



LESSON 1 SB page 11 WB page 7

Aims: Learners will

- revise the use of relative clauses with *which*, *who* and *where*
- learn about tools
- practise describing and identifying objects and people
- practise listening skills

Structures:

This is the tool which is next to the knife.
This is the man who lives next door to Samy.
This is the room where Samy usually works.

New vocabulary:

blade, end (n), hammer, nail, needle, pliers,
 saw (n), scissors, sew, tool

Functions:

Describing objects and people
 Identifying objects and people

1 Listen, read and answer

a) What were Samy's questions?
 b) Listen and check.

To this unit, you will:

- study grammar with verbs which are used to describe
- use the past tense form
- practise describing verbs
- practise past forms of verbs

1 **Listen, read and answer**

1 **Listen, read and answer**

2 **Listen, read and answer**

3 **Listen, read and answer**

4 **Listen, read and answer**

5 **Make sentences**

The boy
 The girl
 Samy's grandmother
 The model
 The room

Having your hobby
 Having hobbies
 Helped by his grandfather
 This is a hobby that needs
 a hammer.

Before using the book:

- Ask students what they remember about Samy. What are his hobbies?
- Introduce the idea of model making and ask if any of the students have ever done it.
- Revise materials. Ask what some classroom objects are made of.

1 Listen, read and answer

- 1 Draw attention to the pink box on page 11 which refers to the aims of the unit and explain.
- 2 Students look at the pictures. Have them describe who the characters are, what they are doing and where they are.
- 3 Introduce the new words for tools: *scissors*, *pliers*, *hammer*, *saw*, and *needle*.
- 4 Students look only at Samy's replies in the speech bubbles in each picture, and try to guess what the preceding questions would be. Do this orally as a whole-class exercise.
- 5 Explain that students will now hear the text and they should listen for the questions. Play the cassette.
- 6 Ask questions in the third person, e.g. *What is Samy doing? What's the name of the tool he's using? Did he buy the tools?* etc.
- 7 Practise pronunciation of the new words.
- 8 Students read the dialogue in pairs.

2 Make sentences

- 1 Revise the use of relative clauses. Show how *which*, *where* and *who* can be used to connect sentences, phrases or ideas and to identify objects and people. Hold up two books: one *Hello* book and one Arabic book. Ask *Which is the book which we use to learn English?* Elicit a full answer using *which* and get the whole class to repeat it. Do a similar example with two students that you know and ask *Which is the boy/girl who (lives in Shubra)?* Elicit a full answer using *who* and get the whole class to repeat it.
- 2 Explain the task: students will work in pairs and form sentences with the sentence parts in the box.
- 3 Check their answers as a whole class, and get them to point to the thing that they identified in the pictures.

Answers:

- This is the boy who has a birthday next week.
- This is the tool which was next to the knife.
- This is Samy's grandfather who is a carpenter.
- This is the model which Samy was making.
- This is the room where Samy usually works.



Friends and neighbours 3

1 Choose the correct answer from a, b or c

- 1 Making models is a hobby. *Samy makes a lot.*
 a where **b which** c who
- 2 Ahmed got a friend in the shop. *He goes to buy books.*
 a where b which c who
- 3 Ahmed goes to his friend. *She happened to see her.*
 a where b which c who
- 4 The school. *Samy studies in our city.*
 a where b which c who

2 Use the table to write Basma's sentences

My sister lives in the house	My father works at the office	My sister lives in the house in my country house	My father works in the office in my country house
------------------------------------	--	--	---

*She is the boy whom I met
last week and he lives here.*

*He is the boy whom I met
last week and he lives here.*

*She is the girl whom I met
last week and she lives here.*

*He is the boy whom I met
last week and he lives here.*

1 Choose the correct answer from a, b or c

- 1 Students read the sentences and choose the correct answers.
- 2 Check their answers.

Answers:

- 1 b (given) 2 a 3 c 4 a

2 Use the table to write Basma's sentences

- 1 Students look at the pictures and say what the people are doing.
- 2 Explain the task: students will write the sentences as if they were Sally. They will form the sentences using the sentence parts in the box above the pictures.
- 3 Do the sentence for *b* orally with the class to demonstrate.
- 4 Students complete the task individually in class, or for homework.

Answers:

- b This is the car which my mother drives to her work.
- c This is the room where my sister sleeps.
- d Those are our neighbours who live next to us.

Further practice

- Students think of more tools which they use, or people they meet, and try to make up some more sentences. For example, one student points to a pen and says, *This the pen which I write with in class, This is the girl who lives in Zamalek, etc.*

LESSON 2 SB page 12 WB page 8

Aims: Learners will

- revise the use of questions which ask about the nature and purpose of objects: *What's it made of? What's it like? What's it for?*
- learn about tools
- practise describing and identifying objects and people
- revise and extend materials vocabulary
- revise the infinitive of purpose

Structures:

- What's it made of?*
- What's it like?*
- What's it for?*
- They're made of...*
- They're wooden/metal*
- We use them to ...*

New vocabulary:

handle, wooden

Functions:

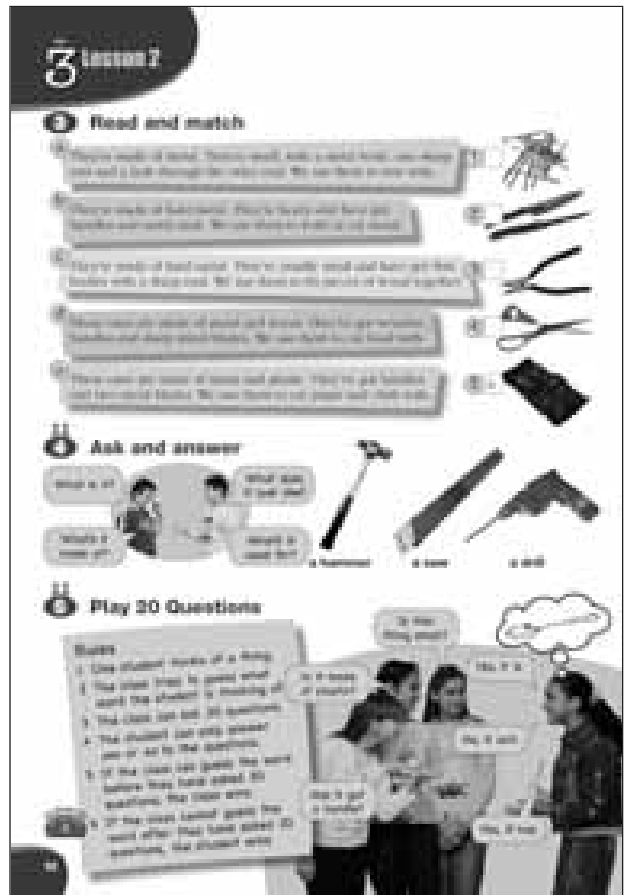
Describing objects

Before using the book:

- Revise materials and tools by playing a game. Students form groups of four and choose a scribe. You say *metal* and the group have one minute to think of all the objects that they can which are made of metal. The scribe writes down all the ideas. When the minute is up, the groups pass their lists to another group to check. The first group reads out their list of words. The other groups cross off the words that are read out, leaving on their lists only unmentioned words. Repeat for each group. Groups get points

for any words that none of the other groups had listed. Do the same with *wood, plastic, paper* and *tools*. The group with the most points wins.

SB Page 12



3 Read and match

- 1 Students look at the pictures and say what they are.
- 2 Explain the task: students will read and write the letters of the definitions next to the correct objects.
- 3 Students do the task individually.
- 4 Students form pairs and compare and discuss their answers.
- 5 Check the answers with the whole class.

Answers:

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

4 Ask and answer

- 1 Draw a picture of a pencil on the board. Read the four questions and elicit answers about the pencil, practising *We use them to ...* in answer to *What's it for?*
- 2 Students form pairs and ask about the three tools pictured.
- 3 Ask some pairs to demonstrate.

Answers:

It's a hammer. It's made of metal and wood. It's got a wooden handle and a metal head. It's used to hit nails.

It's a saw. It's made of metal and wood. It's got a wooden handle and a metal blade. It's used to cut wood.

It's a drill. It's made of metal and plastic. It looks like a gun with a long needle. It's used to make holes.

5 Play 20 Questions

- 1 Read through the rules of the game with the students, making sure they understand them.
- 2 Choose one student to start. It may be helpful if he/she tells you what they have in mind so you can help and correct if necessary.
- 3 The person who guesses correctly thinks of the next word. If no one guesses correctly, either the student can choose another word, or you can let a new student have a turn.

3 Complete the crossword

1 Listen and number

2 Read and circle the correct word to finish the sentence

3 Complete the crossword

- 1 Revise the word *useful*.
- 2 Students use 'tools' vocabulary to fill in the crossword. They should complete as much as they can without looking at their Student's Book.
- 3 Check their answers.

Answers:

		1		2		3
		s		n		n
4	h	a	m	m	e	r
		w		e		c
		7		6	d	r
		s		l		s
	8	p	l	i	e	r
						s
						o
						r
9	k	n	i	f	e	s

4 Listen and number

- 1 Read through the example from the tapescript below to demonstrate the task.
- 2 Read the speech bubble and make sure students understand that two of the items will not be mentioned on the cassette.
- 3 Explain that they will hear six numbered descriptions, and they have to write the numbers against the correct pictures.



Tapescript

- 1 *It's made of metal. It's big and heavy with a long handle. We use it to cook in.*
- 2 *It's usually made of plastic. It's long and thin with a sharp end. We use it to write with.*
- 3 *It's usually made of metal, glass, plastic and other things. It is big and heavy and can move. We use it to go from one place to another.*
- 4 *It's made of wood, glass or plastic. It's sometimes square. It has usually got four legs and a top. We use it to put things on.*
- 5 *It's usually made of glass or plastic. It's long and thin and it may be different colours. We use it to put water or other drinks in.*
- 6 *It's usually made of plastic but sometimes it's made of wood or metal. It's long and thin and may be different colours. We use it to draw lines and to know the length of something.*

Answers:

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

5 Read and circle the correct word to finish the sentence

- 1 Students read the sentences and circle the correct word. They can do this individually in class, or for homework.
- 2 Check their answers.

Answers:

- | | |
|--------|---------|
| b roof | c blade |
| d mend | e nails |



Further practice

- Students draw a page for their vocabulary books (if they already have them; if not, they can create one with this as their first page) or alternatively make a chart for the wall which illustrates and

describes all the tools they have learnt. They could also find the names of other tools.

LESSON 3 SB page 13

Aims: Learners will

- revise the use of the past simple to narrate a story
- describe people
- express one's impressions and opinions of people
- practise reading skills: reading for specific information and gist

Structures:

*Magdy worked in a factory.
He didn't have much money.*

New vocabulary:

kind (adj), lend, mend, roof

Functions:

Describing people
Giving opinions

Before using the book:

- Revise telling a story using the past simple tense. Refer students back to the previous unit and ask them to re-tell the story of Salma and the water. To revise past forms of verbs, write all the verbs they use in their re-telling on the board, but in the infinitive form. When the story is finished, ask students to tell you the past forms of each again, and how they are spelt.
- Introduce the topic of neighbours: Have they all got neighbours? Do they speak to them? Do they like them or not, and why?

Lesson 3

1 Read and answer true or false

- a Seif visited his family.
- b Seif has been meaning that Magdy will be home soon.
- c Seif is worried about his Magdy.
- d Seif is going to Magdy.

The English Magazine

Half an hour from the airport, but it's a long drive. The last bit of the road is a bit tricky. People are used to it, but it's a bit dangerous. You don't want to get stuck in traffic. The road is a bit narrow, but it's a good thing. The road is a bit narrow, but it's a good thing. The road is a bit narrow, but it's a good thing.





2 Read again and answer

- a What is Seif's job?
- b Why does Magdy work?
- c Why is Seif not going to Magdy's house?
- d What do you think is going to happen next?

6 Read and answer true or false

- 1 Students look at the pictures and describe them.
- 2 Read through the four pairs of options at the top of the page and check understanding.
- 3 Introduce the new words *kind*, *roof*, *lend* and *mend*.
- 4 Explain the task: students will read the text and say whether each statement is true or false. (They can write T or F next to the sentences.)
- 5 Students complete the task individually.
- 6 Check their answers and their comprehension of the words.

Answers:

a False b True
 c False d True

7 Read again and answer

- 1 Read through the questions with the whole class and explain where necessary.
- 2 Remind students how to express their opinions: *I think ...*

- 3 Students form pairs and discuss their answers. Answers will vary.
- 4 Students share their answers with the whole class.

Answers:

a Seif is a taxi driver.
 b Magdy works in a factory.
 c Answers will vary.
 d Answers will vary.

LESSON 4 SB page 14 WB page 9

Aims: Learners will

- revise the use of the past simple to narrate a story
- describe people
- express one's impressions and opinions of people

Structures:
 The past tense

Functions:
 Expressing opinions
 Narrating a story

Before using the book:

- Have students re-tell the story of Magdy and Seif so far.
- Ask them for their predictions for the next part of the story.

3 Listen and number the pictures

English Magazine

8 Now complete the sentences using the verbs in brackets

- Magdy was **tired** (tired) when Magdy arrived. He opened the door and said.
- Magdy always **uses** (use) my things.
- But Magdy and Seif's only friend on their streets had Magdy's taxi for money.
- Magdy **was** (be) a taxi in his taxi and he wanted to borrow a hammer and nails.
- Magdy went to Seif's house but Seif said he did not have the money. Magdy **is** (be) his taxi.
- One day in summer, Seif's taxi stopped because it **had** (have) a problem with its engine.
- Seif could not **push** (push) the car by himself so Magdy helped him to **move** it.
- Seif wanted to give Magdy some money but Magdy **said** (say) "I'll push."

Discuss

- What makes a good friend?
- What makes a good neighbour?
- How do Magdy and Seif see a good neighbour?

8 Listen and number the pictures

- Students look at the pictures and say what they think is happening in each, and how both of the men are feeling.
- Explain the task: students will listen to the cassette and number the pictures in the correct order. Play the cassette.
- Check their answers.

Tapescript

1
Narrator: Seif was feeling tired when Magdy arrived. He opened the door and said:
Seif: Yes, what do you want?
Magdy: Good evening, Seif. Sorry but I have a problem with my roof.
Seif: What do you want me to do? Mend it?

2
Magdy: No, of course I don't want you to mend my roof. But can I borrow a hammer and some nails, please?
Seif: Magdy, you always use my things.
Magdy: I haven't got any money.
Seif: I don't like lending you my tools.

Magdy: But we are neighbours, Seif. We should help each other.

Seif: Sorry. I'm tired of lending you tools. Good night.

3
Narrator: After that, when Seif met Magdy in the street, Seif did not speak to him. Time passed. Seif did not speak to more and more people. He had no friends and people did not like using his taxi. One day in summer, Seif's taxi stopped. There was a problem with the engine. Seif was near a garage so he walked over to speak to the mechanic.

4
Seif: My taxi isn't working. Can you mend it?
Mechanic: Yes. But you must bring the taxi to the garage.
Seif: Can you push it with me?
Mechanic: No, I can't. I'm very busy.

5
Narrator: Seif walked back and tried to push the taxi but it was too heavy. He asked some people who were watching to help him. They said no. Seif sat down. He didn't know what to do. He couldn't move the taxi to the garage by himself and no one wanted to help. Just then, Magdy arrived on his bike. "Get in," Magdy said. "I'll push."

6
Narrator: When they got the taxi to the garage, Seif said to Magdy:
Seif: Thank you for pushing the taxi. I will give you some money.
Magdy: No, thank you.
Seif: Why not, Magdy?
Magdy: I don't need money for my work, Seif.
Seif: But why did you help me? I have been bad to you. I haven't spoken to you.
Magdy: We are neighbours, Seif. We should help each other.

Answers:

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

9 Now complete the sentences using the verbs in brackets

- Revise how to form the negative past simple and the pattern *like/liked* followed by *-ing*.
- Explain the task: students will use the information they have learnt over the last two lessons to work out how to fill the gaps in the sentences.

- 3 Ask them to do sentences a–e individually, using page 13 to help them.
- 4 Read through sentences f–h and check their understanding.
- 5 Students fill in the gaps appropriately.
- 6 Check their answers.

Answers:

- | | |
|------------|--------|
| b borrowed | f had |
| c needed | g push |
| d saw | h said |
| e lending | |

10 Discuss

- 1 Explain the task: students will use the information they have learnt over the last two lessons to discuss the questions with a partner.
- 2 Students share their ideas with the rest of the class.

 **WB Page 9**



Write the story in the past

1 He kicked the ball towards Hilal. 2 Hilal saw Hilal coming. 3 He fell as Hilal pushed the ball. 4 Hilal saw him. 5 Hilal helped Hilal out of the water. 6 Hilal said 'I'm sorry'.

Read and answer

How friendly and helpful are you? Yesterday, did you ...

- 1 speak to your neighbour?
- 2 give something to a friend or neighbour?
- 3 stand at the back of a queue, in a queue, or in a line?
- 4 help your friends with their homework?
- 5 meet your friends with the homework?
- 6 say something nice to someone who has said?
- 7 do anything to help someone in your class?

Score:

1 = 1 point, 2 = 2 points, 3 = 3 points, 4 = 4 points, 5 = 5 points, 6 = 6 points, 7 = 7 points, 8 = 8 points, 9 = 9 points, 10 = 10 points.

6 Write the story in the past

- 1 Revise the past tense. Give students the verbs for the task (*kick, fall, can, see, help*) and ask them to tell you the past tense.
- 2 Go through the pictures and elicit the story orally. For picture c make sure they remember use of the past continuous as well as the past simple.
- 3 Students write sentences using the prompts to tell the story.

Answers:

He kicked the ball into the canal. He fell in/He fell into the water when he was getting the ball. Hilal could not swim. His friend Ali saw him. Ali helped Hilal out of the canal.

7 Read and answer

- 1 Read through the questions with the students, making sure they start each question with *Yesterday, did you ...?* Explain where necessary.
- 2 Students read the questions and write their answers in their workbooks.
- 3 Students share their answers with the whole class.
- 4 Students calculate their scores according to the score notes.
- 5 Discuss the findings with the whole class.

 **Further practice**

- Students practise past tense forms. Write lots of verbs on the board, both past tense and present tense forms, all jumbled up. Have students come and draw lines matching up the two forms of the same verb.

LESSON 5 SB page 15

Aims: Learners will

- review language from the unit
- learn ways of storing new vocabulary

Skills:

Storing new vocabulary in a word book

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.
- Discuss different ways to learn new words.



DO IT YOURSELF Learning words

Write these words in alphabetical order in your word book.

REMEMBER

REVIEW Look at the key language

Key language



Learning words

- 1 Give students an exercise book or a file (or make sure they have bought one for this lesson) which they can use as a word book to store new vocabulary. It can be divided into different sections: an alphabetical section with definitions in English and/or Arabic, and a diagrammatic section where words can be grouped by theme or topic. Words in this section can be illustrated, or written in word webs, etc.
- 2 Briefly revise the alphabet, saying it in a chain around the class.
- 3 Make sure students understand how words can be listed alphabetically: ask them to say some animals and get them to order them alphabetically.
- 4 Students list the words in part *a* in the alphabetical section of their word book. Get them as a class to suggest sentences using each word. The best sentences can be copied into their word books.

- 5 Check answers with the whole class.
- 6 Look at part *b* and elicit other words which might go on the web. Students copy the web into the diagrammatic section of their word book.
- 7 Check the words that they have added to the web.
- 8 Repeat the procedure for part *c*.

Answers:

hammer	handle	kind	lend
mend	roof	scissors	sew
tool	wooden		



- 1 Draw students' attention to the REMEMBER box and read the two bullet points. Elicit examples.
- 2 Read through the examples of key language in the pink box with the students and make sure they understand them.
- 3 Read through instructions a–d 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 their answers in pairs.
- 6 Check answers with the whole class.
- 7 In their pairs, students think of more statements for each of the instructions a–d.
- 8 Students tell the class their ideas.

Answers:			
c	b	c	a (given)
d	b	a	

A s s e s s m e n t

Listening Task

Target element: relative clauses with 'who', 'where' and 'which'

Use the structures from WB page 7, Ex. 2. Write some definitions using *who*, *which* and *where*, similar to those in the exercise, e.g. definitions of a clothes shop, a baker's shop, a garage, a car, a taxi, a policeman, a neighbour, a hammer, some pliers, etc. Choose so that students really have to listen to the whole definition before they are sure of what is being defined. Write the things you have defined on the board in a lettered list, e.g. *a) a garage, b) a mechanic*, etc. with a couple of extra words to distract. Then read the definitions out. Students listen and decide what is being defined and write the correct letters as their answers.

Speaking Task

Target element: asking and answering about tools

Use SB page 12, Exs. 3 and 4. Students ask the four questions in Exercise 4 about each of the tools in Exercise 3.

Students can be assessed in pairs.

Reading Task

Target element: vocabulary from the units and relative clauses

Use SB page 11, Ex. 1. Write out on the board or copy one of the four dialogue frames from the text and cut it up so that each speech section is separate. If you write it on the board, the dialogue should be in jumbled order. Students read the pieces of the dialogue and put them back together in the correct order.

Writing Task

Target element: the relative clauses with which, who and where

Use SB page 11, Ex. 1. Students write full answers to the questions.