupils discuss what Amien always, often, sometimes etc. does (e.g. Amien usually gets up early). If necessary, play the audio track again.
-  Ask: *What does Amien always do?* Choose a pair to answer (*He always eats a healthy breakfast*). Continue with the other adverbs (*What does Amien often / sometimes / usually /*

### Pupil's Book (PB) page 10 / Activity Book (AB) page 10

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture. Elicit what each child is doing. Pupils should use the present continuous (e.g. *The boys are doing some exercise, the girl is eating junk food and drinking a fizzy drink* etc.)
- Point to each picture again. For each picture, tell pupils to wave their hands in the air if it shows a healthy activity; or to put their hands on their heads if it shows an unhealthy activity.

#### AB A. Complete the chart. Use phrases in the box. [5 mins]

**Aim:** to understand healthy / unhealthy activities.

-   Explain the activity. Pupils must read the phrases in the box. If the phrase describes something that is healthy, they write the phrase in the 'you should' column; if it describes something that is less healthy, they write it in the 'you shouldn't' column.
-  Pupils complete the chart.  They check their answers together.
-  Choose pupils to read the phrases in the 'you should' column, then choose others to read the phrases in the 'you shouldn't' column.

**Answers:** You should: drink lots of water, eat fruit and vegetables, do lots of exercise.

You shouldn't: eat junk food, go to bed late, watch too much TV.

hardly ever / never do?)

### Answers:

always – eats a healthy breakfast

often – does exercise / plays basketball with his friends

sometimes – eats some fruit / watches something interesting on TV / reads a nice book

usually – gets up early / drinks six or seven glasses of water every day

hardly ever – eats junk food / goes to bed late

never – plays computer games

### AB B. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to write sentences about Amien's habits and routines using adverbs of frequency.

-  Explain the activity. Pupils must complete the sentences with the words in the box. The sentences should be true. Read the first sentence and elicit the word (always).
-  Pupils complete the sentences.  They check their answers together.
-  Choose different pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. always, 2. usually, 3. hardly ever, 4. often, 5. sometimes, 6. never

### AB C. Make questions. [5 mins]

**Aim:** to practise the correct word order for questions.

-   Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Read the questions aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each question in Arabic.

**Answers:** 1. When do you usually get up in the morning? 2. Do you eat a healthy breakfast? 3. Do you ever eat junk food? 4. How often do you watch TV? 5. What time do you go to bed?

### Homework 2

Pupils practise saying the questions at home. They try to improve their pronunciation and intonation.

### PB 4. Ask and answer questions about your habits. [5 mins]

**Aim:** to practise asking and answering questions about eating habits and routines.

-  Ask questions 1-5 from AB activity C. After each question, elicit some answers. Help pupils to answer in English. You can write examples on the board.
-  Pupils take turns to ask and answer the questions from AB activity C. Walk around the room, listening and helping.
-  If there is time, choose pairs to ask and answer the questions in front of the class.

### AB D. Write about your habits. [5 mins]

**Aim:** to write some sentences about your habits and routines using adverbs of frequency.

-  Write the sentences on the board. Elicit some examples for the gaps (see below).
-  Pupils complete the sentences. Remind them to write true sentences about themselves. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose some pupils to read their sentences in front of the class.

**Example answers:** I always get up early. I sometimes play football with my friends. I hardly ever eat junk food. I never watch too much TV.

### Homework 3

Pupils can write or finish writing the sentences at home.

### End of Lesson 2 Checkpoints:

- Pupils can understand details of a boy talking about what he does to stay healthy.
- Pupils can ask and answer questions about eating habits and routines.
- Pupils can write sentences about habits and routines using adverbs of frequency.



### Lesson overview:

Reading focus:	understand the main points of a short text about a good diet
Speaking focus:	ask and answer questions about the food you have at home
Grammar:	(1) countable and uncountable nouns, (2) expressions of quantity: <i>many, much, lots of, some</i>
Functions:	talking about quantity
New language:	canned, diet, frozen, grown

- Tell pupils to say what it is about (a good diet). Elicit the meaning of 'a good diet'.

### Homework 1

Pupils read the text again at home.

### Pupil's Book (PB) page 11 / Activity Book (AB) page 11

#### Starter activity [3 mins]

##### PB 1. Look at the picture. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Tell pupils to look at the picture for 15 seconds. After 15 seconds, tell them to close their Pupil's Books.
- Ask: *What's in the basket?* Teach these words: frozen chicken, canned soup.
- Tell pupils to open their Pupil's Books again.

#### PB 2. Look at the picture. Answer the questions. [3 mins]

**Aim:** to understand more about food that is healthy / less healthy.

- Read each question aloud. Encourage pupils to give different answers (e.g. fresh fruit juice is healthy, but some fruit juice has a lot of sugar and then it isn't healthy etc.)  Pupils may use Arabic.

**Answers (pupils may give different answers):** A. bread, fish, bananas, eggs, carrots, B. the chicken is frozen, C. the soup is canned, D. all the food is healthy except the chocolate (and maybe the juice), 4. the chocolate (and maybe the juice) are less healthy

#### PB 3. Read the text. What is it about? [3 mins]

**Aim:** to read and follow a text about a good diet.

- Read the text aloud. Pupils follow in their books.

#### Look! [3 mins]

- Read each question and sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each question and sentence.
-  Explain that we use 'many' with countable nouns (e.g. eggs); and that we use 'much' with uncountable nouns (e.g. sugar). Explain that we usually use 'much' and 'many' in questions and negative sentences.
-  Explain that we usually use 'lots of' and 'some' in positive sentences. We can use them with both countable and uncountable nouns.

#### AB A. Complete the chart. [5 mins]

**Aim:** to identify countable / uncountable nouns.

-  Choose pupils to read the food words in the box. Elicit the meanings.
-  Explain that we can count some of these things (e.g. crisps), but we can't count others (e.g. milk). Pupils must write the names of each food / drink in the correct column.
-  Pupils write the food / drink words in the chart.  They check their answers together.
-  Elicit the answers.

#### Answers:

You can count: crisps, bananas, carrots, eggs, onions  
You can't count: milk, bread, chocolate, fruit juice, soup

#### Homework 2

Pupils add more food and drink words to each column of the chart (e.g. you can count: mangoes, pineapples, eggplants etc. / you can't count: sugar, flour, porridge, yoghurt, meat etc.).

#### AB B. Complete the sentences. Circle the correct words. [5 mins]

**Aim:** to practise using quantifiers (*much, many, lots*)

of, some) correctly.

-  Read question 1 aloud. Elicit the answer and the reason why (*much*, because we can't count chocolate). Tell pupils to draw a circle around the word 'much'.
-  Pupils read the sentences and draw a circle around the correct word.
-  Elicit the answers. Tell pupils to give the reason for each answer.

**Answers:** 1. much (question, uncountable), 2. lots of (positive sentence), 3. many (question, countable), 4. many (negative sentence, countable), 5. some (positive sentence)

### AB C. Read the text again. Write answers to the questions. [5 mins]

**Aim:** to read and understand the main points of a text about a good diet.

-  Pupils read the text again together. They read the questions and write short answers.
-  Read each question and elicit the answers.

**Answers:** 1. To stay healthy, 2. Yes, it is, 3. Fresh food (e.g. eggs, fruit and vegetables), 4. Fresh food, 5. Crisps, sweets, chocolate, 6. No, only sometimes.

### AB D. Wrote about different kind of food in your home. Answer the questions. [5 mins]

**Aim:** to write sentences about the type of food you have at home.

-  Tell pupils you will ask some questions. If the answer is yes, they must wave their hands in the air; if the answer is no, they must put their hands on their heads.
- Ask questions (*Do you have any fresh vegetables in your home?* Etc.) Pupils wave their hands or put their hands on their heads.
- Explain the activity. Pupils must complete the sentences with the type of food and drink they have at home, and don't have at home.
-  Pupils complete the sentences.
-  Choose pupils to read their sentences in front of the class.

**Example answers:** In my home we have lots of fresh vegetables, lots of fresh fruit and some canned food.

In my home we don't have junk food and fizzy

drinks.

### PB 4. Talk about different kinds of food you have in your home. [5 mins]

**Aim:** to practise asking and answering questions about the food you have at home.

-  Choose pupils. Ask questions and help them to answer: *Do you have any fresh vegetables at home?* (Yes, we have lots of fresh vegetables. We have onions and carrots.) *Do you have any junk food at home?* (Yes, we have some junk food. We have crisps.)
-  In pairs, pupils take turns to ask each other questions about the food they have at home. They can use the questions in AB activity D. Walk around the room, listening and helping.

### Vocabulary box [3 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
-  Pupils say the words together, and say what they mean in Arabic.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 3 Checkpoints:

- Pupils can say and write the names of common items of food and drink.
- Pupils can use quantifiers much, many, lots of, some correctly with countable / uncountable nouns.
- Pupils can read and understand the main points of a text about a good diet.
- Pupils can write and talk about the food they have at home.



### Lesson overview:

Listening focus:	understand details of a conversation between a girl and a doctor
Speaking focus:	act out a conversation at the doctor's
Grammar:	modal verb + infinitive: <i>should</i>
Functions:	giving advice
New language:	cough, headache, stomachache, tongue, toothache

**Pupil's Book (PB) page 12 / Activity Book (AB) page 12**

### Starter activity [3 mins]

#### PB 1. Match the health problems to the pictures (A-D).

**Aim:** to learn the names of common health problems.

- Point to Picture A and say: *She's got a stomach ache*. Tell pupils to point to the word.
- Repeat with Pictures B-D (B = *He's got a toothache*, C = *She's got a headache* D = *He's got a cough*).
- Point to each picture and say the sentences again. Pupils repeat. Check pronunciation.

#### AB A. Complete the sentences with words from Pupil's Book Activity 1. [5 mins]

**Aim:** to understand and write the names of common health problems.

-  Explain the activity. Pupils must write one of the words from PB activity 1 in each gap.
-  Pupils read and complete the sentences.
-  Elicit the word for each gap. Check pronunciation.

**Answers:** 1. toothache, 2. stomachache, 3. headache, 4. cough

#### PB 2. Listen to the dialogue and answer the questions. [5 mins]

**Aim:** to understand the main points of a conversation between a girl and a doctor.

**Materials:** audio track 2.4

-  Tell pupils they will listen to a conversation

between Fadia and another person. Read the questions. Elicit the meanings in Arabic. Tell pupils they must listen and find the answers to these questions.

-  Play audio track 2.4.  Pupils read the questions and discuss the answers.
-  Read the questions. Choose pupils to answer. **Answers:** A. She is at the doctor's. B. She's got a cough. C. She should take some medicine.

#### AB B. Listen again. Put these events in order. [5 mins]

**Aim:** to understand details of a conversation between a girl and a doctor.

**Materials:** audio track 2.4

- Explain that the doctor asks Fadia different things. Read the phrases. Teach / elicit the meanings.
- Point to number 1 in the box. Explain that this is the first thing the doctor asks. Pupils must listen and decide what she asks second, third etc.
-  Play audio track 2.4. Pupils listen and write numbers in the boxes next to each phrase. Play the audio track again for pupils to check.
- Ask: *What does the doctor ask first? What does she ask next?* Etc. Pupils read the phrases. **Answers:** A. what the problem is, B. to stand up, C. to breathe in, D. to show her tongue, E. how often she exercises, F. how much junk food she eats

#### AB C. Read the speech bubbles. Circle the best advice. [5 mins]

**Aim:** to read and understand sentences giving advice to people with health problems.

-  Read the first health problem aloud (*I've got a headache*). Explain that there are two pieces of advice. Elicit the best advice for this problem (*You should take some medicine*).
-  Pupils read the health problems and choose the best advice. They draw a circle around 'A' or 'B'.
-  Read each health problem. Choose a pupil to read the best advice.

**Answers:** 1 = A, 2 = B, 3 = A, 4 = B

### Homework 1

Pupils practise reading the sentences aloud. They try to improve their pronunciation and intonation.

### PB 3. Give advice. Use the phrases in the box. [5 mins]

**Aim:** to practise giving advice for common health problems.

-  Read the phrases in the word box. Elicit the meanings.
- Explain that the pupils in the picture have problems. Read the first problem (*I've got a headache*). Elicit the best advice (*stay away from the sun*). Help a pupil to say the advice: *You should stay away from the sun*.
-  In pairs, pupils read the problems and choose the best advice. They say the advice for each problem.
-  Choose a pair. Pupil 1 reads the health problem, Pupil 2 gives the advice.

**Answers:** I've got a headache. You should stay away from the sun. (or You should go to bed early).  
I've got a bad cough. You should go to bed early.  
I've got a toothache. You should clean your teeth.  
I've got a stomach ache. You should eat your food slowly.

### Homework 2

Pupils can write sentences giving advice about staying healthy in their notebooks (e.g. *You should eat lots of fruit and vegetables*).

### PB 4. Act out a visit to the doctor. [7 mins]

**Aim:** to act out a conversation at the doctor's.

-  Write on the board: *What's the problem?*
- Choose a pupil to come to the front of the class. Tell the pupil that you are a doctor. Tell them to imagine that they are ill. Ask: *What's the problem?* The pupil answers (e.g. *I've got a toothache*). Give some advice (e.g. *You should go to the dentist. And you should clean your teeth every day*).
- Choose another pupil. Pupil 1 is the doctor and asks: *What's the matter?*; Pupil 2 answers (*I've got a ...*); Pupil 1 gives advice (*You should ...*)
-  In pairs, pupils take turns to play a doctor and patient. Walk around the room, listening and helping.

-  If there is time, choose pairs to perform their role plays in front of the class.

### Vocabulary box [5 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say a word from the box. Ask pupils to write the word in their notebooks. Repeat with the other words.
- Tell pupils to open their Activity Books and to check the spellings.  Pupils check the spellings of each word in their notebooks.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 4 Checkpoints:

- Pupils can understand and say the names of common health problems.
- Pupils can understand details of a conversation between a girl and a doctor.
- Pupils can describe a health problem and give advice.



### Lesson overview:

Reading focus:	understand a text with instructions for stopping a nosebleed
Speaking focus:	say what to do when somebody is cut
Grammar:	adverbs of sequence (e.g. <i>first, after that, next, finally</i> )
Functions:	describing a sequence or process
New language:	bleed, cream, fall over, first aid, ice, nosebleed

### Pupil's Book (PB) page 13 / Activity Book (AB) page 13

#### Starter activity [3 mins]

**Aim:** to preview the topic of first aid.

- Write 'first aid' on the board and explain what it is (helping people when they have accidents or hurt themselves). Explain that this lesson is about first aid.
-  Elicit if pupils know what to do in any of these situations: your friend has cut their finger, your friend has burnt their arm, your friend has a nosebleed. Teach the word 'nosebleed'.

#### PB 1. Read the instructions. What is the problem.

[4 mins] 

**Aim:** to read and follow a text with instructions for stopping a nosebleed.

- Read the text aloud. Pupils follow in their books.
- Tell pupils to say what the problem is (a nosebleed).
- Tell pupils to say / guess the meanings of these words: sit forward, breathe, hold, middle of their nose, ice, bleeding. Give the meaning of the verb 'bleed'.
- Read the text aloud again.

#### Homework 1

Pupils read the text again at home.

#### PB 2. Read the text again. Put the pictures in the correct order. [5 mins]

**Aim:** to understand the main points of a text with instructions for stopping a nosebleed.

**Materials:** poster 2.5

-  Put the poster in the front of the room. Explain that the pictures show what to do when you have a nosebleed. Explain that they are in the wrong order. Pupils must read the text again and decide the correct order.
-  Pupils read the text together. They decide the order of the pictures.
-  Ask pupils to say the letters of the pictures in the correct order (B, D, A, C).

#### AB A. Match the words to the pictures. [5 mins]

**Aim:** to begin to understand compound nouns.

-  Write the word 'nosebleed' on the board. Explain that some words in English are made from two words joined together. Point to the word 'nosebleed' and elicit the two words ('nose' and 'bleed'). Explain that this can sometimes help them to guess what words mean (e.g. earache).
- Elicit the picture of the word 'nosebleed' (Picture 6). Tell pupils to draw a line between the word and the picture.
-  Pupils draw lines to match the words and pictures.
-  Say each word and elicit the number of the picture. Pupils check their answers.

**Answers:** 1. ice cream, 2. nose, 3. cream, 4. bleeding, 5. ice, 6. nosebleed

#### AB B. Read the text in the Pupil's Book and answer these questions. [5 mins]

**Aim:** to understand details of a text with instructions for stopping a nosebleed.

-  Explain the activity. Pupils must read questions and write answers about the text in PB activity 1.
-  Pupils read the questions together. They read the text again and write answers.
-  Read the questions aloud. Choose some pupils to read their answers.

**Answers:** 1. Because you can help when your friends hurt themselves. 2. About how to stop a nosebleed. 3. For about ten minutes. 4. Put some ice on the nose.

**AB C. Complete the sentences. Use the words in the box. [5 mins]**

**Aim:** to review / learn words related to first aid.

-  Read the first sentence. Explain the meaning of the word 'fell over'. Elicit the word from the box for the gap (hurt). Explain the activity. Pupils must write a word from the box in each gap.
-  Pupils read and complete the sentences.  They check their answers together.
-  Choose different pupils to read the completed sentences.

**Answers:** 1. hurt, 2. bleed, 3. breathe, 4. nose, 5. clean

**PB 3. Talk about how to stop a nosebleed. Say the sentences in the correct order. [5 mins]**

**Aim:** to say what to do when somebody is cut using adverbs of sequence.

-  Explain that the instructions tell you what to do when somebody is cut. Explain that they are in the wrong order. Tell pupils to read the instructions, and to decide the correct order.
-  Pupils read the instructions silently.
-  Elicit the first instruction (D). Say *Hold the cut to stop the bleeding*. Elicit the next instruction (C). Say *After that, clean the cut*. Elicit the next instruction (B). Say *Next, put some cream on the cut*. Elicit the last instruction. Say *Finally, put something on the cut to keep it clean*.
- Explain the activity. Pupils must say the instructions in order. They should use these words: first, after that, next, finally.
-  Pupils say the instructions in order, using these words: first, after that, next, finally.

**Homework 2**

Pupils say the instructions in order again at home.

**AB D. Complete the text. Use the word sin the box. [5 mins]**

**Aim:** to use adverbs of sequence in a written text.

-  Explain the activity. Pupils must read the text and complete it with the adverbs that they used in PB activity 3.
-  Pupils read and complete the text together. If pupils need help, write these words on the board: *finally, after that, first, next*.
-  Choose pupils to read the completed text. Check that pupils have used a capital letter for each word.

**Answers:** 1. First, 2. After that, 3. Next, 4. Finally,

**Vocabulary box [3 mins]** 

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 5 Checkpoints:**

- Pupils can read and understand details of a text with instructions for stopping a nosebleed.
- Pupils can understand instructions for what to do when somebody is cut.
- Pupils can read, say and write words related to first aid.
- Pupils can use adverbs to describe a sequence or process.



### Lesson overview:

Reading focus:	understand the main points of a poster about malaria
Writing focus:	make a poster about how to stop malaria
Grammar:	modal verb + infinitive: <i>should / shouldn't</i>
Functions:	talking about obligation and prohibition
New language:	fever, sick

- Read the example word and definition. Explain the activity. Pupils must match the words and definitions.
-  Pupils draw lines to match words and definitions.  They check their answers together.
-  Read the words. Elicit the answers.

**Answers:** 1. B, 2. E, 3. C, 4. A, 5. D

### PB 2. Read the poster. Are the sentences true or false? [5 mins]

**Aim:** to read and understand the main points of a poster about malaria.

-  Pupils read the text again together.
  - In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
  -  Elicit the answers. If a sentence is false, have pupils to give the true answer.
  -  Pupils take turns to say the sentences to each other. If a sentence is false, they correct it (e.g. Malaria is very dangerous).
- Answers:** A. F (Malaria is dangerous, it kills), B. T C. F (Adults get malaria), D. T, E. T, F. F (Mosquitoes live near water)

### AB B. Complete the chart. [5 mins]

**Aim:** to understand what you need to do to stop getting malaria.

-   Explain that the phrases in the box are things you should or should not do to stop getting malaria. Pupils must read each phrase and write them in the correct column. Read the example: *You should... try not to get bitten*. Elicit the meaning.
-  Pupils complete the chart together.
-  Choose pupils to read the phrases in the 'you should' column, then choose others to read the phrases in the 'you shouldn't' column.

**Answers:** You should: try not to get bitten, go to the doctor when you have a fever, use insect spray  
You shouldn't: go near water in the evening, sleep without a net, wear shorts and T-shirts

### Pupil's Book (PB) page 14 / Activity Book (AB) page 14

#### Starter activity [3 mins]

**Aim:** to prepare for the topic of the lesson.

- Ask: *What is the most dangerous animal in the world?* Elicit as many different ideas as possible. Give the answer (mosquitoes).
- Ask: *Why are they the most dangerous animals?* Elicit ideas. Give the answer (because they can give people malaria). Write the word 'malaria' on the board. Check everyone understands the word. Tell pupils they will learn about malaria in this lesson.

#### PB 1. Look at the poster. What is it about? [5 mins]



**Aim:** to read and follow a poster about malaria.

- Read the text of the poster aloud. Pupils follow in their books.
- Tell pupils to say what the poster is about (facts about malaria, what happens when you have malaria, and what you can do to stop malaria).
- Read each sentence again and ask pupils to translate each one.

#### Homework 1

Pupils read the poster again at home.

#### AB A. Match the words with the definitions. [4 mins]

**Aim:** to read and find the meanings of words.

-  Read words 1-5 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.

## Homework 2

Pupils tell their families what they have learned about malaria.

### AB C. Make questions. Then ask and answer them. [5 mins]

**Aim:** to practise the correct word order for questions.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.
-  Read each question aloud. Pupils check their answers.
- Read each question aloud again. Pupils repeat. Elicit answers for each question.
-  Pupils take turns to ask and answer the questions.

#### Example answers:

1. Where do mosquitoes live? They live near water.
2. How often does a child die from malaria? A child dies from malaria every minute.
3. Where is there a lot of malaria? There is a lot of malaria in African countries.
4. What is the best way to stop malaria? You can use nets over your bed when you sleep, cover your arms and legs and use insect spray, don't go near water. Try not to get bitten!

### AB D. Make your own poster about how to stop malaria. [10 mins]

**Aim:** to make a poster about how to stop malaria.

**Materials:** chart paper (or notepaper), pens, coloured pencils (if possible)

-   Ask: *What can we do to stop malaria?* Pupils give ideas (e.g. use insect spray, don't go near water in the evening). If pupils have ideas which are not in this lesson, help them to say them in English and write them on the board.
- Explain the activity. Pupils must make a poster in groups. The poster should be for the community, and must say what people can do to stop malaria. Explain that the poster should have a title and text that is easy to read.
-  In groups of three or four, pupils design and make a poster. They can draw pictures on the poster. Walk around the room and help.

-  Choose groups to show and read their posters in front of the class. If possible, stick the posters on the board or around the classroom for pupils to look at.

#### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 6 Checkpoints:

- Pupils can read and understand the main points of a poster about malaria.
- Pupils can understand and say what you need to do to stop malaria.
- Pupils can work together to make a poster about how to stop malaria.



### Lesson overview:

Reading focus:	understand a summary of a story about an accident
Speaking focus:	act out a scene from a story about an accident
Grammar:	present and past tenses
Functions:	telling a story
New language:	fall off, pass (a ball)

### Pupil's Book (PB) page 15 / Activity Book (AB) page 15

#### Starter activity [4 mins]

##### PB 1. Look at the cartoon. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Elicit the names of the boys in the story (Omer and Ali). Point to each picture. Ask pupils to say what they can see. Check that pupils use the present continuous correctly (e.g. *They are playing football, Omer is wearing glasses, Omer is sitting on the ground, Ali is running* etc.)
- Read the text in each speech bubble aloud. Elicit the meaning of each one.

##### PB 2. Look at the cartoon again. Are these sentences true or false? [4 mins]

**Aim:** to understand sentences about a story (using present tenses).

-  Pupils look at the cartoon again together.
- In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** A. T, B. T, C. F (It hits him in the face / on the nose), D. T, E. F (Omer is hurt), F. F (He has a nosebleed), G. T, H. F (He tells him to put his head forward and hold his nose)

##### PB 3. Talk about each cartoon picture. What's happening? [6 mins]

**Aim:** to practise telling a simple story.

-  Tell pupils you will say some sentences about the story. They must listen and point to the pictures. Say these sentences:

- *Ali and Omer are playing football.* (Picture A)
- *Ali passes the ball to Omer.* (Picture B)
- *It hits him in the face and his glasses fall off.* (Picture C)
- *Omer is hurt.* (Picture D)
- *He has a nosebleed.* (Picture E)
- *Ali knows some first aid. He tells him to put his head forward and hold his nose.* (Picture F)

- Say the letter of a picture (e.g. Picture B). Help pupils to say the sentence (Ali passes the ball to Omer).
-  Pupils take turns to point to the pictures and talk about them.

#### AB A. Put these sentences in the correct order. [5 mins]

**Aim:** to understand sentences about a story (using past tenses).

-  Explain that the sentences are about Omer's accident. They are in the wrong order. Ask: *What's the first sentence?* (Omer and Ali were playing football). Tell pupils they must read the sentences and put them in the correct order.
-  Pupils read the sentences. They write numbers in the boxes.  They check their answers together.
-  Ask: *What's the second / third / next sentence?* Choose pupils to read the sentences in order. Explain that these sentences use the past tense.

**Answers:** The correct order is: 3, 2, 6, 5, 4, 1

#### Homework 1

Pupils read the sentences again at home.

#### AB B. Complete the story. [5 mins]

**Aim:** to read and complete a summary of a story about an accident.

-  Explain the activity. Pupils must read the story and complete it. Explain that pupils may need to write more than one word in the gaps. They should use the past tense.
-  Pupils read and complete the text together. They can use words and phrases from AB activity

A.

-  Choose different pupils to read completed sentences.

**Answers:** Ali and Omer were playing football / passed the ball to Omer / hit Omer (him) in the face / on the ground / had a nosebleed / gave him (Omer) first aid.

#### **PB 4. Imagine your friend has a nosebleed. Give him/her advice. [6 mins]**

**Aim:** to act out a scene from a story about an accident.

-  Write these words on the board: *Sit...., Breathe...., Hold...., Put....*
- Explain that these are instructions you give people when they have a nosebleed. Elicit the instructions (*Sit down. Sit forward. Breathe through your mouth. Hold your nose for ten minutes. Put some ice on your nose*). Say the instructions again. Pupils repeat. Check pronunciation.
- Choose two pupils to come to the front of the class. Pupil 1 is Omer (with a nosebleed), and Pupil 2 is Ali. Tell Pupil 2 to give the instructions to Pupil 1. Pupil 2 gives instructions (e.g. *Sit down etc.*); Pupil 2 does the action (e.g. the pupil sits down).
-  Pupils take turns to be Ali and Omer. They give instructions and do the actions.
-  Choose pairs to act out the scene.

#### **AB C. Draw pictures to make a cartoon about another accident. [8 mins]**

**Aim:** to talk about an imaginative story of an accident.

-   Explain the activity. Pupils must draw a story of an accident. It can be a real accident they have seen or been in, or they can use their imaginations. Pupils must draw each scene in a box. Explain that they don't need to use all the boxes.
-  Pupils draw their own accident story. Encourage pupils to draw quickly.
-  After four minutes, tell pupils to stop drawing. In groups of four or five, pupils show each other their stories. They use as much English as they can to talk about the scenes and tell the stories. Walk around the room, listening

and helping.

-  Tell pupils to say some of the best stories they heard.

#### **Homework 2**

Pupils label the scenes of their story in English, or they write some sentences about their story.

#### **Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

#### **Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### **End of Lesson 7 Checkpoints:**

- Pupils can understand sentences about and a summary of a story about an accident.
- Pupils can use pictures to tell a simple story.
- Pupils can act out a scene from a story about an accident with clear pronunciation.
- Pupils can talk about an imaginative story of an accident.



### Lesson overview:

Reading focus:	understand a text about a boy and what he does to stay healthy
Writing focus:	write a paragraph about what you do to stay healthy and fit
Grammar:	(1) expressions of quantity: <i>many, much, some</i> , (2) modal verb + infinitive: <i>should</i>
Functions:	(1) talking about routines, (2) giving advice
New language:	-

### Pupil's Book (PB) page 16 / Activity Book (AB) page 16

#### Starter activity [3 mins]

**Aim:** to review words from Unit 10.

- Slowly write these letters on the board: *f-r-o-z-e-n*. Tell pupils to raise their hands when they can guess the word. Write the complete word on the board.
- Repeat with any of these words: *illness, malaria, sick, diet, tongue, bleed, nosebleed, canned, cream, first aid, bacteria, spray, ice, net*.
- Elicit the Arabic for each word.

#### PB 1. Read the text. What's it about? [4 mins]

**Aim:** to read and follow a text about a boy and what he does to stay healthy.

- Read the text aloud. Pupils follow in their books. Ask pupils to say what it's about (Amien says what he does to stay healthy and fit).
- Read the text aloud again. Tell pupils to say what he does that is not healthy (he drinks a lot of fizzy drinks, he watches TV every evening, he never goes to bed early).

#### PB 2. Listen to Amien. How many differences do you hear? [5 mins]

**Aim:** to listen and find differences between a spoken and written text.

**Materials:** audio track 2.2

-  Explain that pupils will listen to Amien talking about what he does to stay healthy. They

must listen and find differences between what he says and the written text.

-  Play audio track 2.2. Pupils read and listen to the texts.  Pupils discuss the differences.
-  Play the audio track again. Pupils check the differences.
-  Read each sentence aloud. Ask pupils to say if there are any differences.

**Answers:** I always / usually get up early; I usually / Sometimes I eat some fruit; fizzy drinks / water; one or two bottles / six or seven glasses of water; never / hardly ever eat junk food; playing football with my brother / playing basketball with my friends; always / sometimes watch TV; never go to bed early / like to go to bed early

#### AB A. Match the words in the box under the pictures. [4 mins]

**Aim:** to review words related to health.

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
-  Pupils find and write the words.  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** A. insect, B. fizzy drink, C. fresh food, D. fever, E. junk food

#### Homework 1

Pupils review the spellings and meanings of the words in the box.

#### AB B. Complete the questions with the words from the box. [5 mins]

**Aim:** to use and understand quantifiers.

-  Explain the first activity. Pupils must read questions / sentences and write a word from the box in each gap.
-  Pupils complete questions / sentences with words from the box. Elicit the answers. Ask pupils to give reasons for their choices.
- Explain that each answer can be used more than once and some of the questions / sentences have more than one answer that is correct.

-  Read questions / sentences aloud. Choose different pupils to read the answers.

**Answers:** 1. many, 2. much, 3. many, 4 much, 5. lots of, some, 6. many, lots of

### **PB 3. Look at the pictures. What are the problems? [3 mins]**

**Aim:** to review the names of health problems.

-  In pairs, pupils say the names of the health problems.
-  Point to each picture and elicit the name of the health problem.

**Answers:** A. stomach ache, B. toothache, C. headache, D. cough

### **PB 4. Your turn. [5 mins]**

**Aim:** to review giving advice to people with health problems.

-  Read the texts in the speech bubbles. Elicit the meanings. Remind pupils that we can use 'should' + an infinitive verb to give advice.
- Point to Picture A in PB Activity 3 and say *I've got a stomach ache*. Choose a pupil to give advice (e.g. *You should go to the doctor*). Repeat with more pictures.
- Choose two pupils. Pupil 1 points to a picture and talks about a health problem (e.g. *I've got a toothache*). Pupil 2 gives advice (e.g. *You should go to the dentist*).
-  In pairs, pupils take turns to point to pictures and talk about a health problem, and to give advice. Walk around the room, listening and helping.

**Example answers:** You should: see a doctor / see a dentist / go to bed early / eat your food slowly / stay away from the sun / take some medicine / try to rest

### **AB C. Read the text again. Write about what you do to stay healthy. [8 mins]**

**Aim:** to write a short paragraph about what you do to stay healthy.

-  Explain the activity. Pupils must write a short paragraph about what they do to stay healthy and fit. Write on the board: *My name is \_\_\_ and I like to stay healthy and fit*. Explain that this is the first sentence of the paragraph.
- Elicit some examples of what pupils do to stay

healthy and fit (*I always get up early in the morning. I never eat junk food*). They can find more examples in the text in PB activity 1.

-  Pupils write their paragraphs. They should write four or five sentences.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose some pupils to read their sentences in front of the class.

### **Homework 2**

Pupils can finish writing the paragraph at home.

### **Can do box [3 mins]**

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 2 again.

### **Homework 3**

Pupils look again at lessons they would like to review.

### **End of Lesson 8 Checkpoints:**

- Pupils can understand and say common words related to health and illness.
- Pupils can understand a spoken and written text about a boy and what he does to stay healthy.
- Pupils can give advice to people with health problems using should.
- Pupils can write a short paragraph about what they do to stay healthy.



### Lesson overview:

Listening focus:	understand details of a tourist guide describing a tour of Sudan
Speaking focus:	ask and answer questions about travel experiences
Grammar:	present perfect: <i>Have you been to ...?</i>
Functions:	talking about experiences
New language:	souvenir

**Aim:** to listen to a tourist guide describing a tour of Sudan and understand the route.

**Materials:** audio track 3.1

-  Read the names of the places on the map. Pupils listen and point.
-  Explain the activity. Pupils will listen to a tourist guide describing a tour around Sudan. They must listen and follow the route on the map with their finger (e.g. if the tourist guide says that they travel from Khartoum to the pyramids of Meroe, they move their finger between the two places).
-  Play audio track 3.1. Pupils listen and follow the tour. Play the audio track again for pupils to check.
-  Ask questions: *Where does the tour go first? What is the next place?* Etc. Pupils say the order (Khartoum – Meroe – Port Sudan – Sawakin – Al-Fashir – Marra mountains – Khartoum / Omdurman).

### Pupil's Book (PB) page 17 / Activity Book (AB) page 17

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and have pupils to say what they can see. Teach / review these words: *tower, mountain, market, souvenirs (leather shoes, clay pots), pyramids.*
-  Explain that these are all places in Sudan that are interesting for tourists.

##### PB 2. Read the brochure. Point to the pictures.

#### Which picture is missing? [4 mins]

**Aim:** to read and follow a tourist brochure about a tour in Sudan.

-  Tell pupils you will read a text from a tourist brochure. The text describes a tour of places to see in Sudan. Teach the word 'tour'.
- Read the text aloud. Pupils follow in their books.
- Have pupils to say which places the text talks about and to point to the pictures (pyramids of Meroe = Picture D; markets of Omdurman = Picture C; the NTC Tower = Picture A; Sawakin on the Red Sea; Marra mountains = Picture B). Ask pupils to say which picture is missing (there is no picture of the old port of Sawakin). Teach the meaning of the word 'port'.

#### Homework 1

Pupils read the text again at home.

#### PB 3. Listen to the tour guide. Point to the places on the map. [5 mins]

#### Homework 2

Pupils show the map in PB Activity 3 to their families. They have family members to say what they know about any of the places on the map.

#### AB A. Are the sentences true or false? [5 mins]

**Aim:** to understand details of a tourist guide describing a tour of Sudan.

**Materials:** audio track 3.1

-  Read each sentence aloud. Teach the word 'palace'. After each sentence, tell pupils to raise their right hands if they think it's true; or their left hands if they think it's false. Don't give the answers.
-  Play audio track 3.1 again. Pupils listen.
-  Pupils discuss each answer in pairs, and draw a circle around 'true' or 'false'.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. F (The NTC Tower is in Khartoum), 2. F (They travel by bus), 3. F (They visit Port Sudan), 4. T, 5. T, 6. F (They are west from El Fashir), 7. F (They can buy souvenirs in the market in Omdurman)

**AB B. Tick [✓] the places you have visited. Then ask and answer. [1 min]**

**Aim:** to relate the lesson to your own life and to use the present perfect to talk about personal experiences.

-   Explain the activity. Pupils should tick any of the places that they have visited (in their real lives).  Pupils tick the places that they have visited.
-  Write on the board: *Have you been to...? Yes, I have / No, I haven't.*
- Ask questions (e.g. *Have you been to Port Sudan?*) Choose some pupils to answer (*Yes, I have / No, I haven't.*)
-  Pupils take turns to ask and answer questions (e.g. *Have you been to Omdurman? Yes, I have.*) Walk around the room, listening and helping.

**AB C. Match the questions with the answers. [5 mins]**

**Aim:** to read and understand questions and answers about travel experiences.

-  Read the example question and answer, and explain the activity. Pupils must draw lines to match the questions and answers.
-  Pupils read and match the questions and answers.  They check their answers together.
-  Choose a pupil to read question 2 aloud (*What towns have you been to?*), and a different pupil to read the matching answer (D) *I've been to El-Fashir.*
- Continue with the other questions and answers. Check pronunciation.

**Answers:** 1 = C, 2 = D, 3 = E, 4 = F, 5 = B, 6 = A

**PB 4. Talk about some places you have visited. [5 mins]**

**Aim:** to talk about your travel experiences.

-   Read the question: *Where have you been?* Explain that we use the present perfect tense to talk about experiences we have had at some point in our lives. We don't say when. Read the question: *What did you do there?* Explain that we use the past simple tense when we talk about a specific event that happened in the past.

- Choose 3-4 pupils and ask both questions. Help them to answer (see below).

-  Pupils take turns to ask and answer questions. Walk around the room, listening and helping.

**Example answers:**

Where have you been? I've been to Omdurman.  
What did you do there? I went to the market with my father. I bought some bags and some clothes.

**Vocabulary box [3 mins]** 

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 1 Checkpoints:**

- Pupils can read and understand a tourist brochure about a tour in Sudan.
- Pupils can understand details of a tourist guide describing a tour of Sudan.
- Pupils can ask and answer questions about travel experiences using the present perfect and past simple.



### Lesson overview:

Reading focus:	understand details of an information text about the Palace of Sultan Ali Dinar
Speaking focus:	say what you would like to visit / see in Sudan
Grammar:	verb + infinitive: <i>would like to</i>
Functions:	identifying and referring to people and objects
New language:	ceiling, cloth, turban, trip (n), visitor

point to Picture E).

- Read the text aloud. Pupils follow the text and point to pictures E, B, C, F.
- Tell pupils to say which objects are in the museum (coins, clothes, a ring, a watch, a turban, a Quran).
- Read the text again. Ask pupils to guess / say the meanings of these words: *visitor, ceiling, a copy of the Holy Quran*.

### Homework 1

Pupils read the text again at home.

### Pupil's Book (PB) page 18 / Activity Book (AB) page 18

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

**Materials:** a map / poster of Sudan (if possible)

- Point to Picture A. Ask: *What can you see?* (a palace). *What is the palace made from?* (stones, bricks, wood). Explain that this is the palace of Sultan Ali Dinar. Write 'Sultan Ali Dinar' on the board and teach the word 'sultan'.
- Explain that the palace is in El-Fashir. Elicit / say where El-Fashir is (the west of Sudan). If you have a map, point to El-Fashir.
- Point to Picture B. Explain that the palace is now a museum. Check pupils understand the meaning of the word 'museum'. Explain that this is one of the rooms in the museum. Ask: *What can you see in the room?*

##### PB 2. Read the text. Point to pictures. [8 mins]

**Aim:** to read and follow an information text about the Palace of Sultan Ali Dinar.

- Point to Pictures A-F, and elicit / teach the words (A = chair, B = ring, C = turban, D = watch, E = coins, F = the Holy Quran). Write the words on the board.
- Point to each picture again and say the words. Pupils repeat. Point to the pictures in a different order. Pupils say the names of the items.
- Tell pupils you will read a text about the museum at the palace of Sultan Ali Dinar. They must follow the text, and point to any objects that they read about (e.g. when they read the word 'coins', they

### AB A. Match the words to the definitions. [5 mins]

**Aim:** to read and find the meanings of words.

-  Read words 1-5 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Read the example definition and word. Explain the activity. Pupils must match the words and definitions.
-  Pupils draw lines to match words and definitions.  They check their answers together.
-  Read the words. Choose pupils to read the definitions. Have pupils to guess the meaning of the word 'cloth'.

**Answers:** 1 = B, 2 = C, 3 = E, 4 = A, 5 = D

### PB 3. Read the text again. Are these sentences true or false? [6 mins]

**Aim:** to understand details of an information text about the Palace of Sultan Ali Dinar.

-  Pupils read the text again together.
- In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
-  Pupils take turns to say the sentences to each other. If a sentence is false, they correct it (e.g. The ceiling and windows are made from wood).

**Answers:** A. T, B. T, C. F (There is a museum that was a palace before), D. F (The ceiling and windows are made from wood), E. T, F. T

**Look! [3 mins]**

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that 'who' 'where' and 'that' are relative pronouns. 'Who' introduces more information about a person (e.g. sultan); 'where' introduces more information about a place (e.g. palace); 'that' introduces more information about an object (e.g. a turban).

**AB B. Complete the sentences. What would you like to do? [5 mins]**

**Aim:** to practise the correct word order for sentences using *would like to*.

-  Read 'I'd like to...'. Explain that this is the beginning of a sentence. Pupils must put words in the correct order to finish the sentence. Elicit the correct order of the words in sentence 1 as an example (visit the Nile again). Remind pupils that we use an infinitive verb after 'would like to...'.  
 •  In pairs, pupils write words in the correct order and complete the sentences.
-  Choose different pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. visit the Nile again. 2. go on a tour of Sudan. 3. visit the pyramids of Meroe. 4. see things in the museum. 5. go on a trip to port Sudan. 6. have a boat trip down the Nile. 7. buy some souvenirs in Omdurman. 8. go up the NTC Tower.

**Homework 2**

Pupils write sentences about what they would like to see and do in their notebooks (e.g. *I would like to go up the NTC Tower*).

**PB 4. Talk about some places that you would like to visit. [6 mins]**

**Aim:** to say what you would like to visit / see in Sudan.

**Materials:** a soft ball (or a rolled-up piece of paper)

-  Tell pupils to imagine that they can go on a tour of Sudan. Tell them to choose a place they'd like to visit, or something they'd like to see.
- Throw the ball to Pupil 1. Ask: *What would you*

*like to do?* Help Pupil 1 to answer: *I'd like to visit the museum. I'd like to see the coins.*

- Pupil 1 throws the ball to another pupil and asks *What would you like to do?* Pupil 2 answers. Pupil 2 then throws the ball to another pupil and asks the question.
- Pupils continue throwing the ball and asking / answering the question.
-  Pupils continue the activity in groups of 6-8 pupils.

**Vocabulary box [3 mins]**

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 2 Checkpoints:**

- Pupils can read and understand details of an information text about the Palace of Sultan Ali Dinar.
- Pupils can understand and say the names of common objects in a museum.
- Pupils can write and say sentences about what they would like to visit / see in Sudan.



### Lesson overview:

- Reading focus: understand the main points of an information text about the NTC Tower
- Writing focus: write definitions of people, places and objects
- Grammar: relative clauses with relative pronouns: *where, who, that*
- Functions: identifying and referring to people and objects
- New language: solar panel, view (n)

### PB 3. Read the text again. Ask and answer in pairs. [6 mins]

**Aim:** to understand the main points of an information text about the NTC Tower.

-  In pairs, pupils read the text again together. They read the questions and answer them orally.
  -  Read each question and elicit the answers.
- Answers:** A. In 2009, B. 106 metres high, C. 29 floors, D. Solar panels, E. From the sun.

### Homework 1

Pupils read the text again at home.

### AB A. Wrote about NTC tower. Use the numbers and dates in the box. [4 mins]

**Aim:** to say factual sentences about the NTC Tower.

-  Tell pupils to close their Pupil's Books. Explain that the numbers are about the NTC Tower. Pupils must try to remember what the numbers mean.
-  In pairs, pupils try to remember what the numbers mean.
-  Elicit sentences and write them on the board: *The NTC Tower has 29 floors. It is 106 metres high. It was finished / built in 2009.*

### Homework 2

Pupils tell their families facts about the NTC Tower in Khartoum.

### AB B. Complete the sentences. Circle the correct words. [5 mins]

**Aim:** to use relative clauses *where / who* correctly.

-  Read sentence 1 (*A museum is a building where you can see things from the past*). Elicit the meaning in Arabic.
- Remind pupils that 'where' and 'who' are relative pronouns. 'Where' introduces more information about a place; 'who' introduces more information about a person. Tell pupils to read each sentence and choose the correct relative pronoun.
-  In pairs, pupils read the sentences and draw a circle around the correct relative pronoun.
-  Choose pupils to read the sentences. Elicit the meaning of each sentence. Pupils check their

### Pupil's Book (PB) page 19 / Activity Book (AB) page 19

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

- Point to Pictures A/B. Ask questions: *What can you see? Where is the tower? (In Khartoum).* Ask pupils to say what they know about the NTC Tower.  They may use Arabic.
- Point to Picture C.  Explain that we can put solar panels on buildings to get energy from the sun. Then we don't have to use other forms of energy (e.g. electricity).

#### PB 2. Read the text. What did you find interesting?

[7 mins] 

**Aim:** to read and follow an information text about the NTC Tower.

- Tell pupils that you will read a text about the NTC Tower. Read the text aloud. Pupils follow in their book.
- Ask pupils to find one thing they find interesting. Choose pupils to say (e.g. it's the tallest building in Sudan).
- Have pupils to guess / say the meanings of these words: tallest, it was built, views, modern building materials, energy
- Choose different pupils to read the text aloud.

answers.

**Answers:** 1. where, 2. that, 3. who/that, 4. where, 5. where, 6. who/that, 7. that

### AB C. Wrote sentences about the pictures. Use a word from each of the three boxes. [5 mins]

**Aim:** to write definitions of people, places and objects.

-  Point to each picture and elicit the words. Tell pupils they can find the words in Box A.
- Point to Picture 1. Write on the board: *A hotel is ...* Elicit the rest of the sentence. Tell pupils they should use a word from Box B and Box C. (Example: *A hotel is a building where tourists sleep*).
- Point to Picture 2. Say: *A ring is ...* Elicit the rest of the sentence. (Example: *A ring is some metal that people wear around their fingers*).
- Point to Picture 3. Say: *A shopkeeper is ...* Elicit the rest of the sentence. (Example: *A shopkeeper is someone who sells things in a shop*).
-  In pairs, pupils work together to write sentences describing the place / object / person in each picture. Walk around the room and help.
-  Choose different pupils to read their sentences aloud. Pupils may write different answers, but check that they use the correct relative pronoun.

### PB 4. Quiz time! [5 mins]

**Aim:** to understand sentences using relative pronouns *where / who*.

-  Tell pupils to close their Activity Books. Tell them to make teams of three.
- Explain the activity. Teams will read some definitions of people or places. They must write the names of the person / place in their notebooks. They must not look at their Activity Books. When they finish, they raise their hands. The team to finish first (with correct words) wins.
-  Teams read the definitions and write the words in their notebooks.
-  When the first team finishes, ask them to read the completed definitions aloud. If they are correct, they win. Write the words on the board.

**Answers:** A. tour guide, B. library / bookshop / my house, C. doctor, D. museum, E. bus driver, F. palace

### Vocabulary box [5 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say a word from the box. Ask pupils to write the word in their notebooks. Repeat with the other words.
- Tell pupils to open their Activity Books and to check the spellings.  Pupils check the spellings of each word in their notebooks.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 3 Checkpoints:

- Pupils can understand the main points of an information text about the NTC Tower.
- Pupils can use relative clauses *where / who* correctly.
- Pupils can understand and write definitions of people, places and things.



### Lesson overview:

Reading focus: understand a postcard written by a boy visiting Sudan

Listening focus: listen and find differences between a spoken and written text

Grammar: past simple (questions)

Functions: talking about a past activity (a trip)

New language: postcard, roof, straw

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
  -  Pupils find and write the words.  They check their answers together.
  -  Point to each picture and elicit the word. Check pronunciation.
- Answers:** 1. four-wheel drive, 2. postcard, 3. utterfly, 4. salad, 5. straw

Pupil's Book (PB) page 20 / Activity Book (AB) page 20

### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

**Materials:** poster 3

- Explain that the pictures are postcards. Write the word 'postcard' on the board and elicit the meaning in Arabic. Ask pupils to say when people send postcards (when they are on holiday or on a trip).
- Explain that Postcard A is from El-Fashir, Postcard B is from Nyala, and Postcards C / D are from the Marra mountains. Elicit / say where these places are (the west of Sudan). If you have a map, point to these places.

#### PB 2. Read the postcard. Where did Tim go last week?

**[3 mins]**

**Aim:** to read and follow a postcard written by a boy visiting Sudan.

- Explain that you will read a postcard from Tim. The postcard is for his friend, Ben.
- Read the text aloud. Pupils follow in their books. Tell pupils to say where Tim went last week (El-Fashir, the Marra mountains).
- Have pupils to guess the meaning of 'straw roofs'.

#### Homework 1

Pupils read the text again at home.

#### AB A. Match the words from the box to the pictures. [4 mins]

**Aim:** to review words.

#### AB B. Read Tim's postcard. Write questions for these answers. [7 mins]

**Aim:** to practise making questions using the past simple tense.

-  Explain the activity. Pupils must read the sentences about Tim's holiday last week. Then they must write the questions. The questions must use the past simple tense. Draw this chart on the board, and explain the structure: question word + *did* + person + infinitive verb

question word		person	infinitive verb
Where	did	you	eat
What		he / she	go
How		they	see
How long		Tim	stay

Read the example question and answer. Point to the words on the chart (e.g. where, did, Tim, go...).

- Read sentence 2 (*They stayed there for one night*). Point to the columns of the chart and help pupils to make the question (*How long did they stay in El-Fashir?*)
-  In pairs, pupils write the questions.
-  Read the answers and choose pupils to read the questions. Write the questions on the board. Pupils check their answers.

**Answers:** 1. Where did Tim go last week? 2. How long did they stay in El-Fashir? 3. How did they travel / go to the Marra mountains? 4. What did he see? 5. What did he eat (in the village / for lunch)? 6. What type of buildings did they see?

#### PB 3. Ask and answer in pairs. [4 mins]

**Aim:** to ask and answer questions about Tim's trip.

-  In pairs, pupils take turns to ask and answer the questions from AB activity B. They can both

read the questions and answers in the Activity Book, or Pupil 1 can read the questions, and Pupil 2 can answer (with Activity Books closed). Tell pupils to use the Look! box if they need help.

#### **PB 4. Listen to Tim. What differences do you hear? [5 mins]**

**Aim:** to listen and find differences between a spoken and written text.

**Materials:** audio track 3.4

-  Explain that pupils will listen to Tim talking about his trip to the Marra Mountains. They must listen and find factual differences between what he says and the written text.
-  Play audio track 3.4. Pupils read and listen to the texts.  Pupils discuss the differences.
-  Play the audio track again. Pupils check the differences.
-  Read each sentence of the text aloud. Ask pupils to say if there are any factual differences (i.e. the things that he did).

**Answers:** Al-Fashir / Nyala; drove into / went by bus up into the Marra mountains; I saw some wild sheep / a lot of birds; We stopped in a small village for lunch / and stayed there for one night; Asida / meat cooked on a fire with salad

#### **AB C. Listen again. What differences do you hear? [5 mins]**

**Aim:** to write about the differences between a spoken and written text.

-  Explain the activity. Pupils must write the differences between what they read in Tim's postcard, and what they heard him say.  Explain that the correct version is the one that they heard.
- Read the example sentence and elicit the word for the gap (El-Fashir). Read the second sentence and elicit the words for the gaps (He went by bus, not by car).
-  In pairs, pupils write the differences.
-  Choose pupils to read the completed sentences. Write the missing words on the board. Pupils check their answers.

**Answers:** 1. Nyala / El-Fashir; 2. bus / car (four-wheel drive); 3. birds / sheep; 4. village / hotel; 5. dinner / lunch; 6. meat (cooked on a fire) and salad

/ Asida

#### **PB 5. Imagine you are visiting the Marra Mountains. Ask and answer about the trip. [7 mins]**

**Aim:** to practise asking and answering questions about a trip you made.

-  Tell pupils to close their eyes. Tell them to imagine that they went on a trip last week. Tell pupils you will ask questions. They must answer.
- Ask these questions. Pupils don't answer – they imagine: *Where did you go last week? How long did you stay there? How did you travel there? What did you see? What did you eat?*
- Choose pupils and ask them the questions. Help pupils to answer using the past simple tense (e.g. *I went to Port Sudan. I stayed there three days.*).
- Write the questions on the board, or show pupils using the chart from AB Activity B.
-  In groups of three or four, pupils take turns to ask and answer questions about their imaginary trips. Walk around the room, listening and helping. Encourage pupils to use their imaginations.

#### **Homework 2**

Explain that next lesson, pupils will learn about the pyramids of Meroe.

#### **Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Tell pupils to spell it. Write the word on the board.

#### **Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### **End of Lesson 4 Checkpoints:**

- Pupils can read and understand a postcard written by a boy visiting Sudan.
- Pupils can listen and find differences between a spoken and written text.
- Pupils can ask and answer questions about a past trip using the past simple tense.



### Lesson overview:

Reading focus:	understand details of an information text about Meroe and its history
Writing focus:	say what people know how to do now and in the past
Grammar:	past simple
Functions:	comparing the past and present
New language:	light (a fire), remains

### Pupil's Book (PB) page 21 / Activity Book (AB) page 21

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see? What do you know?

**Aim:** to prepare for the topic of the lesson.

**Materials:** a map / poster of Sudan (if possible)

- Elicit from pupils what they can see in the pictures. Explain that these are the pyramids of Meroe. Elicit / say where it is (north of Khartoum, between Khartoum and Port Sudan). If you have a map, point to the place.
- Have pupils to say what they know about the place.  They may use Arabic.

#### PB 2. Read the text. Put the headings to the paragraphs. [4 mins]

**Aim:** to read and follow an information text about Meroe and its history.

- Read the headings. Explain that each heading matches one of the paragraphs of the text.
- Read each paragraph aloud. After each paragraph, ask: *What's the heading for this paragraph?* (Paragraph 1 = B; Paragraph 2 = A; Paragraph 3 = C).
- Elicit / teach the meanings of these words: kingdom, tools, the city of Meroe has gone, remains. Choose pupils to say what they have learned about Meroe.

#### Homework 1

Pupils read the text again at home.

#### PB 3. Read the text again. Answer the questions. [6 mins]

**Aim:** to understand details of an information text

about Meroe and its history.

-  Read the text aloud again. Pupils follow in their books.
- Explain the activity. Pupils must read the questions and match them with the correct answers. They can write the letters and numbers in their notebooks.
-  In pairs, pupils read and match the questions and answers.
-  Elicit the answers. Pupils check.
-  In pairs, pupils take turns to read the questions and answers.

**Answers:** a. in the north of Sudan, b. some interesting old pyramids, c. two thousand five hundred years ago, d. it was a kingdom, e. it has gone, f. Sudanese tourists and people from other countries

#### AB A. Write the dates as numbers and words. [4 mins]

**Aim:** to write and say dates and high numbers.

-  Write '2009' on the board. Elicit how to say the date and write it on the board (two thousand and nine).
- Explain the activity. Pupils must read the date and write the numbers, or look at the numbers and write the date.
-  In pairs, pupils write the numbers or the date.
-  Elicit the answers and write them on the board. Pupils check their answers.

**Answers:** 1. 1975, 2. Nineteen ninety-four, 3. 2011, 4. Two thousand and five

#### AB B. Complete the sentences. Use the words in the box. [4 mins]

**Aim:** to understand expressions of time.

-  Read the phrases in the box. Elicit the meanings. Explain the activity. Pupils must complete the sentences using the phrases. They can use them more than once.
-  Pupils complete the sentences.
-  Choose different pupils to read the

completed sentences.

**Answers:** 1. years ago, 2. years ago, 3. months ago, 4. days ago

**Look! [2 mins]**



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use an infinitive verb after *know / knew how to* (e.g. make, build).

**AB C. Complete the chart. Use the sentence starters to talk about the chart. [6 mins]**

**Aim:** to say what people know how to do now and in the past.

-  Read the first phrase (light a fire). Elicit the meaning of the phrase. Point to the first tick and say: *These days we know how to light a fire.* Pupils repeat.
- Read the second phrase (use electricity). Elicit the meaning of the phrase. Point to the tick and say: *These days we know how to use electricity.* Pupils repeat. Point to the cross and say: *2,500 years ago, they didn't know how to use electricity.* Pupils repeat.

- Continue with the rest of the phrases.

**Answers:** These days we know how to light a fire / use electricity / make glass / make clay pots / make metal tools / make cars / build pyramids. 2,500 years ago, they knew how to light a fire / make clay post / make metal tools / build pyramids. 2,500 years ago, they didn't know how to use electricity / make glass / make cars.

**AB D. Listen. Are the sentences true or false? [5 mins]**

**Aim:** to listen and understand a short text about pyramids.

-  Pupils read the sentences. They talk about and guess if the sentences are true or false.
-  Tell pupils you will read a text aloud. They must listen and decide if the sentences are true or false. Read this text aloud:

*There are pyramids all around the world including Mexico, China and Egypt. But, there are more pyramids in Sudan than anywhere else in the world – 220 pyramids.*

-  Pupils read the sentences again. They draw a circle around 'true' or 'false'.
-  Elicit the answers. If a sentence is false, ask pupils to say the true sentence.

**Answers:** 1. F (There are pyramids all around the world), 2. F (There are about 220 pyramids in Sudan), 3. T

**PB 4. Talk about Meroe. [4 mins]**

**Aim:** to say what you know about Meroe and pyramids.

-  Ask pupils to say what they can remember about Meroe and pyramids. Help them to use English as much as possible. Examples: *Meroe is north of Khartoum. The pyramids are 2,500 years old. They made metal tools. Tourists visit the pyramids. There are 220 pyramids in Sudan.*
-  In groups, pupils take turns to say what they know about Meroe and pyramids.

**Homework 2**

If possible, they should find out as much as they can about Sawakin.

**Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 5 Checkpoints:**

- Pupils can read and understand details of an information text about Meroe and its history.
- Pupils can say what people know how to do now and in the past.
- Pupils can write and say dates.
- Pupils can listen and understand a text about pyramids, and say what they know about them.



### Lesson overview:

Reading focus:	understand a fact sheet about Sawakin
Writing focus:	write sentences about Khartoum using information from a fact sheet
Grammar:	present simple
Functions:	identifying location and describing a place
New language:	coral reef, meaning, location, mainland, (elephant) trunk

### Pupil's Book (PB) page 22 / Activity Book (AB) page 22

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

**Materials:** a map / poster of Sudan (if possible)

- Elicit from pupils what they can see in the pictures. Review / teach these words: remains, boat, port, coral reef.
- Explain that the pictures show Sawakin. Elicit / say where it is (south of Port Sudan on the Red Sea). If you have a map, point to the place.
- Have pupils to say what they know about Sawakin.  They may use Arabic.

##### PB 2. Read the fact sheet. What didn't you know?

[7 mins] 

**Aim:** to read and follow a fact sheet about Sawakin.

-  Explain that you will read a fact sheet about Sawakin. Explain that a fact sheet has facts about something, and NOT feelings, stories or experiences.
-  Explain that a fact sheet usually has headings. Read the headings aloud and elicit the meanings of each one (name, meaning of name, location, transport, history, weather, problems).
- Read the fact sheet aloud. Pupils follow in their books.
- Read each fact again. Pupils translate each fact.
- Ask: *What didn't you know?* Choose 3-4 pupils to say one fact they have learned about Sawakin.

### AB A. Read the text. Circle and correct the mistakes. [6 mins]

**Aim:** to read and understand details of a short text about a place.

-  Explain the activity. Pupils must read the text and find factual mistakes. Read the first two sentences (*Sawakin is a town on the Red Sea. It is 36 miles north of Port Sudan.*). Elicit the mistake (it's 36 miles **south** of Port Sudan). Tell pupils to change the word 'north' to 'south'.
-  In pairs, pupils read the text together. They find and correct the mistakes.
-  Read each sentence of the text. Pupils say the mistakes.

**Answers:** 36 miles north of Port Sudan / 36 miles south of Port Sudan; English word / Arabic word; newest port / oldest port; boat once a week / boat every day; cold and wet / hot and dry; easy / difficult

### AB B. Complete the 'Fact sheet'. Use the information from the box. [7 mins]

**Aim:** to read and understand headings and information for a fact sheet about Khartoum.

-  Explain the activity. Pupils must make a fact sheet about Khartoum. They must match the headings with the information in the box. Read the first heading (name) and elicit the information (Khartoum).
-  Pupils work together to match the headings and information. They can write the information next to each heading. If there is not much time, pupils can draw lines to match the headings and information.
-  Read the headings and information. Pupils check their answers. Elicit / teach the meaning of 'elephant trunk'.

**Answers:**

Name: Khartoum

Meaning of name: Elephant trunk

Location: The place where the Blue and White Nile meet

Transport: Flights from International airport

History: Became the capital city after Independence in 1956

Weather: Sandstorms from May to June, some rain

from July to September

### Homework 1

Pupils tell their families facts they have learned about Sawakin and Khartoum.

### AB C. Write about Khartoum. Use the 'Fact sheet' in activity B. [8 mins]

**Aim:** to write sentences about Khartoum using information from a fact sheet.

-  Tell pupils you will say some sentences about Khartoum. They must listen and find the factual mistakes. Say these sentences. After each sentence, ask pupils to say the mistake.
  - Khartoum means rhino horn.* (elephant trunk)
  - It's the place where the Red and White Nile meet.* (Blue and White Nile).
  - There is a boat once a week.* (There are flights from the international airport).
  - It became the capital city after Independence in 1950.* (1956)
  - It has sandstorms from May to June, and some rain from July to October* (from July to September).
- Explain the activity. Pupils must use the fact sheet to write some sentences about Khartoum. They should include some factual mistakes.
-  Pupils work together to write 1-3 sentences about Khartoum with factual mistakes. Walk around the room, listening and helping.
- Choose pairs to read their sentences aloud to the class. Pupils must listen and find the factual mistakes.

### Homework 2

Pupils can write true sentences about Khartoum at home. They can draw or find pictures of Khartoum to add to the description.

### PB 3. Ask and answer questions about Khartoum. [6 mins]

**Aim:** to practise asking for and giving information about a place.

-  Choose two pupils to come to the front of the class. Pupil 1 asks the first question in the speech bubble (*Where is Khartoum?*) Help Pupil 2 to answer the question. Continue with the other questions in the speech bubbles.

-  Pupils take turns to ask and answer the questions. Walk around the room, listening and helping.
-  Choose pairs to ask and answer the questions in front of the class.

### Vocabulary box [3 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
-  Pupils say the words together, and say what they mean in Arabic.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 6 Checkpoints:

- Pupils can read and understand a fact sheet about Sawakin.
- Pupils can understand headings and information for a fact sheet about Khartoum.
- Pupils can write sentences about Khartoum using information from a fact sheet.
- Pupils can ask for and give information about a place.



### Lesson overview:

Reading focus:	understand details of an email written by a boy about a trip to Omdurman
Writing focus:	write a short paragraph about things you can visit / do where you live
Grammar:	past simple / present perfect tenses
Functions:	identifying location and describing a place
New language:	bridge, buried

them you will read some definitions of the places in AB activity A. They must listen and decide what the place is.

- Read definitions 1-4 aloud. Pupils listen.
-  Pupils open their books and read the definitions and write the names of the places.
-  Read each definition aloud and elicit places.

**Answers:** 1. theatre, 2. bridge, 3. market, 4. bury

### PB 2. Read the email. Point to the pictures. [5 mins]

**Aim:** to read and follow an email.

- Read the first part of the email. Ask questions: *Who wrote the email?* (Tim) *Who is it for?* (Ben) *What is it about?* (His last day in Sudan).  Ask pupils to guess what Tim did on his last day in Sudan. Encourage different ideas. Don't give the answer.
- Read the email aloud. Pupils follow in their books. Ask: *Where did Tim go?* (Omdurman) *What did he visit?* (The Abdelqayam Gate, the Khalifa's House, Mahdi's Tomb, the market).
- Point to each picture in PB activity 1. Ask: *Did he visit this place?* (He visited Picture B = market, Picture D = Mahdi's Tomb).

### Homework 1

Pupils read the email again at home.

### PB 3. Read the email again. Are these sentences true or false? [6 mins]

**Aim:** to read and understand details of an email.

-  Pupils read the text again together.
- In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
-  Pupils take turns to say the sentences to each other. If a sentence is false, they correct it (e.g. It's his last day in Sudan).

**Answers:** A. F (It's his last day in Sudan), B. T, C. T, D. F (He didn't go inside the tomb), E. F (They went in the afternoon), F. T

### AB C. Read the email again. What did they visit? [4

## Pupil's Book (PB) page 23 / Activity Book (AB) page 23

### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Ask pupils what they can see in the pictures. Review / teach these words: theatre, market, bridge, tomb.
- Explain that the pictures show different places in Omdurman. Elicit / say where it is (opposite Khartoum, on the west bank of the Nile). If you have a map, point to the place.
- Tell pupils to say the names of other buildings / things you can find in a city (e.g. museum, airport, mosque).

### AB A. Write the words in the box under the pictures. [3 mins]

**Aim:** to review the names of places in a city.

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
-  Pupils find and write the words.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. theatre, 2. market, 3. bridge, 4. bury

### AB B. Write the words from Activity A next to the correct definitions. [4 mins]

**Aim:** to listen and understand definitions of different places in a city.

-  Tell pupils to close their Activity Books. Tell

mins]

**Aim:** to read and find locations of places to visit in a city.

-  Explain that this is a map of Omdurman. It shows places that tourists visit. Read the names of the places on the map. Pupils listen and point.
- Explain the activity. Pupils must read the email again, and find the places that Tim visited. They should draw a circle around them.
-  Pupils read the email and find the places.
-  Elicit the places that Tim visited (Abdelqayam Gate, Khalifa's House, Madhi's Tomb, the market).

#### AB D. Write about where you love and some things you can see and do there. [6 mins]

**Aim:** to write a short paragraph about things you can visit / do where you live.

-  Write the sentences on the board. Elicit some examples for the gaps (see example answers below).
-  Pupils complete the sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read their sentences in front of the class.

#### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that the first sentence uses the past simple. We use this to talk about events that happened at a specific time in the past (e.g. this morning, yesterday, last week etc).
-  Explain that the second sentence uses the present perfect. We use this to talk about things we have done in our lives. We don't give a specific time.

#### PB 4. Ask and answer questions about places in Sudan. [4 mins]

**Aim:** to ask and answer questions about an imaginary experience.

-   Tell pupils to imagine that they have been to Omdurman. Tell them to look at the map in AB activity C, and to choose four places.
- Ask some pupils: *Have you visited the market / Abdelqayam Gate / Almourada Park etc?* Pupils answer *Yes, I have / No, I haven't.*
- Choose two pupils. Pupil 1 asks questions (*Have you visited...?*) Pupil 2 answers.
-  Pupils take turns to ask and answer questions (*Have you visited...? Yes, I have / No, I haven't.*) Walk around the room, listening and helping.

#### Homework 2

Pupils draw a simple map of the village / town / city where they live. They write the names of places to visit on the map (e.g. market, mosque).

#### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

#### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 7 Checkpoints:

- Pupils can say and write the names of different places to visit in a city.
- Pupils can read and understand details of an email written by a boy about a trip to Omdurman.
- Pupils can write a short paragraph about things you can visit / do where they live.
- Pupils can ask and answer questions about an imaginary experience.



### Lesson overview:

Reading focus:	understand the main points of an email written by a boy about his time in Sudan
Writing focus:	write definitions of people, places and objects
Grammar:	(1) question words, (2) relative pronouns ( <i>where, who, that</i> )
Functions:	(1) identifying location and describing a place, (2) identifying and referring to people, places and objects
New language:	state, traditional

### Pupil's Book (PB) page 24 / Activity Book (AB) page 24

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. Can you name the places?

**Aim:** to review places and language from Unit 3.

- Point to each picture and ask questions: *What is the name of this place? Where is it? What can you remember about it?* Encourage pupils to use as much English as possible.

**Answers:** A = NTC Tower, B = Marra mountains, C = Omdurman market, D = Pyramids of Meroe, E = Palace of Sultan Ali Dinar, F = National Theatre, Omdurman, G = Sawakin

##### AB A. Label the map. [4 mins]

**Aim:** to understand the location of places in Sudan.

**Materials:** a map / poster of Sudan (if possible)

-  Explain the activity. Pupils must write the names in the box in the correct places on the map.
-  Pupils work together to write the names on the map.
-  Elicit the answers. If you have a map, show the places. Pupils check their answers.
- Say the name of each place in the box. Ask pupils to say where it is (e.g. *The Marra mountains are in the west of Sudan*).

#### Homework 1

Pupils write sentences to say where the places are

in Sudan.

#### PB 2. Read the email. Which pictures does Tim write about? [4 mins]

**Aim:** to read and follow an email written by a boy about his time in Sudan.

- Read the first part of the email. Ask questions: *Who wrote the email?* (Tim) *Who is it for?* (Ben) *What is it about?* (Leaving Sudan).
- Read the email aloud. Pupils follow in their books.
- Point to the pictures in PB activity 1. Ask pupils to say which pictures he writes about (Picture C = Omdurman market, Picture D = Pyramids of Meroe).

#### Homework 2

Pupils read the email again at home.

#### PB 3. Read the text again and answer these questions. [5 mins]

**Aim:** to read and understand the main points of an email written by a boy about his time in Sudan.

-  Explain the activity. Pupils must read the text again. Then they must read the beginnings of each sentence and choose the correct endings (1, 2, or 3). They can write the correct numbers in their notebooks.
-  In pairs, pupils read the text again together. They read the beginnings of the sentences and choose the best answer together.
-  Read the beginning of each sentence and have pupils to say the correct number (1, 2 or 3).

**Answers:** A = 1, B = 1, C = 2, D = 3, E = 3, F = 2 and 3

#### AB B. Complete the questions with the words from the box. [5 mins]

**Aim:** to use question words correctly.

-  Read the first question and explain the activity. Pupils must write a question word from the box in each gap. They must not use the same word twice.
-  Pupils complete the questions with the words from the box.  They check their answers together.

-  Choose different pupils to read the questions. Pupils check their answers. If you have time, elicit the answer for each question.

**Answers:** 1. When, 2. Who, 3. How, 4. How often, 5. Why, 6. What

1. In one hour. 2. His mum and dad. 3. By plane. 4. We don't know. 5. To buy presents / souvenirs for his friends. 6. North Sudan (to see the pyramids of Meroe).

**AB C. Match the start and end of the sentences. [5 mins]**

**Aim:** to review relative pronouns (*where / who*) used in definitions of places and people.

-  Explain the activity. Pupils must match the beginnings of the sentences in the first column with the endings in the second column. Read the example.
-  Pupils draw lines to match the beginnings and endings of the sentences.
-  Choose pupils to read the completed sentences.
- Remind pupils that 'where' and 'who' in these sentences are relative pronouns. We use them to introduce more information about places (where) or people (who).

**Answers:** 1 = A, 2 = F, 3 = D, 4 = C, 5 = B, 6 = E, 7 = G.

**AB D. Write definitions for three of the words in the box. [5 mins]**

**Aim:** to write definitions of people, places and objects.

-  Explain the activity. Pupils must write definitions of three of the words.
- Write on the board: *A market is a place... A teacher is a person... A butterfly is an animal...* Elicit the relative pronouns for each sentence (*where, who, that*). Remind pupils we use 'where' with places, 'who' with people, and 'that' with objects (this includes animals).
-  In pairs, pupils work together to write definitions of the places, people, objects / animals. Walk around the room and help.
-  Choose different pupils to read their sentences aloud. Pupils may write different answers, but check that they use the correct relative pronoun.

**Example answers:** 1. A market is a place **where** you

can buy clothes and food. 2. A school is a building **where** children learn. 3. A teacher is a person **who** helps children to learn. 4. A tourist is a person **who** goes to a place on holiday. 5. A butterfly is an insect **that** has beautiful wings. 6. A turban is cloth **that** you wear on your head.

**PB 4. Play the definitions game. [6 mins]**

**Aim:** to understand and say definitions of people, places and objects.

-  Write these words on the board. Elicit the meaning and the pronunciation of each one: *teacher, tourist, sultan, pilot, tour guide, shopkeeper (It's a person who...), market, school, museum, pyramid, port, hotel, tomb, palace (It's a place where...), butterfly, turban, ring, souvenir, coin, solar panel (It's something / an animal that...)*
- Say some definitions (e.g. *It's a place where you can see lots of boats / It's something that you wear on your head / It's a person who helps tourists*). Pupils guess the words.
-  In groups of three or four, pupils take turns to say definitions of the words on the board. The others guess the word. Walk around the room, listening and helping.

**Can do box [3 mins]**

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 3 again.

**Homework 3**

Pupils look again at lessons they would like to review.

**End of Lesson 8 Checkpoints:**

- Pupils can name places in Sudan and say where they are.
- Pupils can read and understand the main points of an email written by a boy about his time in Sudan.
- Pupils can use question words correctly.
- Pupils can understand, write and say definitions of people, places and objects.



### Lesson overview:

Speaking focus:	act out a conversation between three girls meeting for the first time
Reading focus:	understand the main points of a conversation between three girls exchanging personal information
Grammar:	question tags: positive statements with negative tags <i>isn't/aren't, can't</i>
Functions:	talk and write about current activities and temporary states
New language:	conversation (n), grade (n)

each line, pupils repeat. Elicit the meaning of the word 'grade'. Explain that we say 'I'm **in** grade 7'.

- Divide the class into three large groups. The pupils in Group 1 read Yusra's lines; the pupils in Group 2 read Hana's lines; the pupils in Group 3 read Amal's lines.
-  Pupils read the conversation in groups of three: Pupil 1 reads Yusra's lines; Pupil 2 reads Hana's lines; Pupil 3 reads Amal's lines.
-  If there is time, ask 1-2 groups to act out the conversation in front of the class.

### Homework 1

Pupils read the conversation again at home.

### Pupil's Book (PB) page 25 / Activity Book (AB) page 25

#### Starter activity [5 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson and for reading.

- Read the title of the unit. Elicit the meaning.
- Read the title of the lesson (Making friends). Elicit the meaning.
- Point to each picture and ask questions:
  - Picture A: *What can you see? What are the girls wearing? What are they doing?* Explain that the girls are called Yusra and Hana. They are friends.
  - Picture B: *What can you see? Where is the girl?* Explain that the girl is a new pupil.
  - Picture C: *What are the girls doing?*
  - Picture D: *Where are the girls going?*

##### PB 2. Read the conversation. Who do Yusra and Hana meet? [5 mins]

**Aim:** to read and act out a conversation between three girls exchanging personal information.

-  Tell pupils you will read a conversation between the girls in the pictures. Read the conversation aloud. If possible, use different voices for each girl.
- Remind pupils that Yusra and Hana are the girls in Picture A, and they meet a new pupil. Ask: *Who do Yusra and Hana meet? (Amal)*
- Read each line of the conversation aloud. After

### PB 3. Read the conversation again. Ask and answer the questions. [5 mins]

**Aim:** to read and understand the main points of a conversation between three girls exchanging personal information.

-  Pupils read the conversation again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. The girls are at school. B. It's the first day of school. C. They're in grade 7. D. Amal lived in Kassala. E. She spends her school holidays there.

#### Look! [3 mins]

- Read each question aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each question.
-  Explain that the short questions at the end of each sentence are called 'question tags'. Explain the structure: the same auxiliary / modal verb as the sentence (*is / are / can*) + *n't* if the sentence is positive + pronoun.

### AB A. Complete the questions. [5 mins]

**Aim:** to use question tags with *to be* and *can* correctly.

-  Read the example question aloud. Remind pupils how to make a question tag: the same auxiliary / modal verb as the sentence (*is / are / can*) + *n't* if the sentence is positive + pronoun.

-  Pupils work together to write the question tags at the end of each sentence.
- If pupils find the activity difficult, write the answers on the board in a different order.
-  Choose different pupils to read the completed sentences. Check pronunciation. Write the question tags on the board. Pupils check their answers.

**Answers:** 1. aren't you? 2. isn't it? 3. isn't he? 4. can't we? 5. isn't she? 6. can't they?

### AB B. Make questions. [5 mins]

**Aim:** to practise the correct word order for questions.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.

**Answers:** 1. What is your name? 2. How old are you? 3. Where do you live? 4. Do you have any brothers or sisters? 5. What's your favourite school subject? 6. What do you like doing in your free time?

### AB C. Match the answers with the questions from Activity B. [5 mins]

**Aim:** to understand sentences about basic personal information.

-  Explain that the sentences are answers for the questions in Activity B. Read the first sentence (*I have two brothers and one sister*) and explain that it is the answer for question 4 (*Do you have any brothers or sisters?*).
-  Pupils read the sentences. They write the number of the matching question next to each one.  Pupils check their answers together.
-  Read each sentence. Elicit the answers.
- Read each matching question and answer aloud. Pupils repeat. Check pronunciation.

**Answers:** A. 4, B. 1, C. 6, D. 3, E. 2, F. 5

### Homework 2

Pupils read the questions in Activity B again. They write answers about themselves in their notebooks (e.g. *My name is Amina. I'm 13 years old. I live in Omdurman etc.*)

### PB 4. Ask and answer the questions in Activity B. [5 mins]

**Aim:** to ask and answer questions about basic personal information.

-  Read each question in Activity B. After each question, choose 1-2 pupils to answer (e.g. *What is your name? My name is Ahmed / How old are you? I'm 14 etc.*)
- Elicit the names of different school subjects (e.g. Science, Geography etc). Elicit the names of different hobbies (e.g. swimming, reading).
-  Pupils take turns to ask and answer the questions in Activity B. Walk around the room, listening and helping.
-  If there is time, tell 1-2 pairs to ask and answer the questions in front of the class.

### Vocabulary box [2 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 1 Checkpoints:

- Pupils can act out a conversation between three girls meeting for the first time.
- Pupils can read and understand the main points of a conversation between three girls exchanging personal information.
- Pupils can use question tags with *to be* and *can* correctly.
- Pupils can ask and answer questions about basic personal information.



### Lesson overview:

Reading focus:	understand the main points of an informal email about the first day back at school
Speaking focus:	say what your favourite subject is and why you like it
Grammar:	verbs and adjectives + V + <i>ing</i>
Functions:	express preferences, likes, dislikes and desires or aspirations
New language:	perhaps (adv), strange (adj)

of these words: *first day back at school, grade 7, excited, homework*. Ask pupils to guess the meanings of these words: *perhaps, strange*.

### Homework 1

Pupils read the email again at home.

### PB 3. Read the email again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand the main points of an informal email about the first day back at school.

-  Pupils read the email again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. Ameen wrote the email. B. He's in Grade 7. C. He liked English. D. All the teachers gave him homework. E. To help him with his Geography homework. It's about New Zealand and Tim is from New Zealand. F. Science, Islamic Studies, History, Maths. G. He asks these questions: *Is it strange to be back in New Zealand? When do you go back to school there?*

### AB A. Match the school subjects in the box with the pictures in the timetable. [5 mins]

**Aim:** to review the names of school subjects.

-  Use the example to explain the activity. Pupils must match the school subjects with the pictures.
-  Pupils match the subjects to the pictures.
-  They check their answers together.
-  Say the letter of each picture and elicit the subject. Pupils check their answers.

**Answers:** A. 2, B. 7, C. 4, D. 3, E. 5, F. 1, G. 8, H. 9, I. 6, J. 1

### Homework 2

Pupils draw their own school timetable in their notebooks. They write the names of the school subjects in the timetable.

### AB B. Complete the sentences. [6 mins]

**Aim:** to understand sentences about school subjects.

## Pupil's Book (PB) page 26 / Activity Book (AB) page 26

### Starter activity [3 mins]

**Aim:** to review homework from Lesson 1.

- Choose 5-6 pupils to read sentences they wrote about themselves (e.g. *My name is Amina. I'm 13 years old. I live in Omdurman etc.*).

### PB 1. Look at the timetable. What subjects can you see? [3 mins]

**Aim:** to understand a school timetable.

- Point to the picture and ask: *What can you see?* (A school timetable)
- Point to each picture in the timetable and elicit the name of the school subjects. Check pronunciation.
- Ask questions about the timetable e.g. *What is the subject on Tuesday before lunch?* (English) *What is the subject on Sunday after lunch?* (Islamic Studies)

### PB 2. Read the email. What is it about? [5 mins]



**Aim:** to read and follow an informal email about the first day back at school.

- Ask pupils to say what they can remember about Tim and Ameen (e.g. Tim is a boy from New Zealand and he came to stay with his family in Sudan last year; Ameen is Tim's friend from Sudan).  Pupils may use Arabic.
- Read the email aloud. Ask: *What is it about?* (Ameen's first day back at school)
- Read the email aloud again. Elicit the meaning

-  Read the first sentence aloud. Elicit the name of the subject (Maths).
-  Pupils read the sentences together. They write the name of a school subject in each gap.
-  Choose different pupils to read the completed sentences. Pupils check their answers.
- Tell pupils to close their Activity Books. Start each sentence (e.g. *In Maths / History / Geography we learn about...*). Choose different pupils to say sentences (e.g. *In Maths we learn about numbers and shapes*). The sentences do not have to be the same as the ones in the Activity Book.

**Answers:** 1. Maths, 2. History, 3. Geography, 4. Science, 5. Physical Education, 6. Islamic Studies, 7. English, 8. Arabic, 9. Computer Studies

### AB C. Write sentences about school subjects. [5 mins]

**Aim:** to write sentences about school subjects you like / dislike and give reasons why.

-  Write the sentences on the board. Elicit some examples for the gaps (e.g. *My favourite subject is Science because we learn about plants and animals. I don't like Maths because it's difficult*).
-  Pupils complete the sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose 3-4 pupils to read their sentences in front of the class.

### PB 4. Ask and answer questions about your favourite school subjects. [5 mins]

**Aim:** to say what your favourite subject is and why you like it.

-  Read the questions and answers in the speech bubbles. Pupils repeat. Elicit the meanings.
- Choose 4-5 pupils and ask questions: *What's your favourite subject? Why do you like it?* Help pupils to answer. If necessary, you can write some ideas on the board.
-  In groups of five or six, pupils take turns to ask and answer the questions. Walk around the room, listening and helping.

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 2 Checkpoints:

- Pupils can understand, say and spell the names of school subjects.
- Pupils can read and understand the main points of an informal email about the first day back at school.
- Pupils can write and talk about the school subjects they like / dislike and give reasons why.



### Lesson overview:

Reading focus:	read and understand a poster about school rules
Speaking focus:	use classroom language in English
Grammar:	modals: <i>should, must, have to</i>
Functions:	express obligation, lack of obligation and prohibition
New language:	repeat (v), spell (v), understand (v)

### Pupil's Book (PB) page 27 / Activity Book (AB) page 27

#### Starter activity [5 mins]

**Aim:** to review saying what your favourite subject is and why you like it.

**Materials:** a soft ball (or a rolled-up piece of paper)

-  Throw the ball to Pupil 1. Ask: *What is your favourite subject? Help Pupil 1 to answer: My favourite subject is (History). Why do you like this subject? Pupils answer (e.g. Because it's interesting).*
- Pupil 1 throws the ball to another pupil and asks: *What is your favourite subject? Why do you like this subject? Pupil 2 answers. Pupil 2 then throws the ball to another pupil and asks the question.*
- Pupils continue throwing the ball and asking / answering the question.
-  If there is time, pupils continue asking and answering the questions in groups of six to eight.

#### PB 1. Look at the pictures. What can you see? [5 mins]

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and ask: *What can you see?*
- Explain that this lesson is about 'school rules'. Elicit the meaning of 'school rules'. Ask pupils to say how the pictures are about school rules. Encourage them to use 'must' and 'mustn't' (e.g. *Pupils mustn't wear jewellery. Pupils must wear the correct uniform.*).
- If Poster 4 is available, use the poster to elicit answers from pupils.

#### PB 2. Read the school rules. Point to the pictures. [6 mins]

**Aim:** to read and understand a poster about school rules.

-  Tell pupils they will read a poster about school rules. They must read and point to the pictures in PB Exercise 1 (e.g. when they read *Arrive on time* they point to Picture D).
-  Pupils read the school rules together. They point to the pictures.
-  Read the text aloud. Elicit the meaning of each rule in Arabic.

#### Homework 1

Pupils read the school rules again at home. They practise saying the rules with clear pronunciation.

#### AB A. Complete the sentences. Circle the correct word. [6 mins]

**Aim:** to review how to use *must* and *mustn't* correctly.

-  Explain the activity. Pupils must read each sentence, then choose 'must' or 'mustn't' to make a good school rule. Point to the answer to the first sentence as an example (must).
-  Pupils read the sentences and draw circles to choose the correct word.
-  Choose different pupils to read the sentences. Check pronunciation. Elicit the meanings in Arabic.

**Answers:** 1. must, 2. must, 3. mustn't, 4. mustn't, 5. must, 6. mustn't, 7. must, 8. mustn't, 9. must, 10. mustn't

#### PB 3. Say the questions and sentences. [5 mins]

**Aim:** to practise using classroom language in English.

-  Explain that the questions and sentences are useful for English lessons.
- Read each question and sentence aloud. Elicit / teach the meaning of each one.
- Read each question and sentence aloud again. Pupils repeat. Check pronunciation.
-  In pairs, pupils take turns to read the questions and sentences with correct

pronunciation. Walk around the room, listening and helping.

## Homework 2

Pupils practise saying the questions and sentences at home. They try to improve their pronunciation and intonation.

### AB B. Complete the questions and sentences. Use the words in the box. [5 mins]

**Aim:** to practise using classroom language in English.

-  Tell pupils to close their Pupil's Books. Explain the activity. They must read the sentences and write one of the words from the box in each gap.
-  Pupils read and complete the sentences.  Pupils check their answers together.
-  Choose different pupils to read the completed questions and sentences. Check pronunciation.

**Answers:** 1. spell, 2. mean, 3. say, 4. repeat (spell), 5. understand, 6. correct, 7. page, 8. borrow

### AB C. Complete the sentences. [5 mins]

**Aim:** to write sentences about school rules.

-  Write the sentences with gaps on the board. Elicit examples of things that pupils must / mustn't do at your school. These may be the same rules as this lesson or other rules (e.g. you mustn't eat in the classroom, take another pupil's property). Write pupils' ideas on the board.
- Remind pupils that we use an infinitive verb after 'must' and 'mustn't' (e.g. eat, take).
-  Pupils complete the sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose 3-4 pupils to read their sentences in front of the class.

### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Ask pupils to spell it. Write the word on the board.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 3 Checkpoints:

- Pupils can read and understand a poster about school rules.
- Pupils can use must and mustn't correctly.
- Pupils can use classroom language in English.



### Lesson overview:

- Reading focus: read and understand the main points of a text about extended families
- Writing focus: write a short paragraph about your family
- Grammar: relative clauses with *who*, *which* / *that*
- Functions: describe and define people and things
- New language: advice (n), extended (adj), generation (n)

-  Pupils read the text again together. In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
  -  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
- Answers:** A. false (Ohaj has a big family), B. true, C. false (They have six children), D. false (Older generations give advice), E. true, F. true

### Pupil's Book (PB) page 28 / Activity Book (AB) page 28

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to review words about family.

**Materials:** poster 4

- Put the poster in the front of the room. Explain that the pictures show different families.
- Elicit the names of people in a family (e.g. *We have a father and a...? My father's brother is my...? Etc.*) Elicit these words: father / mother, grandfather / grandmother, brother / sister, uncle / aunt, husband / wife, son / daughter, cousin, parent, grandparent.

##### PB 2. Read the text. What is it about? [4 mins]

**Aim:** to read and follow a text about extended families.

- Read the text aloud. Pupils follow in their books.
- Ask: *What is the text about?* (Ojah and his extended family, The importance of families)
- Read the text aloud again. Elicit the meaning of these words: *relatives, life*. Ask pupils to guess the meanings of these words: *extended, generations, advice*.

#### Homework 1

Pupils read the text again at home.

##### PB 3. Read the text again. Are these sentences true or false? [6 mins]

**Aim:** to read and understand the main points of a text about extended families.

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that 'who' and 'that' are relative pronouns. 'Who' introduces more information about a person (e.g. aunt); 'that' introduces more information about an object (e.g. things).
- Ask pupils to find another example of the relative pronouns 'who' and 'that' in the text in Activity 2 (they are the people who are closest to you in the world; they talk about things that are important to the family).

#### AB A. Find and circle ten words about family. [5 mins]

**Aim:** to review the spelling of words about family.

-  Point to the word 'daughter' in the puzzle. Tell pupils they must find nine more words about family. Words can go from top to bottom, left to right or diagonally.
-  Pupils find the words about family together.
-  Choose pupils to say the words that they have found. Write them on the board (mother, father, grandparents, brother, sister, uncle, aunt, cousin, son, daughter).

**Answers:**

G	D	P	V	Q	M	W	T	F	H	R	F
R	F	A	W	K	M	H	E	B	C	Q	R
A	L	M	U	C	O	U	X	S	G	E	V
N	D	R	N	G	T	S	B	K	H	D	L
D	S	E	C	L	H	R	U	T	S	P	F
P	Y	A	L	Y	E	T	O	T	J	O	C
A	M	K	E	H	R	R	E	T	P	E	N
R	Q	P	T	Y	B	D	Y	R	Z	B	T
E	K	A	L	U	Q	N	E	E	R	O	H
N	F	N	N	J	W	S	I	S	T	E	R

T	D	N	A	U	N	T	E	T	J	I	J
S	V	J	C	O	U	S	I	N	S	Y	F

## Homework 2

Pupils review the spellings of family words.

### AB B. Complete the sentences. Use words from the wordsearch. [5 mins]

**Aim:** to understand and practise writing words about family.

-  Explain the activity. Pupils must read the sentences and write a word from the wordsearch in each gap.
- Read the first sentence and elicit the answer (daughter).
-  Pupils read and complete the sentences together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. daughter, 2. sister, 3. cousins, 4. uncle, 5. brother, 6. father / grandparents

### AB C. Write a paragraph about your family. [7 mins]

**Aim:** to write a short paragraph about your family.

-  Explain the activity. Pupils must write a short paragraph about their family. They must say if the family is big or small; how many generations live in the house; who lives in the house.
-  Pupils write about their families. Remind them that to use a capital letters at the beginnings of a sentence, and a full stop at the end. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.

### PB 4. Talk about your family. [5 mins]

**Aim:** to say some sentences about your family.

-  In groups of three or four, pupils tell each other about their families. They can use the ideas from Activity C.
-  Choose 3-4 pupils to tell the rest of the class about their families. Encourage other pupils to ask questions (e.g. *What's your sister's name? How old is she? Does your uncle live nearby?*)

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 4 Checkpoints:

- Pupils can read and understand the main points of a text about extended families.
- Pupils can understand, say and spell words about family.
- Pupils can write a short paragraph about their families.
- Pupils can talk about their families.



### Lesson overview:

Reading focus:	read and understand the main points of an information text about different kinds of houses in Sudan
Speaking focus:	say and ask about where things are in a room
Grammar:	passive in simple form; prepositions of quantity, place and time
Functions:	discuss a range of topics
New language:	(in the) middle (of) (n), stone (n), traditional (adj)

information text about different kinds of houses in Sudan.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. No, they live in different kinds of houses. B. They're often made of blocks, stone or bricks. C. In villages and in the country, houses are often built from local materials. D. They are cheap. E. They are easy to move from place to place. F. They are warm in the winter and cool in the summer.

### Pupil's Book (PB) page 29 / Activity Book (AB) page 29

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to review words related to houses and prepare for the topic of the lesson.

- Point to each picture and ask: *What can you see? What is the house made of? What are the advantages of this house?*

##### PB 2. Read the text. Point to the pictures. [4 mins]



**Aim:** to read and follow an information text about different kinds of houses in Sudan.

- Explain that you will read a text about different kinds of houses in Sudan. Pupils must follow in their books and point to the pictures (e.g. when they read about a house with two floors, they point to Picture A).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *buildings, blocks, bricks, floors, upstairs, materials, hair, wood, mud, roof, straw*. Ask pupils to guess the meanings of these words: *stone, traditional*.

#### Homework 1

Pupils read the text again at home.

##### PB 3. Read the text again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand the main points of an

#### AB A. Look at the picture. What can you see? [4 mins]

**Aim:** to review bedroom furniture and prepositions of place.

- Tell pupils to look at the picture for 20 seconds. After 20 seconds, tell them to close their Activity Books.
- Ask pupils to say the objects they can remember (e.g. rug, bed, wardrobe etc.)
- Tell pupils to open their Activity Books. Ask questions about the picture:
  - Where is the window?* (Behind the bed / next to the picture)
  - Where is the table?* (Between the bed and the chair)
  - Where is the rug?* (In front of the bed / on the floor)
  - Where is the chair?* (Next to the table)
  - Where is the ball?* (On the bed)
  - Where are the clothes?* (In the wardrobe)

#### AB B. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to review prepositions of place.

-  Use the example to explain the activity. Pupils must read the sentences and write one of the words / phrases from the box in each gap. They must make true sentences about the picture.
-  Pupils read and complete the sentences together.
-  Choose different pupils to read the

completed sentences. Pupils check their answers.  
**Answers:** 1. in front of, 2. between, 3. next to, 4. under, 5. on, 6. in, 7. behind

### AB C. Draw a picture of a room in your house. [6 mins]

**Aim:** to prepare for speaking and listening activities.

-   Explain the activity. Pupils must draw a picture of a room in their house. They must draw at least six things in the room (e.g. a chair, a table, a sofa, a television, a lamp, a rug).
-  Explain that the objects should be in different places (e.g. a chair next to a table, a television on a table, a rug under a sofa etc.)
-  Pupils draw a simple picture of a room. They may draw the objects they want in the room. Encourage pupils to draw quickly. Walk around the room to check. After 5 minutes of drawing, end the activity.

### Homework 2

Pupils write some sentences about their picture in their notebooks (e.g. *There's a sofa in the middle of the room. There's a table in front of the sofa.*)

### PB 4. Practise your English. Say the questions and sentences. [3 mins]

**Aim:** to prepare for speaking and listening activities.

-  Explain that the questions and sentences are useful for describing and asking about a picture.
- Read each question and sentence aloud again. Pupils repeat. Check pronunciation. Elicit / teach the meaning of each one.
- Remind pupils that we use 'there is' when we talk about one thing, and 'there are' when we talk about more than one thing.
-  In pairs, pupils take turns to read the questions and sentences with correct pronunciation. Walk around the room, listening and helping.

### AB D. Listen to your partner and draw their room. Don't look at their picture. [7 mins]

**Aim:** to say and understand where things are in a room.

-   Explain the activity. Pupils must work in pairs. Pupil 1 will describe their picture of a

room; Pupil 2 will listen and draw the picture. Pupil 1 must NOT show their picture to Pupil 2.

-  In pairs, pupils take turns to describe and draw their pictures. Walk around the room, listening and helping. Make sure that pupils do not show their pictures.
-  After 5 minutes, end the activity. Tell pupils to show each other their pictures.

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 5 Checkpoints:

- Pupils can read and understand the main points of an information text about different kinds of houses in Sudan.
- Pupils can use prepositions of place correctly.
- Pupils can say and understand where things are in a room.



### Lesson overview:

Listening focus:	understand details of a doctor talking about first aid
Speaking focus:	say what people should do when they have an accident or are ill
Grammar:	modals: <i>should, must, have to</i> ; adverbs of sequence
Functions:	ask for and give advice
New language:	bandage (n), broken (arm) (adj), burn (n)

### Pupil's Book (PB) page 30 / Activity Book (AB) page 30

#### Starter activity [5 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of first aid.

- Read the title of the lesson (First aid). Elicit the meaning. Explain that first aid means the things we do to help people when they have an accident, or when they are ill.
- Point to the pictures and ask: *What can you see?* Review / teach these words: *headache* (Picture A), *cut* (Picture B), *nosebleed* (Picture C), *broken arm* (Picture D), *burn* (Picture E).
- Point to each picture again. Ask pupils what we should do to help people with these problems (e.g. Picture B – wash the cut, put a bandage on it).  Pupils may use Arabic but encourage them to use as much English as possible. Teach the word 'bandage'.

##### PB 2. Listen to Doctor Reem. Which of the problems does she talk about? [4 mins]

**Aim:** to understand the main points of a doctor talking about first aid.

**Materials:** audio track 4.6

- Explain that they will listen to a doctor called Doctor Reem. She is talking to the class about first aid.
- They must listen and decide which of the problems in Activity 1 she is talking about.
-  Play audio track 4.6. Pupils listen.
- Ask: *Which of the problems does the doctor talk about?* Pupils answer (nosebleed – Picture C).
- Play the audio track again.

##### PB 3. Listen again. Which phrases do the doctor or pupils say? [6 mins]

**Aim:** to understand details of a doctor talking about first aid.

-  Read the phrases aloud. Elicit the meanings.
- Explain the activity. Pupils must listen to the audio again, and decide which phrases they hear the doctor or the pupils say.
-  Play audio track 4.6. Pupils listen.
-  Pupils discuss the phrases that they heard. They can write the letters in their notebooks.
-  Elicit the answers.

**Answers:** The doctor and pupils say these phrases: A, C, E, F, G, H

#### Homework 1

Pupils read the phrases again at home.

##### AB A. Write the words in the box under the pictures. [5 mins]

**Aim:** to review language related to first aid.

-  Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. nosebleed, 2. bandage, 3. burn, 4. broken, 5. ice, 6. cut

##### AB B. Put the pictures in the correct order. [3 mins]

**Aim:** to review what to do when someone has a nosebleed.

-  Explain that the pictures show what to do when you have a nosebleed. Explain that they are in the wrong order. Pupils must decide the correct order.
-  In pairs, pupils decide the correct order of the pictures. They write numbers 1-4 next to the pictures.
-  Ask pupils to say the letters of the pictures in the correct order (B, D, A, C). Write the correct order on the board. Pupils check their answers.

**AB C. Complete the sentences. Use the words in the box. [5 mins]**

**Aim:** to use adverbs of sequence correctly.

-  Explain the activity. Pupils must read the sentences and write one of the words from the box in each gap.
-  Pupils read and complete the sentences together.
-  Choose different pupils to read the completed sentences. Pupils check their answers.
- Read each completed sentence aloud. Elicit the Arabic for each sentence.

**Answers:** 1. First, 2. Then, 3. After, 3. Finally

**Look! [3 mins]**



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we can use *should / shouldn't* to give advice. Remind pupils that we use an infinitive verb after *should / shouldn't* (e.g. do, go).

**PB 4. Look at the pictures in Activity 1. Give some advice. [6 mins]**

**Aim:** to say what people should do when they have an accident or are ill.

-  Point to Picture A in Activity 1. Read the speech bubbles aloud. Elicit the meanings.
- Point to Pictures B-E. For each picture, ask: *What should you do first? What should you do next?* Pupils give advice. They can use the phrases in Activity 3.
-  In groups of three or four, pupils look at each picture in Activity 1 and say what you should do. Walk around the room, listening and helping.

**Example answers:** Picture B: First you should wash the cut. Next you should put some cream on it. Finally, you should put a bandage on it.

Picture C: First, tell the person to sit down. Then, ask them to sit forward and breathe through their mouth. After that, hold their nose for ten minutes. Finally, put some ice on the nose.

Picture D: You should put a bandage on it. You should go to the doctor.

Picture E: First you should put some water on it.

After that, you should put a bandage on it.

**Homework 2**

Pupils write some sentences to give advice for the problems in Pictures A-E in Activity 1 (e.g. *First you should wash the cut. Next you should put some cream on it. Finally, you should put a bandage on it.*)

**Vocabulary box [3 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Ask pupils to say more words about health and illness. Write the words on the board.

**Homework 3**

Pupils practise saying and writing the words in the vocabulary box. If you have time, you can review the words next lesson.

**End of Lesson 6 Checkpoints:**

- Pupils can understand details of a doctor talking about first aid.
- Pupils can understand and use language related to first aid.
- Pupils can use adverbs of sequence correctly.
- Pupils can say what people should do when they have an accident or are ill.



### Lesson overview:

Listening focus:	understand details of a boy talking about his summer holiday
Speaking focus:	ask and answer questions about your summer holiday
Grammar:	past simple affirmative, negative and questions and <i>was, wasn't, were, weren't</i>
Functions:	understand and talk about sequences of past events and experiences
New language:	flight

### Pupil's Book (PB) page 31 / Activity Book (AB) page 31

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 6.

- Choose 5-6 pupils to read sentences they wrote with advice for health problems (e.g. *First you should wash the cut. Next you should put some cream on it. Finally, you should put a bandage on it.*)

#### PB 1. Look at the pictures. What can you see? [5 mins]

**Aim:** to predict what happens in a story.

- Point to each picture and ask: *What can you see?*
- Explain that the pictures show a boy's summer holiday. Ask questions: *Where did the boy go? Where did he stay? What did he do? What did he see? How did he get there?*
- Encourage pupils to give different ideas. Don't give the answers. Encourage pupils to use as much English as possible.

#### PB 2. Listen to Nasreldin and Hashim. Point to the pictures. [3 mins]

**Aim:** to understand the main points of a boy talking about his summer holiday.

**Materials:** audio track 4.7

- Explain that the boy in the picture is called Nasreldin. He is talking to his friend Hashim about his summer holiday.
- Tell pupils they will listen to their conversation.

They must listen and point to the pictures (e.g. when they hear Hassan talk about playing football, they point to Picture A).

-  Play audio track 4.7. Pupils listen and point to the pictures.

#### AB A. Listen again. Complete the sentences. [6 mins]

**Aim:** to understand details of a boy talking about his summer holiday.

-  Read the sentence aloud. Pause at each gap and elicit ideas. Don't give the answers.
- Explain that pupils will listen to the audio track again. They must listen for the information in the gaps.
-  Play audio track 4.7 again. Pupils listen. If necessary, play the audio track again.
-  Pupils complete the sentences together.
-  Choose pupils to read the completed sentences.

**Answers:** 1. Damazin, 2. aunt / uncle, 3. cousins, 4. uncle, 5. antelopes / elephants, 6. bus

#### PB 3. Read Hashim's email. What are the differences? [6 mins]

**Aim:** to find differences between written and spoken texts.

**Materials:** audio track 4.7

-   Explain that you will read an email from Hashim to his mother. Pupils must follow and find differences between what Hashim says to his friend, and what he says in the email.
- Read the email aloud. Pupils follow in their books.
-  Pupils discuss the differences.
-  Play audio track 4.7. Pupils listen and check their ideas.
- Choose pupils to say the differences.

**Answers:** Hashim went to Damazin (not Port Sudan); He went to Damazin by bus (not by plane); He went to Dinder National Park with his uncle (not with his grandfather); He didn't see any elephants; He played football with his cousins; He swam in the river and he loves swimming.

## Homework 1

Pupils read the email again at home.

### AB B. Write the past form of these verbs. [5 mins]

**Aim:** to review the past tense forms of common verbs.

-  Explain that we use the past simple tense to talk about things that happened in the past. The verb changes when we use past simple tense (e.g. 'be' changes to 'was' or 'were').
- Read each infinitive verb aloud and elicit the meanings.
-  Pupils work together to write the past form of each verb.
-  Read each verb, and choose pupils to say and spell the past form. Write the past forms on the board. Pupils check their answers.

**Answers:** 1. was / were, 2. went, 3. visited, 4. saw, 5. stayed, 6. spent, 7. did, 8. played, 9. drove, 10. had

## Homework 2

Pupils review the past forms of the verbs at home.

### AB C. Make questions. [6 mins]

**Aim:** to practise the correct word order for questions.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Read each correct question aloud. Pupils repeat. Check pronunciation.

**Answers:** 1. Where did you go? 2. Where did you stay? 3. What did you do there? 4. What did you see? 5. How did you get there?

### PB 4. Ask and answer the questions in Activity C. [6 mins]

**Aim:** to ask and answer questions about your summer holiday.

-  Read each question in Activity B aloud. Tell

pupils to think of answers. They can think of the place where they went in their summer holidays, or they can imagine a place.

- Ask the questions in Activity B. Choose 1-2 pupils to answer (e.g. *Where did you go? I went to Port Sudan. Where did you stay? I stayed with my grandparents. etc.*)
-  Pupils take turns to ask and answer the questions from Activity B. Remind pupils that they can imagine the answers. Walk around the room, listening and helping.
-  If there is time, tell 1-2 pairs to ask and answer the questions in front of the class.

## Homework 3

Pupils review words from the vocabulary boxes in Lessons 1-6.

### End of Lesson 7 Checkpoints:

- Pupils can predict and understand details of a boy talking about his summer holiday.
- Pupils can use the past forms of common verbs correctly.
- Pupils can ask and answer questions about their summer holidays.



### Lesson overview:

Reading focus:	understand details of a text about celebrations and Eid El Fitr
Writing focus:	write a short paragraph about what your family did during the last Eid El Fitr
Grammar:	review
Functions:	review
New language:	bake (v), biscuit (n), calendar (n), forgive (v)

### Pupil's Book (PB) page 32 / Activity Book (AB) page 32

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and ask: *What can you see?*
- Ask: *What do people usually do during Eid El Fitr?* (They get together with family and friends; give presents, sweets and new clothes; pray; give money to the poor etc.). Encourage pupils to use as much English as possible.

##### PB 2. Read the texts. What is each text about? [4 mins]

**Aim:** to read and understand the main points of a text about celebrations and Eid El Fitr.

- Read paragraph A aloud. Pupils follow in their books. Ask: *What is the paragraph about?* (Celebrations around the world)
- Read paragraph B aloud. Ask: *What is the paragraph about?* (Celebrations for Eid El Fitr). Ask pupils to guess the meanings of 'bake' and 'biscuits'.
- Read paragraph C aloud. Ask: *What is the paragraph about?* (Other things people do during Eid El Fitr). Ask pupils to guess the meaning of 'forgive'.

#### Homework 1

Pupils read the text again at home.

#### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of

words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f). Read the word and definition. Elicit the meanings.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

**Answers:** 1. c, 2. e, 3. a, 4. b, 5. f, 6. d

#### PB 3. Read the texts again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand details of a text about celebrations and Eid El Fitr.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. In the USA. B. Bonfire Night. C. At the end of *Ramadan*. D. They bake biscuits and cakes. E. The end of *Ramadan* / when people can eat again during the day. F. No, people also put on their best clothes, and visit friends and relatives. G. To give thanks to Allah, and to give and forgive.

#### AB B. Complete the sentences. Use the past form of the verb in the box. [5 mins]

**Aim:** to review the past tense forms of common verbs.

-  Use the example to explain the activity. Pupils must complete each sentence using one of the verbs in the box. They must write the past tense form of each verb (e.g. cleaned).
-  Pupils read and complete the sentences.  They check their answers together.
-  Choose different pupils to read the completed sentences aloud. Write the past forms on the board. Pupils check their answers.

**Answers:** 1. cleaned, 2. baked, 3. prayed, 4. watched, 5. visited, 6. bought, 7. gave

## Activity Book (AB) page 41

### AB C. Write a paragraph. What did your family do during the last Eid El Fitr? [6 mins]

**Aim:** write a short paragraph about what your family did during the last Eid El Fitr.

-  Explain the activity. Pupils must write a short paragraph about what their family did during the last Eid al-Fitr. They can use the ideas from Activity B.
-  Pupils write about what their family did during Eid El Fitr. Remind them that to use a capital letters at the beginnings of a sentence, and a full stop at the end. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.

### PB 4. Talk about what your family did during the last Eid El Fitr. [5 mins]

**Aim:** to say what your family did during the last Eid El Fitr.

-  In groups of three or four, pupils tell each other about what their families did during Eid El Fitr.
-  Choose 3-4 pupils to tell the rest of the class about their families. Encourage other pupils to ask questions (e.g. *Did you help your mother? Who did you visit? Etc.*)

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Ask pupils to spell it. Write the word on the board.

### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 5 again.

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:

- Pupils can read and understand details of a text about celebrations and Eid El Fitr.
- Pupils can write a short paragraph about what their families did during the last Eid El Fitr.
- Pupils can say what their families did during the last Eid El Fitr.

### Homework 2

Pupils practise saying and writing the words in the vocabulary box. If you have time, you can review the words next lesson.



### Lesson overview:

Reading focus:	understand details of three short information texts about kangaroos, meerkats and octopuses
Speaking focus:	say what you know about kangaroos, meerkats and octopuses
Grammar:	comparative and superlative adjectives: short and longer forms
Functions:	comparative and superlative adjectives: short and longer forms
New language:	carnivore (n), herbivore (n), kangaroo (n), meerkat (n), octopus (n), omnivore (n), pouch (n) social (adj), weigh (v)

to guess the meanings of these words: *weigh*, *herbivore*, *pouch*.

- Read text B aloud. Ask pupils to say the matching picture (Picture A). Elicit the meaning of these words: *Kalahari Desert*, *insects*, *mammals*, *scorpions*. Ask pupils to guess the meanings of these words: *social*, *omnivore*.
- Read text C aloud. Ask pupils to say the matching picture (Picture C). Elicit the meaning of the word 'heart'. Ask pupils to guess the meanings of this word: *carnivore*.

### Homework 1

Pupils read the texts again at home.

### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f). Read the example word and definition. Elicit the meanings.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

**Answers:** 1. f, 2. e, 3. a, 4. b, 5. d, 6. c

### AB B. Read the texts again. Complete the chart. [8 mins]

**Aim:** to read and understand details of three short information texts about kangaroos, meerkats and octopuses.

-  Draw the empty chart on the board. Explain that the chart is about three animals: kangaroo, meerkat, octopus.
- Explain the activity. Pupils must write notes about each animal: place where it lives, its weight or size, the food it eats, and any other information they can find in the texts in Act 2.
-  Pupils read the texts in Activity 2 again and complete the chart together.
-  Elicit answers. Write notes in the chart on

### Pupil's Book (PB) page 33 / Activity Book (AB) page 33

#### Starter activity [5 mins]

#### PB 1. Look at the pictures. Answer the questions.

**Aim:** to prepare for reading.

-   In pairs, pupils look at the pictures. They read the questions and try to answer them. They may use Arabic.
-  Ask question A: *What are these animals called?* Teach the names (A = meerkats; B = kangaroo, C = octopus)
- Ask questions B and C. Encourage pupils to give as many ideas as possible.  Pupils may use Arabic, but encourage them to use as much English as possible.
- Read the title of the lesson (strange animals). Elicit the meaning in Arabic.

#### PB 2. Read the texts. Point to the pictures. [4 mins]



**Aim:** to read and understand the main points of three short information texts about kangaroos, meerkats and octopuses.

- Read text A aloud. Ask pupils to say the matching picture (Picture B). Elicit the meaning of these words: *hop*, *outside of their stomach*. Ask pupils

the board.

**Answers:**

Kangaroo	Meerkat	Octopus
Australia	Kalahari Desert	seas around the world
up to 90 kilos	about 30cm tall	1– 270 kilos
grasses, flowers, leaves	insects, fruit, mammals	fish, other octopuses
can travel at 48 km an hour; mother kangaroos carry babies in a pouch	social animals, live in family groups of 20 to 50	they have 8 arms and 3 hearts

**Homework 2**

Pupils tell their families what they have learned about kangaroos, meerkats and octopuses.

**Look! [3 mins]**



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- ع Explain that when we compare two things we use comparative adjectives. If the adjective is short (e.g. fast), we add 'er' to the end of the word (e.g. faster); if the adjective is longer (e.g. social), we add 'more' before the adjective (e.g. more social).
- ع Explain that we use superlative adjectives to say when something is the best, tallest, fastest etc. If the adjective is short (e.g. big), we add 'est' to the end of the word (e.g. biggest); if the adjective is longer (e.g. amazing), we add 'most' before the word (e.g. most amazing).

**AB C. Complete the sentences. Use the correct form of the words in brackets. [6 mins]**

**Aim:** to use comparative and superlative adjectives correctly.

- Read the example sentence. Elicit the meaning in Arabic. Explain the activity. Pupils must write the correct form of the adjective in the brackets.
- Read the second sentence. Elicit the answer (faster). Ask pupils to say why (we are comparing two things, 'fast' is only one syllable so we add 'er' to the end).

- Read the third sentence. Elicit the answer (most social). Ask pupils to say why (we are comparing with lots of animals, 'social' is two syllables so we add 'most' before the word).



- Pairs read and complete the sentences together.



- Choose different pupils to read the completed sentences. Write the answers on the board. Pupils check their answers.

**Answers:** 1. biggest, 2. faster, 3. most social, 4. farther, 5. smaller, 6. most amazing, 7. more dangerous, 8. strangest / pupils can choose the animal they like

**PB 3. Cover the texts about the animals. Ask and answer the questions. [6 mins]**

**Aim:** to say what you know about kangaroos, meerkats and octopuses.



- Tell pupils to cover the texts about the animals in Activity 2. Read the questions in the speech bubbles. Elicit answers.



- In groups of three or four, pupils take turns to read and answer the questions. They must try to remember the information. Walk around the room, listening and helping.

**Vocabulary box [3 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 1 Checkpoints:**

- Pupils can read and understand details of three short information texts about kangaroos, meerkats and octopuses.
- Pupils can use comparative and superlative adjectives correctly.
- Pupils can say what they know about kangaroos, meerkats and octopuses.



### Lesson overview:

- Listening focus:** understand a story about a man and a thirsty dog
- Speaking focus:** tell a story about a man and a thirsty dog
- Grammar:** adverbs of manner and very common irregular forms, e.g. *quickly*, also *well*
- Functions:** describe the manner of an activity or degree of intensity
- New language:** (at the) bottom (phr), bucket (n), ladder (n), rope (n)

### Pupil's Book (PB) page 34 / Activity Book (AB) page 35

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What is the story?

**Aim:** to prepare for listening.

**Materials:** poster 5

- Put the poster in the front of the room. Point to each picture and ask: *What can you see?*
- Write these words on the board: *bucket, rope, ladder, the bottom of the well*. Say the words aloud. Pupils repeat.
- Explain that these pictures are from a story. Ask pupils if they know what the story is.

#### PB 2. Listen to the story. Point to the pictures. [3 mins]

**Aim:** to listen and follow a story about a man and a thirsty dog.

- Tell pupils they will listen to a story. They must listen and point to the pictures (e.g. when they hear the word 'ladder', they point to Picture D).
-  Play audio track 5.2. Pupils listen and point to the pictures.
- Ask pupils to say if they know the story.

#### AB A. Listen again. Put the pictures in the correct order. [5 mins]

**Aim:** to listen and understand the main points of a story about a man and a thirsty dog.

-  Explain that the pictures show the story.
-  In pairs, pupils decide the correct order of

the pictures. They write numbers 1-6 next to the pictures.

-   Play audio track 5.2. Pupils listen and check their answers.
-  Ask pupils to say the letters of the pictures in the correct order (B, E, F, C, D, A). Write the correct order on the board. Pupils check their answers.

#### PB 3. Listen again. Are the sentences true or false? [6 mins]

**Aim:** to listen and understand details of a story about a man and a thirsty dog.

-  Choose a pupil to read the first sentence. Elicit the meaning. Tell pupils to wave their hands in the air if they think it's true; put their hands on their heads if they think it's false. Repeat with the other sentences.
-  Play audio track 5.2. Pupils listen.
-  In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** A. true, f. False (There was water at the bottom of the well), C. false (There was no rope and there was no bucket), D. true, E. false (The dog drank the water from his shoe), F. true.

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that 'quickly', 'thirstily' and 'slowly' are adverbs of manner. We use them to say how things are done.
- Explain that we usually add 'ly' to the end of an adjective to make an adverb of manner (e.g. quick – quickly). Sometimes there are some different spellings e.g. when an adjective ends in the letter 'y' (e.g. thirsty), we change the letter 'y' into an 'i' (thirsty - thirstily).

#### AB B. Change the adjectives into adverbs. [5 mins]

**Aim:** to spell adverbs of manner correctly.

- Read each adjective aloud and elicit the meanings.
- Use the examples to explain the activity. Pupils must change the adjectives into adverbs of manner.
-  Pupils work together to write the adverbs of manner.
-  Read each adjective, and choose pupils to say and spell the adverb. Write the adverbs on the board. Pupils check their answers.

**Answers:** 1. slowly, 2. quickly, 3. sadly, 4. carefully, 5. thirstily, 6. hungrily, 7. quietly, 8. tiredly

### Homework 1

Pupils review the spellings of the adverbs.

### AB C. Complete the sentences. Use the adverbs from Activity B. [5 mins]

**Aim:** to understand and use adverbs of manner correctly.

-  Use the example to explain the activity. Pupils must read the sentences and write an adverb from Activity B in each gap. Sometimes it is possible to use more than one adverb in each gap.
-  Pupils read and complete the sentences together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. quickly, 2. slowly / tiredly, 3. quietly, 4. sadly, 5. tiredly / slowly, 6. hungrily / quickly, 7. carefully / slowly, 8. thirstily / quickly

### PB 4. Look at the pictures in Activity A. Retell the story. [7 mins]

**Aim:** to tell a story about a man and a thirsty dog.

-  Tell pupils to look at the pictures in Activity A. Point to Picture B. Ask pupils to say the first part of the story (e.g. *One day, a man went on a long journey. It was very hot, and the man was thirsty*).
- Continue with pictures E, F, C, D, A. Help pupils to tell the story. Remind them to use the past simple tense.
-  In groups of three or four, pupils take turns to look at the pictures and tell the story. Walk around the room, listening and helping.

### Homework 2

Pupils write some sentences about the story. They can write 2-3 sentences or the whole story.

#### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Ask pupils to spell it. Write the word on the board.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 2 Checkpoints:

- Pupils can listen and understand details of a story about a man and a thirsty dog.
- Pupils can understand, spell and use adverbs of manner correctly.
- Pupils can tell a story about a man and a thirsty dog.



### Lesson overview:

Reading focus:	write sentences about animals in danger
Writing focus:	write a short paragraph about what your family did during the last Eid El Fitr
Grammar:	conditionals: zero and first condition
Functions:	refer to conditions and their results
New language:	extinct (adj), giant (adj)

*in danger?* (Cutting down forests where animals live, hunting).

- Read this sentence aloud: *Many more animals will be extinct if we don't do something to protect them.* Ask pupils to translate the sentence into Arabic.

### Homework 1

Pupils read the text again at home.

### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f). Read the example word and definition. Elicit the meanings.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

**Answers:** 1. e, 2. c, 3. b, 4. a, 5. f, 6. d

### PB 3. Read the web page again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand details of a text about protecting animals in danger.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. People are cutting down trees, B. 1,800, C. 800, D. People hunt them for their horns. E. Protect the forests, make national marks, stop hunting, F. 20, 000.

### Pupil's Book (PB) page 35 / Activity Book (AB) page 36

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 2.

- Choose 3-4 pupils to read sentences about the story of the man and the thirsty dog.

#### PB 1. Look at the pictures. Answer the questions. [4 mins]

**Aim:** to prepare for the topic of the lesson.

-   In pairs, pupils look at the pictures. They read the questions and try to answer them. They may use Arabic.
-  Ask question 1: *What are these animals called?* Review the names (A = giant panda; B = mountain gorilla, C = white rhino). Explain that 'giant' means 'very big'.
- Ask question 2: *Where do they live?* (Giant pandas live in the forests in China; Mountain gorillas and white rhinos live in Africa).
- Ask question 3: *Why are they in danger?*  Encourage pupils to give different ideas. They may use Arabic, but encourage them to use as much English as possible.

#### PB 2. Read the web page. Why are the animals in danger? [4 mins]

**Aim:** to read and understand the main points of a text about protecting animals in danger.

- Read the title of the text aloud. Elicit the meaning.
- Read the text aloud. Ask: *Why are the animals*

### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that these sentences use the first conditional. We use this to talk about a thing that will happen if something else happens.
- Explain that the first conditional has this form: *If* + subject + present simple, subject + *will* / *won't* + infinitive.

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### AB B. Complete the sentences. Use the verbs in the box. [6 mins]

**Aim:** to understand sentences using the first conditional.

-  Read the example and elicit the meaning. Explain the activity. Pupils must read the sentences and write one of the verbs from the box in each gap. Explain that it is possible to use more than one verb in some of the gaps.
-  Pupils read and complete the sentences together.
-  Choose different pupils to read the completed sentences. Pupils check their answers.
- Read each completed sentence. Elicit the meanings.

**Answers:** 1. have, 2. die, 3. buy, 4. save (help), 5. help (save) 6. do

### AB C. Write sentences about animals in danger.

#### Answer the questions. [7 mins]

**Aim:** to write sentences about animals in danger.

-  Read each question and elicit ideas. If necessary, write notes on the board.
-  Pupils write answers for the questions. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose 3-4 pupils to read their sentences in front of the class.

### Homework 2

Pupils can finish writing the sentences at home.

### End of Lesson 3 Checkpoints:

- Pupils can read and understand details of a text about protecting animals in danger.
- Pupils can understand sentences using the first conditional.
- Pupils can write sentences about animals in danger.



### Lesson overview:

Reading focus:	understand the main points of a text about different ways animals help people
Speaking focus:	ask and answer questions about what we use animals for
Grammar:	present perfect with a wider range of verbs
Functions:	discuss a familiar topic
New language:	pet (n), test (v), wool (n)

ways animals help people. They must follow the text in their books, and point to the animal words when they see them (e.g. when they see the word 'dogs' they point to it).

- Read the text aloud. Pupils follow the text and point.
- Elicit the meanings of these words: *generations, hunting, farms*. Ask pupils to guess the meanings of these words: *pets, wool*

### Homework 1

Pupils read the text again at home.

### Pupil's Book (PB) page 36 / Activity Book (AB) page 37

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. Answer the questions.

**Aim:** to prepare for the topic of the lesson.

- Ask question A: *What can you see?* (a cart, a plough, a blind girl/woman)
- Ask question B: *What animal is missing in each picture?* Encourage pupils to give different ideas (e.g. donkey, oxen, dog).
- Read the title of the lesson (animals helping people). Elicit the meaning in Arabic.

##### AB A. Write the letters in the correct order to make words. [5 mins]

**Aim:** to review the spellings of common animals.

-  Point to the pictures. Elicit the name of each animal.
- Use the example to explain the activity. Pupils must write the letters in the correct order to make the name of each animal.
-  Pupils work together to write the names of the animals.
-  Elicit the answers. Write the words on the board. Pupils check the spellings.

**Answers:** 1. dog, 2. rat, 3. sheep, 4. oxen, 5. donkey, 6. chicken, 7. monkey, 8. rabbit

##### PB 2. Read the text. Point to the animal words. [4 mins]

**Aim:** to read and follow a text about different ways animals help people.

- Tell pupils you will read a text about different

##### PB 3. Read the text again. Ask and answer these questions. [6 mins]

**Aim:** to read and understand the main points of a text about different ways animals help people.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.
- Encourage different ideas for question D (*What other ways do animals help us?*).  Pupils may use Arabic.

**Answers:** A. People started using dogs for hunting. B. For food and wool. C. They use oxen to plough fields, and donkeys to pull carts full of food to markets. D. People have pets, dogs can help blind people etc.

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that the first sentence talks about habits today, so it uses the present simple; the second sentence talks about an event that happened in the past so it uses the past simple; the third sentence talks about something that started in the past but still happens in the present so it uses the present perfect.
- Explain the form of the present perfect: subject + *have / has* + past participle.

##### AB B. Write the sentences again. [6 mins]

**Aim:** to write sentences using the present perfect.

- Read the example sentences. Elicit the meanings. Explain that 'kept' is the past participle of 'keep'. 'Keep' is an irregular verb.
- Read the second sentence. Elicit the meaning. Elicit the present perfect version of the sentence (*People have kept chickens for food for many years*). Write it on the board. Pupils write the sentence in their Activity Books.
- Repeat with sentences 3-6.

**Answers:** 1. People have kept animals as pets for many years. 2. People have kept chickens for food for many years. 3. Donkeys have pulled carts for many years. 4. Oxen have ploughed fields for many years. 5. Scientists have tested medicines on animals. 6. Dogs have helped blind people for many years.

**AB C. Read the text again. Complete the chart. [6 mins]**

**Aim:** to prepare for speaking.

- Read the words across the top of the chart (Transport, Hunting etc.). Elicit the meanings.
- Use the example to explain the activity. Pupils must read the text in Activity 2 again. They must write the name of each animal, and tick what the text says the animal is used for (e.g. the text talks about dogs used for hunting).
- In pairs, pupils read the text again and complete the chart. While they are doing the activity, draw the completed chart on the board. Pupils check their answers.
- Ask pupils if the animals are used for other things (e.g. donkeys are used for ploughing; rabbits are used for food). Add more ticks to the chart.

**Answers:**

Transport	Hunting	Ploughing	Food	Clothes
	✓			
			✓	
			✓	✓
		✓		
✓				

**PB 4. Talk about how animals help people. Use the chart in Activity C. [5 mins]**

**Aim:** to ask and answer questions about what we use animals for.

- Tell pupils to look at the completed chart in Activity C. Ask questions and choose pupils to answer (see example answers below).
- In pairs, pupils ask and answer questions about the chart. Walk around the room, listening and helping.
- If you have time, choose 2-3 pairs to ask and answer questions in front of the class.

**Example answers:** What do we use dogs for? We use dogs for hunting. / What do we use chickens for? We use chickens for food. / What do we use sheep for? We use sheep for food and clothes. / What do we use oxen for? We use oxen for ploughing. / What do we use donkeys for? We use donkeys for transport. /

**Homework 2**

Pupils write sentences about the animals in their notebooks (e.g. *We use dogs for hunting*).

**Vocabulary box [2 mins]**

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 4 Checkpoints:**

- Pupils can read and understand the main points of a text about different ways animals help people.
- Pupils can write sentences using the present perfect.
- Pupils can ask and answer questions about what we use animals for.

### Lesson overview:

Reading focus:	understand the main points of a text about dangerous animals
Speaking focus:	say how some animals are dangerous
Grammar:	conjunctions <i>although</i>
Functions:	talk and write about habitual actions, routines and permanent situations
New language:	although (conj), however, (adv), locust (n), million (n)

- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *sharp teeth, killing people, afraid, sting, die, bite, malaria, disease*. Ask pupils to guess the meaning of the word 'million'.

### Homework 1

Pupils read the text again at home.

### AB B. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f). Read the example word and definition. Elicit the meanings.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

**Answers:** 1. f, 2. c, 3. b, 4. a, 5. d, 6.e

### PB 3. Read the text again. Are the sentences true or false? [6 mins]

**Aim:** to read and understand the main points of a text about dangerous animals.

-  Pupils read the text again together. In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** A. true, B. false (Mosquitoes are the most dangerous animals for us), C. false (Sometimes you will die), D. true, E. false (Sometimes you will die), F. true

### Pupil's Book (PB) page 37 / Activity Book (AB) page 38

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and elicit / teach the name of the animal.
- Explain that the lesson is about 'dangerous animals'. Elicit the meaning.

#### AB A. Write the names of the animals under the pictures. [5 mins]

**Aim:** to write the names of common animals with correct spellings.

-  Explain the activity. Pupils must write the name of each animal under the picture.
-  Pupils work together to write the names. They guess how to spell the word 'locust'.
-  Write the name of each animal on the board. Pupils check the spellings.

**Answers:** 1. mosquito, 2. scorpion, 3. shark, 4. locust, 5. spider

#### PB 2. Read the text. Point to the pictures. [4 mins]



**Aim:** to read and follow a text about dangerous animals.

- Tell pupils you will read a text about dangerous animals. They must follow in their books and point to the pictures (e.g. when they read about sharks, they point to Picture C).

### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use the words *although*, *but* and *however* when we want to contrast ideas.
- We use *although* and *but* to contrast ideas in the same sentence. We use *however* at the beginning of a sentence. This sentence contrasts ideas that went before.

### AB C. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to use common conjunctions and adverbs correctly.

-  Use the example to explain the activity. Pupils must read the sentences and write one of the words from the box in each gap.
-  Pupils read and complete the sentences together.
-  Choose different pupils to read the completed sentences. Pupils check their answers.
- Read each completed sentence aloud. Elicit the meaning of each sentence.

**Answers:** 1. so, 2. but, 3. although, 4. however, 5. because

### PB 4. Ask and answer about dangerous animals. [5 mins]

**Aim:** to say how some animals are dangerous.

-  Read each question in the speech bubbles aloud. Choose pupils to answer (see example answers below).
-  In pairs, pupils ask and answer questions about dangerous animals. Walk around the room, listening and helping.
-  If you have time, choose 2-3 pairs to ask and answer questions in front of the class.

**Example answers:** A scorpion is dangerous because it can sting us. / A spider is dangerous because it can bite us. / A shark is dangerous because it has sharp teeth and it can kill you. / A locust is dangerous because it can eat a field of plants in minutes. / A mosquito is dangerous because it can give us malaria.

### Homework 2

Pupils write sentences saying why some animals are dangerous.

### Vocabulary box [4 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say a word from the box. Ask pupils to write the word in their notebooks. Repeat with the other words.
- Tell pupils to open their Activity Books and to check the spellings.  Pupils check the spellings of each word in their notebooks.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 5 Checkpoints:

- Pupils can understand, say and write the names of common animals.
- Pupils can read and understand the main points of a text about dangerous animals.
- Pupils can use common conjunctions and adverbs correctly (e.g. *although*, *however*).
- Pupils can say how some animals are dangerous.



### Lesson overview:

Reading focus:	understand the main points of a text about animal products
Speaking focus:	say which animal products you have at home
Grammar:	passive in simple form
Functions:	describe and define people and things
New language:	pillow (n), product (n), soap (n), yoghurt (n)

### Pupil's Book (PB) page 38 / Activity Book (AB) page 39

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 5.

- Choose 4-5 pupils to read their sentences saying why some animals are dangerous.

#### PB 1. Look at the pictures. Answer the questions.

[3 mins] 

**Aim:** to prepare for the topic of the lesson.

- Read the title of the lesson (products and animals). Teach the meaning of the word 'product'.
- Ask question 1: *What can you see?*
- Ask question 2: *What products can you get from each animal?* Encourage pupils to give different ideas (meat, milk, leather, eggs, wool, feathers, honey, wax).

#### AB A. Write the words in the box under the pictures. [4 mins]

**Aim:** to review and learn words for different animal products.

-  Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. pillow, 2. shoes, 3. soap, 4. yoghurt, 5. sweater

#### PB 2. Read the blog. What animal products does it talk about? [5 mins]

**Aim:** to read and follow a text about animal products.

- Tell pupils you will read a text about animal products. They must follow and find the products that the text talks about.
- Read the text aloud. Pupils follow in their books.
- Ask: *What animal products does the text talk about?* Pupils answer (shoes, hat, sweater, pillow (with feathers), meat, eggs, milk, butter, cheese, yogurt, honey, wax, soap).
- Say the name of each product. Elicit the meaning in Arabic.

#### Homework 1

Pupils read the text again at home.

#### PB 3. Read the blog again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand the main points of a text about animal products.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. Thousands of years, B. Leather, C. Wool, D. Meat, eggs, milk, butter, cheese, yoghurt, honey. E. Bees, F. To clean our shoes and make soap.

#### AB B. Complete the sentences. [6 mins]

**Aim:** to write sentences using the passive.

- Read example sentence pairs. Elicit the meanings.
- Explain that the sentences have the same meaning, but the second sentence is passive.. Remind pupils of the passive form: subject + *is / are* + past participle.
- Read sentence 2A (*We use milk to make cheese and butter*). Elicit the meaning. Elicit the passive version of the sentence (*Yoghurt is made from milk*). Write it on the board. Pupils write the sentence in their Activity Books.
- Repeat with sentences 3-5.

**Answers:** 1. Shoes are made of leather. 2. Yoghurt is made from milk. 3. Pillows are filled with feathers. 4. Bees wax is used in products like soap. 5. Animals are kept for different reasons.

### AB C. Match the sentences with the pictures. [5 mins]

**Aim:** to understand instructions using the passive.

-  Explain that the pictures show how to make yoghurt. Explain the activity. Pupils must match each sentence (1-6) with one of the pictures (A-F).
-  Pupils draw lines to match sentences and pictures.
-  Read each sentence. Elicit the letter of the matching picture. Pupils check their answers.

**Answers:** 1. C, 2. E, 3. B, 4. A, 5. F, 6. D

### PB 4. Ask and answer questions about animal products you have at home. [5 mins]

**Aim:** to say which animal products you have at home.

-  Read the question in the speech bubble (*What animal products do you have at home?*) Choose some pupils to answer. Encourage them to give as much information as they can (e.g., *Where is it? When do you use it?*)
-  In groups of three or four, pupils talk about the animal products they have at home. Walk around the room, listening and helping.
-  Choose one group to talk about the animal products they have at home in front of the class.

### Homework 2

Pupils make a list of the animal products they have at home in their notebooks.

#### Vocabulary box [3 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
-  Pupils say the words together, and say what they mean in Arabic.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 6 Checkpoints:

- Pupils can understand, say and write the names of common animal products.
- Pupils can read and understand the main points of a text about animal products.
- Pupils can write and understand sentences using the passive.
- Pupils can say which animal products they have at home.



### Lesson overview:

- Listening focus:** understand details of a story about a man, a horse and some soup
- Writing focus:** write a simple story about a man, a horse and some soup
- Grammar:** future with *will* for decisions, offers and predictions
- Functions:** make predictions, promises, on-the-spot decisions, offers and requests
- New language:** cook (n), hay (n), inn (n)

-  Play audio track 5.7. Pupils listen.
-  Pupils ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.  Pupils may use Arabic to answer some of the questions.

**Answers:** A. It was cold. B. He wanted to speak to the cook. C. He wanted to give the horse some hay. D. He said to give the horse some soup. E. They went outside to watch. F. No, the horse didn't eat the soup. G. He knew it was strange. He wanted the men to go outside because he wanted to sit by the fire.

### Pupil's Book (PB) page 39 / Activity Book (AB) page 40

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What is the story?

**Aim:** to prepare for listening.

- Point to each picture and ask: *What can you see?*
- Write these words on the board: *hay, inn, cook.* Say the words aloud. Pupils repeat.
- Explain that these pictures are from a story. Ask pupils if they can guess what the story is.  Pupils may use Arabic.

#### PB 2. Listen to the story. Point to the pictures. [4 mins]

**Aim:** to listen and follow a story about a man, a horse and some soup.

- Tell pupils they will listen to a story. They must listen and point to the pictures.
-  Play audio track 5.7. Pupils listen and point to the pictures.
-  Ask pupils to summarise the story in Arabic. Ask pupils to say if they guessed the story correctly.

#### PB 3. Listen again. Ask and answer the questions. [6 mins]

**Aim:** to listen and understand details of a story about a man, a horse and some soup.

-  Read each question aloud. Elicit the meanings in Arabic.

#### Look! [3 mins]

- Read each sentence and question aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence / question.
-  Explain that we use *will / won't* to talk about the future. The verbs *will / won't* have the same form for every person (*I will, she will* etc.). We use an infinitive verb after *will / won't* (e.g. *give, drink, bring*).
- We use it to talk about future decisions we make at the moment (we will give the horse some hay); to make predictions (a horse won't drink soup); and to make requests or offers (will you bring me some soup?)

#### AB A. Match the sentences with the pictures. [5 mins]

**Aim:** to read and understand sentences using *will / won't*.

-  Explain that the pictures are from the story. Explain the activity. Pupils must match each sentence (1-6) with one of the pictures (A-F).
-  Pupils write the number of the sentence in each speech bubble. If you have time, pupils can write the correct sentence in each speech bubble.
-  Read each sentence. Elicit the letter of the matching picture. Pupils check their answers.
- Read each speech bubble aloud. Pupils repeat. Elicit the meaning.

**Answers:** 1. C, 2. A, 3. F, 4. B, 5. E, 6. D

## Homework 1

Pupils read the sentences and questions aloud. They try to improve their pronunciation and intonation.

### AB B. Make sentences and questions. [5 mins]

**Aim:** to practise the correct word order for sentences and questions with *will / won't*.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a sentence or a question. Remind pupils that sentences and questions begin with a capital letter.
-  Pupils write the sentences / questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the sentences / questions aloud. Pupils check their answers.

**Answers:** 1. I'll open the door for you. 2. We won't waste this water. 3. I'll get an apple for you to eat. 4. There won't be any rain today. 5. Please will you carry this bag for me? 6. Will you bring some tea for me?

## Activity Book (AB) page 49

### AB C. Write the story. [10 mins]

**Aim:** to write a simple story about a man, a horse and some soup.

-  Point to each picture. Elicit some example sentences for each one (see example story). Make sure pupils use the past tense. Write key phrases and words on the board (e.g. inn, fire, cook, hay, outside etc.)
- Explain the activity. Pupils must write a sentence (or more) about each picture.
-  Pupils write sentences about each picture. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose 3-4 pupils to read their stories in front of the class.

**Example story:** One cold day, a traveller and his horse arrived at an inn. They were both cold and hungry. The traveller went into the inn. There were a lot of men near the fire. The traveller said, 'Will

you give my horse some soup?' The cook said, 'The horse needs hay. The horse won't eat soup.' The cook took the soup to the horse. The men went outside. The traveller sat by the fire. The cook and the men came back in. The cook said, 'Your horse didn't eat the soup'. The traveller

## Homework 2

Pupils tell the story to their families.

### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Ask pupils to spell it. Write the word on the board.

## Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 7 Checkpoints:

- Pupils can listen and understand details of a story about a man, a horse and some soup.
- Pupils can read and understand sentences using *will / won't*.
- Pupils can write a simple story about a man, a horse and some soup.



### Lesson overview:

Reading focus:	understand a text about interesting animal facts
Writing focus:	write an information text about camels
Grammar:	review
Functions:	review
New language:	-

### Homework 1

Pupils tell their families some interesting facts about animals.

### AB A. Complete the sentences. Circle the correct words. [5 mins]

**Aim:** to review comparative / superlative adjectives and adverbs of manner.

-  Explain the activity. Pupils must read each sentence, then choose the correct word. Point to the answer to the first sentence as an example (more).
-  Pupils read the sentences and draw circles to choose the correct word.  Pupils check their answers together.
-  Choose different pupils to read the sentences. Check pronunciation. Elicit the meanings in Arabic.

**Answers:** 1. more, 2. strangest, 3. quickly, 4. higher, 5. sadly, 6. biggest, 7. more

### AB B. Complete the story. Use the correct form of the words in brackets. [6 mins]

**Aim:** to review past simple and *will / won't*.

-  Use the example to explain the activity. Pupils must write the correct form of the word in brackets.
- Explain that all the words in brackets are verbs. Sometimes, pupils need to write the past form of the verb; sometimes they need to use the infinitive (after *will / won't*).
-  Pairs read and complete the story together.
-  Elicit the answers. Write them on the board. Pupils check their answers.

**Answers:** 1. arrived, 2. saw, 3. bring, 4. give, 5. eat, 6. took, 7. went, 8. sat, 9. came, 10. waste

### PB 3. Ask and answer questions about the animal. [6 mins]

**Aim:** to practise asking about and giving facts about an animal.

-  Tell pupils to look at the information. Ask the questions in the speech bubbles and choose different pupils to answer: *Where do camels live? How much do they weigh? How tall are*

### Pupil's Book (PB) page 40 / Activity Book (AB) page 42

#### Starter activity [5 mins]

#### PB 1. Look at the pictures. What do you know about each animal?

**Aim:** to review the names of animals and prepare for the topic of the lesson.

- Point to each picture and elicit the name of the animal (gorilla, mosquito, meerkat, locust, kangaroo, octopus, panda, rhino).
- Point to each picture again and ask: *What do you know about the animal? Ask questions to elicit as much information as possible: Where does the animal live? How big / tall is it? What does it eat? Is it in danger? Is it dangerous? Does it help people? What other things do you know about the animal?*

#### PB 2. Read the facts. Which animal is each sentence about? [7 mins]

**Aim:** to read and understand a text about interesting animal facts.

-  Explain that the sentences are about the animals in the pictures. Pupils must read each sentence and decide which animal goes in the gap.
-  Pupils read the sentences silently. After 3 minutes, tell pupils to stop reading.
-  Pupils discuss the answers together. They can write the names of the animals in their notebooks.
-  Read each sentence aloud and pause at the gap. Elicit the answers.

**Answers:** A. gorilla, B. rhino, C. kangaroo, D. mosquito, E. octopus, F. panda, G. meerkat, H. locust

they? What do they eat? What other things do you know about camels? Encourage pupils to say what they know about camels. Help them to use as much English as possible.

-  In pairs, pupils ask and answer questions about camels. They use the questions and the information in Activity 3. Walk around the room, listening and helping.

### **AB C. Write a paragraph about camels. Use the information in the chart from Activity 3. [8 mins]**

**Aim:** to write an information text about camels.

-  Explain the activity. Pupils must write a paragraph about camels. They can use any of the information in Activity 3. They can add more information if they like.
-  Pupils write a paragraph about camels. Walk around the room and help. Remind pupils to use capital letters and full stops at the beginning and end of each sentence. Remind them that sentences go together in a paragraph.
-  Choose 1-2 pupils to read their paragraphs in front of the class.

### **Homework 2**

Pupils can finish writing their paragraphs at home.

#### **Can do box [3 mins]**

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 2 again.

### **Homework 3**

Pupils look again at lessons they would like to review.

#### **End of Lesson 8 Checkpoints:**

- Pupils can understand and say the names of many common animals.
- Pupils can read and understand a text about interesting animal facts.
- Pupils can ask for and give facts about an animal.



### Lesson overview:

Reading focus:	understand details of a text about the night sky
Listening focus:	understand details of two boys talking about the night sky
Grammar:	question tags: positive statements with negative tags <i>isn't/aren't, can't, haven't, don't, didn't</i>
Functions:	discuss a range of topics
New language:	circle (n), comet (n), flash (v), meteor (n), star (n), universe (n)

### Pupil's Book (PB) page 41 / Activity Book (AB) page 43

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

**Materials:** poster 7

- Explain that this unit is about the universe. Teach the meaning of the word 'universe'.
- Put the poster in the front of the room. Point to each picture and say the word. Pupils repeat. Check pronunciation.
- Elicit from pupils what they know about comets, stars, the moon, and meteors.  Pupils may use Arabic.

#### PB 2. Listen to Ammar and Rami. Point to the pictures. [3 mins]

**Aim:** to listen and understand the main points of two boys talking about the night sky.

- Ask pupils to say what they can see in the picture (two boys with a telescope).
- Tell pupils they will listen to the boys talking. They must listen and point to the pictures (e.g. when they hear the word 'stars', they point to Picture B).
-  Play audio track 7.1. Pupils listen and point to the pictures.

#### PB 3. Listen again. Ask and answer the questions. [6 mins]

**Aim:** to listen and understand details of two boys talking about the night sky.

-  Read each question aloud. Elicit the meanings in Arabic.
-  Play audio track 6.1. Pupils listen. Play the audio track again if necessary.
-  Pupils ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. They're looking at the night sky / stars / the moon. B. It's closer to the Earth. C. It's the brightest star in the sky. D. His dad is a scientist. E. It's a large ball made of ice, small rocks and other materials.

#### AB A. Read the text. What is it about? [4 mins]

**Aim:** to read and understand the main points of a text about the night sky.

- Read the text aloud. Pupils follow in their books.
- Ask: *What is the text about?* (Things you can see in the night sky)
- Elicit the meanings of these words: *nearest, further away, shape, circle, plough*. Ask pupils to guess the meaning of these words: *flashing, circle*.

#### Homework 1

Pupils read the text again at home.

#### AB B. Read the text again. Complete the chart. [6 mins]

**Aim:** to read and understand details of a text about the night sky.

-  Read the first phrase in the first column (nearest to us), and point to the picture. Ask pupils to look at the first part of the text in Activity A quickly, and to say what it is (night birds, animals, insects). Tell pupils to write 'night birds, animals and insects' in the third column.
- Explain the activity. Pupils must read the text and write notes in the chart.
-  Pupils read the text in Activity A again and complete the chart together.
-  Read the phrases in the first column and elicit the answers.

## Answers:

Nearest to us	Night birds, animals and insects
Farther away	The moon
Flashing lights	A plane, or a comet / meteor
In the sky to the north	A group of stars – the Plough
Higher in the sky	The North Star

## Homework 2

Pupils show the chart to their families. They tell them about things we can see in the night sky. If it is possible, they look at the night sky and note what they can see.

### Look! [3 mins]



- Read each question aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each question.
-  Explain that the short questions at the end of each sentence are called 'question tags'. Explain the structure: the same auxiliary / modal verb as the sentence (*is / can / do / did*) + *n't* if the sentence is positive + pronoun.

## AB C. Complete the questions. [5 mins]

**Aim:** to use question tags with *be, can, do, did* correctly.

-  Read the example question aloud. Remind pupils how to make a question tag: the same auxiliary / modal verb as the sentence (*is / can / do / did*) + *n't* if the sentence is positive + pronoun.
-  Pupils work together to write the question tags at the end of each sentence.
- If pupils find the activity difficult, write the answers on the board in a different order.
-  Choose different pupils to read the completed sentences. Check pronunciation. Write the question tags on the board. Pupils check their answers.

**Answers:** 1. isn't it? 2. isn't he? 3. aren't they?, 4. don't you? 5. can't we? 6. didn't you? 7. wasn't it? 8. didn't they?

## PB 4. Work in groups. Ask and answer the questions. [6 mins]

**Aim:** to ask and answer questions about personal experiences.

-  Read each question in the speech bubble aloud. Pupils repeat. Check pronunciation.
- Read each question again. Choose 1-2 pupils to answer (e.g. *Do you ever look at the night sky? Yes, I do. I often look at the night sky. / Have you ever seen a comet or a meteor? Yes, I have. I saw one last month etc.*)
-  In groups of three or four, pupils take turns to ask and answer the questions. Walk around the room, listening and helping.
-  If there is time, tell 1-2 groups to ask and answer the questions in front of the class.

### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Ask pupils to spell it. Write the word on the board.

## Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 1 Checkpoints:

- Pupils can listen and understand details of two boys talking about the night sky.
- Pupils can read and understand details of a text about the night sky.
- Pupils can use question tags with *be, can, do, did* correctly.
- Pupils can ask and answer questions about personal experiences.



### Lesson overview:

Reading focus:	understand details of a text about the planets in the solar system
Speaking focus:	ask and answer questions about our solar system
Grammar:	comparative and superlative adjectives: short and longer forms
Functions:	ask and answer about number and quantity
New language:	consist (of) (v), distant (adj), orbit (v), (solar) system (n)

-  Explain the activity. Pupils must write the names of the planets next to each one.
-  Pupils work together to write the names of the planets. They may look at the text in Activity 2.
-  Write the names of the planets in order on the board. Pupils check their answers and spellings.
- Say the name of each planet. Pupils repeat. Check pronunciation.

**Answers:** 1. Mercury, 2. Venus, 3. Earth, 4. Mars, 5. Jupiter, 6. Saturn, 7. Uranus, 8. Neptune, 9. Pluto

### Pupil's Book (PB) page 42 / Activity Book (AB) page 44

#### Starter activity [3 mins]

##### PB 1. Look at the picture. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Read the title of the unit (our solar system). Elicit the meaning of 'solar system'.
- Ask: *What can you see?* Ask pupils to say the names of the planets. Ask them to say what they know about them.  Pupils may use Arabic.

##### PB 2. Read the text. Point to the planets. [4 mins]



**Aim:** to read and follow a text about the planets in the solar system.

- Tell pupils you will read a text about the planets in our solar system. They must follow and point to the pictures (e.g. when they read the word 'sun', they point to the sun).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *star, planets, closest, moons, rings of ice*. Ask pupils to guess the meanings of these words: *consists of, distant, orbit*.

#### Homework 1

Pupils read the text again at home.

#### AB A. Write the names of the planets. [5 mins]

**Aim:** to write the names of the planets in the solar system correctly.

#### Homework 2

Pupils review the names and spellings of the planets in the solar system.

#### AB B. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-5) with one of the definitions (a-e). Read the example word and definition. Elicit the meanings.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-5 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

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

#### PB 3. Read the text again. Use the numbers to talk about the solar system. [6 mins]

**Aim:** to read and understand details of a text about the planets in the solar system.

-  Pupils read the text about the planets again silently. After two minutes, tell pupils to stop reading. Tell them to cover the text.
-  In pairs, pupils try to say sentences about the solar system using the numbers.
-  Say the numbers and elicit sentences.

**Example sentences:** (7) The seventh planet is Uranus. (63) Jupiter has 63 moons. (164) It takes 164 Earth years for Neptune to orbit the sun once. (150 million) The Earth is 150 million kilometres from the sun.

**AB C. Complete the sentences. Use the correct form of the words in brackets. [5 mins]**

**Aim:** to review comparative and superlative adjectives.

-  Read the example sentence. Elicit the meaning in Arabic. Explain the activity. Pupils must write the correct form of the adjective in the brackets.
-  Pairs read and complete the sentences together.
-  Choose different pupils to read the completed sentences. Write the answers on the board. Pupils check their answers.

**Answers:** 1. bigger, 2. closer, 3. smallest, 4. more distant, 5. biggest, 6. hotter, 7. more famous

**AB D. Make questions. [5 mins]**

**Aim:** to practise the correct word order for questions.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Read each correct question aloud. Pupils repeat. Check pronunciation.

**Answers:** 1. What is the shape of our solar system? 2. How many planets are there in our solar system? 3. What are the planets called? 4. Which planet is closest to the sun? 5. How far is the Earth from the sun? / How far is the sun from the Earth? 6. Which planet has rings of ice?

**PB 4. Ask and answer the questions in Activity D. [5 mins]**

**Aim:** to ask and answer questions about our solar system.

-  Read each question in Activity D. After each question, choose a pupil to answer (e.g. *What is the shape of our solar system? It's like an egg etc.*)
-  Pupils take turns to ask and answer the questions from Activity D. Walk around the room, listening and helping.

**Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 2 Checkpoints:**

- Pupils can understand, say and write the names of the planets in our solar system.
- Pupils can read and understand details of a text about the planets in the solar system.
- Pupils can ask and answer questions about our solar system.



### Lesson overview:

Reading focus:	understand a text about the history of astronomy
Writing focus:	write sentences about astronomy in the past and present
Grammar:	present perfect with a wider range of verbs
Functions:	link past and present time
New language:	astronomer (n), astronomy (n), discovery (n), observatory (n), telescope (n)

### Pupil's Book (PB) page 43 / Activity Book (AB) page 45

#### Starter activity [3 mins]

**Aim:** to review the names of the planets in the solar system.

- Tell pupils to say the names of the planets in the solar system in the correct order.
- Tell them to spell the names of the planets. Write them on the board.

#### PB 1. Look at the pictures. What can you see? [3 mins]

**Aim:** to prepare for reading.

- Read the title of the unit (astronomy). Elicit the meaning of 'astronomy'.
- Ask: *What can you see?* Teach / elicit these words: *observatory, telescope*.

#### PB 2. Read the encyclopedia. Point to the pictures. [4 mins]

**Aim:** to read and follow a text about the history of astronomy.

- Tell pupils you will read a text about the history of astronomy. They must follow in their books and point to the pictures (e.g. when they read about finding our way across the sea, they point to Picture D).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *tell the time, famous, scientists, orbited, inventor*. Ask pupils to

guess the meanings of the word 'discovery'.

### Homework 1

Pupils read the text at home.

#### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f). Read the example word and definition. Elicit the meanings.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

**Answers:** 1. b, 2. d, 3. a, 4. e, 5. f, 6. c

#### AB B. Complete the sentences. Use the words from Activity A. [5 mins]

**Aim:** to understand and use words related to astronomy.

-  Explain the activity. Pupils must read the sentences and write one of the words (1-6) from Activity A in each gap.
-  Pupils read and complete the sentences together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. astronomy, 2. telescope, 3. inventor, 4. observatory, 5. astronomer, 6. discovery

#### PB 3. Read the text again. Are the sentences true or false? [6 mins]

**Aim:** to read and understand a text about the history of astronomy.

-  Pupils read the text again together. In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** A. false (People have always been

interested in these), B. true, C. false (Astronomy in the Arab world helped Europe), D. false (Their discoveries helped scientists), E. false (Copernicus thought Earth went around the sun), F. true

### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- Remind pupils that we use the past simple to talk about events that happened in the past; we use the present people to talk about facts; we use the present perfect to talk about events that started in the past and still happen in the present.

### AB C. Write the missing sentences. [8 mins]



**Aim:** to write sentences about astronomy in the past and present.

- Look at item 1. Read the first sentence (*The sun and the stars interested people a long time ago*). Elicit the meaning and the tense (past simple). Read the second sentence (*The sun and the stars still interest people*). Elicit the tense (present simple). Read the example sentence (*The sun and the stars have interested people for a long time*). Elicit the tense (present perfect).
- Look at item 2. Read the first sentence. Elicit the meaning. Elicit the present simple version of the sentence (*People still use telescopes*). Write it on the board. Pupils write the sentence in their Activity Books. Read the third sentence. Elicit the meaning.
- Repeat with items 3-5.

**Answers:** 1. The sun and the stars have interested people for a long time. 2. People still use telescopes. 3. The Arab and Muslim world has been famous for astronomy for a long time. 4. Scientists studied space, the stars and the planets a long time ago. / Scientists have studied space, the stars and the plants for a long time. 5. The sun is still the centre of the solar system. / The sun has been the centre of the solar system for a long time.

### Homework 2

Pupils tell their families three things they have learned about the universe in this unit.

### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 3 Checkpoints:

- Pupils can understand and use words related to astronomy.
- Pupils can read and understand a text about the history of astronomy.
- Pupils can write sentences about astronomy in the past and present.



### Lesson overview:

Listening focus:	understand details of a news report about a rocket launch to the moon
Speaking focus:	ask about and give facts about past trips to the moon
Grammar:	adverbs <i>already, however, just, yet</i>
Functions:	understand and talk about sequences of events and experiences
New language:	already (adv), just (adv), mission (n), yet (adv)

pronunciation. Ask pupils to say the meaning of each word in Arabic.

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

### PB 2. Listen to the reporter. Were you correct? [4 mins]

**Aim:** to listen and understand the main points of a news report about a rocket launch to the moon.

-  Tell pupils that they will listen to the news reporter. They must listen and decide what she is talking about. Remind pupils that the news report is not real.
-  Play audio track 7.4. Pupils listen.
-  Tell pupils to summarise what the report is about. They can use Arabic. Elicit from pupils if their ideas about the news report were correct.

### PB 3. Listen again. Ask and answer the questions. [6 mins]

**Aim:** to listen and understand details of a news report about a rocket launch to the moon.

-  Read each question aloud. Elicit the meanings in Arabic.
-  Play audio track 7.4. Pupils listen. Play the audio track again if necessary.
-  Pupils ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.  Pupils may use Arabic to answer some of the questions.

**Answers:** A. At eleven o'clock in the morning. B. It's going to the moon. C. In 1972. D. The astronauts. E. More than 16 hours. F. They've just seen the start of a mission to the moon.

### Pupil's Book (PB) page 44 / Activity Book (AB) page 46

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What is happening?

**Aim:** to prepare for listening.

- Explain that the pictures show a news report (tell them that the news report is not real).
- Point to Picture A. Ask questions: *What can you see? What is the name of the rocket?* (Lunar 1) *Where is it going?* Encourage pupils to give different ideas.
- Point to Picture B. Ask: *What is the woman talking about?* Encourage pupils to give different ideas.
- Point to Picture C. Ask: *Where are the people?* Elicit the meaning of 'control centre'. Ask: *What's happening?* Encourage pupils to give different ideas.

##### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-5) with one of the definitions (a-e). Read the example word and definition. Elicit the meanings.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-5 aloud. Pupils repeat. Check

**Look! [3 mins]** 

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each sentence. Explain that we often use *yet*, *already* and *just* with the present perfect.
-  Explain that we use *yet* to talk about something we expect to happen. It goes at the end of a sentence.
-  We use *already* to talk about something that happened earlier; we use *just* to talk about something that happened a short time ago. *Yet* and *just* go between *have / have not* and the past participle (e.g. spoken, seen).

**AB B. Complete the chart. [4 mins]** 

**Aim:** to write the past participle forms of some common verbs.

- Read the verbs in the first row: *be (am, are, is), was / were, been*.
  - Read the verbs in the second row: *hear / heard*. Elicit the past participle (heard). Write it on the board. Pupils write 'heard' in the third column.
  - Continue with the remaining rows.
  - Read the past participles aloud. Pupils repeat.
- Answers:** 1. been, 2. heard, 3. seen, 4. spoken, 5. known, 6. spent

**Homework 1**

Pupils review the past and past participle verb forms.

**AB C. Complete the sentences. Use the past participles from Activity B. [6 mins]**

**Aim:** to understand and use past participles correctly.

-  Read the example sentence. Explain the activity. Pupils must read the sentences and write one of the past participles from the chart in Activity B in each gap.
-  Pupils read and complete the sentences together.
-  Choose pupils to read the completed sentences. Pupils check their answers.
- Read each sentence aloud. Elicit the meanings.

**Answers:** 1. been, 2. seen, 3. heard, 4. spoken, 5. known, 6. spent

**PB 4. Look at the information. Ask and answer questions about the three trips. [5 mins]**

**Aim:** to practise asking about and giving facts about past trips to the moon.

-  Tell pupils to look at the information. Ask the questions in the speech bubbles and choose different pupils to answer: *What happened on October 4<sup>th</sup>, 1957? Who was the first person to orbit the Earth? Who was the first person to walk on the moon? When did the first person walk on the moon?* Help them to use as much English as possible.
-  In pairs, pupils ask and answer the questions in the speech bubbles. Walk around the room, listening and helping.

**Homework 2**

Pupils tell their families what they have learned about trips to the moon.

**Vocabulary box [3 mins]**

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
-  Pupils say the words together, and say what they mean in Arabic.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 4 Checkpoints:**

- Pupils can listen and understand details of a news report about a rocket launch to the moon.
- Pupils can say, write and understand the past participle forms of some common verbs.
- Pupils can ask about and give facts about past trips to the moon.



### Lesson overview:

Reading focus:	understand details of three short factual texts about the sun, the Earth and the moon
Speaking focus:	give facts about the sun, the Earth and the moon
Grammar:	present simple and present continuous
Functions:	ask and answer about number and quantity
New language:	billion (n), gravity (n), nitrogen (n), weak (adj)

-  Pupils read the three short texts again silently. After two minutes, tell pupils to stop reading.
-  In pairs, pupils read sentences A-F. They decide if they are about the sun, the Earth or the moon. They can write the answers in their notebooks.
-  Read the sentences and elicit the answers.  
**Answers:** A. sun, B. Earth, C. moon, D. sun, E. Earth, F. moon

### Pupil's Book (PB) page 45 / Activity Book (AB) page 47

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and ask: *What can you see?*
- Ask pupils to say what they know about the sun, the Earth and the moon.  Pupils may use Arabic. Help them to use as much English as possible.

##### PB 2. Read the texts. Match each text with the pictures. [4 mins]

**Aim:** to read and follow three short factual texts about the sun, the Earth and the moon.

- Read each text aloud. After reading each text, elicit the matching picture. (A = the moon, B = the sun, C = the Earth).
- Read each text aloud again. Elicit the meanings of these words: *orbit, rise and fall, air, surface temperature, reach, consists of, oxygen*. Ask pupils to guess the meanings of these words: *gravity, weaker, billion, nitrogen*.

#### Homework 1

Pupils read the texts again at home.

##### PB 3. Read the texts again. Are these sentences about the sun, the Earth or the moon? [6 mins]

**Aim:** to read and understand details of three short factual texts about the sun, the Earth and the moon.

#### AB A. Match the numbers in the box with the sentences. [5 mins]

**Aim:** to read and understand facts about the sun, the Earth and the moon.

-  Use the example to explain the activity. Pupils must read the sentences and write the matching numbers and information next to them.
-  In pairs, pupils read the sentences and write the numbers in the gaps.
-  Choose different pupils to give the answers.  
**Answers:** 1. 27.3 days, 2. 4.6 billion years old, 3. 5,500°C, 4. 8 minutes, 5. 150 million kilometres, 6. 77 percent, 7. 21 percent, 8. 70 percent

#### AB B. Complete the sentences. Use the verbs from the texts in Activity 2. [7 mins]

**Aim:** to use the present simple to talk about facts.

-  Read the example sentence. Explain that the verb is from the text in Activity 2. Explain that the verb is in the present simple tense because the sentence talks about a fact.
- Explain the activity. Pupils must complete each sentence using a verb from the texts. They must write the verbs in the present simple tense.
-  Pupils read and complete the sentences. If the activity is difficult, write the answers on the board in a different order.
-  Choose different pupils to read the completed sentences. Write the answers on the board. Pupils check their answers.  
**Answers:** 1. orbits, 2. makes, 3. looks, 4. is, 5. takes, 6. consists, 7. call, 8. covers

#### PB 4. Say sentences about the sun, the Earth or the

### moon. Can your friends guess? [5 mins]

**Aim:** to give facts about the sun, the Earth and the moon.

-  Read the text in the speech bubbles, and elicit the meanings. Explain the activity. Pupils will work in groups. They will give facts about the sun, the Earth and the moon. The other pupils in the group must guess what they are talking about.
-  In groups of three or four, pupils take turns to give a fact about the sun, the Earth or the moon. They can use the information in the texts in Activity 2. The others in the group guess. Walk around the room, listening and helping.
-  Choose 2-3 pupils to give a fact to the whole class. The rest of the class guesses what the pupil is talking about.

### AB C. Write five facts about the solar system. [8 mins]

**Aim:** to write factual sentences about the solar system.

-  Explain the activity. Pupils must write five sentences about the solar system. They can use the facts in this lesson, or from previous lessons (e.g. they can write about other planets).
-  Pupils write sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose 2-3 pupils to read their sentences in front of the class.

### Homework 2

Pupils can finish writing the sentences at home.

#### Vocabulary box [2 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 5 Checkpoints:

- Pupils can read and understand details of three short factual texts about the sun, the Earth and the moon.
- Pupils can use the present simple to talk about facts.
- Pupils can give facts about the sun, the Earth and the moon.



### Lesson overview:

Reading focus:	give opinions about what will happen in the future
Speaking focus:	give opinions about what will happen in the future
Grammar:	<i>will / won't</i> for predictions about the future
Functions:	make predictions, promises, on-the-spot decisions, offers and requests
New language:	dust (n)

### Pupil's Book (PB) page 46 / Activity Book (AB) page 48

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 5.

- Choose 3-4 pupils to read their factual sentences about the solar system aloud.

#### PB 1. Look at the picture. Where can you find it? [3 mins]

**Aim:** to prepare for reading.

- Explain that the picture shows the International Space Station. Ask pupils to say what they know about it.
-  If pupils don't know about the International Space Station, give them this information: It is a large spacecraft and it orbits the Earth. It is about 350kms above the Earth. Different countries helped to build it. Astronauts and scientists from different countries live and work there. Scientists study what happens when people live in space.

#### PB 2. Read the magazine article. Match the headings with the paragraphs. [4 mins]

**Aim:** to read and follow an article about a scientist who works on the International Space Station.

- Read headings A and B aloud. Elicit the meanings. Tell pupils you will read an article written by a scientist who works on the International Space Station. The article has two paragraphs. Pupils must follow the text and decide which heading matches which paragraph.
- Read the article aloud. Pupils follow in their

books.

- Read the headings again and elicit the matching paragraphs (A = paragraph 2, B = paragraph 1).
- Elicit the meanings of these words: *gravity, muscles, bones, damage, equipment, packets, oxygen*. Ask pupils to guess the meaning of 'dust'.

#### Homework 1

Pupils read the text again at home.

#### PB 3. Read the text again. Are the sentences true or false? [6 mins]

**Aim:** to read and understand details of an article about a scientist who works on the International Space Station.

-  Pupils read the text again together. In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** A. true, B. true, C. false (They exercise two hours every day), D. false (They must clean the station because dust can damage it), E. false (They occasionally have fresh food), F. true, G. false (There is no oxygen on the moon), H. true

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each sentence.
- Explain that we can use *will / won't* to make predictions for the future. Remind pupils that we use an infinitive verb after *will / won't*.

#### AB A. Make sentences. [5 mins]

**Aim:** to practise writing sentences with the correct word order.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a sentence.
-  Pupils write the sentences with words in the correct order.  They check their answers together.
-  Choose different pupils to read the sentences aloud. Pupils check their answers.

- Read each completed sentence. Elicit the meanings.

**Answers:** 1. I don't think people will live on the moon. 2. People will need special places to live. 3. I think people will need to grow food. 4. We will also need to find water. 5. We will need to stay fit and healthy.

**AB B. Match the start and end of the sentences. [5 mins]**

**Aim:** to read and understand sentences making predictions for the future.

-  Read the example. Explain the activity. Pupils must match the beginning of each sentence on the left with the correct ending on the right.
-  Pupils draw lines to match the beginnings and endings of the sentences.
-  Choose different pupils to read the complete sentences. Pupils check their answers.

**Answers:** 1. f, 2. c, 3. a, 4. d, 5. b, 6. e

**PB 4. Read the sentences in Activity B. What do you think? Talk to your friends. [6 mins]**

**Aim:** to give opinions about what will happen in the future.

-  Read the text in the speech bubbles. Elicit the meanings.
- Read the first completed sentence in Activity B (*In the future people will live on Mars*). Ask: *What do you think about this sentence?* Choose 2-3 pupils to give their opinions (e.g. *I think people will live on Mars. / I don't think people will live on Mars. / People won't live on Mars.*)
- Continue with sentences 2-6.
-  In groups of three or four, pupils read the sentences in Activity B and give their opinions. Walk around the room, listening and helping.

**Homework 2**

**AB C. Draw a picture of your space station. [3 mins]**

**Aim:** to imagine what a space station looks like.

- Explain the activity. Pupils must draw a space station at home. They can use the picture in Activity 1, or they can imagine a space station.
- Pupils can write some sentences about their picture in their notebooks at home.

**Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 6 Checkpoints:**

- Pupils can read and understand details of an article about a scientist who works on the International Space Station.
- Pupils can read and understand sentences making predictions for the future.
- Pupils can give opinions about what will happen in the future.



### Lesson overview:

Reading focus:	predict and understand a story about a boy seeing an eclipse
Writing focus:	write some imaginative sentences in response to a story about an eclipse
Grammar:	past continuous in affirmative form
Functions:	understand and talk about sequences of events and experiences
New language:	across (prep.), confused (adv)

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. He was going to the river. B. Everything went dark. C. He couldn't see the sun. D. The sun started to hurt his eyes. E. He thought the moon was eating the sun. F. It was an eclipse.

### Pupil's Book (PB) page 47 / Activity Book (AB) page 49

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What is happening?

**Aim:** to predict what happens in a story.

- Explain that the pictures show scenes from a story.
- Ask pupils to guess what happens in the story. Encourage different ideas.  Pupils may use Arabic. Help them to use as much English as possible.

##### PB 2. Read the story. Were you correct? [5 mins]



**Aim:** to read and follow a story about a boy seeing an eclipse.

- Read the story aloud. Pupils follow in their books.
- Elicit the meaning of these words: *across*, *confused*. Ask pupils to say if their ideas were correct.  They may use Arabic.
- Read the story aloud again. Pupils must listen and do the boy's actions at their desks (e.g. walking, falling down, looking up at the sky etc.)

#### Homework 1

Read the story again at home.

##### PB 3. Read the story again. Ask and answer these questions. [6 mins]

**Aim:** to read and understand details of a story about a boy seeing an eclipse.

#### Look! [3 mins]

- Read each sentence / question aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each sentence / question.
- Explain that the sentences / question are in the past continuous tense. We often use this tense at the beginning of a story set in the past (e.g. Obuya was walking across a field), and to talk about things that happened or changed over some time in the past (e.g. The Sun was getting bigger).
- Explain the form of the past continuous: subject + *was / were + ing* verb (e.g. walking, getting, happening).

#### AB A. Complete the sentences. Circle the correct words. [5 mins]

**Aim:** to use the correct past tense in sentences from a story.

-  Explain the activity. Pupils must read each sentence, then choose the correct past tense.
-  Pupils read the sentences and draw circles to choose the correct word. They may look at the story in Activity 2.
-  Choose different pupils to read the sentences. Check pronunciation. Elicit the meanings in Arabic.

**Answers:** 1. was walking, 2. fell down, 3. looked, 4. sat down, 5. was getting

#### AB B. Complete the sentences. Use the past continuous form of the words in brackets. [5 mins]

**Aim:** to write the correct form of the past continuous tense.

-  Use the example to explain the activity.

Pupils must write the past continuous form of the word in brackets in the gaps.

-  Pairs read and complete the sentences together.
-  Choose different pupils to read the completed sentences. Write the past continuous form of the verbs on the board. Pupils check their answers and spellings.
- Read each sentence aloud. Elicit the meanings in Arabic.

**Answers:** 1. was walking, 2. was feeling, 3. was looking, 4. was getting, 5. was moving, 6. was trying

### AB C. Imagine you are Obuya or his sister. Write what happened back at the camp. [8 mins]

**Aim:** write some imaginative sentences in response to a story about an eclipse.

-   Tell pupils to imagine that they are Obuya or his sister. Ask them to say what happened back at the camp. Elicit different ideas, and help pupils to use as much English as possible.
- Explain the activity. Pupils must imagine they were Obuya or his sister. They must write some sentences about what happened back at the camp.
-  Pupils write some sentences. Encourage them to use their imaginations. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.

### Homework 2

Pupils can finish the sentences at home. They can also draw a picture of the scene.

### PB 4. Talk about what you wrote in Activity C. [3 mins]

**Aim:** to tell an imaginative story.

- Choose some pupils to read their sentences to the rest of the class. Choose a mix of pupils who imagined that they were Obuya and his sister.

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 7 Checkpoints:

- Pupils can predict and understand details of a story about a boy seeing an eclipse.
- Pupils can write the correct form of the past continuous tense.
- Pupils can write some imaginative sentences in response to a story about an eclipse.
- Pupils can prepare and tell an imaginative story.



### Lesson overview:

Reading focus:	read and understand the main points of text about a famous astronomer and astronaut
Writing focus:	write some sentences about what will happen in the future
Grammar:	review
Functions:	review
New language:	-

### Pupil's Book (PB) page 48 / Activity Book (AB) page 50

#### Starter activity [4 mins]

**Aim:** to review words related to space and the universe.

- Slowly write these letters on the board: *u-n-i-v-e-r-s-e*. Tell pupils to raise their hands when they can guess the word. Write the complete word on the board.
- Repeat with these words: *telescope, meteor, comet, gravity, star, orbit, billion, circle, distant, dust, flash, nitrogen, solar system*.
- Elicit the Arabic for each word.

#### PB 1. Look at the pictures. What can you see? [2 mins]

**Aim:** to prepare for reading.

- In pairs, pupils say what they can see in the pictures.

#### PB 2. Read the web page. Point to the pictures. [4 mins]

**Aim:** to read and follow two short texts about a famous astronomer and astronaut.

- Explain that the pictures show two famous people. Tell pupils that you will read two texts about the people. They must follow and point to the pictures.
- Read the texts. Pupils follow in their books and point to the pictures.
- Ask pupils to say which text is about which picture (Text 1 = Picture B, Text 2 = Picture A).
- Elicit the meanings of these words: *scientist, astronomy, experiments, collected, eclipses, astronomer, trained, astronaut, missions*,

*technology*.  Elicit / teach the meaning of NASA (National Aeronautics and Space Administration. It is part of the American government. It is responsible for science and technology related to planes and space).

#### Homework 1

Pupils read the texts again at home.

#### PB 3. Read the sentences. Choose the correct person. [5 mins]

**Aim:** to read and understand the main points of text about a famous astronomer and astronaut.

-  Explain the activity. Pupils must read the texts again. Then they must read the sentences and decide which person each sentence is about.
-  Pupils read the text again together. In pairs, they read the sentences and decide which person each sentence is about.
-  Elicit the answers.

**Answers:** A. Al-Biruni, B. Al-Biruni, C. Sally Ride, D. Sally Ride, E. Al-Biruni, F. Sally Ride

#### AB A. Find and circle ten words about space. [5 mins]

**Aim:** to review the spelling of words related to space.

-  Point to the word 'universe' in the puzzle. Tell pupils they must find nine more words related to space. Words can go from top to bottom, or left to right.
-  Pupils find the words related to space together and draw a circle around them.
-  Choose pupils to say the words that they have found. Write them on the board (astronaut, eclipse, telescope, meteor, comet, star, gravity, universe, orbit, mission).

**Answers:**

A	S	T	R	O	N	A	U	T	V
X	T	E	I	A	M	U	N	P	M
E	S	L	Q	B	N	Y	I	T	I
C	M	E	T	E	O	R	V	E	S
L	R	S	M	L	A	I	E	B	S
I	X	C	Z	C	S	F	R	O	I
P	C	O	M	E	T	K	S	R	O
S	W	P	I	P	A	L	E	B	N
E	C	E	N	M	R	H	G	I	T
R	B	N	G	R	A	V	I	T	Y

**AB B. Complete the sentences. Use the past participle of the verbs in brackets. [5 mins]**

**Aim:** to write the correct form of the past participle to form the present perfect tense.

-  Use the example to explain the activity. Pupils must write the present perfect form of the word in brackets in the gaps.
-  Pairs read and complete the sentences together.
-  Choose different pupils to read the completed sentences. Write the past participle of the verbs on the board. Pupils check their answers and spellings.
- Read each sentence aloud. Elicit the meanings in Arabic.

**Answers:** 1. seen, 2. been, 3. known, 4. spent, 5. spoken, 6. heard

**Homework 2**

Pupils review the past participles of the verbs in the sentences.

**AB C. What will happen in the future? Write some sentences. [8 mins]**

**Aim:** to write some sentences about what will happen in the future.

-  Ask: *What will happen in the future?* Encourage pupils to give as many ideas as possible (e.g. about travel and transport, where people live, food and water and energy). Help them to use as much English as possible. If you like, you can write some key words and phrases on the board.
-  Pupils write some sentences about the future. Remind them to use 'will' or 'won't'. Walk around the room and help.

**PB 4. Talk about what will happen in the future. [3 mins]** 

**Aim:** to practise talking about what will happen in the future.

- Choose a pupil to read the question in the speech bubble (*What will happen in the future? What do you think?*) Choose a different pupil to answer. They can use their ideas from Activity C.
- Choose more pupils to ask and answer the question: *What will happen in the future? What do you think?*

**Can do box [3 mins]**

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 7 again.

**Homework 3**

Pupils look again at lessons they would like to review.

**End of Lesson 8 Checkpoints:**

- Pupils can understand, say and spell words related to space and the universe.
- Pupils can read and understand the main points of text about a famous astronomer and astronaut.
- Pupils can write the correct form of the past participle to form the present perfect tense.
- Pupils can write and talk about what will happen in the future.



### Lesson overview:

- Listening focus:** listen and understand the main points of two boys talking about a traditional game in Sudan
- Writing focus:** write sentences about how to play a game or sport
- Grammar:** modals: *should, must, have to*
- Functions:** talking about a familiar topic; making comparisons
- New language:** fall over (v), have to (v), push (v)

### Pupil's Book (PB) page 49 / Activity Book (AB) page 51

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What are the games?

**Aim:** to prepare for reading.

- Read the title of the lesson (Traditional games in Sudan). Elicit the meaning.
- Explain that the pictures show two traditional games. Elicit / give the names (A = *Shadat*, B = *Shileil*).
- Ask pupils to say what they know about the games.  They may use Arabic, but help them to use as much English as possible.

##### PB 2. Read the texts. Say one thing you have learned about the games. [4 mins]

**Aim:** to read and follow short texts about two different traditional games in Sudan.

- Read the text about *Shadat* aloud. Elicit the meanings of these words: *teams, players, pull, out of the game*. Ask pupils to guess the meaning of these words: *have to, push, fall over*.
- Read the text about *Shileil* aloud. Elicit the meanings of these words: *moon, circle, bone, shout*.
- Choose 4-5 pupils to say what they have learned about the games.  They may use Arabic.

#### Homework 1

Pupils read the texts again at home.

#### AB A. Complete the chart. Use the information in the box. [5 mins]

**Aim:** to read and understand sentences about how

to play traditional games.

-  Explain that the sentences describe the rules of *Shadat* and *Shileil*.
- Read the first sentence aloud (*Both teams have the same number of players*). Ask pupils to say which game it is about (*Shadat*). Explain that pupils should write the number of the sentence (1) in the chart.
-  In pairs, pupils read the sentences again. They decide which game the sentence is about, and they write the number of the sentence in the chart. They may look at the texts in Activity 2 again.
-  Read each sentence aloud. Pupils say the name of the game (*Shadat* or *Shileil*). They check their answers.

#### Answers:

Shadat	Shileil
Sentences: 1, 4, 7, 8, 10	Sentences: 2, 3, 5, 6, 9

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use *have to* to talk about things that are necessary to do. We use an infinitive verb after *have to* (e.g. stand, throw).

#### PB 3. Listen to Gasim and Tim. Which game are

##### they talking about? [4 mins]

**Aim:** to listen and understand the main points of two boys talking about a traditional game in Sudan.

- Point to the picture. Explain that the boys are talking about one of the games. Pupils must listen and decide which game they are talking about.
-  Play audio track 7.1. Pupils listen.
- Elicit which game the boys are talking about (*Shadat*). Ask pupils to say how they guessed (two teams, the players pushed and pulled each other, some of them fell over).

## AB B. Listen again. Are these sentences true or false? [6 mins]

**Aim:** to listen and understand details of two boys talking about a traditional game in Sudan.

-  Choose a pupil to read the first sentence. Elicit the meaning. Tell pupils to wave their hands in the air if they think it's true; put their hands on their heads if they think it's false. Repeat with the other sentences.
-  Play audio track 7.1. Pupils listen.
-  In pairs, they read the sentences and decide if they are true or false. They draw a circle around *True* or *False*.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. True, 2. True, 3. False (There are two teams), 4. False (We don't know how many players there are), 5. True, 6. False (He thinks the game is fun)

## Activity Book (AB) page 60

### AB C. Make questions. [5 mins]

**Aim:** to practise the correct word order for questions.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.

**Answers:** 1. What is the name of the game? 2. Are there any teams in the game? 3. How many players are there in each team? 4. What do the players have to do? 5. How do you win the game?

### AB D. Write about a game or sport. Answer the questions in Activity C. [8 mins]

**Aim:** to write sentences about how to play a game or sport.

-  Explain the activity. Pupils must choose a game or a sport they know how to play. They must read the questions in Activity C and write answers about the game / sport.

-  Pupils choose a game / sport and write answers. They can use the sentences in Activity A as example sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose 1-2 pupils to read their sentences in front of the class.

**Example answers:** The name of the game is football. There are two teams. There are eleven players in each team. The players have to kick a ball into a net. The team with the most goals wins.

### Homework 2

Pupils can finish writing the sentences at home.

### Vocabulary box [2 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 1 Checkpoints:

- Pupils can read and follow short texts about two different traditional games in Sudan.
- Pupils can read and understand sentences about how to play traditional games.
- Pupils can listen and understand details of two boys talking about a traditional game in Sudan.
- Pupils can write sentences about how to play a game or sport.



### Lesson overview:

Reading focus:	understand details of short factual texts about women in sport
Speaking focus:	ask and answer questions about some famous women in sport
Grammar:	relative clauses with <i>who</i> , <i>which/that</i> , <i>where</i>
Functions:	describe and define people and things
New language:	compete (v), golf (n), Olympic Games (n), tennis (n)

- Tell pupils you will read some short texts about women in sport. They must follow in their books and point to the pictures (e.g. when they read the first text, they point to Picture B).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit / give the meaning of these words: *Mount Everest, the Olympic Games, gold medal*. Ask pupils to guess the meaning of the word 'compete'.
- Read each text aloud again.

### Homework 1

Pupils read the texts again at home.

### Pupil's Book (PB) page 50 / Activity Book (AB) page 53

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What are the sports?

**Aim:** to prepare for the topic of the lesson.

- Point to each picture and elicit/ teach the name of the sport (A = tennis, B = climbing, C = golf, D = running).
- Ask: *What other sports do you know?* Pupils say the names of other sports they know in English.

##### AB A. Find and circle eight sports. [5 mins]

**Aim:** to review the spelling of the names of different sports.

-  Point to the word 'golf' in the puzzle. Teach the meaning.
- Tell pupils they must find the names of nine more sports in the wordsearch. Words can go from top to bottom, or left to right.
-  Pupils find the sports words together and draw a circle around them.
-  Choose pupils to say the words that they have found. Write them on the board (volleyball, basketball, climbing, cricket, running, tennis, swimming, football, golf). Elicit the meaning of each word.

##### PB 2. Read the web page. Point to the pictures. [5 mins]

**Aim:** to read and follow short factual texts about women in sport.

##### AB B. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f).
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

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

##### PB 3. Read the web page again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand details of short factual texts about women in sport.

-  Pupils read the texts again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer. Choose a number of pupils to answer question G.

**Answers:** A. She was the first woman who climbed Mount Everest from both the north and south sides. B. In 1900. C. Venus and Serena Williams. D. It was the first time that every country had women in the teams. E. In 1960. F. (Different answers)

### AB C. Complete the chart. [8 mins]

**Aim:** to organise information in a chart.

-  Tell pupils to close their Pupil's Books.
- Read the first name (Cathy O' Dowd). Ask: *What did she do? Can you remember?* (She climbed Mount Everest from the north and south sides). Ask: *When did she do it? Can you remember?* (In 1996 / 1999).
- Explain the activity. Pupils will work together. They must try to remember the information about the women. They must write notes in the chart.
-  Pupils read the text again together. They write notes in the chart. While pupils do this, quickly draw the chart on the board.
-  Elicit answers. Write notes in the chart on the board. If you have time, ask pupils if they know about any other famous women in sport. Add the information to the chart.

#### Answers:

What she / they did	When she / they did it
Climbed Mount Everest from north and south sides	1996 / 1999
Won a gold medal at Olympic Games, first sisters to do this	2000
Sailed alone around the world	1976
Won three medals in Olympic Games	1960

### PB 4. Look at the chart in Activity C. Talk about the women. [5 mins]

**Aim:** to ask and answer questions about some famous women in sport.

-  Tell pupils to look at the completed chart in Activity C. Ask questions and choose pupils to answer (see example answers below).
-  In pairs, pupils ask and answer questions about the chart. Walk around the room, listening and helping.
-  If you have time, choose 2-3 pairs to ask and answer questions in front of the class.

**Example answers:** What did Cathy do? She climbed Mount Everest from the north and south sides. / When did she do it? In 1996 / 1999. What did Venus and Serena do? They won a gold medal at the Olympic Games. They were the first sisters to

do this. / When did they do it? In 2000. What did Wilma do? She won three medals in the Olympic Games. / When did she do it? In 1960.

### Homework 2

Pupils write sentences about the woman. They use the information in the chart.

#### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 2 Checkpoints:

- Pupils can understand, say and spell the names of different sports.
- Pupils can read and understand details of short factual texts about women in sport.
- Pupils can organise information in a chart.
- Pupils can ask and answer questions about some famous women in sport.



### Lesson overview:

- Reading focus: talk about football facts  
 Speaking focus: read and understand the main points of a text about football around the world
- Grammar: phrasal verbs – common  
 Functions: ask and answer about number and quantity
- New language: beat (v), final (n), popular (adj), take part (v), take place (v)

### Homework 1

Pupils read the text again at home.

### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- ع Explain that *take place* and *take part* are phrasal verbs. These kinds of verbs have two or more parts.
- Ask pupils if they can think of any other phrasal verbs (e.g. fall over, fall down, fall off etc.).

### Pupil's Book (PB) page 51 / Activity Book (AB) page 54

### Starter activity [4 mins]



#### PB 1. Look at the pictures. What can you see?

Aim: to prepare for reading.

- Write the title of the lesson on the board (The world's most popular sport). Teach the meaning of the word 'popular'. Ask pupils to guess what the sport is (football).
- Point to each picture and ask questions:
  - Picture A: *What can you see? When did people first play football?* Elicit ideas, but don't give the answer.
  - Picture B: *What can you see? Do you play football? Do you like watching football? Who is your favourite football team?*
  - Picture C: *What can you see?* Teach 'African Cup of Nations'. *What do you know about the African Nations Cup? What do you know about the World Cup?* [Note: The World Cup is an international football competition that takes place every four years in a different country]

### PB 2. Read the text. Say one thing you have learned about football. [4 mins]



Aim: to read and understand a text about football around the world.

- Read the text aloud. Elicit the meanings of these words: *rules, competitions, Uruguay, Argentina, lost, Egypt, Ethiopia, won*. Elicit / teach the meaning of these words: *took place, took part, beat, final*.
- Choose 4-5 pupils to say what they have learned about football. ع They may use Arabic.

### AB A. Match the words with the definitions. [5 mins]

Aim: to read and understand the meanings of words.

- ع Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f).
- ع Pupils draw lines to match definitions and words.
- ع Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

Answers: 1. e, 2. c, 3. a, 4. f, 5. d, 6. b

### PB 3. Read the text again. Are the sentences true or false? [7 mins]

Aim: to read and understand the main points of a text about football around the world.

- ع Pupils read the text again together. In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
- ع Elicit the answers. If a sentence is false, ask pupils to give the true answer.

Answers: A. true, B. true, C. false (There are competitions for men and women), D. true, E. false (It started in 1957), F. true, G. false (Sudan has won it once), H. false (Sudan has never won the World Cup)

### AB B. Complete the chart. [4 mins]



Aim: to write verb forms of some common verbs.

- Read the verbs in the first row: *lose, lost, lost*.
- Elicit the missing verbs in the second row: *start* (infinitive), *started* (past participle). Write them on the board. Pupils write the words in the chart.
- Continue with the remaining rows.
- Read the verbs aloud. Pupils repeat.

**Answers:**

infinitive / present	past	past participle
lose	lost	lost
start	started	start
beat	beat	beaten
play	played	played
take place	took place	taken place
win	won	won
become	became	become

**Homework 2**

Pupils review the verb forms at home.

**AB C. Complete the sentences. Use the words in the chart. [5 mins]**

**Aim:** to understand and use different verb forms correctly.

-  Read the example sentence. Explain the activity. Pupils must read the sentences and write one of the verb forms from the chart in Activity B in each gap. Pupils need to decide if they should write the present form, the past form, or the past participle.
-  Pupils read and complete the sentences together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. started, 2. play, 3. won, 4. become, 5. lost, 6. beat, 7. take place

**PB 4. Talk about the numbers in the text. [6 mins]**

**Aim:** to talk about football facts.

-  Read the question and the text in the speech bubbles. Elicit the meanings. Explain the activity. Pupils must look at the numbers and say sentences about them. They can look at the text in Activity 2.
-  In pairs, pupils try to say sentences about football using the numbers. Walk around the room and listen.

-  Say the numbers and elicit sentences.

**Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 3 Checkpoints:**

- Pupils can read and understand the main points of a text about football around the world.
- Pupils can understand and use different verb forms correctly.
- Pupils can talk about football facts.



### Lesson overview:

Listening focus:	understand details of a talk about a famous African athlete
Writing focus:	write a biographical paragraph about an African athlete
Grammar:	past simple affirmative, negative and questions and <i>was, wasn't, were, weren't</i>
Functions:	discuss a range of topics
New language:	athlete (n), marathon (n), record (n)

### Pupil's Book (PB) page 52 / Activity Book (AB) page 55

#### Starter activity [4 mins]



**Aim:** to review verb forms.

- Divide the class into two big teams. Explain that you will write an infinitive verb on the board (e.g. start). Pupils must give the past form and the past participle.
- Turn to Team 1. Write the verb 'lose' on the board. Team 1 says and spells the past form and the past participle. If they are correct, they win a point.
- Turn to Team 2. Write the verb 'beat' on the board. Team 2 says and spells the past form and the past participle. If they are correct, they win a point.
- Continue with any of these verbs: *play, take, win, become, be, hear, speak, see, know, spend*.

#### PB 1. Look at the pictures. What can you see? [3 mins]



**Aim:** to prepare for the topic of the lesson.

- Read the title of the lesson (An African athlete). Teach the meaning. Ask pupils to say the names of any famous African athletes that they know.
- Point to the pictures. Ask: *What can you see?*
- Explain that the pictures show a famous African athlete. Tell pupils they will learn about this man in the lesson.

#### PB 2. Listen. Who is the athlete? How many medals did he win? [4 mins]



**Aim:** to read and follow a text about a famous African athlete.

- Play audio track 7.4. Pupils listen.
- Elicit the meanings of these words: *won, race, motorbike accident, gold medal, died*. Ask pupils to guess the meanings of these words: *marathon, record*.
- Ask: *Who is the athlete?* (Abebe Bikila)

#### AB A. Listen again. Find and correct the mistakes. [5 mins]

**Aim:** to find differences between written and spoken texts.

- Tell pupils that the written text about Abebe Bikila is not correct. There are some factual mistakes. Explain that they will listen to the correct version of his life. They must listen and find the differences.
- Play audio track 7.4. Pupils listen. If necessary, play the audio track again.
- In pairs, pupils talk about the differences that they heard.

**Answers:** Egypt = Ethiopia, 1936 = 1932, in heavy shoes = without any shoes, 1968 = 1964, three Olympic marathons = two Olympic marathons, three hours twelve minutes and eleven seconds = two hours twelve minutes and eleven seconds, motorbike accident = car accident, gold medal = silver medal, 51 = 41.

#### PB 3. Read about the athletes. Then ask and answer about important dates in their lives. [7 mins]

**Aim:** to practise asking and answering using dates.

- Pupils look at the charts in Activity 3. Pupils read the information.
- In pairs, pupils practise asking and answering about the dates in the chart using the speech bubbles for support.

#### AB B. Complete the chart. Write the correct years. [5 mins]



**Aim:** to practise saying the names of years (e.g. 1932).

- Ask: *When was Abebe Bikila born?* Pupils answer (1932). Check pronunciation.

- Ask: *When did he win his Olympic gold medal in Rome?* Pupils answer (1960). Check pronunciation. Tell pupils to write the date in the gap.
- Continue with these questions: *When did he win his second gold medal?* (1964) *When did he have a car accident?* (1969) *When did he die?* (1973)
- Say the names of the years aloud: 1932, 1960, 1964, 1969, 1973. Pupils repeat.

### End of Lesson 4 Checkpoints:

- Pupils can find differences between written and spoken texts.
- Pupils can listen and understand details of a talk about a famous African athlete.
- Pupils can say the names of years (e.g. 1932).
- Pupils can write a biographical paragraph about an African athlete.

### AB C. Write a paragraph about important dates in Zola Budd or Jemima Sumgong's life. [10 mins]

**Aim:** to write a biographical paragraph about an African athlete.

-  Explain that the notes are about two African athletes: Zola Budd, Jemima Sumgong. Pupils must choose one of the athletes and write a paragraph about her.
-  Pupils choose an athlete and write a paragraph. They can use any of the information in the notes. Remind pupils that notes don't always have articles etc. so they must add them.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose 3-4 pupils to read their paragraphs in front of the class.

### Homework 2

Pupils can finish writing their paragraphs at home.

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.



### Lesson overview:

Reading focus:	understand the main points of a poster about different kinds of exercise
Speaking focus:	talk about how often you exercise and the kind of exercise you do
Grammar:	adverbs of manner and very common irregular forms, e.g. <i>quickly</i> , also <i>well</i>
Functions:	talk and write about habitual actions, routines and permanent situations
New language:	stretch (v), sweat (v), teenager (n)

one minute, tell them to stop reading.

### Homework 1

Pupils read the text again at home.

### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f).
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

**Answers:** 1. b, 2. e, 3. c, 4. f, 5. a, 6. d

### PB 3. Read the poster again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand the main points of a poster about different kinds of exercise.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. You should eat a healthy diet and drink enough water. B. Teenagers should do 60 minutes of exercise every day. C. It gives you energy. D. Walking quickly, running, swimming, skipping. D. Sit-ups and lifting weights.

### Pupil's Book (PB) page 53 / Activity Book (AB) page 56

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What are they doing?

**Aim:** to prepare for the topic of the lesson.

**Materials:** poster 8

- Say: *A girl is skipping*. Ask pupils to say the letter of the picture (Picture D). Continue with these sentences: *A boy is running* (Picture B), *A boy is lifting weights* (Picture C), *A girl is walking* (Picture A), *A boy is doing sit-ups* (Picture E).
- Point to each picture and elicit what each teenager is doing.

#### PB 2. Read the poster. Point to the pictures. [4

mins] 

**Aim:** to read and follow a poster about different kinds of exercise.

- Read the title of the poster (Staying fit and healthy). Elicit the meaning in Arabic. Tell pupils you will read the poster. They must follow in their books and point to the pictures (e.g. when they read 'walk quickly', they point to Picture A).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *diet, enough, regularly, energy, breathe, stronger, muscles, not too tight*. Ask pupils to guess the meanings of these words: *teenagers, sweat, stretch*.
- Tell pupils to read the poster again silently. After

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that *quickly, regularly* and *carefully* are adverbs of manner. We use them to say how things are done.
- Explain that we usually add 'ly' to the end of an adjective to make an adverb of manner (e.g. quick – quickly).

**AB B. Write the words in the box under the pictures. [4 mins]**

**Aim:** to practise the spellings of different kinds of exercise.

-  Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. walking, 2. running, 3. lifting weights, 4. skipping, 5. doing sit-ups, 6. swimming

**AB C. Complete the chart with words from Activity B. Can you add any more? [6 mins]**

**Aim:** to review words for different kinds of exercise and understand their effects.

-  Read one of the words from Activity B (e.g. doing sit-ups). Ask: *Is this exercise to give your energy, or to make you stronger?* (Make you stronger). Tell pupils to write 'doing sit-ups' in the second column of the chart.
- Explain the activity. Pupils must complete the chart with words from Activity B. They should add more examples to each column.
-  In pairs, pupils complete the chart and add their own ideas. They can look at the text in Activity 2 if they need to (the poster). While pupils do this, quickly draw the chart on the board.
-  Read each word from Activity B and ask if it gives you energy or makes you stronger. Ask pupils to give more examples and add them to the columns.

**Answers:**

Exercise to give you energy	Exercise to make you stronger
walking (quickly) running skipping swimming playing games with friends (e.g. <i>shadat</i> ) playing ball games (e.g. football)	lifting weights doing sit-ups doing push-ups

**PB 4. Ask and answer the questions about the exercise that you do. [6 mins]**

**Aim:** to talk about how often you exercise and the kind of exercise you do.

-  Read the questions in the speech bubbles aloud. Choose 2-3 different pupils to answer each one.
-  In pairs, pupils ask and answer the questions. Remind pupils to answer the questions about themselves. Walk around the room, listening and helping.
-  If you have time, choose 1-2 pairs to ask and answer the questions in front of the class.

**Homework 2**

Pupils can write sentences in their notebooks about the exercise that they do.

**Vocabulary box [3 mins]** 

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Ask pupils to say more words for sport. This can be the names of sports (e.g. climbing), equipment (e.g. ball), or words related to doing sports (e.g. team). Write the words on the board.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 5 Checkpoints:**

- Pupils can read and understand the main points of a poster about different kinds of exercise.
- Pupils can understand, say and spell words for different kinds of exercise.
- Pupils can understand the effects of different kinds of exercise.
- Pupils can talk about how often they exercise and the kind of exercise they do.

### Lesson overview:

Reading focus:	understand the main points of short texts about two Sudanese sports stars
Speaking focus:	take part in a role play (an interview with a Sudanese sports star)
Grammar:	adverbs of manner and very common irregular forms, e.g. <i>quickly</i> , also <i>well</i>
Functions:	describe the manner of an activity or degree of intensity
New language:	encourage (v), polio (n)

### Homework 2

Pupils tell their families about Sara Jad Allah Jubara and Ismail Ahmed Ismail.

### PB 3. Read these sentences. Choose the correct person. [6 mins]

**Aim:** to read and understand the main points of short texts about two Sudanese sports stars.

-  Explain the activity. Pupils must read the texts again. Then they must read the sentences and decide which person each sentence is about.
-  Pupils read the text again together. In pairs, they read the sentences and decide which person each sentence is about.
-  Elicit the answers.

**Answers:** A. Sara, B. Sara, C. Ismail, D. Ismail, E. Sara, F. Ismail

### AB A. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Read the words in the box. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.
- Explain the activity. Pupils must read the sentences and write one of the words from the box in each gap.
-  Pupils read and complete the sentences.  Pupils check their answers together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. athlete, 2. encourage, 3. polio, 4. medal, 5. race, 6. final

### Pupil's Book (PB) page 54 / Activity Book (AB) page 57

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Read the title of the lesson (Sudanese sports stars). Elicit the meaning in Arabic. Ask pupils to say the names of any Sudanese sports stars they know.
- Point to the pictures. Ask: *What can you see?*
- Explain that the pictures show two Sudanese sports stars. Tell pupils they will learn about them in the lesson.

#### PB 2. Read the texts. Point to the pictures. [4 mins]



**Aim:** to read and understand short texts about two Sudanese sports stars.

- Read the text about Sara Jad Allah Jubara aloud. Elicit the matching picture (Picture B). Elicit the meaning of these words: *easily*, *move*, *UK*, *France*. Teach the meaning of these words: *polio*, *encourage*.
- Read the text about Ismail Ahmed Ismail aloud. Elicit the matching picture (Picture A). Elicit the meaning of these words: *athlete*, *win*, *Olympic medal*, *reached the final*, *race*, *silver medal*, *China*.

### Homework 1

Pupils read the texts again at home.

**Look! [3 mins]**

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Remind pupils that *well* and *easily* are adverbs of manner. We use them to say how things are done.
- Explain that we usually add 'ly' to the end of an adjective to make an adverb of manner (e.g. quick – quickly). Tell pupils to note the spelling of *easy* / *easily*. Tell pupils that *well* is irregular.

**AB B. Write the sentences again with adverbs. [6 mins]**

**Aim:** to write sentences using adverbs of manner correctly.

- Read the first sentence (*Adam's father is a careful driver*) and elicit the meaning. Read the example (*Adam's father drives carefully*) and elicit the meaning.
-  Explain that in the second sentence, the adjective has become an adverb (*careful* / *carefully*); and the noun has become a verb (*driver* / *drives*).
- Read the second sentence (*Yasin was a strong swimmer*) and elicit the meaning. Elicit the second sentence with an adverb (*Yasin swam strongly*). Write it on the board. Pupils write it in their Activity Books.
- Continue with sentences 3-6.

**Answers:** 1. Ali's father drives carefully. 2. Yasin swam strongly. 3. Salah exercises regularly. 4. Leila's son runs quickly. 5. Hassan writes amazingly. 6. Suhair speaks well.

**AB C. Make questions. [5 mins]**

**Aim:** to practise the correct word order for questions.

-  Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions

aloud. Pupils check their answers.

- Read each correct question aloud. Pupils repeat. Check pronunciation.

**Answers:** 1. When did you start swimming? 2. Why did you learn to swim? 3. What did you do in 1975? 4. What do you do now? 5. When did you start running? 6. What race do you usually run? 7. Have you ever won a medal? 8. Have you ever taken part in the Olympic Games?

**PB 4. Imagine your friend is Sara or Ismail. Ask them the questions in Activity C. [6 mins]**

**Aim:** to take part in a role play (an interview with a Sudanese sports star).

-  Choose a pupil to come to the front of the class. If it's a girl, tell them to imagine that they are Sara; if it's a boy, tell them to imagine that they are Ismail.
- If the pupil is a girl, ask questions 1-4 from Activity C; if the pupil is a boy, ask questions 5-8. Help the pupil to answer.
-  Pupil 1 imagines that they are Sara / Ismail; Pupil 2 asks questions 1-4 or 5-8. Pupil 2 answers. Walk around the room, listening and helping.
-  If you have time, choose 1-2 pairs to ask and answer the questions.

**Vocabulary box [2 mins]**

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 6 Checkpoints:**

- Pupils can read and understand the main points of short texts about two Sudanese sports stars.
- Pupils can write sentences using adverbs of manner correctly.
- Pupils can take part in a role play (an interview with a Sudanese sports star).



### Lesson overview:

- Reading focus:** understand the main points of a magazine article about three strange sports
- Writing focus:** write sentences with opposite meanings
- Grammar:** future with *will* for decisions, offers and predictions
- Functions:** express preferences, likes, dislikes and desires or aspirations
- New language:** dizzy (adj), elastic (adj), harness (n), hill (n), pole (n), roll down (v)

*frightening, bridges, rope, hit, stop.* Ask pupils to guess the meanings of these words: *roll down, hill, dizzy, elastic.*

### Homework 1

Pupils read the article again at home.

### AB A. Match the words with the definitions. [5 mins]

**Aim:** to read and understand the meanings of words.

-  Explain the activity. Pupils must match the words (1-6) with one of the definitions (a-f).
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to say the matching words. Pupils check their answers.
- Read words 1-6 aloud. Pupils repeat. Check pronunciation. Ask pupils to say the meaning of each word in Arabic.

**Answers:** 1. e, 2. b, 3. f, 4. d, 5. c, 6. a

### PB 3. Read the magazine article again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand the main points of a magazine article about three strange sports.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer. Choose a number of pupils to answer question F. They may give different answers.

**Answers:** A. Bo-taoshi, B. zorbing, C. bungee jumping, D. Bo-taoshi, E. zorbing, bungee jumping, F. Pupils may give different answers.

### AB B. Write the phrasal verbs in the box under the pictures. [4 mins]

**Aim:** to understand the meanings of some phrasal verbs related to movement (e.g. roll down).

-  Explain that the words in the box are phrasal verbs. That means they have two or more parts. Explain the activity. Pupils must write a phrasal verb from the box under each picture.
-  Pupils write the phrasal verbs under the pictures.  They check their answers together.

### Pupil's Book (PB) page 55 / Activity Book (AB) page 58

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

- Read the title of the lesson (Strange sports). Elicit the meaning.
- Explain that the pictures show three strange sports. Point to each picture and ask questions.

Elicit ideas.  Pupils may use Arabic to answer some of the questions:

- Picture A: *What can you see? What is the person doing? Is it dangerous?* Review the word 'rope'.
- Picture B: *What can you see? What are they doing? Why are they climbing the pole?* Teach the word 'pole'.
- Picture C: *What can you see? What is the person doing? Is it dangerous?* Teach the word 'harness'.

#### PB 2. Read the magazine article. Point to the

#### pictures. [4 mins]

**Aim:** to read and follow a magazine article about three strange sports.

- Tell pupils you will read a magazine article about the sports in the pictures. They must follow in their books and point to the pictures (e.g. when they read about zorbing, they point to Picture C).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *plastic, harness, hurt, although, pull down, pole,*

-  Elicit the word for each picture. Check pronunciation.
- Answers:** 1. climb up, 2. jump off, 3. climb into, 4. put on, 5. roll down, 6. pull down

## Homework 2

Pupils review the meanings and spellings of the phrasal verbs in the box.

### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Remind pupils that we can use *will / won't* to make predictions about the future.
- We use *will* in positive sentences, and *won't* in negative sentences. We use an infinitive verb after *will / won't* (e.g. hurt, stop).

## AB C. Write opposite sentences. [8 mins]

**Aim:** to write negative and positive sentences using *will / won't*.

-  Read the first example (You will feel dizzy). Elicit the meaning. Explain that this is a positive sentence. Read the second example (You won't feel dizzy). Elicit the meaning. Explain that this is a negative sentence.
-  Explain the activity. If a sentence is positive, pupils must change it to a negative one; if a sentence is negative, pupils must change it a positive one.
-  In pairs, pupils write the opposite sentences.
-  Choose pupils to read the opposite sentences. Write them on the board. Pupils check their sentences and spellings.

**Answers:** 1. You won't feel dizzy. 2. You won't roll down a hill. 3. This sport will be dangerous. 4. He will jump off a high bridge. 5. Players won't try to climb up the pole. 6. There won't be four teams in this game.

## PB 4. Ask and answer questions about a sport you would like to try. [4 mins]

**Aim:** to say which strange sport you would like to try and why.

**Materials:** a soft ball (or a rolled-up piece of paper)

-  Throw the ball to Pupil 1. Ask: *Which sport would you like to try?* Help Pupil 1 to answer: *I'd like to try (zorbing).* Ask: *Why?* Pupils answer (e.g. *It looks fun!*).
- Pupil 1 throws the ball to another pupil and asks: *Which sport would you like to try? Why?* Pupil 2 answers. Pupil 2 then throws the ball to another pupil and asks the question.
- Pupils continue throwing the ball and asking / answering the questions.
-  If there is time, pupils continue asking and answering the questions in groups of six to eight.

### Vocabulary box [3 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
-  Pupils say the words together, and say what they mean in Arabic.

## Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 7 Checkpoints:

- Pupils can read and understand the main points of a magazine article about three strange sports.
- Pupils can understand the meanings of some phrasal verbs related to movement (e.g. roll down).
- Pupils can write negative and positive sentences using *will / won't*.
- Pupils can say which strange sport they would like to try and why.



### Lesson overview:

Reading focus:	understand the main points of a leaflet about the importance of exercise for teenagers
Writing focus:	write a paragraph about the exercise you do
Grammar:	review
Functions:	review
New language:	-

### Pupil's Book (PB) page 56 / Activity Book (AB) page 59

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

- Point to picture A and ask questions: *What can you see? What is she doing? How is this kind of exercise good for you?* Help pupils to use as much English as possible.
- Point to Picture B and ask questions: *What can you see? What is he doing? What are the problems if we don't do enough exercise?* Help pupils to use as much English as possible.

##### PB 2. Read the leaflet. What is it about? [4 mins]



**Aim:** to read and follow a leaflet about the importance of exercise for teenagers.

- Read the text aloud. Pupils follow in their books.
- Ask: *What is the text about?* (Why exercise is important for teenagers)
- Elicit the meaning of these words: *teenager, illness, disease, muscles, bones, energy, sweat, breathe, fit, healthy, happier.*

#### Homework 1

Pupils read the text again at home.

##### PB 3. Read the leaflet again. Are these sentences true or false? [6 mins]

**Aim:** to read and understand the main points of a leaflet about the importance of exercise for teenagers.

-  Pupils read the text again together. In pairs, they read the sentences and decide if they are

true or false. They write T or F in their notebooks.

-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
- Answers:** A. false (They usually live longer), B. true, C. false (It makes your muscles and bones stronger), D. true, E. false (Walking to school is also exercise), F. true

#### AB A. Complete the sentences. Use the words in the box. [7 mins]

**Aim:** to review words related to sport and competitions.

-  Read the words in the box. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.
- Explain the activity. Pupils must read the sentences and write one of the words from the box in each gap.
-  Pupils read and complete the sentences.  Pupils check their answers together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. beat, 2. stretch, 3. record, 4. marathon, 5. take place, 6. tennis, 7. athlete, 8. compete

#### Homework 2

Pupils review the meanings and spellings of the words in the box.

#### AB B. Read the sentences. Write the name of the game or the sport. [6 mins]

**Aim:** to review the names of sports and review language from Unit 7.

-  Read the example and explain the activity. Pupils must read the sentences and write the name of the game or the sport.
-  Tell pupils they will work in groups. They must write the answers as fast as they can. When they finish, they must raise their hands. If they are correct, they will win.
-  Pupils read the sentences and write the names of the games / sports. They may look at the Pupil's Book. When the first group raises their hands, tell the class to stop.
-  Ask the group to give the answers. If they are correct, they win. Write the words on the board.

Pupils write the names.

**Answers:** 1. tennis, 2. *shadat*, 3. marathon, 4. zorbing, 5. weight lifting, 6. football, 7. bungee jumping

### AB C. Write answers to the questions. [8 mins]

**Aim:** to write a paragraph about the exercise you do.

-  Read each question and elicit ideas. If necessary, write notes on the board.
-  Pupils write answers for the questions. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.

### PB 4. Talk about the exercise you do. [3 mins]

**Aim:** to practise talking about the exercise you do.

-  In pairs, pupils tell their friends about the exercise they do. They can use the paragraphs that they wrote in Activity C.
-  If there is time, choose 1-2 pupils to tell the rest of the class about the exercise they do.

#### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 8 again.

### Homework 3

Pupils look again at lessons they would like to review.

#### End of Lesson 8 Checkpoints:

- Pupils can read and understand the main points of a leaflet about the importance of exercise for teenagers.
- Pupils can understand, say and write words related to sport and competitions.
- Pupils can write and talk about the exercise they do.



### Lesson overview:

Listening focus:	understand details of a conversation between a girl and a doctor
Reading focus:	understand sentences saying what you should do to stay healthy
Grammar:	(1) modal verb + infinitive: <i>should / shouldn't</i> , (2) expressions of quantity: <i>many / much</i>
Functions:	(1) giving advice, (2) saying goodbye
New language:	stay in touch

to read the sentences. Check pronunciation.

**Answers:** 1. He's got a headache. 2. She's got a stomachache. 3. He's got an earache 4. She's got a fever. 5. He's got a cough.

### Homework 1

Pupils write sentences with advice for each health problem (e.g. *You should go to the doctor*).

### PB 2. Listen to Fadia. Where is she? What is wrong with her? [4 mins]

**Aim:** to understand the main points of a conversation between a girl and a doctor.

**Materials:** audio track 12.3

- Tell pupils they will listen to a conversation.
-  Play audio track 8.1.
- Ask: *Where is the girl?* (She's at the doctor's)   
*What's wrong with her?* (She's got a cough).  
Play the audio track again.

### PB 3. Listen again. Are these sentences true or false? [6 mins]

**Aim:** to understand details of a conversation between a girl and a doctor.

**Materials:** audio track 8.1

-  Read each sentence aloud. After each sentence, elicit the meaning in Arabic. Then tell pupils to raise their right hands if they think it's true; or their left hands if they think it's false.
-  Play audio track 8.1. Pupils listen to check their answers.  They read each sentence and discuss the answers in pairs.
-  Elicit the answers. If a sentence is false, tell pupils to give the true answer.

**Answers:** A. T, B. F (He wants Fadia to stand up), C. F (He doesn't say she's got a fever), D. T, E. F (She doesn't eat very much junk food), F. T, G. F (She should take two spoons – one in the morning and one at night)

### AB B. Complete the chart. [8 mins]

**Aim:** to review what you should / shouldn't do to stay healthy.

### Pupil's Book (PB) page 57 / Activity Book (AB) page 60

#### Starter activity [4 mins]

#### PB 1. Look at these pictures. What can you see?

**Aim:** to review language related to health.

- Point to each picture and ask the questions below. Encourage different ideas.
  - Picture A: *What is the boy doing? Why should you wash your hands?*
  - Picture B: *What are they doing? Why? What else can you do to stay healthy?* (e.g. get up early)
  - Picture C: *What is she doing? Can you give some examples of healthy food and drinks?* (e.g. fresh fruit and vegetables)
  - Picture D: *What is he doing? Can you give some examples of unhealthy food and drinks?* (e.g. fizzy drinks)
  - Picture E: *What's the matter with the boy? Can you give some examples of other health problems?* (e.g. malaria, nosebleed)

#### AB A. Look at the pictures. What's wrong? [5 mins]

**Aim:** to review words related to health problems.

-  Point to the first picture and read the example sentence. Explain the activity. Pupils must write a sentence to say what's wrong under each picture.
-  Pupils work together to write sentences.
-  Point to each picture. Choose different pupils



-  Read the words in the chart: *You should... You shouldn't...* Elicit the meanings. Remind pupils that we can use these verbs to give advice.
- Read the first phrase in the box (*drink lots of water*). Have pupils to say which column it goes in (*You should...drink lots of water*).  Explain the activity. Pupils must read the phrases in the box and decide if we should or shouldn't do these things to stay healthy.
-  Pupils read the phrases and write them in the chart.
-  Choose pupils to read the phrases in the 'You should...' column, then choose others to read the phrases in the 'You shouldn't' column.
- Tell pupils to close their Activity Books. Read one of the phrases in the box (e.g. *go to bed late*). Pupils say the complete sentence (*You shouldn't go to bed late*). Continue with all the phrases in the box.
-  Pupil 1 reads phrases from the box (e.g. *drink lots of water*); Pupil 2 says the complete sentence (e.g. *You should drink lots of water*). Pupils swap roles. Walk around the room, listening and helping.

**Answers:** You should: drink lots of water, do lots of exercise, eat fresh fruit and vegetables every day, always wash your hands before you eat.

You shouldn't: drink fizzy drinks with lots of sugar, watch too much TV, go to bed late, eat too much junk food.

### Homework 2

Pupils write more advice in each column (e.g. *You should brush your teeth twice a day. You shouldn't sleep without a mosquito net*).

### AB C. Complete the sentences. Use *much* or *many*. [5 mins]

**Aim:** to review *much* / *many*.

-  Remind pupils that we use 'much' with things that we can't count (e.g. bread); and that we use 'many' with things that we can count (e.g. bananas). Explain the activity. Pupils must complete each sentence with 'much' or 'many'.
-  Pupils read and complete the sentences.  They check their answers together.
-  Choose different pupils to read the sentences. Elicit the meanings in Arabic.

**Answers:** 1. much, 2. many, 3. many, 4. much, 5. much, 6. much, 7. many, 8. much

### PB 4. Goodbye! Read the cartoon. Say good bye to your English class friends. [4 mins]

**Aim:** to read and understand a cartoon about two boys saying goodbye.

-  Read the text in the speech bubbles aloud. Pupils follow in their books.
- Elicit from pupils what is happening (Tim is leaving Sudan, Tim and Amien are saying goodbye).
- Read each line. Elicit the meaning in Arabic. Read each line again. Pupils repeat. Check pronunciation.
- Divide the class into two halves. One half reads Tim's lines, one half reads Amien's lines.

### Homework 3

Pupils look again at lessons they would like to review.

#### End of Lesson 1 Checkpoints:

- Pupils can understand and say words related to health problems (e.g. a cough).
- Pupils can understand details of a conversation between a girl and a doctor.
- Pupils can understand and say what you should / shouldn't do to stay healthy.
- Pupils can act out a cartoon with clear pronunciation.



### Lesson overview:

Reading focus:	understand the main points of a text about protecting animals
Writing focus:	write a short paragraph about an animal of your choice
Grammar:	conditionals: zero and first conditional
Functions:	refer to conditions and their results
New language:	complex (adj), habitat (n), relationship (n), share (v), threat (n)

Pupils read the text again at home.

### PB 3. Read the text again. What does it say about these animals? [5 mins]

**Aim:** to read and understand the main points of a text about protecting animals.

-  Read the text in the speech bubbles and elicit the meaning.
- Ask some more questions e.g. *What does the text say about oxen / scorpions / rhinos?* Choose different pupils to answer (e.g. It says that we use oxen for farming).
-  Pupils take turns to ask and answer questions about what the text says about the animals.

### Suggested answers

Mice and rats: The text says scorpions eat mice. If we kill scorpions, then there will be more mice and rats and they will destroy crops and eat our food.  
 Rhinos: Rhinos are in danger because we hunt them.  
 Oxen: We use oxen for farming.  
 Pandas: Pandas are in danger because we destroy the places they live.  
 Scorpions: We kill them because they are dangerous, but they are useful because they eat animals like mice and rats.  
 Dogs: We use dogs for hunting.  
 Chickens: We use chickens for food.

### Pupil's Book (PB) page 58 / Activity Book (AB) page 61

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

- Point to each picture and elicit the name of each animal. Say the name of each animal aloud. Pupils repeat. Check pronunciation.
- Ask pupils to say what the relationship is between the animals in the pictures and people (e.g. we use oxen for farming, we use chickens for food).  Pupils may use Arabic. Help them to use as much English as possible.

#### PB 2. Read the text. Point to the pictures. [4 mins]



**Aim:** to read and follow a text about protecting animals.

- Read the title of the lesson (Protecting animals) and elicit the meaning in Arabic. Tell pupils you will read a text about protecting animals. They must follow in their books and point to the pictures (e.g. when they read about oxen, they point to Picture B).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *relationship, hunting, farming, kill, dangerous, careful, useful, destroy, crops, in danger, planet*. Teach the meanings of these words: *complex, habitat, threat, share*.

#### AB A. Find and circle ten words about animals. [6 mins]

**Aim:** to review the spelling of the names of animals.

-  Point to the word 'panda' in the wordsearch. Tell pupils they must find the names of nine more animals. Words can go from top to bottom, left to right or diagonally.
-  Pupils find the names of animals together and draw a circle around them.
-  Choose pupils to say the words that they have found. Write them on the board (kangaroo, meerkat, lizard, octopus, locust, hyena, koala, rhino, panda, mosquito). Elicit the meaning of each word.

### Homework 1



your choice.

M	L	O	C	T	X	M	L	B	M
K	O	A	L	A	Y	O	I	H	E
A	C	E	R	T	D	S	Z	I	E
N	U	Q	U	I	U	Q	A	M	R
G	S	S	V	P	B	U	R	W	K
A	T	K	O	A	W	I	D	A	A
R	S	T	P	N	U	T	V	N	T
O	C	R	A	D	F	O	E	B	O
O	V	J	N	A	K	Y	D	Z	E
B	U	H	C	R	H	I	N	O	M

### AB B. Write definitions for the words. [6 mins]

**Aim:** to review the meaning of words.

-  Use the examples to explain the activity. Pupils must write short definitions for each word.
-  In pairs, pupils write the definitions. If they find this difficult, elicit the definitions with the whole class and write them on the board. Pupils write them in their Activity Books.
-  Choose different pairs to read their definitions. Pupils may have written different definitions. Elicit the meaning of each word in Arabic.

**Suggested answers:** 1. not simple, difficult, 2. use something at the same time as other people or animals, 3. the place where an animal lives (e.g. a forest, the desert), 4. find and kill an animal for food or another product (e.g. rhino horns), 5. look after, 6. danger, 7. a plant that we grow for food (e.g. sorghum, lemons).

### AB C. Match the start and end of the sentences. [5 mins]

**Aim:** to review sentences using the first conditional.

-  Read the example. Explain the activity. Pupils must match the beginning of each sentence on the left with the correct ending on the right.
-  Pupils draw lines to match the beginnings and endings of the sentences.
-  Choose different pupils to read the complete sentences. Pupils check their answers.

**Answers:** 1. c, 2. f, 3. a, 4. e, 5. b, 6. d

### AB D. Write a paragraph about an animal. [8 mins]

**Aim:** to write a short paragraph about an animal of

-  Explain the activity. Pupils must choose an animal and write about it. They should say what the animal looks like, where it lives and what it eats. They should also say if the animal is in danger or not, and why.
- If you like, you can choose an example animal and elicit answers (e.g. a camel).
-  Pupils choose an animal and write a paragraph. Remind them to answer questions 1-4.
-  Pupils read each other's paragraphs, and check spelling and grammar.
-  If there is time, choose 2-3 pupils to read their paragraphs in front of the class.

### Homework 2

Pupils can finish writing their paragraphs at home. They can also draw or find a picture of the animal.

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Ask pupils to say the names of more animals. Write the words on the board.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 2 Checkpoints:

- Pupils can read and understand the main points of a text about protecting animals.
- Pupils can understand, say and spell the names of several common animals.
- Pupils can read and understand sentences using the first conditional.
- Pupils can write a short paragraph about an animal of their choice.



### Lesson overview:

Reading focus:	understand the main points of a text to encourage people to try a new sport
Writing focus:	write some sentences about a sport you do and why you like it
Grammar:	recycling grammar ( <i>present perfect for experiences; phrasal verbs</i> )
Functions:	link past and present time
New language:	archery (n), yoga (n)

### Pupil's Book (PB) page 59 / Activity Book (AB) page 62

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

- Point to each picture and elicit / teach the name of each sport (A = *Shadat*, B = tennis, C = running, D = yoga; E = swimming).
- Say the name of each sport aloud. Pupils repeat. Check pronunciation.
- Ask questions: *Which of these sports can you do alone? Which of these sports do you do with other people? What equipment do you need for these sports?*

##### PB 2. Read the leaflet. Point to the pictures. [4 mins]

**Aim:** to read and follow a text to encourage people to try a new sport.

- Tell pupils you will read a text about trying a new sport. They must follow in their books and point to the pictures (e.g. when they read swimming, they point to Picture E).
- Read the text aloud. Pupils follow and point to the pictures.
- Elicit the meaning of these words: *fit, join a club, teams, sweating, tired, compete, equipment, costs, lake, gold medal, Olympic Games*. Teach the meanings of these words: *archery, yoga*.

#### Homework 1

Pupils read the text again at home.

### PB 3. Read the leaflet again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand the main points of a text to encourage people to try a new sport.

-  Pupils read the text again together. In pairs, they ask and answer the questions orally.
-  Read the questions aloud. Choose different pupils to answer.

**Answers:** A. To be fit and healthy, B. Swimming, running (and yoga and sailing), C. Football, *Shadat*, D. You should try archery or yoga, E. Because you need equipment which costs money (e.g. sailing), F. He ran with no shoes.

### AB A. Write the words in the box under the pictures. [5 mins]

**Aim:** to review the names of sports.

-  Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. zorbing, 2. tennis, 3. archery, 4. running the marathon, 5. *Shileil*, 6. bungee jumping, 7. climbing

### AB B. Complete the questions. Use the correct form of the words in brackets. [6 mins]

**Aim:** to review the past participles of some common verbs.

-  Use the example to explain the activity. Pupils must write the past participles of the word in brackets in the gaps.
-  In pairs, pupils read and complete the questions together.
-  Choose different pupils to read the completed questions. Write the past participle of the verbs on the board. Pupils check their answers and spellings.
- Read each question aloud. Elicit the meanings in Arabic.

**Answers:** 1. swum, 2. won, 3. seen, 4. played, 5. taken, 6. gone, 7. tried

### AB C. Complete the sentences. Use the phrasal verbs in the box. [5 mins]

**Aim:** to review the meaning of some common phrasal verbs.

-  Explain the activity. Pupils must read the sentences and write one of the phrasal verbs from the box in each gap.
-  Pupils read and complete the sentences together.
-  Choose different pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. climb into / roll down, 2. pull down, 3. jumped off / put on

### AB D. Complete the text. [8 mins]

**Aim:** to write some sentences about a sport you do and why you like it.

-  Read the beginning of each sentences (e.g. *My favourite sport is ...*). Elicit some ideas for ending the sentence (e.g. *My favourite sport is football*). You can write some notes and words on the board.
-  Pupils complete the text. Walk around the room and help.
-  Pupils read each other's paragraphs, and check spelling and grammar.
-  Choose 2-3 pupils to read their paragraphs in front of the class.

### Homework 2

Pupils can finish writing the text at home.

#### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 3 Checkpoints:

- Pupils can read and understand the main points of a text to encourage people to try a new sport.
- Pupils can understand, say and write the names of some sports and phrasal verbs related to sport.
- Pupils can write the correct past participles of some common verbs.
- Pupils can write some sentences about a sport they do and why they like it.



## Appendix I: Vocabulary

advice (n)	4.4	dust (n)	6.6	lightning	1.5
already (adv.)	6.4	elastic (adj.)	7.7	litter	1.3
although (conj.)	5.5	encourage (v)	7.6	location	3.6
Antarctica	1.8	environment	1.1	locust (n)	5.5
archery	8.3	everything	6.4	lose	1.6
Argentina	7.3	extended (adj.)	4.4	lucky	1.1
astronomer	6.3	extinct (adj.)	5.3	mainland	3.6
astronomy (n)	6.3	fall down	1.5	marathon (n)	7.4
athlete (n)	7.4	fall off	2.7	married	6.6
bacteria	2.1	fall over	2.5	meaning	3.6
bake	4.8	fall over	7.1	meerkat (n)	5.1
bandage (n)	4.6	fever	2.6	meteor (n)	6.1
bandage	4.6	few	1.2	million (n)	5.5
Bangladesh	1.4	final (n)	7.3	mission (n)	6.4
beat (v)	7.3	first aid	2.5	natural	1.8
billion (n)	6.5	flash	6.1	nitrogen (n)	6.5
biscuit (n)	4.8	flood	1.1	nosebleed	2.5
bleed	2.5	forgive (n)	4.8	observatory (n)	6.3
bottom	5.2	frightened	1.5	Olympic games	7.2
bridge	3.7	frozen	2.3	omnivore (n)	4.1
bucket (n)	5.2	gas	1.8	orbit (v)	6.2
burn (n)	4.6	gazelle	1.7	Oxygen	1.2
burn down	1.5	generation (n)	4.4	panda	1.7
bury / buried	3.7	Germany	7.3	pass (a ball)	2.7
calendar (n)	4.8	giant	5.3	percent (adv)	1.2
canned	2.3	golf	7.2	pet (n)	4.4
carnivore (n)	5.1	grade (n)	4.1	pillow (n)	4.6
cart	5.4	gravity (n)	6.5	pistol	3.2
cause	1.5	grown	2.3	pole	6.7
ceiling	3.2	habitat	8.2	polio (n)	7.6
circle (n)	6.1	hardly ever (adv)	2.2	popular (adj.)	7.3
cloth	3.2	harness (n)	7.7	postcard	3.4
comet (n)	6.1	hay (n)	5.7	pouch (n)	5.1
compete (v)	7.2	headache	2.4	product (n)	5.6
complex	8.2	herbivore (n)	5.1	property	4.3
confused (adv.)	6.7	hill	7.7	push	7.1
consist of (v)	6.2	horn	1.7	quick	6.7
conversation	4.1	however (adv.)	5.5	record (n)	7.4
cook (n)	5.7	hygiene	2.1	relationship	8.2
coral reef	3.6	ice	2.5	remains	3.5
cough	2.4	illness	2.1	roll down (v)	7.7
cream	2.5	in the middle	4.5	roof	3.4
danger	1.7	inn (n)	5.7	runs (the)	2.1
destroy	1.5	Jamaica	8.2	Sahara	1.2
destroy	8.2	just (adv.)	6.4	share (v)	8.2
diet	2.3	kangaroo	5.1	sick	2.6
discovery (n)	6.3	ladder	5.2	simple	2.1
disease	1.3	last (for)	1.5	sit-up	7.5
distant (adj)	6.2	lay (eggs)	1.6	soap (n)	5.6
dizzy (adj.)	7.7	life cycle	1.6	social (adj.)	5.1
drought	1.1	light (v)	3.5	solar panel	3.3



solar system	6.2
South Africa	7.4
souvenir	3.1
state	3.8
stomachache	2.4
store	4.5
storm	1.8
strange	4.2
straw	3.4
stretch (v)	7.5
sweat (v)	7.5
tadpole	1.6
take it easy	7.3
take part (v)	7.3
take place (v)	7.3
Tanzania	1.2
teenager (n)	7.5
telescope (n)	6.3
tennis	7.2
test (v)	5.4
threat	8.2
tongue	2.4
toothache	2.4
tornado	1.5
touch (stay in)	8.1
tour guide	3.3
traditional	3.8
trip (n)	3.2
trunk (elephant)	3.6
turban	3.2
understand	4.3
universe	6.1
Uruguay	7.3
view	3.3
visitor	3.2
weak (adj.)	6.5
wild	1.4
written (adj)	7.3
yet (adv.)	6.4
yoga	8.3
yohgurt (n)	5.6



## Appendix II: Skills and Indicators

Unit 1	Skills and indicators
Lesson 1	Listening focus: understand details of a talk about a drought. Writing focus: write sentences about the weather in Sudan.
Lesson 2	Reading focus: understand the main points of three short texts about forests, deserts and mountains. Speaking focus: ask and answer questions about natural features of the world.
Lesson 3	Reading focus: understand the main points of a leaflet about World Environment Day. Writing focus: write about how we can make a clean environment.
Lesson 4	Listening focus: understand details of four people from different countries talking about environmental problems. Writing focus: complete a short text about environmental problems in Sudan.
Lesson 5	Reading focus: understand the main points of two texts about forest fires and tornadoes. Writing focus: write a paragraph about sandstorms in Sudan.
Lesson 6	Listening focus: understand sentences about the life cycle of a frog. Speaking focus: describe the life cycle of a frog or a butterfly.
Lesson 7	Reading focus: understand details of a text about animals in danger. Speaking focus: say what we need to do to save animals in danger.
Lesson 8	Reading focus: understand the main points of a text about the dangers of the natural world. Listening focus: understand sentences about the water cycle.

Unit 2	Skills and indicators
Lesson 1	Reading focus: understand the main points of a short text about hand washing. Writing focus: make a poster for young people about personal hygiene.
Lesson 2	Listening focus: understand details of a boy talking about what he does to stay healthy. Speaking focus: ask and answer questions about eating habits and routines.
Lesson 3	Reading focus: understand the main points of a short text about a good diet. Speaking focus: ask and answer questions about the food you have at home.
Lesson 4	Listening focus: understand details of a conversation between a girl and a doctor. Speaking focus: act out a conversation at the doctor's.
Lesson 5	Reading focus: understand a text with instructions for stopping a nosebleed. Speaking focus: say what to do when somebody is cut.
Lesson 6	Reading focus: understand the main points of a poster about malaria. Writing focus: make a poster about how to stop malaria.
Lesson 7	Reading focus: understand a summary of a story about an accident. Speaking focus: act out a scene from a story about an accident.
Lesson 8	Reading focus: understand a text about a boy and what he does to stay healthy. Writing focus: write a paragraph about what you do to stay healthy and fit.

Unit 3	Skills and indicators
Lesson 1	Listening focus: understand details of a tourist guide describing a tour of Sudan. Speaking focus: ask and answer questions about travel experiences.
Lesson 2	Reading focus: understand details of an information text about the Palace of Sultan Ali Dinar. Speaking focus: say what you would like to visit / see in Sudan.
Lesson 3	Reading focus: understand the main points of an information text about the NTC Tower. Writing focus: write definitions of people, places and objects.
Lesson 4	Reading focus: understand a postcard written by a boy visiting Sudan. Listening focus: listen and find differences between a spoken and written text.



Lesson 5	Reading focus: understand details of an information text about Meroe and its history. Speaking focus: say what people know how to do now and in the past.
Lesson 6	Reading focus: understand a fact sheet about Sawakin. Writing focus: write sentences about Khartoum using information from a fact sheet.
Lesson 7	Reading focus: understand details of an email written by a boy about a trip to Omdurman. Writing focus: write a short paragraph about things you can visit / do where you live.
Lesson 8	Reading focus: understand the main points of an email written by a boy about his time in Sudan. Writing focus: write definitions of people, places and objects.

Unit 4	Skills and indicators
Lesson 1	Speaking focus: act out a conversation between three girls meeting for the first time Reading focus: understand the main points of a conversation between three girls exchanging personal information
Lesson 2	Reading focus: understand the main points of an informal email about the first day back at school Speaking focus: say what your favourite subject is and why you like it
Lesson 3	Reading focus: read and understand a poster about school rules Speaking focus: use classroom language in English
Lesson 4	Writing focus: write a short paragraph about your family Reading focus: read and understand the main points of a text about extended families
Lesson 5	Speaking focus: say and ask about where things are in a room Reading focus: read and understand the main points of an information text about different kinds of houses in Sudan
Lesson 6	Listening focus: understand details of a doctor talking about first aid Speaking focus: say what people should do when they have an accident or are ill
Lesson 7	Listening focus: understand details of a boy talking about his summer holiday Speaking focus: ask and answer questions about your summer holiday
Lesson 8	Writing focus: write a short paragraph about what your family did during the last Eid al-Fitr Reading focus: understand details of a text about celebrations and Eid al-Fitr

Unit 5	Skills and indicators
Lesson 1	Speaking focus: say what you know about kangaroos, meerkats and octopuses Reading focus: understand details of three short information texts about kangaroos, meerkats and octopuses
Lesson 2	Listening focus: understand a story about a man and a thirsty dog Speaking focus: tell a story about a man and a thirsty dog
Lesson 3	Writing focus: write sentences about animals in danger Reading focus: to read and understand details of a text about protecting animals in danger
Lesson 4	Speaking focus: ask and answer questions about what we use animals for Reading focus: understand the main points of a text about different ways animals help people
Lesson 5	Reading focus: understand the main points of a text about dangerous animals Speaking focus: say how some animals are dangerous
Lesson 6	Reading focus: understand the main points of a text about animal products Speaking focus: say which animal products you have at home
Lesson 7	Listening focus: understand details of a story about a man, a horse and some soup Writing focus: write a simple story about a man, a horse and some soup
Lesson 8	Writing focus: write an information text about camels Reading focus: understand a text about interesting animal facts



Unit 6	Skills and indicators
Lesson 1	Listening focus: understand details of two boys talking about the night sky Reading focus: understand details of a text about the night sky
Lesson 2	Speaking focus: ask and answer questions about our solar system Reading focus: understand details of a text about the planets in the solar system
Lesson 3	Reading focus: understand a text about the history of astronomy Writing focus: write sentences about astronomy in the past and present
Lesson 4	Listening focus: understand details of a news report about a rocket launch to the moon Speaking focus: ask about and give facts about past trips to the moon
Lesson 5	Reading focus: understand details of three short factual texts about the sun, the Earth and the moon Speaking focus: give facts about the sun, the Earth and the moon
Lesson 6	Speaking focus: give opinions about what will happen in the future Reading focus: understand details of an article about a scientist who works on the International Space Station
Lesson 7	Writing focus: write some imaginative sentences in response to a story about an eclipse Reading focus: predict and understand a story about a boy seeing an eclipse
Lesson 8	Writing focus: write some sentences about what will happen in the future Reading focus: read and understand the main points of text about a famous astronomer and astronaut

Unit 7	Skills and indicators
Lesson 1	Listening focus: listen and understand the main points of two boys talking about a traditional game in Sudan Writing focus: write sentences about how to play a game or sport
Lesson 2	Reading focus: understand details of short factual texts about women in sport Speaking focus: ask and answer questions about some famous women in sport
Lesson 3	Speaking focus: talk about football facts Reading focus: read and understand the main points of a text about football around the world
Lesson 4	Writing focus: write a biographical paragraph about an African athlete Listening focus: understand details of a talk about a famous African athlete
Lesson 5	Reading focus: understand the main points of a poster about different kinds of exercise Speaking focus: talk about how often you exercise and the kind of exercise you do
Lesson 6	Speaking focus: take part in a role play (an interview with a Sudanese sports star) Reading focus: understand the main points of short texts about two Sudanese sports stars
Lesson 7	Reading focus: understand the main points of a magazine article about three strange sports Writing focus: write sentences with opposite meanings
Lesson 8	Writing focus: write a paragraph about the exercise you do Reading focus: understand the main points of a leaflet about the importance of exercise for teenagers

Unit 8	Skills and indicators
Lesson 1	Listening focus: understand details of a conversation about where to put a washing machine. Speaking focus: say where things are in a room.
Lesson 2	Reading focus: understand the main points of an email from a boy to a friend about schools in New Zealand. Speaking focus: ask and answer questions about habits and routines at school.



Lesson 3	Reading focus: understand the main points of a story about a man who has a bionic hand. Writing focus: write sentences describing gadgets and what they are used for.
Lesson 4	Reading focus: understand the main points of a text about role models. Writing focus: write some sentences about a role model.
Lesson 5	Reading focus: understand details of an email from a girl about Bonfire Night. Speaking focus: ask and answer questions about favourite celebrations.
Lesson 6	Listening focus: understand details of a conversation about a future trip in Sudan. Speaking focus: act out a dialogue about holiday plans and intentions.
Lesson 7	Reading focus: understand the main points of a text about the importance of looking after the environment. Speaking focus: talk about how we can help the environment.
Lesson 8	Listening focus: understand details of a conversation between a girl and a doctor. Reading focus: understand sentences saying what you should do to stay healthy.

