



(They're). Students form pairs and make combined sentences for each remaining pair of sentences.

**Answers:**

- b There are two boys (.They're) playing with a ball.
- c There is a young girl (. She's) watering plants.
- d There is a photographer (. He's) drinking tea.
- e There are two women (. They're) shopping in the market.
- f There is a butcher (. He's) selling meat
- g There is a policeman (. He's) watching the lorry.

**3 Ask and answer using the past continuous**

1 Focus on the example. Explain the task: students will work in pairs, one with their book open and one with their book closed. The one with the closed book will ask questions about the cartoon: *Were there (two girls) .... ing?* Students form pairs and ask and answer. Ask some pairs to demonstrate.

 **SB Page 19**



**LESSON 2 4**

**Talk about the picture**

What were they doing?  
 a The boy was playing in the park.  
 b The boy was playing with a ball.  
 c The young girl was watering the plants.  
 d The photographer was drinking tea.  
 e The two women were shopping.  
 f The butcher was selling meat.  
 g The policeman was watching the lorry.

What they did next:  
 h He went to the shop to ask for help.  
 i He went to the shop and took some water to the car.  
 j They were back home and he was their dinner.  
 k I escaped and ate the butcher's meat.  
 l He was terrified and left the shop.  
 m He climbed a tree and took a picture.  
 n They were worried and ran to their house.

**Ask and answer about each person**

**4 Talk about the picture**

- 1 Ask students what happened in the first lesson on page 18.
- 2 Students look at the picture and say where the scene is, and who the people are.
- 3 Explain that students are going to predict what happens next. Read the two speech bubbles to demonstrate the task.
- 4 Discuss all their answers as a whole class.

 **Further practice**

- Choose some pictures which have a lot of activity and subjects. Give students two minutes to look at a picture and commit to memory as much as they can. Then hide the picture and have students remember as much as they can.

**LESSON 2 SB page 19 WB page 12**

**Aims: Learners will**

- revise the past continuous and simple tenses
- practise writing sentences using the structure *There is/are + noun + -ing.*
- practise listening and speaking skills

**Structures:**

*The lorry was arriving in the town.  
 What was he doing when the lorry arrived?  
 He was terrified.  
 He left the shop.*

**New vocabulary:**

escape, terrified, worried

**Functions:**

Describing a picture  
 Narrating a story  
 Making predictions

## 5 Listen and match to check your answers

- 1 Read through the *What they were doing* column and get students to point to the people as they are mentioned.
- 2 Read through the *What they did next* column and get students to predict the matches. Explain *escape*, *terrified* and *worried* and practise the pronunciation.
- 3 Play the cassette. Students listen and write the letters in the correct boxes.
- 4 Check their answers.



### Tapescript

#### The lion's story

*Lion:* I was arriving in the town in a lorry. I was very hot, hungry and thirsty. Then I saw some meat in the butcher's. After a few minutes, I escaped from the lorry and ate the butcher's meat. A girl brought me some water.

#### The photographer's story

*Photographer:* I was drinking tea in a café. When I saw the lion in the lorry, I wanted to take a picture. When I saw the lion escape, I was frightened so I climbed a tree and took a photo.

#### The women's story

*Woman 1:* We were shopping at the market.

*Woman 2:* Yes, we were buying vegetables. It was lunchtime.

*Woman 1:* When we saw the lion, we were frightened and went back home to be near our children.

#### The girl's story

*Girl:* The plants outside our house were very dry, so I was watering them. Then I saw the lion. It was eating meat at the butcher's. The lion was thirsty, too, so I walked to the lion and gave it some water.

#### The policeman's story

*Policeman:* I was watching the lorry from a zoo. Suddenly there was a noise and I looked up. The lion was climbing out of the lorry. He went to the butcher's. I spoke to the police station on my radio to ask for help.

#### The boys' story

*Boy 1:* We were having a game in the market.

*Boy 2:* We were playing with a ball.

*Boy 1:* Then I heard a noise and I saw a big lion in the square.

*Boy 2:* We were worried and we ran back to our house.

#### The butcher's story

*Butcher:* I was selling some meat to someone. Then I looked up and saw a lion coming into my shop. I was terrified. I didn't want him to eat me. I left my shop and ran.

#### Answers:

What they did next: g, c, e, a (given), f, d, b

## 6 Ask and answer about each person

- 1 Ask students to list all the people in the scene.
- 2 Read the example exchange to demonstrate the task. Elicit what the two tenses are, and check that students understand how they are used differently.
- 3 Students form pairs. Ask one pair to ask and answer about one of the people to make sure everyone understands the task.
- 4 Students ask and answer in their pairs the two questions about all the people in the street.
- 5 Ask some pairs to demonstrate.



### WB Page 12

**4 Unusual stories**

Write what you were doing at these times yesterday:

1 I was buying breakfast at 7.30 am. My...

2 I was sitting at a table drinking tea...

3 I was talking to a friend...

4 I was walking to the bus stop...

5 I was looking at a poster...

6 I was talking to a friend...

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## 1 Write six sentences

- 1 Have students tell you what the people are doing in the picture.
- 2 Students then write sentences using the structure *There is/are (a man) -ing*.

### Answers:

- b There is a cat chasing a mouse.
- c There is a boy playing with a ball.
- d There are two children buying some fruit.
- e There is man selling fruit.
- f There is a woman reading a book.

## 2 Write what you were doing at these times yesterday

- 1 Students look at the clocks and say what the times are.
- 2 Draw attention to the tense (the past continuous) and ask them why it should be used for these sentences. (It expresses an unfinished action or state.)
- 3 Elicit a few answers orally.
- 4 Students complete the task individually in class, or for homework.
- 5 Students form pairs and ask and answer about what they were doing yesterday at the times given.

### Answers:

Answers will vary.

## LESSON 3 SB page 20 WB page 13

### Aims: Learners will

- revise the use of the past simple and past continuous tenses to narrate a story
- learn and practise adjectives relating to feelings

### Structures:

*Who felt terrified?*  
*Dorothy felt terrified.*  
*Dorothy was flying to her daughter's wedding in America.*

### New vocabulary:

America, feel, flight attendant

### Functions:

Narrating a story

### Before using the book:

- Revise telling a story using the past simple tense. Refer students back to the previous two lessons and get them to tell the story collectively as a class, remembering as much detail as possible.
- Revise adjectives related to feelings: write **happy, sad, afraid, angry** and elicit all the other feelings that they know.
- Introduce *feel*. Ask students to imagine they're at the beach: how do they feel? They are at the zoo when a lion escapes: how do they feel? etc.



### Further practice

- Students write an ending to the story about the lion that escaped. Trigger some ideas first with questions: *Did more police arrive? Who caught the lion? Did anyone get hurt? Did the lion ever get to the zoo?* etc.

**4 Lesson 2**

**1 Read and match**

a  It's terrible waiting for the doctor.  
 b  Doctors feel an important meeting.  
 c  Doctors do great jobs in hospitals.

**Computer lab**

**2 Read and circle the correct information**

1 Who got ill? a the flight attendant b the doctor c Doreity  
 2 Who was surprised? a the flight attendant b the doctor c Doreity  
 3 Who was happy? a the flight attendant b the doctor c Doreity  
 4 Who was worried? a the flight attendant b the doctor c Doreity

**3 Now answer the questions**

1 Who was Doreity going to America?  
 2 What did Doreity do when she got ill?  
 3 Why were the doctors going to America?  
 4 What happened when Doreity arrived?  
 5 Do you think Doreity was lucky or not? Say why.

**7 Read and match**

- Students describe the picture that goes with the text. Ask how the people on the plane are probably feeling.
- Introduce *America* and *flight attendant*.
- Explain the task: students have to match the correct title to the text.
- Read through the three text titles and make sure students understand them.
- Set a time limit on their first reading. They should be reading for the general gist, rather than focusing on individual words.
- Students complete the task individually.
- Check their answers.

**Answers:** \_\_\_\_\_  
 c

**8 Read and circle the correct information**

- Read through the questions with the whole class and explain where necessary.
- Students read the text again and circle the correct answers in each set of options.

- Have students check in pairs.
- Students share their answers with the whole class.

**Answers:** \_\_\_\_\_  
 1 c      2 a      3 a/b      4 c

**9 Now answer the questions**

- Students read the questions. Explain where necessary.
- Students check their answers in pairs, then out loud as a class.

**Answers:** \_\_\_\_\_

- She was going to her daughter's wedding.
- She asked the flight attendant for help.
- They were on their way to an important meeting.
- She was in hospital for five days.
- Answers will vary.

**4 Lesson 4**

**1 Read the following, then answer the questions**

**What was happening in the day?**  
 I was getting ill.

**What were the men doing?**

**How was David feeling?**  
 a happy    b surprised    c excited    d bored

**What did Helen and I do?**  
 a the city    b the garden    c the park    d the bus

**What had David said?**  
 a said the people    b said the teacher    c got out the bus    d call for help

**2 Now look and finish the story**

**3 Read the following, then answer the questions**

- Look at the pictures and elicit key vocabulary: *smoke*, *fire*.

- 2 Ask students to read the paragraph on their own silently and then to answer the questions that follow.
- 3 Check their answers.
- 4 Ask them what they think will happen next.

**Answers:**

- b They were making tables and chairs.  
c hotter                      d the smoke                      e call for help

#### 4 Now look and finish the story

- 1 Ask students to write full sentences describing what is happening in the pictures.
- 2 Students should work individually, in class, or for homework.

**Answers:**

**Possible answers:**

- a Helen ran to the factory and said, "Help! The factory's on fire!"
- b Diana ran to a shop and telephoned for help.
- c Helen ran to the top of the stairs and helped a woman who was carrying a baby.
- d The woman with the baby thanked Diana and Helen.

#### Further practice

- Find a short, simple story from a local newspaper which has vocabulary that students will be able to translate into English, and get them to tell the story in English. They can do this orally first, then write it up and illustrate it as if for an English language paper.

### LESSON 4 SB page 21 WB page 14

#### Aims: Learners will

- revise the use of the past simple to narrate a story
- practise adjectives related to feelings
- practise reading skills

#### Structures:

The past tense

#### New vocabulary:

dream (n), illness

#### Functions:

Narrating a story

#### Before using the book:

- Ask students to re-tell the stories of the woman on the plane in as much detail as possible.



SB Page 21

**10 Read and number**

**11 Make sentences**

- 1 Write a short story about the pictures.
- 2 Write a short story about the pictures.
- 3 Write a short story about the pictures.
- 4 Write a short story about the pictures.
- 5 Write a short story about the pictures.
- 6 Write a short story about the pictures.

#### 10 Read and number

- 1 Focus on the pictures and ask what students think is happening in each. Ask how they think the boy felt.
- 2 Explain the task: students will read and number the pictures in the correct order.
- 3 Establish with the whole class which picture they think is the first one (*I've had a bad dream, Mum.*).
- 4 Students complete the task.
- 5 Check their answers by listening to the tape.
- 6 Discuss what they think of the boy's actions.

**Answers:**

- 1 I've had a bad dream, Mum.
- 2 Hello, I need an ambulance, please.
- 3 Your mum's going to be fine.
- 4 I think he's going to be a doctor.

## 11 Make sentences

- 1 Explain the task: students will use the prompts to write sentences which tell the story of Tarek and his mum.
- 2 Ask students to find the 'feelings' adjectives in the prompts. Elicit how they should form sentences with them (with *was/were*).
- 3 Students write the sentences in their exercise books.
- 4 Check their answers.

### Answers:

- a Tarek had a bad dream and he was frightened.
- b He went into the sitting room to see his mother.
- c Tarek thought his mother could/did not hear him or she was sleeping.
- d She didn't answer him when Tarek spoke loudly.
- e Tarek's mother forgot / had forgotten to take her medicine for her illness.
- f Tarek was worried and he phoned the hospital where his uncle worked.
- g An ambulance took Tarek's mother to the hospital.



### Tapescript

**Narrator:** Most people aren't happy when their children wake up at night. But a mother in Alexandria was. Seven-year-old Tarek tells the story:

**Tarek:** I was in the flat with my mum and my young sister. My dad is a sailor and he was at sea. I had a bad dream and I was frightened. I got up and went to the sitting room to see my mum. The TV was on and when I spoke to my mum she didn't reply. I thought she couldn't hear me. Then I thought she was sleeping. But she didn't answer when I spoke loudly.

**Narrator:** Tarek's mother, Mrs Mounira Hamad said:

**Mounira:** Two months ago, the doctor told me I had an illness. I take medicine for it every day, but this time I forgot, because I was very tired.

**Narrator:** Tarek continued the story:

**Tarek:** I know about mum's illness so I knew something was wrong. I was very worried. First, I phoned the hospital to tell them about her. Then I phoned my uncle. He arrived five minutes after the ambulance took my mum to hospital.

**Narrator:** After she came out of hospital Mounira said:

**Mounira:** My son is very calm and very clever. I think he's going to be a doctor when he leaves school.

## WB Page 14

**4** Choose the correct answer from a, b, c or d

1. The doctor said I was going to get ...  
 a) a bad dream    b) a bad cold    c) a bad fever    d) a bad headache

2. I was very ... when I was in the hospital.  
 a) worried    b) surprised    c) happy    d) angry

3. My mother ... to take her medicine for her illness.  
 a) forgot    b) remembered    c) forgot to    d) forgot about

4. The ambulance ... my mother to the hospital.  
 a) took    b) brought    c) carried    d) drove

5. Supply the missing parts in the following two mini-dialogues

a) Ahmed: What were you doing at 7:30 yesterday morning?  
 Fatma: \_\_\_\_\_

b) Ahmed: \_\_\_\_\_  
 Samir: Ahmed's idea of water is surprising from the past every minute.

## 5 Choose the correct answer from a, b, c or d

- 1 Students read the text again and fill in the gaps using the choices, a–d.
- 2 Have students check answers in pairs.
- 3 Check answers with the whole class.

### Answers:

2 c      3 d      4 a      5 a  
 6 d      7 b      8 a

## 6 Supply the missing parts in the following two mini-dialogues

- 1 Students complete the two mini-dialogues individually.
- 2 Check their answers with the whole class.

**Answers:**

- a *Soha: I was having breakfast/brushing my teeth/ walking to school. (Answers will vary.)*
- b *Ahmed: How much water is evaporating from the pan?*



**Further practice**

- Students choose one of the stories from the unit and act it out, creating their own dialogue.

**LESSON 5 SB page 22**

**Aims: Learners will**

- review language from the unit.
- learn independent learning skills.
- learn about pronunciation and spelling rules.

**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.



**SB Page 22**



**Spelling**

- 1 Ask students if they remember which letters are vowels (*a, e, i, o, u*).
- 2 Ask students to write the following words as you say them: *hat, hate*. Ask which one has the longer vowel sound (*hate*) and explain that often the final *e* in a word indicates the vowel is long.
- 3 Refer them to the first box of words and get them to read out *us* and *use*. Explain that the final *e* again indicates the vowel is long. Read the top two speech bubbles.
- 4 Students form pairs and say each word, deciding which one is longer in each pair.
- 5 Check answers with the whole class, making sure they are all saying them correctly.
- 6 Give them some more words to write down as you say them, some of which they will not understand, but will be able to spell if they follow the rule, e.g. *sit, site, kit, kite, not, note*.
- 7 Write the words in the correct group. Say the sounds of each group as they are said in the alphabet (*/eɪ/, /i:/, /aɪ/, /əʊ/, /ju:/*). Make sure the students are saying the correct sounds so that they will choose the correct groups for the words. Draw attention to the third speech bubble, warning them that a final *e* is not the only indicator of a long vowel sound.
- 8 Students write boxes for the five vowel sound groups in their exercise books. In their pairs, they say the words, decide which group they belong to and write them in accordingly.



**Answers:**

- Group 1: space, game, afraid, eight, flame, day  
Group 2: between, see, field, steam, heat  
Group 3: cried, rice, knife, terrified, night, why  
Group 4: goal, nose  
Group 5: use, computer, new, you, glue



- 1 Read the REMEMBER box with the class. Elicit examples.
- 2 Read through the examples in the Key language box, and the words in the blue box in *d* with the students and check understanding.
- 3 Read through instructions a–c and explain where necessary.
- 4 Explain that students should write the letter of the correct instruction in the boxes in the *Key language* box.
- 5 Students do the task individually, then compare in pairs.
- 6 Check answers with the whole class.
- 7 In their pairs, students think of more statements for each of instructions a–c.
- 8 Students share their ideas with the whole class.

**Answers:**

- b, c, a (given), c, a, b,  
d frightened terrified worried

# A s s e s s m e n t

## Listening Task

**Target element: vocabulary from the unit**

Use some nouns from Unit 4. Write each word in a lettered list on the board. Read out definitions of them at random (numbering them). Students write the letter of the correct definition next to each number.

E.g. on the board: (a) **ambulance** (b) **photographer**, etc. Teacher says: *One. You go to the hospital in this when you are very ill.* Students write: 1 (a)

## Speaking Task

**Target element: asking and answering using the past continuous**

Use WB page 12, Ex. 2. Give students four clock times (e.g. *10.00 am, 12.30 pm ...*).

In pairs, they should ask and answer about what they were doing, yesterday, at those times.

## Reading Task

**Target element: vocabulary and structures from the unit**

Use WB page 13, Exs. 3 and 4. Write out the key parts of the story and jumble them up (either on the board or copied). Students have to re-order them.

## Writing Task

**Target element: describing a picture with There is/are (people) -ing.**

Use a picture either copied from the unit or chosen for this task. Students write five sentences describing it using the structure *There is/are (people) -ing*.