



LESSON 1 SB page 6

Aims: Learners will

- revise the use of the present continuous
- revise and practise the use of *should* to give advice
- practise prediction and critical thinking skills

Structures:

What should they do?

They should wake up their grandmother because ...

Salma is playing with her toys.

Where is she playing?

Functions:

Giving advice

Before using the book:

- Ask students to tell you what they remember about Ahmed and Soha from the previous year: their family and friends, what their parents do, etc.
- Revise *should*. Ask for advice, e.g. *I'm cold, what should I do?* (Elicit: *You should put your jacket on.*), *I'm tired ...*, *I'm hungry ...*, etc.

1 Listen and answer

2 Read and discuss. Make sentences

1 Listen and answer

- 1 Draw attention to the aims box and explain (in Arabic if necessary).
- 2 Students look at the pictures. Get them to describe what the characters are doing, where they are and how they think they are feeling. Make sure they understand that the children are doing their homework in the dining room. Ask students what they think is wrong and why.
- 3 Read through the questions and explain where necessary. Get students to guess some possible answers.
- 4 Explain the task: students will listen to the tape for the answers to the questions. They can write their answers (in note form) in pencil on the page, or in their exercise books.
- 5 Play the cassette. Students listen and answer the questions.
- 6 Students form pairs to compare and discuss their answers.
- 7 Check the answers with the whole class.



Tapescript

Soha: Where's Grandma?
Ahmed: She's sleeping, Soha. She's tired.
Soha: What about Mum and Dad?
Ahmed: What's the time? Four o'clock. Mum's still at the shops. She'll be on her way home soon. Dad's at the airport at the moment. He's meeting some tourists who are flying to Egypt from Paris. He won't be home until about half past six.
Soha: Does Mum want us to do any housework?
Ahmed: No, she doesn't. But she wants us to do our homework, Soha.
Soha: Yes, I'm doing it now, Ahmed. What about you? Are you going to do your homework?
Ahmed: I finished it last night. Remember, while you were watching that film?
Soha: Yes. Oh...look at all this water and soap! Where's it coming from?
Ahmed: What's happening? Just a minute. Where's Salma, Soha?
Soha: She was playing with her toys in her bedroom.
Ahmed: She's not playing in her bedroom now. I think she's in the bathroom.
Soha: What's she doing there?
Ahmed: I don't know. But I think we should go and find out.

Answers:

- a at the shops b at the airport c Soha
 d in her bedroom e No, she's in the bathroom.

2 Read and discuss. Make sentences

- 1 Go through the problem that is facing Ahmed and Soha again: Salma has wet the floor in the bathroom and water has come through into the dining room.
- 2 Explain the task: students will use the sentence parts in the box to say what they think the children should or shouldn't do.
- 3 Students form pairs and discuss.
- 4 Ask some pairs to demonstrate.
- 5 Ask if they had any alternative ideas.



Further practice

- Students take a vote on what they think the children should do to find out the class's most popular and least popular courses of action, and why.

LESSON 2 SB page 7 WB page 4

Aims: Learners will

- revise and learn new ways to give advice and recommendations
- revise the use of *should* and *shouldn't*
- learn and practise the phrase *the best thing to do when ... is ...*
- revise the use of the past simple and continuous to tell a story
- practise listening for sequence and gist

Structures:

The best thing to do when you are lost is to use a map.

What's the best thing to do when ...?

Should we ...?

Functions:

Recommending courses of action

Before using the book:

- Ask students to tell you the story about what has happened to Salma, Soha and Ahmed so far. Ask them where all the adult members of the family are. Ask them to predict what happens next.

Lesson 2

1 Listen and number

2 Tell the story in your own words

3 Discuss

What is the best thing to do when ...

- you are lost?
- you leave your glasses on a table?
- you leave your homework at school?
- you cannot find your bus or train ticket?

The best thing to do when you are lost is to ask for help.

3 Listen and number

- Students look at the pictures and describe what is happening in each one. Introduce *dry* as a verb. Get them to predict the correct sequence.
- Explain the task: students will listen and number the pictures in the order that they hear them on the tape.
- Play the cassette. Students number the pictures.
- Students form pairs to compare and discuss their answers.
- Check the answers with the whole class.



Tapescript

Ahmed: *Salma! What are you doing?*
Salma: *I'm playing with my toys. I'm washing and cleaning them.*
Soha: *Yes, but look at the floor.*
Salma: *Is it wet?*
Ahmed: *Yes, it's wet. There's water everywhere. It's going through the floor and running into the dining room.*
Salma: *I'm sorry. I didn't mean to ...*
Ahmed: *It's OK, Salma.*

Soha: *What are we going to do? Shall I phone the police, Ahmed?*

Ahmed: *No, we shouldn't. It's not THAT bad. No one is injured. No. The first thing we should do is to turn off the water.*

Soha: *I've turned it off.*

Ahmed: *Good. Now things aren't getting worse.*

Salma: *Shall we get Grandma, Ahmed?*

Ahmed: *No, she's sleeping, Salma. She's very tired.*

Salma: *OK, should we tell the neighbours, Mr and Mrs Hussein, about this?*

Ahmed: *We can't ask Mr and Mrs Hussein for help. They're on holiday in Turkey. But it was a good idea, Salma.*

Soha: *What else should we do, Ahmed?*

Ahmed: *We should also dry the bathroom floor. But what's the best way?*

Soha: *I know. Dad's got lots of old newspapers. We can use some of them.*

Ahmed: *Good idea, Soha.*

Soha: *Do we need to do anything else?*

Ahmed: *Yes, I think we should phone Mum and Dad. We should tell them what has happened.*

Salma: *Please don't tell Mum and Dad, Ahmed. They'll be very angry.*

Ahmed: *They won't be VERY angry. A little angry, perhaps. But they will be more angry if we do nothing about the water, and they will be very angry if we don't tell them the truth about what happened.*

Answers:

- | | | |
|-------------|-----|-----|
| a 1 (given) | b 6 | c 5 |
| d 3 | e 4 | f 2 |

4 Tell the story in your own words

- Ask students to look back to the beginning of the story on page 6.
- They will need to use the past continuous and past simple tenses, so write some examples on the board for the two pictures, reminding them how each is used differently. E.g. *Ahmed and Soha were sitting in the dining room and their mother and father were at work. Soha was doing her homework. She saw some water.*
- Go through each picture in the correct sequence (pages 6 and 7) eliciting each part of the story. Supply key vocabulary on the board, such as *decided, to dry, angry*, etc.
- Students form pairs to tell the story.
- Ask some pairs to demonstrate.

Suggested Answers:

Ahmed and Soha were in the dining room and their mother and father were at work. Soha was doing her homework. They thought their sister Salma was playing with her toys. Soha saw some water. It was coming through the floor. Ahmed and Soha went to bathroom. They found Salma. She was playing with her toys. There was a lot of water on the bathroom floor and it was running into the dining room. They talked about the water and decided to dry the floor. They used some of their father's old newspapers. Ahmed decided to phone his mother and father and tell them about the water.

5 Discuss

- 1 Explain the task: students will use the grammar structures they have learnt to discuss the situations in pairs.
- 2 Students share their ideas with the rest of the class.

WB Page 4



2 Running water

1 Finish the following dialogue

Nadia: Hello, Ahmed. What are you up to now? (She is on her phone.)

Ahmed: Oh, I'm talking to my parents about...

Nadia: Great. Can you please...

Ahmed: Oh, I've got a problem. There is a mess...

Nadia: What is happening?

Ahmed: Some one playing with her toys in the... (He got a lot of water on the floor and now it is running through the floor. They are...)

Nadia: How you solved all the water?

Ahmed: Oh, my mom and dad are... (He explained that...)

Nadia: Great! Good luck. Oh, by the way, a friend called...

2 Write advice using these words

should - the best thing to do is...

1. The school

2. The school

3. The school

4. The school

5. The school

6. The school

7. The school

8. The school

9. The school

10. The school

1 Finish the following dialogue

- 1 Students look at the pictures and say who it is and what they are doing (*Ahmed is talking to*

his mum, Nadia). Students predict what they are talking about (*the mess in the bathroom*).

- 2 Students read the text and fill in the gaps with the correct words from the box. They can do this individually in class, or for homework. Make sure they read both sides of each gap to ensure that they get the right answers, carefully thinking about the structure and the meaning. Punctuation will also give clues, e.g. gap *b* is followed a few words later by a question mark. It can be helpful to do the task with the given answer options covered up, and get students to decide what kind of word should go in each gap (noun, verb, or adjective, etc.) before they do the task and write in the answers.
- 3 Check their answers.

Answers:

b Why c dining room d bathroom
e is f are drying

2 Write advice using these words

- 1 Students look at the pictures and say what the people are doing.
- 2 Explain the task: students will write advice to the people in the pictures, using *should* or *The best thing to do is...*
- 3 Elicit some examples of advice orally for the first picture.
- 4 Students complete the task individually in class, or for homework. Answers will vary.



Further practice

- In pairs, students make up their own funny situations and ask their partner for advice.

LESSON 3 SB page 8 WB page 5

Aims: Learners will

- revise the use of the present simple to express facts and scientific processes
- describe and summarise scientific processes
- learn new vocabulary related to water

Structures:

When the vapour hits the plate, it cools.

New vocabulary:

condense, condensation, drop (n), evaporate, evaporation, steam, vapour

Functions:

Describing an experiment
Describing natural laws

Before using the book:

- Discuss water: how most of the world is water and there is even water in the air. Have they ever seen their breath in the air on a cold morning? What happens if they breathe on a window or mirror? This is water that we breathe out.

SB Page 8



2 **Lesson 3**

1 Read and complete

What's your second experiment?
Why are you holding that plate in the steam?
Why is the beaker full of steam? (Why?)
Has it cooled? Why do the droplets form?
Really? What are you doing?
And how much water is evaporating?

Answer 1
Teacher: I'm doing another experiment.

Answer 2
Student: If you put the plate in the steam, it will cool. It will get drops of water on the plate. Can you see that?

Answer 3
Teacher: That's a good idea. A lot of water is evaporating from the beaker. And...

2 Match the words and their meanings

a to cool
b to evaporate
c a steam
d to condense
e a drop

f to heat-upper into water
g water-vapour starts to form
h a small amount of liquid
i to make something colder
j turning into water vapour

6 Read and complete

- 1 Students look at the two pictures, and say what Samy is doing. Revise the word *experiment*. Ask if they recall in Prep 1 the experiment with water turning into ice.
- 2 Read through the six questions and explain where necessary. But don't explain *steam* and *evaporating*, as Exercise 8 will involve deducing their meaning from context.
- 3 Explain the task: students will write letters in the boxes to indicate where each question fits in the dialogue. They should use the pictures and the text to deduce the meanings of the words that they don't know.
- 4 Check their answers and their comprehension.

Answers:

- b Really? What are you doing?
- c And how much water is evaporating?
- d Why are you holding that plate in the steam?
- e What's your second experiment?
- f Yes I can! Why do they form?

7 Match the words with their meanings

- 1 Read the words in the left column to the students and get them to repeat.
- 2 Students read the definitions and match them to the correct words. Tell them to use the text and the pictures above to help them.
- 3 Check their answers.
- 4 Practise the pronunciation of the new words.
- 5 Students read the dialogue from Exercise 7 in pairs.

Answers:

- d
- c
- e
- a (given)
- b

3 Write the opposites to complete the puzzle

- 1 Explain the activity: make sure students understand that they have to write the opposites, and not the synonyms of the clues.
- 2 Students use words related to water science to fill in the crossword.
- 3 Check their answers.

Answers:

4 Read and correct the underlined word

- 1 Read through the example to demonstrate the task.
- 2 Check that students remember the present simple negative forms for both *They* (plural subjects) and *It* (singular subjects).
- 3 Students write two sentences for each statement, as in the example. They can do this in class, or for homework.

Answers:

- When water boils it doesn't turn into ice. It turns into steam./hot water vapour.
- People don't get dry when they swim. They get wet.
- The sun doesn't fall in the morning. It rises.
- When you climb a mountain, air doesn't slowly get warmer, it gets cooler.
- When the sun shines, water vapour doesn't condense from the surface of the sea. It evaporates.

Further practice

- Have students do some research on water. They can search for interesting facts online or in encyclopaedias.
- Have students write the new words in their vocabulary books.
- Students test each other on the spellings of the new words.

LESSON 4 SB page 9 WB page 6

Aims: Learners will

- revise the use of the present simple to express facts and scientific processes
- describe and summarise scientific processes
- learn new vocabulary related to weather
- practise reading skills: reading for gist and deducing meaning from context

Structures:

When warm water vapour rises into the sky, it cools and condenses.

New vocabulary:

cloud

Functions:

Describing a natural process

Before using the book:

- Revise weather vocabulary: draw some symbols on the board (sunshine, rain from a cloud, a snowman) and ask what they symbolise. Ask about the weather today.
- Ask if anyone knows how rain or snow is formed.

 **SB Page 9**



8 Read and put a ✓ or a ✗

- 1 Look at the pictures and ask what kinds of weather they show. Check that students know that air is cooler the further away from the ground it is.
- 2 Explain the task: students will read the texts and decide if the sentences below are true (✓) or false (✗). They will find out the meaning of *cloud*.
- 3 Students do the task individually.
- 4 Check their answers and ask someone to come to the board and draw a cloud in order to check that they have understood it correctly.

Answers:

b ✗	c ✓	d ✗
e ✗	f ✓	

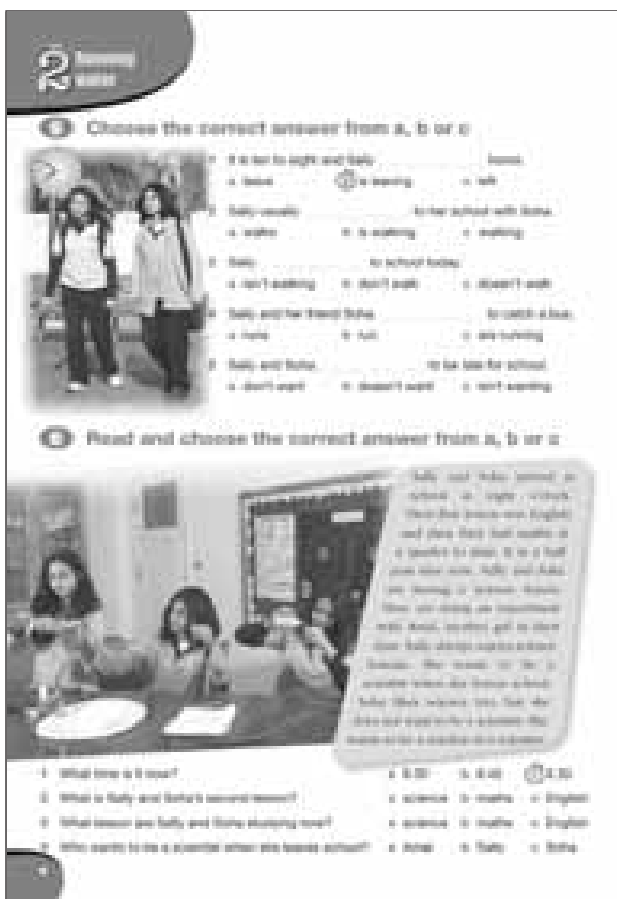
9 Discuss and answer

- 1 Explain the task: students will use the information they have learnt over the last two lessons to work out the answers to the questions.
- 2 Students form pairs and discuss their answers.
- 3 Students share their ideas with the rest of the class.

Answers:

- a water vapour turning into water
- b water turning into water vapour
- c condensation
- d evaporation

 **WB Page 6**



5 Choose the correct answer from a, b or c

- 1 Revise the difference between the present simple and present continuous tenses. Give some

examples of things you usually/often/never do compared with things you are doing/not doing now.

- 2 Look at the picture and elicit a description of what's happening.
- 3 Remind students what clues to look for when deciding on the tense, e.g. words like *always*, *usually*, *now*, *today*. Also remind them that *like*, *want*, *hate* and *love* are usually used in simple rather than continuous forms.
- 4 Students read the sentences and choose the correct answers.
- 5 Check their answers.

Answers:

2 a 3 a 4 c 5 a

6 Read and choose the correct answer from a, b or c

- 1 Students look at the picture and describe what's happening.
- 2 Students read the text and choose the correct answers for each question. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:

2 b 3 a 4 b



Further practice

- Students can draw and label a diagram of each point in the process of rain and snow formation, e.g. 1 *Water vapour rises into the sky.* 2 *It cools and condenses into small drops.* 3 *Some drops freeze and change into ice,* etc. Each stage can be illustrated.
- Get students to find out about and describe the process of another weather phenomenon or system that might be experienced in Egypt.

LESSON 5 SB page 10

Aims: Learners will

- review language from the unit
- form more complex sentences using connectors *and*, *so* and *but*

Before using the book:

- Refer back to the first page of the unit and the list of aims in the box. Go through each bullet point and elicit from students what they have learnt about each one.



Lesson 5
Unit 5
Key language

Making longer sentences

- 1 We can join two sentences together. The linker *and* joins. The linker *but* joins and the linker *so* joins.
- 2 We can join two sentences together. The linker *and* joins. The linker *but* joins and the linker *so* joins.
- 3 We can join two sentences together. The linker *and* joins. The linker *but* joins and the linker *so* joins.

Use *and*, *so* or *but* to make one sentence

- 1 Put a circle with water from 100 to 1000.
- 2 Put a circle with 1000 to 10000.
- 3 Put a circle with 10000 to 100000.
- 4 Put a circle with 100000 to 1000000.
- 5 Put a circle with 1000000 to 10000000.
- 6 Put a circle with 10000000 to 100000000.

Key language

- 1 Put a circle with water from 100 to 1000.
- 2 Put a circle with 1000 to 10000.
- 3 Put a circle with 10000 to 100000.
- 4 Put a circle with 100000 to 1000000.
- 5 Put a circle with 1000000 to 10000000.
- 6 Put a circle with 10000000 to 100000000.

REVIEW

- 1 Put a circle with water from 100 to 1000.
- 2 Put a circle with 1000 to 10000.
- 3 Put a circle with 10000 to 100000.
- 4 Put a circle with 100000 to 1000000.
- 5 Put a circle with 1000000 to 10000000.
- 6 Put a circle with 10000000 to 100000000.

REMEMBER

- 1 Put a circle with water from 100 to 1000.
- 2 Put a circle with 1000 to 10000.
- 3 Put a circle with 10000 to 100000.
- 4 Put a circle with 100000 to 1000000.
- 5 Put a circle with 1000000 to 10000000.
- 6 Put a circle with 10000000 to 100000000.



Making longer sentences

- 1 Read the example sentences through with the students to revise how *but*, *and* and *so* are used to join sentences.

Use *and*, *so* or *but* to make one sentence

- 1 Students read the sentences a–f and decide whether they should be connected with *and*, *so* or *but*. They complete the task individually.
- 2 Check answers with the whole class.
- 3 Students work in pairs to use the connecting words in other sentences.

Answers:

- | | | |
|-------|-------|-----------|
| a but | b and | c and |
| d so | e so | f but/and |



- 1 Read the REMEMBER box with the class. Elicit examples.
- 2 Read through the examples of key language in the box with the students and make sure they understand them.
- 3 Read through the first four instructions, a–d, and explain where necessary.
- 4 Explain that students should write the letter of the correct instruction in the boxes.
- 5 Then they decide whether the words in the small word box are related more to water or the sky. They can write 'w' or 's' next to each word.
- 6 Students do the task individually, then compare in pairs.
- 7 Check answers with the whole class.
- 8 In their pairs, students think of more sentences/questions for each of the instructions a–d. Students share their ideas with the whole class.

Answers:

- c
b
d
a (given)
b
e boil, rain, steam, vapour, dry
f air, cloud, sun, wind, rain
[N.B. rain can go with both]

A s s e s s m e n t

Listening Task

Target element: making recommendations

Use the tapescript for SB page 7, Ex. 3. Read or play the tapescript. Get students to write down who said the following things in the conversation. (They can copy these from the board and then write *So, Sa or A* next to each line as they listen):

1. I'm washing and cleaning them.
2. Is it wet?
3. It's OK, Salma.
4. Shall I phone the police?
5. The first thing we should do is turn off the water.
6. I've turned it off.
7. What's the best way?
8. I think we should phone Mum and Dad.
9. They won't be very angry.

Speaking Task

Target element: giving advice with 'should' and 'the best thing to do is to ...'

Use WB page 4, Ex. 2. Students role play the scenarios, giving each other advice. You could copy the pictures and use these as prompts for students; they then have to produce the language rather than reading out their sentences. Students can be assessed in pairs.

Reading Task

Target element: the present simple and the present continuous

Use WB page 6, Ex. 6. Write out or copy the text and put in some gaps. Make sure students cannot see their workbooks. Suggested gaps:

Sally and Soha arrived at school ----- eight o'clock. Their first lesson was English and then they ----- maths at a quarter to nine. It is a half past nine now. Sally and Soha are ----- a science lesson. They are doing an experiment with Amal, another girl in their class. Sally ----- enjoys science lessons. She wants to ----- a scientist when she leaves school. Soha likes science too, but she----- not want to be a scientist. She wants to be a teacher ----- a reporter.

Writing Task

Target element: the present simple and the present continuous

Use SB page 6, Ex. 1. Students write full answers to the questions.