

TIME FOR ENGLISH



TEACHER'S BOOK

PRIMARY SIX

Georgiana Farnoaga

Anita Reetz

Susan Rivers

Setsuko Toyama

Adaptation for Egypt

Nadia Touba

Sahar Rizk

© Dar El Shorouk 2010

8 Sebaweh el Masry St.

Nasr City, Cairo, Egypt

Tel.: (+202) 24023399

Fax: (+202) 24037567

E-mail: dar@shorouk.com

www.shorouk.com

ISBN: 978 - 977 - 09 - 2813 - 3

Deposit No.: 5483 /2010

All Rights reserved. No unauthorized photocopying.

This edition of *Time for English 6* originally published as *English Time 5* in 2007.

This edition is published by arrangement with Oxford University Press.

This edition licensed for sale in Egypt only.

Printed in Egypt

Adaptation for Egypt: Nadia Touba, Deena Boraie, Sahar Rizk

Musical arrangements and chant music: William Hirtz

Illustrations: Bill Colrus, Steven Cox, Patrick Girouard, Rusty Fletcher, Anne Kennedy, Rita Lascaro, Margeaux Lucas, Fran Newman, Cary Pillow, Dana Regan, Zina Saunders, Jeff Shelley, Maggie Swanson, Jim Talbot, Amy Wummer

Original characters developed by Amy Wummer

Cover Illustration: Khalid Abd El Aziz

Cover Design: Hany Saleh

Table of Contents

Syllabus	4
Introduction	6
Sample Pages and Lesson Plans	8
Conversation Time	8
Word Time	10
Focus Time	12
Practice Time	14
Reading Time	16
Your Time	18
Unit Lesson Plans	20
Do You Remember?	20
Classroom Language	21
Unit 1 : At the Museum	22
Unit 2 : In the Restaurant	34
Unit 3 : Daily Activities	46
Unit 4 : Visiting a Film Studio	58
Unit 5 : In Town	70
Review 1	82
Unit 6 : The School Concert	88
Unit 7 : Zoo Animals Escape!	100
Unit 8 : In Kindergarten	112
Unit 9 : Cities Around the World	124
Unit 10 : At School	136
Review 2	148
Games and Activities	154
Workbook Instructions and Answer Key	157
Worksheet Instructions and Answer Key	180
Worksheets	184
Test Instructions and Answer Key	204
Tests	212
Card List	232
Word List	234

Syllabus

Unit	Topic	LISTENING SPEAKING	READING	GRAMMAR
	Do You Remember?	introduce oneself give personal information		
1	At the Museum	ask about a museum's hours, entrance fees & exhibits over the telephone ask about past locations identify speakers in a conversation	read a historical narrative vocabulary: public buildings & structures	Prepositions of location Yes / No questions with was
2	In the Restaurant	order food in a restaurant express quantities of food & drink identify speakers in a conversation	read a restaurant review vocabulary: food and drink	Food quantities Wh- questions with how much / many
3	Daily Activities	shop for a pie at a bakery express activities in the past identify speakers in a conversation	read a short story vocabulary: daily activities	Emphatic pronouns (by myself, himself, herself, yourself, yourselves, themselves, ourselves) Simple past, affirmative & negative statements
4	Visiting a Film Studio	make a telephone call leave a message exchange information about the frequency of activities in the present identify speakers in a conversation	read a postcard vocabulary: activities	Adverbs of frequency (always, usually, often, sometimes, hardly ever, never) Yes / No questions with do and does
5	In Town	talk about the weather inquire after family ask about the frequency of actions identify speakers in a conversation	read a newspaper advice column vocabulary: activities	Adverbial phrases of frequency (once a day, twice a week, three times a month) Wh- questions with how often
	Review	participate in a conversation identify meaning of a conversation	recognise and produce vocabulary	
6	The School Concert	help a friend clean up describe how actions were performed in the past identify speakers in a conversation	read a concert review in a newspaper vocabulary: musical instruments	Adverbs of manner Wh- questions with how (simple past tense)

Unit	Topic	LISTENING SPEAKING	READING	GRAMMAR
7	Zoo Animals Escape!	Make an emergency telephone call express actions that were in progress in the past identify speakers in a conversation	read an information sign vocabulary: zoo animals	Simple past tense of movement verbs Past continuous; when clauses
8	In Kindergarten	encourage someone to try again express past ability & inability identify speakers in a conversation	read a letter vocabulary: activities	The verb be Present & past tense Can When clauses Affirmative & negative statements with could
9	Cities Around the World	interview an airline pilot inquire about time & duration of activities in the past identify speakers in a conversation	read a tourist brochure vocabulary: cities & months	Wh- questions with when and how long
10	At School	discuss yesterday's TV programs express conditions & emotions / attitudes express consequences identify speakers in a conversation	read information on a web site vocabulary: actions	Adjectives If clauses
	Review	participate in a conversation identify meaning of a conversation	recognise and produce vocabulary	

Introduction

Course Description

Time For English is a six-level communicative course intended for elementary school students studying English for the first time. It was designed specifically for children studying in an English as a Foreign Language (EFL) context who do not generally hear English spoken outside the classroom. The syllabus progresses at a steady pace, offering students opportunities to practice each new language item in a variety of contexts. The aim of the series is to develop students' speaking, listening, reading, and writing skills through activities that reward their curiosity and appeal to their sense of fun. Three recurring characters, Kareem, Mona, and Sokkara the puppet, maintain student interest and involvement throughout the course.

The components of each level of *Time For English* are: Student's Book, Audio Cassette and CD, Wall Charts, Workbook, Storybook, Storybook Cassette, Teacher's Book, and Picture and Word Card Book.

Components

The Student's Books

The Student's Books feature beautiful full-colour illustrations, and a clear, simple design. The illustrations draw students into the pages to explore and experience the language, enhancing student interest and motivation. *Time For English* Levels 5 and 6 contain ten 6-page units and two 6-page reviews. Each unit is built around a theme, such as Food or *Musical Instruments*, to provide a real-life context to the language. Each page of a unit practices a single language function in order to keep the focus of the page clear. The short units help students progress rapidly, thus building their confidence and motivation. After every five units, the 6-page review recycles previously learned language in a new, meaningful context.

At the back of the Student's Books there are Checklists (one for every five units). These give students an opportunity to check what they know, thus building their confidence and allowing parents to follow their child's progress in English.

The Audio Cassettes and CDs

The Cassettes/CDs contain all Student's Book conversations, vocabulary words, grammar patterns, songs, chants, and phonics sounds and words. Additional exercises on each cassette/CD provide further listening practice.

The Workbooks

The Workbooks are an extension of the Student's Books, providing additional reading and writing practice for each lesson. The Workbooks help teachers assess students' reading comprehension and general language retention.

The Teacher's Books

The Teacher's Books provide step-by-step lesson plans for introducing, practicing, and reviewing the language presented in the Student's Books. The lesson plans also provide tasks for individual, pair, and group work.

The Teacher's Books also contain the tapescript and answer keys.

Included in each Teacher's Book are Workbook and Storybook instructions and answer keys; photocopiable Worksheets; individual unit, midterm, and final Tests; and a Games and Activities section. The reproducible Worksheets allow for additional practice of language presented in the Student's Books. The Tests allow teachers and parents to assess students' proficiency in the language as well as their progress. The Games and Activities section provides a multitude of fun game ideas to enhance any lesson. Also provided are instructions on how to introduce and check both the Workbook and the Storybook activities.

Course Philosophy

Time For English is based on the premise that children learn best when their natural curiosity and sense of fun are engaged, and when new language is introduced in small, manageable amounts. *Time For English* introduces all language in a spiralling syllabus that builds on and reinforces previously learned language. Thus, at each new level students maintain and add to the language they know.

The unit topics and situations are both familiar and of universal appeal to children. Students immediately relate to these situations, which results in greater language production and retention.

Time For English emphasizes student-centred learning, as it creates opportunities for students to produce language in a manner resembling "real-life" communication. For this purpose, practice and review activities in *Time For English* systematically involve pair and group work.

The theory of multiple intelligences suggests that in any language class there are students with different learning styles. By engaging students orally, visually, logically, kinesthetically, and musically, *Time For English* activities maximize students' participation during each lesson.

The Time For English lesson plans do not follow one particular teaching methodology. Instead, a variety of different, successful methodologies are employed to provide exciting, stimulating lessons. Information gap activities, role play, survey, and interviews are employed to create a real need for communication and appeal to as many students as possible. Students hear the target language before they produce it (receptive exposure before production). Listening is emphasized so that students are exposed to correct pronunciation and intonation.

Lesson Planning

Thorough planning and preparation are crucial to the success of any lesson. A well-prepared lesson includes more activities than may seem necessary. This allows teachers to maintain the steady pace of the lesson, abandon activities that are not working, and keep students focused on their learning. A comprehensive lesson plan includes activities to review previously learned language as well as introduce and practice new language in a systematic and enjoyable manner. *Time For English* Teacher's Books provide a detailed, step-by-step lesson plan for each Student's Book page. Teachers are encouraged to be flexible and adapt these lesson plans to meet their individual needs.

Time For English Lesson Plans

1. Warm-Up and Review

Each lesson plan begins with an activity that reviews the language practiced in the previous lesson. This helps students to both recall the language and "switch" to English-speaking mode. In some lessons, a second review activity focuses on language related to the target vocabulary or grammar patterns.

2. Introduce the Target Language

New language is introduced before students open their Student's Books so that they focus on the meaningful demonstration of the language. Step-by-step suggestions show how to introduce the target language using Picture and/or Word Cards, real objects (realia), drawings, charts, and/or gestures.

3. Practise the Target Language

Students open their Student's Books at this stage. Each Student's Book page provides exercises to practice the language. The Teacher's Book provides detailed instructions on how to fully exploit each Student's Book page. The tapescript, answer keys, and ideas on how to check exercises are provided where appropriate.

4. Games and Activities

All lessons include games and activities that offer students further practice with the target language. Activities frequently combine previously learned language with the target language, so that students are continually building on what they have learned. Teachers can choose the games and activities that are appropriate to their needs. Optional photocopiable Worksheets at the back of the Teacher's Books provide extra grammar and reading practice.

5. Finish the Lesson

Each lesson plan concludes with a fun activity that reviews the new language, gives the lesson a feeling of closure, and ends the class on a positive note.

Conversation Time Sample Page and Lesson Plan

- The unit's topic is introduced.
- Conversations contain both recycled and new vocabulary and patterns.
- Speakers of the conversation are featured in context.
- In order to internalize the conversation, students role-play it in small groups.

Warm-Up and Review

1. Do an activity to review vocabulary, patterns, and topics from the previous unit. An activity is provided in each lesson plan.
2. Check the Your Time Workbook page that students did in class or for homework. Answer keys and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Introduce the Conversation

1. Set the scene and clarify the meaning of new words or phrases in the conversation through explanations, drawings, or actions. Students retain language better if they understand the meaning. Detailed examples are provided as necessary.
2. Model the conversation in such a way that students can see it presented in a natural way. To do this, bring students (one student for each speaker in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using

natural facial expressions and body language. In this way, students know who says which line of the conversation. Each lesson plan contains examples of appropriate body language and facial expressions for each line of the conversation.

3. Divide the class into groups (one group for each speaker in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role.
4. Students open their Student's Books for the first time at this point. Ask students questions about the conversation and speakers in order to elicit language and familiarize students further with the scenes. Encourage students to answer using complete sentences whenever possible. Prompt if necessary. Suggested questions are provided in each lesson plan.

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

1. Play the first version of the recording. This version is spoken at slightly slower than natural speed and has no sound effects so that students can focus on the pronunciation of the words and the new language. Students listen to the conversation and repeat, pointing to each speaker.
2. Play the second version of the conversation. This version is dramatized, spoken at natural speed, and has sound effects so that students can hear the language as spoken in real life. This time students just listen.

B. Role-play the conversation.

Using their Student's Books for reference, students produce the conversation by role-playing it, using body language and facial expressions from Introduce the Conversation. Students continue role-playing the conversation until each student has taken on each role.

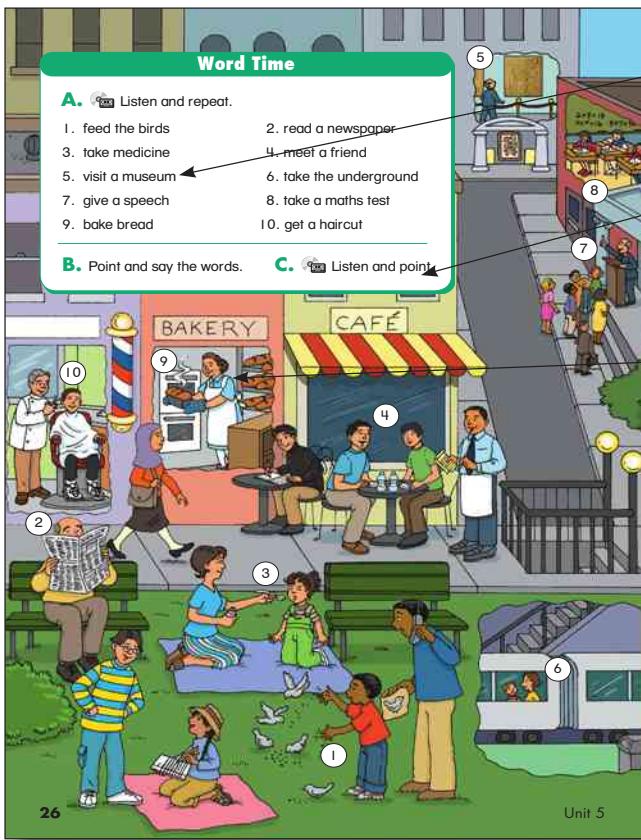
Games and Activities

In order to internalize the new conversation, students practice it through various games and activities. Students are not expected to memorize the entire conversation. Rather, they should be able to understand its meaning and produce parts of it in meaningful exchanges. Three games and activities are provided in each lesson plan, engaging students in pair or group exchanges, as well as in individual versus class interaction. One of these activities is always a "Make It Your Own" substitution activity, in which students expand the structures and concepts from the conversation to explore how they can be used in other situations.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further practice the conversation. An activity is provided in each lesson plan.
2. Explain and assign the Conversation Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Word Time Sample Page and Lesson Plan



- Ten new vocabulary words are introduced per unit.
- Students review the target vocabulary, as well as previously learned conversations and patterns, by listening to the recording, then finding and pointing to the speakers.
- All new vocabulary items are featured in context for students to find in the large scene.

Warm-Up and Review

1. Do an activity to review the conversation learned in the previous lesson. An activity is provided in each lesson plan.
2. Check the Conversation Time Workbook page that students did in class or for homework. Answer keys and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Introduce the Words

1. Hold up and name each of the unit's Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
2. Attach the unit's Word Time Picture Cards in a row to the board. Stand the unit's Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each

picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

1. Students open their Student's Books for the first time at this point. They look at the large scene and use complete sentences to identify and discuss anything they can.
2. Talk about what is happening in the large scene in order to recycle language and bring the picture to life. It is not important that students understand each word, as this is a receptive exercise focusing on exposure to English and recycling previous language items in a new context. A short reading is suggested in each lesson plan. When reading a word in bold type, point to its picture in the scene.

When reading an italicized word, pantomime it. This conveys the meanings of words students have not heard before. Alternatively, use a Wall Chart instead of a Student's Book to describe the people and actions in the picture.

3. Ask questions about the large scene in order to elicit language and familiarize students further with the picture. Encourage students to answer using words, phrases, or simple sentences. Prompt if necessary. Suggested questions are provided in each lesson plan.

Practise the Words

A. Listen and repeat.

1. Focus students' attention on the vocabulary box at the top of the page. Play the recording. Students listen to the vocabulary items and repeat.
2. Say the words in random order. Students listen and point to the words in the vocabulary box.

B. Point and say the words.

Individually, students point to and name each of the target vocabulary items in the large scene in any order they wish.

OPTIONS:

1. Point to each vocabulary item on the Wall Chart, and have students point to and name the same item in their books.
2. Divide the class into pairs. Either on the Wall Chart or in their Student's Books, students in each pair take turns pointing to and naming each of the target vocabulary items.

C. Listen and point.

Focus students' attention on the large scene. Play the recording. Students listen to the sound effects and words. As they hear a vocabulary item named, they find and point to the corresponding item in the large scene. As they hear a conversation, they find and point to the speakers. Play the recording as many times as necessary for students to complete the task.

Games and Activities

In order to internalize the new vocabulary, students practice it through various games and activities. Three games and activities are provided in each lesson plan. The games/activities often combine the new vocabulary with previously learned language.

Option: Personalize the Vocabulary. Students work in groups to use the vocabulary in personalized situations, thus getting involved more fully in the topic and language. An activity is provided in each lesson plan.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further practice the vocabulary. An activity is provided in each lesson plan.
2. Explain and assign the Word Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Focus Time Sample Page and Lesson Plan

Focus Time

A.  Listen and repeat.

Monday

8:00						
9:00						
10:00						
11:00	★					
12:00						
1:00						
2:00						
3:00						
4:00						

1. once a day

June

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2. twice a week

January February March April

January	February	March	April
★		★	
May	June	July	August
September	October	November	December

3. three times a month

4. four times a year

B.  Listen and repeat.

How often | do you | read a newspaper?
does she |

I read | a newspaper once a month.
She reads |

C.  Look at page 26. Listen and point.

Unit 5

27

Warm-Up and Review

- Do an activity to review the vocabulary learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Word Time Workbook page that students did in class or for homework. Answer keys and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

The introduction of the Focus Time Lesson is divided into two parts. In Part 1, students learn new vocabulary that they will use in the new grammar pattern taught in Part 2.

Part 1: Introduce the Words

Introduce each new word or phrase in such a way that students both hear it and understand its meaning. Detailed instructions are provided in each lesson plan.

- Four to twelve new words or phrases are introduced per unit. Students will use them in a new grammar pattern.

- Simple art helps to illustrate each new word or phrase.

- New grammar patterns are presented as complete sentences.

- Students practice the target pattern by looking back to the Word Time page, listening to the recording, and finding and pointing to the people and/or actions being talked about.

Practise the Words

Students open their Student's Books for the first time at this point.

A. Listen and repeat.

Focus students' attention on the new vocabulary at the top of the page. Play the recording. Students listen and repeat.

Part 2: Introduce the Patterns

Introduce the target patterns in a methodical step-by-step way. Once students are familiar with the patterns, provide an activity that allows students to use the patterns immediately. Detailed instructions are provided in each lesson plan. Explaining grammar rules is not recommended at this level, as students are best able to learn and understand the patterns through meaningful experiences with the language.

Practise the Patterns

B. Listen and repeat.

1. Write the text from the pattern box(es) on the board so all students can see it clearly. Play the recording, pointing to each word. Students listen.
2. Play the recording again. Students look at the pattern box(es) in their books and repeat, pointing to each word.
3. Students work with partners to say the new patterns, while looking at the pattern box(es) in their books. Prompt if necessary, or play the recording again until students can do this with ease.

C. Look at page X. Listen and point.

Focus students' attention on the Word Time scene. Play the recording. Students look at the pictures and listen to the words, pointing to each item, action, or person they hear named. Play the recording as many times as necessary for students to complete the task.

Games and Activities

In order to internalize the new vocabulary and patterns, students practice the language through various games and activities. Three games and activities are provided in each lesson plan. The first activity often focuses on the new vocabulary, and the second and third activities provide students with practice of the entire new pattern.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further practice the vocabulary and patterns. An activity is provided in each lesson plan.
2. Explain and assign the Focus Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Practice Time Sample Page and Lesson Plan

Practice Time

A.  Listen and repeat. Then practise with a partner.

How often do you visit a museum?
I visit a museum four times a year.

1. you / get a haircut?
twice a month 

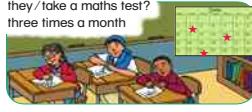
2. she / take medicine?
three times a day 

3. he / feed the birds?
once a day 

4. he / meet his friends?
twice a week 

5. you / take the underground?
five times a week 

6. she / bake bread?
once a day 

7. they / take a maths test?
three times a month 

8. he / give a speech?
four times a year 

B. Look at page 26. Practise with a partner.

C.  Listen and sing along. (See "How Often Do You Give a Speech?" on page 38.)

28

Unit 5

- Students are reminded of the new grammar patterns they learned in the previous Focus Time lesson.

- Eight substitution exercises serve as controlled practice for the target patterns.

- Simple situational art for each substitution exercise helps to provide meaning.

- Students look back to the Word Time page. Then, using the unit's vocabulary and grammar, they make sentences about various scenes on the page. This allows students to use the grammar patterns in a less controlled and more meaningful, natural context.

- A grammar song or chant in each unit provides a fun review of the target grammar patterns.

Warm-Up and Review

- Do an activity to review the patterns learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Focus Time Workbook page that students did in class or for homework. Answer keys and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Practise the Patterns

Students open their Student's Books for the first time at this point.

A. Listen and repeat. Then practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.
- Students form pairs and take turns saying all the patterns they have just practiced. They then change roles and do the same again.

B. Look at page X. Practise with a partner.

For statement patterns: Students remain in pairs. Focus their attention on the Word Time scene. They take turns pointing to the pictures and making sentences using the target patterns. An example is provided in each lesson plan.

For question and answer patterns: Students remain in pairs. Focus their attention on the Word Time scene. They take turns pointing to the pictures and asking and answering questions, using the target patterns and vocabulary items. An example is provided in each lesson plan.

C. Listen and sing along or chant.

- The lyrics for each song and chant are provided at the back of the Student's Book. Students turn to that unit's song or chant. Have them cover up the text and focus their attention on the pictures. Students talk about what they see. Read the lyrics line by line. Students repeat

each line. Play the recording. Students listen and follow along in their books.

Alternatively, write the lyrics on the board. Attach picture cards above the corresponding words to assist reading. Play the recording and point to each word. Students listen. Next, read the lyrics, pointing to each line, and have students repeat. Students listen and follow along in their books.

2. Play the recording again. Students listen and sing along or chant, using their books for reference. Play the recording as many times as necessary for students to become sufficiently familiar with the song or chant.

3. Do an activity with the song or chant that allows students to become more involved. An activity is provided in each lesson plan.

Games and Activities

In order to internalize the target patterns, students practice the language through various games and activities. Three games and activities are provided in each lesson plan.



Extra Practice

Explain and assign the Practice Time Worksheet. There is one Worksheet per Practice Time page to give students further practice with the target patterns. Worksheets can be done at home or in class. They can also be used to challenge more advanced students while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 180-203.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further practice the patterns. An activity is provided in each lesson plan.
2. Explain and assign the Practice Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Reading Time Sample Page and Lesson Plan

Reading Time

A.  Listen and read along.

Dear Sarah



Dear Sarah,

I am thirteen years old and I have a big problem. My little brother is a pest! He follows me all the time and always bothers me and my friends. He goes into my room and takes my things without asking. My mum tells me to be patient because I am older. It's not fair! What can I do?

Going Crazy

Dear Crazy,

Your little brother loves you very much and wants your attention. Spend time with him. Tell him he can use your things but he has to ask first. Help him find some friends. And don't forget, he will grow up!

Sarah

New Words

pest	bother
without	tell
patient	fair
crazy	attention
spend time	grow up

B.  Listen and circle True or False.

1. **True** **False** 2. **True** **False** 3. **True** **False** 4. **True** **False**

C. Read the question. Write the answer.

1. What is Crazy's problem? _____

2. Who does Crazy's brother bother? _____

3. Who tells Crazy to be patient? _____

4. What does Crazy's brother want? _____

Warm-Up and Review

1. Do an activity to review the patterns practiced in the previous lesson. An activity is provided in each lesson plan.
2. Check the Practice Time Workbook page that students did in class or for homework. Answer keys and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Introduce the Reading

1. Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. If you choose to teach the new words before students read the passage, write the new words in a column on the board. Then point to and read each word before explaining its meaning. Detailed explanations of how to present each new word are provided in the lesson plans.

- A reading passage, related to the unit's topic, is provided.

- New words are listed on the page.

- Students do a True/False activity about information from the reading.

- Comprehension questions test students' understanding of what they have read.

2. If appropriate, ask students questions about their own experiences with the reading's topic.
3. Students open their Student's Books for the first time at this point. They look at the reading and pictures and talk about what they see. Ask students what they think the reading will be about.

Practise the Reading

Students read the passage silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student's Books.
2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students in each pair take turns reading the passage aloud to their partner.



B. Listen and circle True or False.

Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not. An answer key and suggestions on how to check students' answers are provided in each lesson plan.

C. Read the question. Write the answer.

Students read each comprehension question and answer it based on the reading in exercise A. An answer key and suggestions on how to check students' answers are provided in each lesson plan. The wording of students' answers may vary slightly from that given in the answer key. Accept any answers that are grammatically correct and contain the correct information.



Extra Practice

Explain and assign the Reading Time Worksheet. There is one Worksheet per Reading Time page to give students further reading practice. Worksheets can be done at home or in class. They can also be used to challenge more advanced students while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 180–203.

Games and Activities

In order to practice reading, students engage in various games and activities. Three games and activities are provided in each lesson plan. Since these games and activities are related to the reading, students may use their Student's Books for reference as they work.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further practice the reading. An activity is provided in each lesson plan.
2. Explain and assign the Reading Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Your Time Sample Page and Lesson Plan

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Ask your classmates. Write their names and circle Yes or No.
Do you take medicine once a day?

	Name	Yes/No
1. take medicine once a day		Yes No
2. read a newspaper once a week		Yes No
3. get a haircut once a month		Yes No

C. Review. Read and write the answers.

1. Do you ever visit a museum?

2. Do you like feeding the birds?

3. How often do you give a speech?

4. Is there an underground in your town?

30 Unit 5

• Students answer questions about themselves that they hear on the recording.

• In order to further personalize the unit's topic and language, students interact with their classmates to find out related personal information.

Warm-Up and Review

1. Do an activity to review the reading practiced in the previous lesson. An activity is provided in each lesson plan.
2. Check the Reading Time Workbook page that students did in class or for homework. Answer keys and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Introduce the Lesson

Ask students personalized questions that relate to the unit's language and topic. Suggested questions are provided in each lesson plan.

Practise the Lesson

Students open their Student's Books for the first time at this point.

A.  Listen and answer the questions.
Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience. Suggestions on how to check students' answers are provided in each lesson plan.

B. (Personalised interactive activity).
Through a variety of different types of activities—often pairwork—students interact with their classmates to find out personal information relating to the unit's topic and language.

C. (Personalised reading and writing activity).
Through a variety of different types of reading and writing activities, students further personalize the language they previously learned. Suggestions on how to check students' answers are provided in each lesson plan.

Games and Activities

In order to internalize and further personalize the unit's language and topic, students practice the language through various games and activities. Three games and activities are provided in each lesson plan.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further personalize the language. An activity is provided in each lesson plan.
2. Explain and assign the Your Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.



Assessment

Give the unit Test in order to check students' comprehension of the new language items. There is one Test per unit. An extensive midterm and final test are also provided. For Tests and detailed instructions, see Teacher's Book pages 204–231.

Do You Remember?

Focus: Time For English Level 5 Review

Function: Introducing oneself; giving personal information

Materials Needed: CD / cassette and player



Work with the Pictures

Students open their Student's Books to pages iii and iv.

1. Divide students into groups of three. Groups find and name any items or characters they recognize in the eight scenes.
2. Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
3. When groups have finished, have each group name one item, and write it on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.

Practise the Language

A. Listen and repeat.

1. Play the recording. Students listen and repeat each line of dialogue.
 1. Mona: *Hi! I'm Mona Samy. He's Kareem Ahmed. My puppet's name is Sokkara.*
 2. Kareem: *We're making dinner. We're going to have spaghetti.*
 3. Sokkara: *Yum! My favourite!*
 4. Mona: *I'm fourteen.*
 5. Kareem: *I'm fourteen, too.*
 6. Sokkara: *Smells good.*
 7. Mona: *We like playing video games.*
 8. Kareem: *I want to program computers.*
 9. Mona: *Mona wants to be an engineer.*
 10. Mona: *Monkeys and giraffes are my favourite animals.*
 11. Kareem: *I like dolphins.*
 12. Sokkara: *I like puppets.*
 13. Mona: *Kareem swims really well.*
 14. Kareem: *I love to swim. I'm going to go to the beach in the summer.*
 15. Mona: *I like to ski. I went skiing in the winter.*
 16. Kareem: *Mona skis really well.*

7. Mona: *Our friends are here! Is it time to eat?*
 Kareem: *Well, we cooked the spaghetti, made the salad, and set the table.*
Yes, let's eat!

8. Kareem: *Try some.*
 Ola: *It's delicious!*
 Mona: *Study English with us and have fun!*

2. Ask students what roles are needed to role-play the conversation. List the roles on the board (Mona, kareem, Sokkara, Ola). Then divide the class into Groups A, B, C, and D. Group A role-plays Mona's lines, Group B role-plays kareem's lines, Group C role-plays Sokkara's lines, and Group D role-plays Ola's line. Groups then change roles and role-play the scenes again.

3. Bring four volunteers to the front of the classroom. Play the recording and have these volunteers act out the conversation along with the recording. They then role-play the conversation on their own, without the recording.

4. Divide the class into groups of four and have students in each group role-play the conversation. They then change roles and role-play the conversation again.

Finish the Lesson

1. How About You? Divide the class into groups of three. Students in each group take turns looking at Scenes 1–6 and inserting their personal information into the sentences (two students in each group talk to the third student). For example: a student named Ramy looks at the first scene and says *Hi! I'm Ramy Ibrahim. He's Hisham Salem.* The second student, Hisham, says *We're studying English.* Students in each group change roles until each student has taken on each role.
2. Explain and assign Workbook pages i and ii. (For instructions, see Teacher's Book page 157.)

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD/cassette and player

Warm-Up and Review

1. Listen and Repeat. Play the Do You Remember? recording. Students listen. Play the recording again, and have students repeat each line.
2. Check Workbook pages i and ii. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Language

Tell students that in this lesson they are going to hear language that they can use in different classroom situations. Brainstorm with students different things they might want to say to each other or to their teacher during English class. See if students can then produce language to use in the different situations they have brainstormed. Accept any reasonable answers, and write them on the board.

Practise the Language

Students open their Student's Books to page v.

A. Listen and repeat.

1. Students look at the six scenes to see if any of the situations they brainstormed are illustrated on the page.
2. Play the recording. Students listen and repeat.

A: *Please number your papers from one to five. We're going to have a spelling test.*

A: *Samy, will you turn on the CD player, please? Go to track ten.*

B: *Okay.*

A: *What's the homework for tomorrow?*

B: *Do page three in your workbook.*

A: *We're going on a field trip on Thursday. Please ask your parents to sign your permission form.*

B: *Where are we going?*

C: *The Egyptian Museum.*

A: *Mona, please stay after class and finish your homework.*

B: *Okay, Miss Nadia.*

A: *Have a good weekend, class! Don't forget, your projects are due on Sunday.*

B: *Bye, Miss Nadia!*



3. Play the recording again. Students listen and point to the speakers. Play the recording as many times as necessary for students to complete the task.

Teacher Tip: Use this classroom language as often as possible so that it becomes natural to students. The recording can be played at the beginning of each lesson until students are completely familiar with the classroom language.

Games and Activities

Role Play. Divide the class into pairs. Students in each pair work with their partners to role-play each classroom language situation. After five to seven minutes, have several pairs of volunteers come to the front of the classroom and role-play the dialogues. Students can use their Student's Books for reference, if necessary.

Finish the Lesson

What's Next? Say the first line of one of the classroom language dialogues. Students respond with the second line. Do the same with all the dialogues. Students can use their Student's Books for reference, if necessary.



At The Museum

Conversation Time

Language Focus: Asking about a museum's hours, entrance fees, and exhibitions over the telephone

Materials Needed: CD/cassette and player; Wall Chart 1

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

Review. Students open their Student's Books to page viii. Point to each scene and elicit the dialogue. Then divide the class into pairs, and have each pair practice role-playing the six different scenes.

Introduce the Conversation

1. Set the scene and clarify meaning by pretending to push the buttons of a telephone and hold a telephone receiver to your ear. Say *Today's conversation is a telephone call between Kareem, who is calling a museum, and a woman who works at the museum*. Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

daily: Say *The museum is open on Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.*

It's open daily.

except: Have four students stand up. Three of them should be wearing the same colour shirt. Then say *They're all wearing (blue) shirts, except for (Amr).*

free: Write free = L.E 0 on the board. Then say *Free means that you don't have to pay.*

2. Bring two students to the front of the classroom. Both students should pretend to be speaking into telephones. Stand behind each student and model his/her lines of the conversation in the following way:

A: *Good morning, The Egyptian Museum.*
How can I help you?
Speak cheerfully.

B: *Hi! What are your hours?*
Speak in a friendly, questioning tone.

A: *We're open from 9:00 to 7:00.*
Speak in a friendly tone.

B: *Are you open on Friday?*

Speak in a friendly, questioning tone.

A: *Yes. We're open daily, except on holidays.*
Speak in a friendly tone.

B: *How much does it cost to get in?*

Speak in a friendly, questioning tone.

A: *It's two pounds for Egyptians and twenty pounds for foreigners. Children under five are free.*

Speak in a friendly tone.

B: *Does that include the mummy rooms?*

Speak in a friendly, questioning tone.

A: *No, it doesn't.*

B: *Thanks for your help.*

Speak in a friendly tone.

A: *You're welcome. Have a nice day.*

Speak in a friendly tone.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.

4. Attach Wall Chart 1 to the board or open a Student's Book to page 1. Students then

open their Student's Books to page 1. Ask the following questions:

*Where is the woman?
What are the museum's hours?
Is the museum open daily?
How much does the museum cost for Egyptians?
How much for tourists?
How much does it cost for children under five?
Does the cost include the mummy rooms?*

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.
1. Receptionist: *Good morning, The Egyptian Museum. How can I help you?*
2. Kareem: *Hi! What are your hours?*
Receptionist: *We're open from 9:00 to 7:00.*
3. Kareem: *Are you open on Fridays?*
Receptionist: *Yes. We're open daily.*
4. Kareem: *How much does it cost to get in?*
Receptionist: *It's two pounds for Egyptians and twenty pounds for foreigners. Children under five are free.*
5. Kareem: *Does that include the mummy rooms?*
Receptionist: *No, it doesn't.*
6. Kareem: *Thanks for your help.*
Receptionist: *You're welcome. Have a nice day.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

1. **Back-to-Back.** Divide the class into pairs. Students sit with their backs to their partners and role-play the conversation without looking at each other. Partners then change roles and repeat the activity.

2. **True/False/I Don't Know.** Say five to six statements about the conversation (see Suggested Statements below). Students say True if the statement is *true*, and *False* if it is false. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

The Egyptian Museum is open on Fridays. It costs Two pounds for a four-year-old child to get in. Kareem wants to go to the museum on Tuesday. There is a free tour of the mummy rooms. The woman on the phone works at the museum daily. If Kareem's mother and father go to the museum, they will pay ten pounds to get in.

3. **Make It Your Own.** Write the following on the board:

A: *What are your hours?*
B: *We're open from 9:00 to 7:00.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *From Sunday to Thursday we're open from 9:00 to 5:00. On Friday and Saturday we're open from 10:00 until 3:00.*
2. *From Sunday to Thursday we're open from 10:00 to 6:00. We're closed on Friday and Saturday.*
3. *We're only open on Tuesday and Thursday from 8:00 until 10:00.*

Students read each new response. Quickly clarify meaning if necessary. Then each pair of students role-plays the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **You Tell Me.** Ask students the following questions about their own school: *When is our school open? What are its hours? Is it open on Saturdays? On Sundays? Is our school open on holidays? Then ask the following questions about the cinema. Do you like going to the cinema? How much does it cost you to get in? How much does it cost your mother or father? Does that include the popcorn?*
2. Explain and assign Workbook page 1. (For instructions, see Teacher's Book page 157.)

Word Time

Language Focus: Public buildings and structures (*school, library, barber's shop, bank, hotel, train station, post office, pavement, bridge, theatre*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 2; Unit 1 Word Time Picture Cards, 1 set; Unit 1 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 1 and 2)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Listen, Please.** Play the recording of the Unit 1 conversation. Students listen and take notes if necessary to remember the information they hear. Then ask students four to five questions about the conversation (see Suggested Questions below).

Suggested Questions:

What are the Egyptian Museum's hours?

Is it open on Friday?

How much does it cost for an Egyptian to get in?

How much does it cost for a foreigner to get in?

How much does it cost for children under 5 to get in?

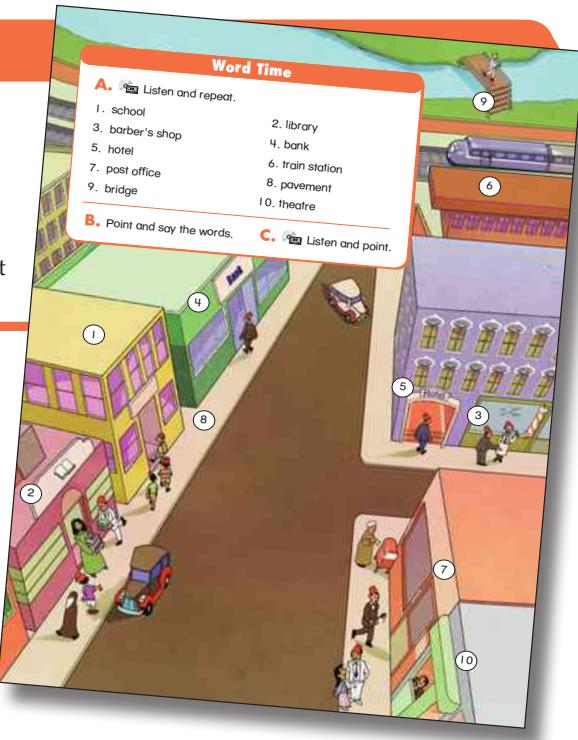
2. Check Workbook page 1. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Words

1. Hold up and name each of the Unit 1 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
2. Attach the Unit 1 Word Time Picture Cards in a row to the board. Stand the Unit 1 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

1. Students open their Student's Books to page 2. They look at the large scene and use complete sentences to identify anything they can.



Word Time									
A. Listen and repeat.					1. school	2. library	3. barber's shop	4. bank	5. hotel
6. train station	7. post office	8. pavement	9. bridge	10. theatre					
B. Point and say the words.					C. Listen and point.				

2. Attach Wall Chart 2 to the board or open a Student's Book to page 2. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words). If students repeat, do not stop them, but they are not required to do so.

Note: It is not important that students understand each word. This is a receptive exercise focusing on exposure to English.

This picture shows an old town. What was in the town? We can see a **bridge**. There is a **train station**. We can see a **library**, a **school**, a **bank**, a **post office**, a barber's shop, a hotel, and a **theatre**. There is a pavement in front of the buildings. There are some students going to school.

3. Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

(bridge) What's this?

Does the bridge go over a river?

(post office) Is this a school?

Can you post a letter at the post office?

(theatre) What do people do here?

Can you read books at the **library**?

What do people do at a **barber's shop**?

Can you in-line skate on a pavement?

Practise the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. school	2. library
3. barber's shop	4. bank
5. hotel	6. train station
7. post office	8. pavement
9. bridge	10. theatre

2. Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the named item; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Bank.	Pavement.
Post office.	School.
Bridge.	Library.
Theatre.	Hotel.
Barber's shop.	Train station.

Now listen and point to the speakers.

A: Are you open on Sundays? (men outside barber's shop)
B: Yes. I'm open from 7:00 to 10:00.
A: Good. I need a haircut.
A: Dad, can we see the show? (father and daughter by theatre)
B: Sure. How much does it cost to get in?
A: It's one pound for adults. Children are free.
A: Let me help you, Miss Sarah. (boy and woman outside library)
B: Thanks. Be careful. They're heavy.
A: No problem.

Suggested Descriptions:

You take a train there.
You post a letter there.
You walk across the river on it.
You see a film there.
You walk on it.
You sleep there.
You get a haircut there.
You study there.
You read books there.
You get money there.

2. **Find the Clue.** Write the following words on the board: *book, money, train, letter, haircut, river, film, walk, sleep, study*. Point to each word and have students read it. Clarify meaning as necessary.

Then divide the class into teams of three to four. Say *library*. The first team to say the related word from the board then uses both the target word and related word in an appropriate sentence. If they do so correctly, they win a point. For example, students say either *Book. You read a book at the library or Study. I like to study at the library*. Continue with the remaining target items. The team with the most points at the end wins.

3. **Pantomime.** Divide the class into groups of three to four. A student in each group (S1) begins by pretending to be at one of the target buildings or structures. For example, a student pretends to walk up to a post office, buy some stamps, and put a letter in the postbox. The other members of the group say *You're at the (post office)*. S1 says either *Yes, I am* or *No, I'm not*, continuing to pantomime until the place is correctly named. Another member of the group then takes a turn pantomiming. Groups continue in the same way for seven to nine minutes.

4. **Option: Personalise the Vocabulary.** Divide the class into groups of two to three. Students in each group work together to draw a map of their town, labelling everything they can. Groups then take turns standing up and telling the class about their maps.

Finish the Lesson

1. **Association.** Hold up a Unit 1 Word Time Picture Card. Students try to be the first to say another word with a logical association to the illustrated building or structure. For example: *barber's shop/hair, library/books, bridge/water*. Accept any answers that make sense. The first student to call out an appropriate word wins a point. Do the same with the remaining picture cards. The student with the most points at the end wins.

2. Explain and assign Workbook page 2. (For instructions, see Teacher's Book page 158.)

Games and Activities

1. **Name the Place.** Divide the class into teams of three to four. Describe one of the target vocabulary items (see Suggested Descriptions below). The first team to correctly name the building or structure gets a point. Continue with the remaining target items. The team with the most points at the end wins. Then have students on each team work together to write their own description of each target item. Once all teams have written at least four to five descriptions, have them take turns reading them to the class and have other teams name the described building or structure.

Focus Time

Language Focus: Prepositions of location (*beside, behind, across from, in front of, near, above*)

Yes/No questions with was [Was there a (library) (beside) the (post office)? Yes, there was./No, there wasn't.]

Function: Asking about past location

Materials Needed: CD/cassette and player; Wall Chart 2; Unit 1 Word Time Picture Cards, 1 set; Unit 1 Word Time Word Cards, 1 set per 2 students; Unit 1 Focus Time Picture Cards, 1 set; Unit 1 Focus Time Word Cards, 1 set per 2 students; Unit 1 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 1, 2, 3, 4, and 45)

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Buildings and Structures.** Stand the Unit 1 Word Time Picture Cards in pairs along the chalktray. Point to each card and have students name it. Point to one of the cards in the first pair and ask *Where's the (school)?* Point to the other card and answer *It's next to the (library).* Write the question and answer on the board. Point to the sentences and have students read them. Quickly review meaning if necessary. Point to a card in the next pair. Students on the left side of the classroom ask the question, and students on the right side of the classroom answer. Point to the other card in the pair. Groups reverse roles. Continue in the same way with the remaining cards.
- Check Workbook page 2. (For instructions and answer key, see Teacher's Book page 158.)

This lesson is in two parts.

Part 1: Introduce the Words

- Stand beside your desk.** Point to yourself and then the desk and say *beside*. Students repeat. Write *beside* on the board. Point to it and say *beside*. Students repeat. Do the same with *behind, across from, in front of, near, and above*, moving around the desk to demonstrate each word. (Hold your hand above the desk to demonstrate *above*.)
- Practice for Fluency.** Get a volunteer come to the front of the classroom. Hold up the (*in front of*) picture card, The volunteer move in front of your desk, and say (*I'm in front of the desk*). Students move in front of their desks. Do the same with the remaining Unit 1 Focus Time Picture Cards. Changing volunteers.

Focus Time

A. Listen and repeat.

1. beside 2. behind 3. across from

4. in front of 5. near 6. above

B. Listen and repeat.

Was there a library beside the post office?

Yes, No, There, Was, Wasn't.

C. Look at page 2. Listen and point.

Unit 1

3

Practise the Words

Students open their Student's Books to page 3.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- beside*
- behind*
- across from*
- in front of*
- near*
- above*

Part 2: Introduce the Patterns

- Was there a (library) (beside) the (post office)?** **Yes, there was./No, there wasn't.** Attach Wall Chart 2 to the board or open a Student's Book to page 2. Point to the post office and ask *Was there a library beside the post office?* Students repeat. Write *Was there a library beside the post office?* on the board. Point to and read each word. Students repeat. Then ask the question again, point to the building beside the post office, shake your head, and say *No, there wasn't.* Write *No, there wasn't.* on the board to the right of *Was there a library beside the post office?* Point to and read each word. Students repeat. **Do the same with hotel/above/barber's shop, school/beside/library, bank/behind/bridge.**

2. **Practice for Fluency.** Say *pavement, in front of, theatre*. Students say the target question. Then nod your head yes and have students say the target answer. Do the same with four to five different combinations of buildings/structures and prepositions of location.

Practise the Patterns

B. Listen and repeat.

1. Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: *Was there a library beside the post office?*

B: *Yes, there was.*

A: *Was there a library beside the post office?*

B: *No, there wasn't.*

2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.

3. Students work with partners to say the question and answers, while looking at the pattern boxes in their books.

C. Look at page 2. Listen and point.

Play the recording. Students look at page 2 and listen to the words, pointing to each item they hear named. Play the recording as many times as necessary for students to complete the task.

A: *Was there a bridge beside the school?*
B: *No, there wasn't.*

A: *Was there a theatre across from the library?*
B: *Yes, there was.*

A: *Was there a train station behind the hotel?*
B: *Yes, there was.*

Games and Activities

1. **Cat and Mouse.** Place a chair at the front of the classroom. Two volunteers come to the chair. One is the “cat,” and the other is the “mouse.” The volunteers position themselves with relation to the chair, with the mouse trying not to be too near the cat. Then they change positions. After each change of position, the cat and the mouse stand still so that seated students can describe their former location. For example: *The mouse was (beside) the chair. The cat was (behind) the chair.* Continue in the same way for four to five minutes.

2. **Living Buildings.** Divide the class into groups of four and give each group a set of Unit 1 Word Time Word Cards and Focus Time Word Cards. Two students in each group (S1 and S2) hold up a Unit 1 Word Time Word Card. Then another student in each group holds up a Focus Time Word Card. S1 and S2 position their cards in relation to each other so as to illustrate the word on the Focus Time card. The last student in each group describes the past location of the two “living” buildings, saying *There was a (theatre) (across from) the (post office)*. Groups continue in the same way with the remaining cards, changing roles each time.

Option: Students in groups create their own time cards and focus time cards.

3. **Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using Unit 1 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

1. **Where Was It?** Arrange several classroom items on a desk at the front of the classroom. Students look at the items and take notes on the items’ locations in relation to each other for about 30 seconds. Then change the arrangement of the items and ask students target questions about the past location of the items.

2. Explain and assign Workbook page 3. (For instructions, see Teacher’s Book page 158.)

Practice Time

Language Focus: Prepositions of location; Yes/No questions with was [Was there a (bank) (near) the (school)? (Yes), there (was).]

Function: Asking about past location.

Materials Needed: CD/cassette and player; Unit 1 Word Time Picture Cards, 1 card per student; Unit 1 Focus Time Word Cards, 1 set.

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: The Vanishing Book.** Stand the Unit 1 Focus Time Word Cards on the chalktray. Point to each card and have students read it. Then write *Was there a book in front of the desk?* *No, there wasn't.* on the board and have students read the sentences. Bring two volunteers (S1 and S2) to the board and give S1 the *above* word card. S1 displays the card to the class. S2 positions a book above a desk, then hides the book behind his/her back. Students on the left side of the classroom ask students on the right side *Was there a book above the desk?* Students on the right answer *Yes, there was.* Next, S1 holds up the (beside) word card, while S2 continues to hold the book behind his/her back. Students on the left then ask students on the right *Was there a book (beside) the desk?* Students on the right answer *No, there wasn't.* Bring another two to four pairs of volunteers to the board and continue in the same way for three to four minutes. Seated students change roles with every pair.
- Check Workbook page 3. (For instructions and answer key, see Teacher's Book page 158.)

Practise the Patterns

Students open their Student's Books to page 4.

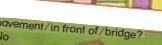
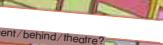
A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.
A: *Was there a bank near the school?*
B: *Yes, there was.*
 - Was there a school beside the library?*
Yes, there was.
 - Was there a train station behind the hotel?*
Yes, there was.
 - Was there a pavement in front of the bridge?*
No, there wasn't.
 - Was there a barber's shop near the post office?*
Yes, there was.

Practice Time

A.  Listen and repeat. Then practise with a partner.

Was there a bank near the school?
Yes, there was.

1. school /beside/library?
Yes  
2. train station /behind/hotel?
Yes  
3. pavement /in front of/bridge?
No  
4. barber's shop /near/post office?
Yes  
5. school /across from/hotel?
No  
6. bank /above/library?
No  
7. hotel /above/barber's shop?
Yes  
8. pavement /behind/theatre?
No  

B. Look at page 2. Practise with a partner.

C.  Listen and chant. (See "Yes, There Was! No, There Wasn't!" on page 37.)

4

Unit 1

5. *Was there a school across from the hotel?*
No, there wasn't.

6. *Was there a bank above the library?*
No, there wasn't.

7. *Was there a hotel above the barber's shop?*
Yes, there was.

8. *Was there a pavement behind the theatre?*
No, there wasn't.

2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the questions, and S2 answers.) Students then change roles and repeat the activity.

B. Look at page 2. Practise with a partner.

Students remain in pairs and look at page 2. They then take turns asking and answering questions about buildings and structures in the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the barbershop): *Was there a hotel above the barber's shop?* S2: *Yes, there was.*

C. Listen and chant.

1. Students turn to the *Yes, There Was! No, There Wasn't!* Chant on page 37. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Yes, There Was! No, There Wasn't!

Was there a theatre beside the school?
Yes, there was!
No, there wasn't!
Was there a barber's shop beside the school?
Yes, there was!
No, there wasn't!
Was there a post office near the bank?
Yes, there was!
No, there wasn't!
Was there a train station near the bank?
Yes, there was!
No, there wasn't!
Was there a library across from the bridge?
Yes, there was!
No, there wasn't!
Was there a hotel across from the bridge?
Yes, there was!
No, there wasn't!

2. Play the recording again. Students listen and chant along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
3. Give each student a Unit 1 Word Time Picture Card. Play the karaoke version. Students chant along, standing up and showing their picture card each time it is named. Students exchange cards and chant again.

Games and Activities

1. **Move Around.** Get two volunteers come to the board and have each one stand next to his/her partner. Say *behind*. (S1) stands still as a statue. S2 then moves behind S1 and says *I'm behind (Ali)*. Say *beside*. S2 moves *beside* S1 and says *I'm beside (Ali)*. Continue in the same way with the remaining target prepositions of location. Changing volunteers.
2. **Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.

My grandmother lived in Alexandria when she was five years old. Every morning, she bought doughnuts from the bakery that was across from her house. Then she went to school. Her school was near the theatre. Sometimes after school she saw a film. But sometimes she didn't see a film—she studied English at the library that was next to the theatre.

Ask the following questions about the above reading, having students refer to their notes for reference. If necessary, read the paragraph several times.

Was there a barber's shop across from my grandmother's house?

Was there a theatre near my grandmother's school?
Was there a library above the theatre?

3. **Write a Story.** Give students 10–15 minutes to write a story that includes details about the location of their home and school. Once students have finished writing their stories, have volunteers take turns reading their stories to the class.



Extra Practice

Explain and assign Worksheet 1, An Old Town, page 184. (For instructions and answer key, see page 180.)

Finish the Lesson

1. **Name the Location.** Stand behind your desk. Then sit down and ask *Was I above my desk?* Then stand in front of your desk, sit down, and ask *Was I in front of my desk?* Continue in the same way for three to four minutes.
2. Explain and assign Workbook page 4. (For instructions, see Teacher's Book page 158.)

Reading Time

Language Focus: Reading a historical narrative

Materials Needed (excluding materials for optional activities): CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: Chant.** Play the Unit 1 chant, *Yes, There Was! No, There Wasn't!* Students listen. Play the chant again and have students chant along.
- Check Workbook page 4. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

invent: Say the names of several inventors that students know (for example: Thomas Edison, Alexander Graham Bell). Say *These people were inventors. They invented many things.*

history: Name several important dates/events in your country's history. Then say *You study these things in history class.*

first: Name the first leader of your country and explain that he/she was the first person to be leader.

churn: Explain that an ice cream churn is a device used to make ice cream by hand.

factory: Say *A factory is a big building where many people work to make things.* If there are any factories in your area, name them and say *These are factories.*

cone: Draw an ice cream cone on the board. Point to the cone and say *cone.*

every: Write *every = all* on the board. Point to and read each word. Students repeat. Then say *All of you are in my English class. Every student is in my English class.*

a lot of: Explain that a lot of means many. Say *A lot of you like to (play video games).*

Reading Time

A.  Listen and read along.

Ice Cream in America

Who invented ice cream? We don't know, but ice cream has a long history in the United States. In 1843, Nancy Johnson invented the first ice cream churn. The first ice cream factory opened in Baltimore in 1851. A man in St. Louis made the first ice cream cone in 1896. Ice cream is now one of America's favourite desserts.

The first ice cream shop opened in New York in 1876. Now there is an ice cream shop in every town, and you can buy ice cream at every grocery store. You can find a lot of flavours, from tomato to pickle. America's favourite flavours are vanilla and chocolate. What's your favourite?

New Words

invent history first churn factory cone every a lot of flavour vanilla

B.  Listen and circle True or False.

- True False
- True False
- True False
- True False

C. Read the question. Write the answer.

- When did the first ice cream shop open? _____
- Who invented the first ice cream churn? _____
- Where did the first ice cream factory open? _____
- What flavours are America's favourites? _____

Unit 1

5

flavour: Name several flavours of ice cream in the students' native language. Then say *These are flavours of ice cream.*

vanilla: Say *Vanilla is an ice cream flavour. Vanilla ice cream is white.*

- Ask students about their own experiences with ice cream (see Suggested Questions below).

Suggested Questions:

Do you like ice cream?

Is ice cream your favourite dessert?

Can you buy ice cream at a corner shop?

Is there an ice cream shop near your home?

- Students open their Student's Books to page 5. They look at the reading and pictures and talk about what they see. For example: *Here is some ice cream. It looks delicious.* Ask students what they think the reading will be about.

Practise the Reading

Students read the story silently to themselves.

A. Listen and read along.

- Play the recording. Students listen and read along in their Student's Books.

Ice Cream in America

Who invented ice cream? We don't know, but ice cream has a long history in the United States. In 1843, Nancy Johnson invented the first ice cream churn. The first ice cream factory opened in Baltimore in 1851. A man in St. Louis made the first ice cream cone in 1896. Ice cream is now one of America's favourite desserts.

The first ice cream shop opened in New York in 1876. Now there is an ice cream shop in every town, and you can buy ice cream at every grocery shop. You can find a lot of flavours, from tomato to pickle. America's favourite flavours are vanilla and chocolate. What's your favourite?

New Words

invent
history
first
churn
factory
cone
every
a lot of
flavour
vanilla

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False.

- Play the recording. For each number, students listen and circle *True* if the statement is true, and *False* if it is not.
 - We know who invented ice cream.*
 - The first ice cream churn was invented in 1846.*
 - The first ice cream shop opened in New York.*
 - Americans don't like vanilla ice cream.*

- Check answers by saying *Number 1. We know who invented ice cream.* Students say *True* if they circled *True*, and *False* if they circled *False*. If the statement is *false*, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. False 2. False 3. True 4. False

C. Read the question. Write the answer.

- Students read each question and answer it based on the reading in exercise A.
- Check answers by reading each question and having students read the answer they wrote.

Answer Key:

- When did the first ice cream shop open?
The first ice cream shop opened in 1876.
- Who invented the first ice cream churn?
Nancy Johnson invented the first ice cream churn.
- Where did the first ice cream factory open?
The first ice cream factory opened in Baltimore.
- What flavours are America's favourites?
America's favourite flavours are vanilla and chowder.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

- Make New Phrases.** Write *ice cream cone* on the board. Strike through the word *cone*. Students replace *cone* with other words in order to create new phrases. For example: *ice cream churn*, *ice cream factory*, *ice cream shop*, *ice cream flavour*. Write each new phrase on the board as students say it. Then have volunteers use each new phrase in a sentence.

- Write the Words.** Divide the class into pairs. Write the following sentences on the board:

1. Nancy Johnson ____ the first ice cream churn.
2. In 1851, the first ____ opened.
3. One of America's favourite desserts is ____.
4. My favourite flavour of ice cream is ____.

Students in each pair work together to complete each sentence. Check answers by having volunteers take turns reading a sentence to the class.

Answer Key:

1. Nancy Johnson invented the first ice cream churn.
2. In 1851, the first ice cream factory opened.
3. One of America's favourite desserts is ice cream.
4. My favourite flavour of ice cream is (vanilla). (Answers will vary.)

- Timeline.** Divide the class into groups of two to three. Students in each group work together to create a timeline about the history of ice cream. Once students have completed their timelines, say 1896 and have students say what happened in that year. Do the same with 1876, 1843, and 1851.

OPTIONS:

1. Students illustrate their timelines with drawings or pictures cut from magazines.
2. Students go to the library or use the Internet to do further research on ice cream. They then include the new information on their timelines.

Option: Students do research on the history of ice cream in their country.



Extra Practice

Explain and assign Worksheet 2, Ice Cream Sandwiches, page 185. (For instructions and answer key, see page 180.)

Finish the Lesson

- Use It in a Sentence.** Say *invent*. A volunteer says a sentence using *invent* (this can be either an original sentence or a sentence from the reading). Do the same with the remaining New Words from the lesson.
- Explain and assign Workbook page 5. (For instructions, see Teacher's Book pages 158–159.)

Your Time

Language Focus: Personalising location language

Materials Needed: CD / cassette and player; Unit 1 Word Time Picture Cards, 1 set

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Find the Facts.** Say one of America's favourite desserts. Students look at Student's Book page 5 to find those words. When they do, they read or say the sentence containing the words out loud (*Ice cream is now one of America's favourite desserts*). Do the same with *the first ice cream shop, the first ice cream churn, the first ice cream cone, the first ice cream factory, America's favourite flavours, you can buy ice cream, a lot of flavours*.
2. Check Workbook page 5. (For instructions and answer key, see Teacher's Book pages 158–159.)

Introduce the Lesson

Write Is there a chemist's beside our school? on the board. Point to the question and have students read it. Quickly review meaning if necessary. Then ask students five to six questions relating to location (see Suggested Questions below).

Suggested Questions:

Is there a lizard beside (Amr)?
Is (Mary) behind (Soha)?
Am I near my desk?
Is there a bridge across from your house?
Are there any books in your bookbag?
Is there a hotel in front of our school?

Practise the Lesson

Students open their Student's Books to page 6.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge.
 1. Is there a library near your house?
 2. Is there a library near your school?
 3. Is there a theatre beside your house?
 4. Is there a bank across from your school?
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Pairwork. Fill in the chart. Then tell your partner about your town.

You	Your Partner
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____
e. _____	e. _____
f. _____	f. _____
g. _____	g. _____
h. _____	h. _____

C. Review. Read and write the answers.

1. Do you like going to museums?

2. Is there a bookshop beside your school?

3. How do you go to school?

4. Where do you get a haircut?

6

Unit 1

Answer Key:

Answers will vary.

B. Pairwork. Fill in the chart. Then tell your partner about your town.

Divide the class into pairs. Each student fills in the names of any buildings he/she wants in the You column on his/her chart. Then a student in each pair (S1) tells his/her partner about his/her "town," using the sentence cues and information from his/her chart. For example: A student writes *bridge and library* in his/her chart for a and b. So for number 1, he/she says *There's a bridge beside the library.* S2 fills in the information he/she receives from S1 in the your partner column. S1 continues in the same way for numbers 2–4. S2 then takes a turn in the same way.

C. Review. Read and write the answers.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

- Draw a Map.** Divide the class into groups of two to three. Give each group ten minutes to draw and label a map of either their town or the neighbourhood around their school. Once students have finished their maps, have groups take turns standing up and telling the class about their maps.
- Questions.** Ask students six to seven questions about which buildings they would visit in order to do certain activities (see Suggested Questions below).

Suggested Questions:

You want to post a letter. Where do you go? (post office)

You want to get a book. Where do you go? (library)

You want to take a train. Where do you go? (train station)

You want to get a haircut. Where do you go? (barber's shop)

You want to go to sleep. Where do you go? (hotel)

You want to see a show. Where do you go? (theatre)

You want to get out some money. Where do you go? (bank)

Finish the Lesson

- When Did You Go?** Say *library*. A volunteer says *I went to the library on (Tuesday). I (read a book)*. Continue in the same way with different building names, having volunteers say the last time they went to the building and what they did there.
- Explain and assign Workbook page 6. (For instructions, see Teacher's Book page 159.)

Assessment

Explain and assign the Unit 1 Test, page 212.
(For instructions and answer key, see page 204.)





2 In the Restaurant

Conversation Time

Language Focus: Ordering food in a restaurant

Materials Needed: CD/cassette and player; Wall Chart 3

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review: In My Town.** Write *Is there a bakery beside your house?* on the board. Point to the question and have students read it. Quickly review meaning if necessary. Then ask students five to six questions relating to location (see Suggested Questions below).

Suggested Questions:

Is there a puppet beside (Kim)?

Is (Mary) in front of (Amira)?

Am I above my desk?

Is there a pavement in front of your house?

Are there any pencils near your bookbag?

Is there a restaurant across from our school?

2. Check Workbook page 6. (For instructions and answer key, see Teacher's Book page 159.)

Introduce the Conversation

1. Set the scene and clarify meaning by saying *Today's conversation is in a restaurant. A man and a woman are hungry and are going to eat some good food.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

order: Say *I'm in a restaurant. I'm going to order my food.* Then, pretending to talk to a waiter, say *I want a baked potato and a salad, please.*

steak: Say *Steak is a kind of meat. It comes from a cow.*

rare/medium/well done: Say *Rare. If you want your steak rare, cook it for seven minutes. Medium. If you want your steak medium, cook it for eleven minutes. Well done. If you want your steak well done, cook it for seventeen minutes.*

special: Explain that often restaurants offer meals that are not on their menus. These are called specials, and usually change from day to day.

2. Bring three students to the front of the classroom. Have Student A hold a pencil and pad of paper. Students B and C should sit at a table and each should hold a "menu" (folded

In the Restaurant

Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

Hello. Are you ready to order?

I think so. I'll have a steak.

Rare, medium, or well done?

Medium, please. And a baked potato.

How about a salad?

Sounds good.

What's today's special?

Spaghetti and meatballs.

Good! I'm in the mood for spaghetti. I'll have that.

Here you are.

Thanks. It looks delicious.

B. Role-play the conversation.

piece of paper). Stand behind each student and model his/her lines of the conversation with the following actions:

A: *Hello. Are you ready to order?*
Walk up to Students B and C. Speak in a friendly manner.

B: *I think so. I'll have a steak.*
Look at the menu, then nod your head and look at Student A.

A: *Rare, medium, or well done?*
Look at Student B questioningly.

B: *Medium, please. And a baked potato.*
Speak to Student A in a friendly manner.

A: *How about a salad?*
Look at Student B questioningly.

B: *Sounds good.*
Nod and smile at Student A.

C: *What's today's special?*
Look at the menu, then look at Student A.

A: *Spaghetti and meatballs.*
Speak to Student C in a friendly, slightly enthusiastic manner.

C: *Good! I'm in the mood for spaghetti. I'll have that.*
Nod and smile happily. Speak to Student A.

A: *Here you are.*
Turn around and walk away. Then come back to the table while pretending to hold

two plates. Set the “plates” down in front of Students B and C.

C: *Thanks. It looks delicious.*
Look at Student A and smile. Speak enthusiastically.

3. Divide the class into Groups A, B, and C. Model the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way. Continue until each group has taken on each role.

4. Attach Wall Chart 3 to the board or open a Student’s Book to page 7. Students then open their Student’s Books to page 7. Ask the following questions:

*Where are these people?
What are they going to do?
What’s the woman sitting at the table going to eat?
What’s the man at the table going to eat?
What’s today’s special?
Who’s in the mood for spaghetti and meatballs?*

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.

1. Waitress: *Hello. Are you ready to order?*
Woman: *I think so. I’ll have a steak.*
2. Waitress: *Rare, medium, or well done?*
Woman: *Medium, please. And a baked potato.*
3. Waitress: *How about a salad?*
Woman: *Sounds good.*
4. Man: *What’s today’s special?*
Waitress: *Spaghetti and meatballs.*
5. Man: *Good! I’m in the mood for spaghetti.
I’ll have that.*
6. Waitress: *Here you are.*
Man: *Thanks. It looks delicious.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of three. Using their Student’s Books for reference, students in each group role-play the conversation. They then switch roles and role-play the conversation again. Groups continue until each student has taken on each role.

Games and Activities

Note: For all Conversation Time activities, students may use their Student’s Books for reference.

1. **Responses.** Divide the class into pairs. A student in each pair (S1) begins by saying the first line of dialogue in any of the scenes (except for the fifth scene). His/Her partner (S2) responds accordingly. Pairs continue in the same way with the remaining scenes. S2 then says the first lines of the dialogue in the same way and S1 responds.
2. **At a Restaurant.** Divide the class into groups of three. Each group takes five to seven minutes to create a menu. Students in each group then role-play the conversation, substituting items from their menus. Groups continue until each student has been the waiter.
3. **Make It Your Own.** Write the following on the board:
*A: Hello. Are you ready to order?
B: I think so. I’ll have a steak.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *No, not yet. I need a few more minutes.*
2. *Yes! I’d like a steak, please.*
3. *Yes, but first I have a question about your specials.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Finish the Phrase.** Say the beginning words of a phrase from the lesson (see Suggested Phrases below) and have students compete to be the first to complete the phrase. Any reasonable answer is okay.

Suggested Phrases:

*Are you _____
How about _____
Sounds _____
Rare, medium _____
What’s today’s _____
I’m in the mood _____
Here you _____*

2. Explain and assign Workbook page 7. (For instructions, see Teacher’s Book page 159.)

Word Time

Language Focus: Food and drink (*water, lemonade, roast beef, roast turkey, chicken soup, fruit salad, orange juice, coffee, bread, apple pie*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 4; Unit 2 Word Time Picture Cards, 1 set per 3 students; Unit 2 Word Time Word Cards, 1 set per 3 students

For more general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: True/False/I Don't Know.** Play the recording of the Unit 2 conversation, having students take notes if necessary to remember the information they hear. Say four to five statements about the Unit 2 conversation (see Suggested Statements below). Students say *True* if the statement is true, and *False* if it is false. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

*The woman's favourite food is steak.
The man is in the mood for spaghetti.
The woman wants her steak medium.
The restaurant's special is steak.
The woman is going to have a baked potato and sweetcorn.*

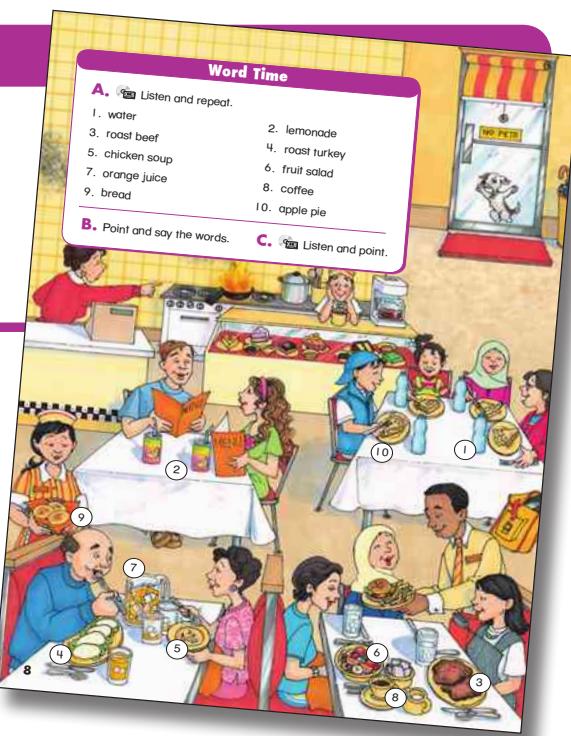
2. Check Workbook page 7. (For instructions and answer key, see Teacher's Book page 159.)

Introduce the Words

1. Hold up and name each of the Unit 2 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
2. Attach the Unit 2 Word Time Picture Cards in a row to the board. Stand the Unit 2 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

1. Students open their Student's Books to page 8. They look at the large scene and use complete sentences to identify anything they can.



2. Attach Wall Chart 4 to the board or open a Student's Book to page 8. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Lots of people are *eating* and *drinking* at this restaurant. The cook has **coffee**. The dog is outside. No pets in the restaurant! **These two people** are looking at **menus**. There is **lemonade** on their table. On the next table there is **water** and **apple pie**. The waiter is bringing bread. What's at these two tables? There's **roast turkey** and **chicken soup**, and at the next table is **fruit salad**, **coffee**, and **roast beef**. It all looks delicious!
3. Ask the following questions while pointing to or touching the pictures (**bold** words).

(**lemonade**) What's this?
(**apple pie**) What's this?
Does the **waiter** have **cake**? What does he have?
Is there any spaghetti and meatballs? How about **fruit salad**?
What's across the table from the **fruit salad**? What drink is near the fruit salad?

Practise the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. water	2. lemonade
3. roast beef	4. roast turkey
5. chicken soup	6. fruit salad
7. orange juice	8. coffee
9. bread	10. apple pie

- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the named item; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Roast beef.

Coffee.

Lemonade.

Orange juice.

Fruit salad.

Bread.

Chicken soup.

Water.

Apple pie.

roast turkey.

Now listen and point to the speakers.

A: *What are you going to have? (boy and girl)*

B: *I don't know.*

A: *I'm going to have some french fries and a hot dog.*

B: *That sounds good. I'll have that, too.*

A: *I rented a video. Do you want to watch it tonight? (Mona and Kareem)*

B: *I can't. I'm going to see a film with my family. How about tomorrow?*

A: *Sure!*

A: *Here you are. (waiter and woman)*

B: *Thanks. It looks delicious.*

A: *How about some more water?*

B: *No, thanks.*

other appropriate questions about their own "restaurant table."

- Survey.** Students create a survey on a sheet of paper by writing Name and *Do you like _____?* in a row at the top of the paper. They then write a list of five different food and drink items along the left side of the paper. Students then work in groups of five to six students in each group take turns asking each other: *Do you like (coffee)?* Students respond *Yes, I like (coffee)* or *No, I don't like (coffee).* Students record the answers they hear. Groups continue for five to six minutes. Then ask students questions about what they found out. For example: Ask *Does Ramy like iced tea?* Students who know this information respond either *Yes, he does.* or *No, he doesn't.*

- Place Your Orders, Please.** Divide the class into groups of three to four and give each group a set of Unit 2 Word Time Picture Cards and Word Cards. Each group will role-play a restaurant scene, with one student acting as the waiter, one student acting as the cook, and the rest acting as customers in the restaurant. The customers lay the word cards face up on a desk to make a menu. The waiter comes to the group and says to each student *Hello. Are you ready to order?* Each customer replies *I think so. I'll have some (chicken soup).* The waiter then walks to the cook. The cook asks *What's (she) going to have?* about each customer. The waiter answers (*She's*) going to have some (*chicken soup*). The cook then finds the Unit 2 Word Time Picture Card to fill each order and gives it to the waiter, who "serves" it to the customer, saying *Here you are.* Students then change roles and do the activity again. Groups continue until each student has been both the waiter and the cook.

Option: students create their own cards and food items

- Option: Personalise the Vocabulary.** Students look through old magazines or newspapers and cut out pictures of any food items they can name in English. They then create a collage by gluing all their pictures on a large sheet of paper and labelling each picture. Students then take turns showing their collages to the class, pointing to each picture and saying *I want (roast beef). I don't want (fruit salad)* or asking their classmates *Do you like (roast beef)?* Volunteers respond either *Yes, I do* or *No, I don't.* Hang the collages on the walls for future reference.

Games and Activities

- Describe the Restaurant Table.** Bring four volunteers (S1–S4) to the front of the classroom and have them sit around a desk. Place the Unit 2 Word Time Picture Cards on the desk so that their location can be described in terms of *across from*, *beside*, *near*, and *in front of*. Ask seated students the following questions:
What's in front of S1? What's near the (coffee)? What's beside the (roast turkey)? What's beside the (fruit salad)? Who is sitting across from (S3)?

Then divide the class into groups of four and give each group a set of Unit 2 Word Time Picture Cards. Or students can create their own cards by either drawing or writing. Each group does the activity as above, asking each

Finish the Lesson

- Slow Reveal.** (See Game 15, page 155.) Play the game using Unit 2 Word Time Picture Cards.
- Explain and assign Workbook page 8. (For instructions, see Teacher's Book page 159.)

Focus Time

Language Focus: Food quantities (*a bottle of water, a can of lemonade, a slice of turkey, a piece of apple pie, a bowl of chicken soup, a glass of orange juice, a cup of coffee, a loaf of bread*)

Wh- questions with how much/many [*How much (water) did (she) have? (She) had (one) (bottle) of (water)./How many (bottles) of (water) did (she) have? (She) had (three) (bottles) of (water).*]

Function: Expressing quantities of food and drink

Materials Needed: CD/cassette and player; Unit 2 Word Time Picture Cards, 1 set; Unit 2 Word Time Word Cards, 1 set per 2 students; Unit 2 Focus Time Picture Cards, 1 set per 2 students; Unit 2 Focus Time Word Cards, 1 set per 2 students; *I, You, He, She, They, I, we, he, she, and they* grammar cards, 1 set per 2 students; Unit 2 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Eating and Drinking.** Hold up each Unit 2 Word Time Picture Card and have students name it. Then divide the board into two vertical columns. Write *We eat _____* at the top of the first column, and *We drink _____* at the top of the second. Say *roast beef* and have a volunteer point to the corresponding column on the board. A different volunteer says *We eat roast beef*. Write *roast beef* in the *We eat _____* column. Do the same with the remaining Unit 2 food items. Then point to each column and have students read the words.
- Check Workbook page 8. (For instructions and answer key, see Teacher's Book page 159.)

This lesson is in two parts.

Part 1: Introduce the Words

- Hold up and name each of the Unit 2 Focus Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
- Attach the Unit 2 Focus Time Picture Cards in a row to the board. Stand the Unit 2 Focus Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Focus Time

A. Listen and repeat.

1. a bottle of water 2. a can of lemonade 3. a slice of turkey 4. a piece of apple pie
5. a bowl of chicken soup 6. a glass of orange juice 7. a cup of coffee 8. a loaf of bread

B. Listen and repeat.

How | much | many bottles of | water did she have?
She had | one bottle | three bottles | of water.

C. Look at page 8. Listen and point.

Unit 2

Practise the Words

Students open their Student's Books to page 9.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- a bottle of water*
- a can of lemonade*
- a slice of turkey*
- a piece of apple pie*
- a bowl of chicken soup*
- a glass of orange juice*
- a cup of coffee*
- a loaf of bread*

Part 2: Introduce the Patterns

- How much (water) did (she) have? (She) had (one) (bottle) of (water).** Bring a volunteer to the front of the classroom. Pretend to hand him/her a bottle of water and say *Here's a bottle of water*. Prompt the student to pretend to drink the bottle of water. Point to the volunteer and ask seated students *How much water did (she) have?* Students repeat. Write *How much water did (she) have?* on the board. Point to and read each word. Students repeat. Ask the question again, point to the volunteer, and say *(She) had one bottle of water*. Students repeat. Write *(She) had one bottle of water* on the board to the right of *How much water did (she) have?* Point to and read each word. Students repeat. Repeat the entire procedure, pretending to hand the volunteer *two bottles of water* and saying *Here are two bottles of water*. Have the student pretend to drink both bottles of water. Do the same with a slice of turkey, a loaf of bread, and a cup of coffee.

- How many (bottles) of (water) did (she) have?
(She) had (one) (bottle) of (water). Follow the same procedure as in Step 1, underlining *How many bottles* when writing the question on the board and using cans of lemonade, pieces of apple pie, bowls of chicken soup, and glasses of orange juice.
- Practice for Fluency.** Write *How much...* and *How many...* on the board. Write *water, lemonade, roast turkey, apple pie, and bread* below *How much....* Write *bottles of water, cans of lemonade, slices of turkey, pieces of apple pie, and loaves of bread* below *How many....* Say *they, lemonade* and point to *How much....* Students ask *How much lemonade did they have?* Say *three cans*. Students say *They had three cans of lemonade*. Then say *he, pieces of apple pie* and point to *How many....* Students ask *How many pieces of apple pie did he have?* Say *one piece*. Students say *He had one piece of apple pie*. Continue for four to six minutes, using different food items, pronouns, and quantities. After students have made several questions and answers, do not point to *How much...* and *How many....*

Note: Use *much* to ask about singular and uncountable nouns (for example: *apple pie, lemonade, coffee*). Use *many* to ask about plural nouns (for example: *pieces of apple pie, cans of lemonade, cups of coffee*).

Practise the Patterns

B. Listen and repeat.

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.

A: *How much water did she have?*

B: *She had one bottle of water.*

A: *How many bottles of water did she have?*

B: *She had three bottles of water.*

- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.

- Students work with partners to say the questions and answers, while looking at the pattern boxes in their books.

C. Look at page 8. Listen and point.

Play the recording. Students look at page 8 and listen to the words, pointing to each person being talked about. Play the recording as many times as necessary for students to complete the task.

A: *How many slices of roast beef did she have?*
B: *She had two slices of roast beef.*

A: *How much lemonade did she have?*
B: *She had one can of lemonade.*

A: *How many slices of roast turkey did he have?*
B: *He had four slices of roast turkey.*

Games and Activities

- Plurals.** Divide the class into pairs and give each pair a set of Unit 2 Focus Time Picture Cards. Students in each pair work together to write on each picture card both the singular and plural form of each illustrated item. For example: On the *water* card, students would write both a *bottle of water* and *(two) bottles of water*. Once pairs have labelled each card, they choose four of the cards and write a sentence using each of the phrases. The sentences can use any English that students know. For example: *I drank a bottle of water. I like to eat four slices of turkey for breakfast.*

Option: Students can use the pictures in their books p. 9 and write the plurals there instead of using cards.

- How Much/How Many.** Divide the class into pairs and write the following on the board:

1. *How _____ roast turkey did you have? (three slices)*
2. *How _____ cups of coffee did she have? (one cup)*
3. *How _____ chicken soup did they have? (two bowls)*
4. *How _____ bread did he have? (four loaves)*
5. *How _____ pieces of apple pie did you have? (two pieces)*

Students in each pair work together to fill in the blank in each question using *much* or *many*. They then use the words in parentheses to write the answer to each question. Check answers by saying *Number 1* and having a volunteer read both the question and answer he/she wrote. Do the same for numbers 2–5.

Answer Key:

1. *How much roast turkey. did you have? I had three slices of roast turkey.*
2. *How many cups of coffee did she have? She had one cup of coffee.*
3. *How much chicken soup did they have? They had two bowls of chicken soup.*
4. *How much bread did he have? He had four loaves of bread.*
5. *How many pieces of apple pie did you have? I had two pieces of apple pie.*
3. **Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, You, He, She, They, I, we, he, she, and they* grammar cards and Unit 2 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

- Special Menus.** Elicit the name of a famous dancer or model and the name of a famous boxer or footballer. Write the two names on the board and have seated students ask and answer the target questions about the two people with special diet needs.
2. Explain and assign Workbook page 9. (For instructions, see Teacher's Book pages 159–160.)

Practice Time

Language Focus: *Wh-* questions with *how much/many* [How much (bread) did (he) have? (He) had (six) (loaves) of (bread).]

Function: Expressing quantities of food and drink

Materials Needed: CD / cassette and player; Unit 2 Word Time Picture Cards, 1 set per 4–6 students; Unit 2 Focus Time Picture Cards, 1 set per 4–6 students

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Match the Cards.** Hold up each Unit 2 Focus Time Picture Card and have students name it. Then write *How much water did he have?/How many bottles of water did he have?* *He had two bottles of water.* on the board. Point to each sentence and have students read it. Then say *they*, *roast beef* and elicit the target question. Say *two slices* and elicit the target answer. Continue for four to six minutes, using different food items, pronouns, and quantities.
- Check Workbook page 9. (For instructions and answer key, see Teacher's Book pages 159–160.)

Practise the Patterns

Students open their Student's Books to page 10.

A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.
A: *How much bread did he have?*
B: *He had six loaves of bread.*
- How many pieces of apple pie did they have?*
They had four pieces of apple pie.
- How many bowls of chicken soup did she have?*
She had one bowl of chicken soup.
- How much lemonade did you have?*
We had two cans of lemonade.
- How much roast beef did she have?*
She had two slices of roast beef.
- How many cups of coffee did she have?*
She had one cup of coffee.
- How much orange juice did you have?*
I had two glasses of orange juice.
- How much fruit salad did you have?*
I had one bowl of fruit salad.
- How many slices of turkey did he have?*
He had four slices of turkey.

Practice Time

A.  Listen and repeat. Then practise with a partner.

How much bread did he have?
He had six loaves of bread.

1. pieces of apple pie / they?
four


2. bowls of chicken soup / she?
one


3. lemonade / you?
two cans


4. roast beef / she?
two slices


5. cups of coffee / she?
one


6. orange juice / you?
two glasses


7. fruit salad / you?
one bowl


8. slices of turkey / he?
four


B. Look at page 8. Practise with a partner.

C.  Listen and chant. (See "How Much? How Many?" on page 37.)

10

Unit 2

- Students practice numbers 1–8 in pairs. (S1 in each pair asks the questions, and S2 answers.) Students then change roles and repeat the activity.

B. Look at page 8. Practise with a partner.

Students remain in pairs and look at page 8. They then take turns asking and answering questions about people and food items in the large scene, using the target patterns and vocabulary items. For example: S1 (pointing to the woman with coffee): *How many cups of coffee did she have?* S2: *She had one cup of coffee.*

C. Listen and chant.

- Students turn to the *How Much? How Many?* chant on page 37. They cover up the text, look at the picture, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

How Much? How Many?

How much roast beef did you have?

I had one slice.

How many slices?

One slice. I had one slice of roast beef.

How much chicken soup did you have?

I had two bowls.

How many bowls?

Two bowls. I had two bowls of chicken soup.

How much water did you have?

I had three bottles.

How many bottles?

Three bottles. I had three bottles of water.

How much orange juice did you have?

I had four glasses.

How many glasses?

Four glasses. I had four glasses of orange juice.

2. Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
3. Divide the class into Groups A and B. Play the karaoke version. Group A chants the questions and Group B chants the answers, holding up one finger in the first verse, two in the second. Groups switch roles and chant again.

Games and Activities

1. **How Many Did He Have?** Divide students into groups of four to six, and give each group a set of Unit 2 Word Time Picture Cards and Unit 2 Focus Time Picture Cards. Students shuffle the cards and turn them face down. Each group then numbers slips of paper from 1–8 and turns these face down. A student in each group (S1) begins by picking up a number card that he/she doesn't show to the others. S2 turns over a picture card, points to S1, and asks S3 *How (many) (slices of) (roast beef) did (he) have?* S3 looks at S1's number card and answers *(He) had (three) (slices of) (roast beef)*. Groups continue in the same way with the remaining cards, changing roles each time. Remind students that if they turn over a Word Time Picture Card, they ask *How much...* and if they turn over a Focus Time Picture Card, they ask *How many....*

OPTIONS: Students can draw or write their own cards.

2. **What Did You Eat?** Each student makes a list of the ten Unit 2 target foods. They then write down how many of each item they have eaten in the last week. Divide the class into pairs and have students in each pair take turns using the target patterns to ask each other about what they have eaten (students can take notes if necessary to remember what their partner says). Pairs continue for four to five minutes. Then ask students questions about what they found out. For example: Ask *How many cans of lemonade did Kim have?* Kim's partner responds *Kim had one can of lemonade.*

OPTIONS:

1. Quickly teach students the word about so that they can approximate quantities that they're not sure of. For example: *I had about four slices of roast beef.*
2. Quickly teach students the pattern *I didn't have any (bread).*
3. **Survey.** Write *How much? and How many?* in a row at the top of the board. Under *How much?* write *fudge (pieces of), milk (bottles of), glue (bottles of), tape (rolls of), and paper (pieces of)* in a column. Under *How many?* write *pencils, sisters, brothers, books, eyes, ears, and hands*. Point to each word and have students read it. Quickly review meaning if necessary. Then divide the class into groups of three to four. Students in each group take turns asking each other *How many/How much* questions about the items on the board. For example: *How many pencils do you have?* Students can take notes if necessary to remember what their classmates say. Groups continue for five to six minutes. Then ask students questions about what they found out. For example: Ask *How much paper does Ramy have?* Students who know this information respond *Ramy has ten pieces of paper.*

OPTIONS:

1. Quickly teach students the word about so that they can approximate quantities that they're not sure of. For example: *I have about ten pieces of paper.*
2. Quickly teach students the pattern *I don't have any (paper).*



Extra Practice

Explain and assign Worksheet 3, *How Many?/How Much?*, page 186. (For instructions and answer key, see page 180.)

Finish the Lesson

1. **Share the Answer.** Ask a student *How many fingers do you have?* Continue around the classroom for three to four minutes, asking students questions about body parts they can name in English.
2. Explain and assign Workbook page 10. (For instructions, see Teacher's Book page 160.)

Reading Time

Language Focus: Reading a restaurant review

Materials Needed: CD/cassette and player; copies of reading, 1 per 6–8 students; Unit 2 Word Time Word Cards, 1 set; Unit 2 Focus Time Word Cards, 1 set

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: What Did You Have for Dinner?** Attach the Unit 2 Word Time Word Cards in a row to the board, then write *How much _____ did you have?* and *I had _____.* below the cards. Attach the Unit 2 Focus Time Word Cards in another row to the board, then write *How many _____ of _____ did you have?* and *I had _____.* below the cards. Pairs of volunteers read one of the questions and answers, filling in the blanks with different food items and quantities. Continue until most students have taken a turn.
- Check Workbook page 10. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

new: Explain that when you buy something in a store it is new. If you have had something for a while, it is old.

Italian: Explain that people or things that come from Italy are called Italian.

owner: Explain that the person who has paid for and is in charge of something is called the owner.

real: Write *real = true on the board.*

chef: Say *A chef is a person who cooks food at a restaurant.*

best: Enthusiastically say *Chowaterte cake is my favourite. I like it best.*

price: Write L.E 2 on the back of a notebook. Show students and say *This costs two pounds.* The price is two pounds.

Reading Time

A. Listen and read along.

Grandpa Ali's Restaurant Opens
by Adel Ibrahim

Grandpa Ali's is a new Italian restaurant in downtown Sunnyville. It opened on May 5th. Who is Grandpa Ali? Is it the owner? No! The real Grandpa Ali is the owner's grandfather and the chef at the restaurant.

Last Saturday, Laila Abdallah and her friend Diana Smith had lunch at Grandpa Ali's. "Their pizza is the best pizza in town," Laila said. Diana said, "I'm going to bring my children here. Kids under five eat free!"

Grandpa Ali's is clean and the prices are good. The address is 12 Pine Street. They're open daily from 11:00 A.M. to 10:00 P.M. They serve lunch and dinner.

B. Listen and circle True or False.

1. **True** **False** 2. **True** **False** 3. **True** **False** 4. **True** **False**

C. Read the question. Write the answer.

1. What is the name of the restaurant? _____
2. Where is Grandpa Ali's? _____
3. Who is Grandpa Ali's? _____
4. When is Grandpa Ali's open? _____

New Words

new	Italian
downtown	owner
real	chef
best	price
A.M./P.M.	serve

Unit 2

11

A.M./P.M.: Explain that A.M. is used to denote times between midnight and noon. For times between noon and midnight, P.M. is used.

serve: Say *There's a restaurant that serves breakfast and lunch. This means that you can eat breakfast and lunch there.*

- Students open their Student's Books to page 11. They look at the reading and pictures and talk about what they see. For example: *This is from a newspaper. Here is a restaurant.* Ask students what they think the reading will be about.

Practise the Reading

Students read the article silently to themselves.

A. Listen and read along.

- Play the recording. Students listen and read along in their Student's Books.

Grandpa Ali's Restaurant Opens by Adel Ibrahim

Grandpa Ali's is a new Italian restaurant in downtown sunnyville. It opened on May 5th. Who is Grandpa Ali? Is it the owner? No! The real Grandpa Ali is the owner's grandfather and the chef at the restaurant.

Last Saturday, Laila Abdallah and her friend Diana Smith had lunch at Grandpa Ali's. "Their pizza is the best pizza in town," Laila said. Diana said, "I'm going to bring my children here. Kids under five eat free!"

Grandpa Ali is clean and the prices are good. The address is 12 Pine Street. They're open daily from 11:00 a.m. to 10:00 p.m. They serve lunch and dinner.

New Words

new
Italian
owner
real
chef
free
best
price
A.M./P.M.
serve

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the article aloud to their partner.

B. Listen and circle True or False.

- Play the recording. For each number, students listen and circle *True* if the statement is true, and *False* if it is not.
 - Grandpa Ali's is a bakery.*
 - Laila Abdallah said, "Their pasta is the best pasta in town."*
 - Kids under five eat free.*
 - Grandpa Ali's serves breakfast and lunch.*
- Check answers by saying *Number 1.* *Grandpa Ali's is a bakery.* Students say *True* if they circled *True*, and *False* if they circled *False*. If the statement is *false*, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. False 2. False 3. True 4. False

C. Read the question. Write the answer.

- Students read each question and answer it based on the reading in exercise A.
- Check answers by reading each question and having students read the answer they wrote.

Answer Key:

- What is the name of the restaurant?
The name of the restaurant is
Grandpa Ali's.
- Where is Grandpa Ali's? Grandpa Ali's is in Sunnyville, or Grandpa Ali's is at 12 Pine Street.
- Who is Grandpa Ali's? Grandpa Ali's is the owner's grand father. He is the chef at the restaurant.
- When is Grandpa Ali's open?
Grandpa Ali's is open daily from
11:00 A.M. to 10:00 P.M.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

- Sentence Strips.** Divide the class into groups of six to eight and give each group a copy of the reading. Students in each group cut the reading so that each sentence is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task. Then have each group read a paragraph to the class.

OPTION: Give students enlarged photocopies of the reading.

- Definitions.** Divide the class into Teams A and B. Then say *People eat there*. The first student to name the corresponding word from the reading, *restaurant*, wins a point for his/her team. Do the same with six to seven other words from the reading (see Suggested Definitions below). The team with the most points at the end wins.

Suggested Definitions:

not old (new)
this person owns a restaurant (owner)
this person cooks at the restaurant (chef or Grandpa Ali's)
children (young people)
an Italian food (pizza)
not dirty (clean)
every day (daily)

- Use It in a Sentence.** Say *new*. A volunteer says a sentence using *new* (this can be either an original sentence or a sentence from the reading). Do the same with the remaining new words from the lesson.



Extra Practice

Explain and assign Worksheet 4, *Mona's Diary*, page 187. (For instructions and answer key, see page 180.)

Finish the Lesson

- Please Correct Me.** Read sentences or parts of sentences from the reading, replacing one word in each utterance. Students follow in their Student's Books and repeat each utterance, putting the word from the reading back in. For example: *Say Grandpa Ali's is an old Italian restaurant.* Students say *Grandpa Ali's is a new Italian restaurant.* Continue for three to four minutes.
- Explain and assign Workbook page 11. (For instructions, see Teacher's Book page 160.)

Your Time

Language Focus: Personalising food and quantity language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- Reading Review: In Your Own Words.** Students open their Student's Books to page 11 and take two to three minutes to read the restaurant review. Then have students take turns telling the class—in their own words—something about the reading. For example: *This reading is about a new restaurant.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.
- Check Workbook page 11. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Lesson

Ask students five to six questions relating to food (see Suggested Questions below).

Suggested Questions:

What's your favourite food?

Do you like Italian food?

How much lemonade did you drink yesterday?

How many bowls of chicken soup can you eat?

Do you like ice cream?

What's your favourite flavour of ice cream?

Practise the Lesson

Students open their Student's Books to page 12.

A. Listen and answer the questions.

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

- How many glasses of orange juice can you drink?*
- How many slices of roast beef can you eat?*
- How much lemonade can you drink?*
- How much fruit salad can you eat?*

- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

- _____
- _____
- _____
- _____

B. Ask your classmates. Write their names and circle Yes or No.
Do you want a slice of roast beef for dinner?

Food	Name	Yes/No
1. a slice of roast beef	_____	Yes No
2. a bowl of fruit salad	_____	Yes No
3. a piece of apple pie	_____	Yes No
4. a bowl of soup	_____	Yes No

C. Review. Read and write the answers.

1. Did you have a piece of apple pie for breakfast today?

2. Do you like bread?

3. What's your favourite food?

4. Did you have a glass of milk this morning?

12

Unit 2

B. Ask your classmates. Write their names and circle Yes or No.

Quickly review the following patterns: *Do you want (a slice of turkey) for dinner? Yes, I do./No, I don't.* Students then work in groups of five to six and ask each other in the group *Do you want (a slice of turkey) for dinner?* Students respond *Yes, I do* or *No, I don't.* Students record their classmates' names and answers on their surveys. Groups continue for five to six minutes. Then ask students questions about the survey. For example: *Ask Does Kareem want a bowl of fruit salad for dinner?* Students who know this information respond either *Yes, he does* or *No, he doesn't.*

C. Review. Read and write the answers.

- Students read each question and write an answer based on their own knowledge and experience.

- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **Memory Chain.** (See Game 18, page 156.) Play the game using *My favourite food is (pizza)*.
OPTION: Play the game using *I want a (slice) of (beef) for dinner.*
2. **What Will You Eat?** Students write down how much of various types of food they plan to eat in the next week. They then get together with a partner. Each student asks his/her partner *How much (pizza) will you eat?* and records the answers.
3. **Alien Interview.** Divide the class into groups of four to six. One student in each group is an alien from outer space visiting the planet Earth. The other group members interview the alien, asking him/her questions like *What's your favourite food?/What did you have (this morning)?/How much (cake) can you eat/drink?* and writing down the answers. Then each group reports to the class on their alien.

Finish the Lesson

1. **Alien Pets.** Elicit names of eight animals/pets from the class and write the words in a row at the top of the board. Bring four volunteers (aliens) to the front of the classroom. Each volunteer stands below a word on the board. Seated students take turns asking the aliens questions about their animals/pets. For example: *How much milk can your chimpanzee drink?/How many slices of roast beef can your cheetah eat?* The volunteers answer. Encourage students to use a variety of food items in their questions and allow volunteers to give exaggerated answers. Continue with another four volunteers.
2. Explain and assign Workbook page 12. (For instructions, see Teacher's Book page 160.)

Assessment

Explain and assign the Unit 2 Test, page 213.
(For instructions and answer key, see page 204.)





3 Daily Activities

Conversation Time

Language Focus: Shopping for a pie at a bakery

Materials Needed: CD/cassette and player; Wall Chart 5

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Review: Food.** Ask students questions about what they ate yesterday. For example: *Who ate fruit on (Tuesday)? (Marwa), how much fruit did you have?* Continue for three to four minutes.
- Check Workbook page 12. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Conversation

- Set the scene and clarify the meaning by saying *Today's conversation is at a bakery. A man wants to buy a pie.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

expensive: Write L.E 1 on the back of a notebook and L.E 1,000 on the back of another notebook. Hold up the 1 L.E notebook and say *This is cheap.* Then hold up the L.E 1,000 notebook and say *This is expensive!*

fresh: Draw two vases of flowers on the board, one with fresh, perky flowers, and the other with droopy, wilted flowers. Point to the vase of fresh flowers and say *fresh.* Point to the wilted flowers and say *not fresh.*

- Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:

- A: *Good morning. Can I help you?*
Speak pleasantly and smile.
- B: *Yes, please. What kinds of pie do you have today?*
Speak quizzically.
- A: *We have lemon, peach, and apple.*
Speak pleasantly.
- B: *Do you have any cherry pies?*
Speak quizzically. Stress *cherry.*
- A: *Sorry. We're out of cherry. But the apple pies are very nice.*
Shake your head and look a little sad. Then smile and speak a little more happily.

3 Daily Activities

Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

1. Good morning. Can I help you?
Yes, please. What kinds of pie do you have today?

2. We have lemon, peach, and apple.

3. Do you have any cherry pies?
Sorry. We're out of cherry. But the apple pies are very nice.

4. How much are they?
They're ten pounds each.

5. Oh, that's too expensive. How much are the peach pies?
They're five pounds each.

6. Okay. I'll take one.
Great! I'll get a fresh pie for you.

B. Role-play the conversation.

13

B: *How much are they?*
Speak quizzically.

A: *They're ten pounds each.*
Hold up ten fingers.

B: *Oh, that's too expensive. How much are the peach pies?*
Speak a little sadly.

A: *They're five pounds each.*
Hold up five fingers.

B: *Okay. I'll take one.*
Nod and smile. Reach into your pocket as if to take out money.

A: *Great! I'll get a fresh pie for you.*
Speak enthusiastically. Then turn and start to walk away.

- Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.

- Attach Wall Chart 5 to the board or open a Student's Book to page 13. Students then open their Student's Books to page 13. Ask the following questions:

*What kinds of pie do you see?
Does the baker have any lemon pies?
What kind of pie does the man want? Does the*

baker have any cherry pies?
How much are the apple pies? Is that expensive?
How much are the peach pies?
What kind of pie does the customer buy?

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.
 1. Baker: *Good morning. Can I help you?*
Customer: *Yes, please. What kinds of pie do you have today?*
 2. Baker: *We have lemon, peach, and apple.*
 3. Customer: *Do you have any cherry pies?*
Baker: *Sorry. We're out of cherry. But the apple pies are very nice.*
 4. Customer: *How much are they?*
Baker: *They're ten pounds each.*
 5. Customer: *Oh, that's too expensive. How much are the peach pies?*
Baker: *They're five pounds each.*
 6. Customer: *Okay. I'll take one.*
Baker: *Great! I'll get a fresh pie for you.*
2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

1. **Listen Carefully.** Write the following sentences on the board. Play the recording of the conversation. Students listen and write the missing words to complete each sentence.

1. *The bakery has lemon, _____, and apple pies.*
2. *They're out of _____ pies.*
3. *The apple pies are _____ pounds each.*
4. *The peach pies are _____ pounds each.*

Check answers by saying Number 1. A volunteer reads the complete sentence. Do the same for numbers 2–4.

Answer Key:

1. The bakery has lemon, peach, and apple pies.
2. They're out of cherry pies.
3. The apple pies are ten pounds each.
4. The peach pies are five pounds each.

2. **Match the Halves.** Divide the class into pairs. Students in each pair write the contents of each speech bubble from the conversation on a separate piece of paper and then cut each piece of paper in half. Pairs shuffle the pieces of paper and place them face down. Say *Go!* Pairs try to be the first to turn over the pieces of paper, match each half, and put the complete speech bubbles in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again.

3. **Make It Your Own.** Write the following on the board:

A: *Can I help you?*
B: *Yes, please. What kinds of pie do you have today?*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *Yes, please. Can you tell me where the skirts are?*
2. *No, thank you. I'm just looking.*
3. *Yes. Do you have this shirt in red?*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about when and where they might have a conversation in which they are talking to a store clerk about buying something.
2. Explain and assign Workbook page 13. (For instructions, see Teacher's Book page 161.)

Word Time

Language Focus: Daily activities (*walk to school, go to the dentist, do laundry, chop vegetables, iron a shirt, slice fruit, take a bus, wash my hair, stay home, buy groceries*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 6; Unit 3 Word Time Picture Cards, 1 card per student; Unit 3 Word Time Word Cards, 1 set

For more general information on Word Time, see pages 10–11.

Warm-Up and Review

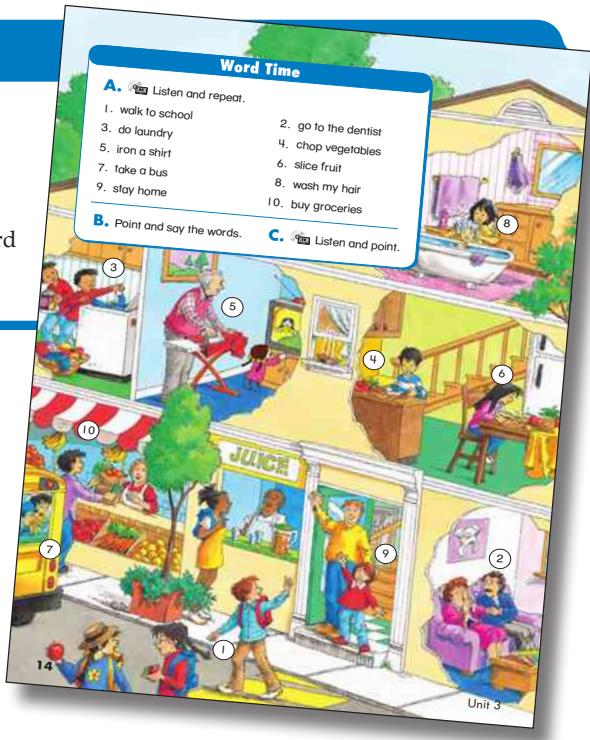
- Conversation Review: Say the Next Word.**
Play the recording of the Unit 3 conversation. Students listen. Then, using a Student's Book for reference if necessary, a volunteer says the first word of the conversation. The student sitting behind him/her says the next word. Continue around the class with each student saying the next word in the conversation, until the entire conversation has been said.
- Check Workbook page 13. (For instructions and answer key, see Teacher's Book page 161.)

Introduce the Words

- Hold up and name each of the Unit 3 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up each card in random order and have students name it and then pretend to be doing the action.
- Attach the Unit 3 Word Time Picture Cards in a row to the board. Stand the Unit 3 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

- Students open their Student's Books to page 14. They look at the large scene and use complete sentences to identify anything they can.
- Attach Wall Chart 6 to the board or open a Student's Book to page 14. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).



What are people doing today? The **little girl** is staying home with her **father**. This **boy** is chopping vegetables. In the bathroom, this **boy's mum** is washing his hair. **These boys** are doing laundry. **Grandpa Day** is ironing a shirt. This **girl** is slicing fruit. Others are out in the town: going to the dentist, buying **groceries**. Kareem and Samy are taking a **bus**.

- Ask the following questions while pointing to or touching the pictures (**bold** words).

(girl **slicing** fruit) What's she doing?

(banana) What's this?

Can you point to the boy buying groceries?

Who's taking the bus? Point to them.

(boys **doing** the laundry) What are they doing?

Do you like to do laundry?

Do you like taking the bus?

Practise the Words

A. Listen and repeat.

- Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

- walk to school*
- go to the dentist*
- do laundry*
- chop vegetables*
- iron a shirt*
- slice fruit*
- take a bus*
- wash my hair*
- stay home*
- buy groceries*

2. Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the person doing the named action; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

*Do laundry.
Take a bus.
Go to the dentist.
Slice fruit.
Iron a shirt.
Buy groceries.
Walk to school.
Wash my hair.
Chop vegetables.
Stay home.*

Now listen and point to the speakers.

*A: Was there a mouse beside that tree? (Kareem and friend)
B: Where?*

*A: Beside that tree, on the pavement.
B: I don't know.*

A: Hi, Mr. Adam. How much is a medium apple juice? (shop assistant and girl at juice stand)

*B: It's two pounds.
A: Great! I'll take one, please.
B: Here you are.*

*A: Look! My apple is bigger than your apple.
(Mona and friend)*

*B: But I'm so hungry.
A: Here. You can have mine.
B: Thanks!*

Games and Activities

1. **Charades.** Divide the class into groups of five to six and give each group a set of Unit 3 Word Time Picture Cards. A student in each group begins by looking at a picture card and then pantomiming the action. The first student to correctly name the action, saying *You're (ironing a shirt)*, is next to pantomime an action. Groups continue in this way for five to seven minutes.
option: Students can use the pictures in the book instead of using cards.

2. **When Do You... Get about six to eight students come to the front of the classroom** Have students

stand in two parallel lines and give each student a Unit 3 Word Time Picture Card. Each student faces the student directly across from him/her and holds up his/her picture card. Partners ask and answer *When do you (wash your hair)? I (wash my hair) (in the morning)*. Then students in each line pass their card to the right and repeat the exchange. Continue until students receive their starting card and then change students and start again.

3. **Survey.** Students create a survey on a sheet of paper by writing *Name* and *Do you like to _____?* in a row at the top of the paper. Then they write a list of six activities along the left side of the paper. Then divide the class into groups of four to five. Students in each group take turns asking each other around the classroom and ask their classmates *Do you like to (do the laundry)?* *Students respond Yes, I like to (do the laundry) or No, I don't like to (do the laundry)*. Students record their classmates' names and answers on their surveys. Groups continue for five to six minutes. Students sit down. Then ask students questions about the survey. For example: Ask *Does amr like to do the laundry?* Students who know this information respond either *Yes, he does* or *No, he doesn't*.

4. **Option: Personalize the Vocabulary.** Divide the class into pairs and give them three to four minutes to talk with their partner about the activities they plan to do in the next week (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's plans.

OPTION: Do the activity as above, also having students draw pictures to illustrate their partner's plans.

Finish the Lesson

1. **Categorize.** Divide the board into two columns. Write *at home* at the top of the first column, and *not at home* at the top of the second column. Say *buy groceries* and have a volunteer point to the corresponding column on the board. A different volunteer says *We don't buy groceries at home*. Write *buy groceries* in the *not at home* column. Do the same with the remaining target actions. Then point to each column and have students read the words.
2. Explain and assign Workbook page 14. (For instructions, see Teacher's Book page 161.)

Focus Time

Language Focus: Emphatic pronouns (*by myself, by himself, by herself, by yourself, by yourselves, by themselves, by ourselves*)

Simple past, affirmative and negative statements [*I (ironed a shirt) by (myself)./I didn't (iron a shirt) by (myself).*]

Function: Expressing activities in the past

Materials Needed: CD/cassette and player; Unit 3 Word Time Picture Cards, 1 card per student; Unit 3 Word Time Word Cards, 1 set per 2 students; Unit 3 Focus Time Picture Cards, 1 set; Unit 3 Focus Time Word Cards, 1 set per 2 students; *I, You, He, She, We, and They* grammar cards, 1 set per 2 students; Unit 3 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 15, page 155.) Hold up each Unit 3 Word Time Picture Card and have students name it. Then play the game using the cards.
2. Check Workbook page 14. (For instructions and answer key, see Teacher's Book page 161.)

This lesson is in two parts.

Part 1: Introduce the Words

Bring three volunteers (ideally one should be a boy) to the front of the classroom. Ask them to walk around the classroom, with two of them walking together, and the third volunteer (a boy) walking by himself. Point to the two volunteers walking together and say *They're walking together*. Point to the volunteer walking by himself and say *by himself*. *He's walking by himself*. Students repeat *by himself*. Write *by himself* on the board. Point to and read each word. Students repeat. Do the same with a girl for *herself*. Then hold up and name each Unit 3 Focus Time Picture Card. Students listen. Hold up and name each card again and have students repeat.

Practise the Words

Students open their Student's Books to page 15.

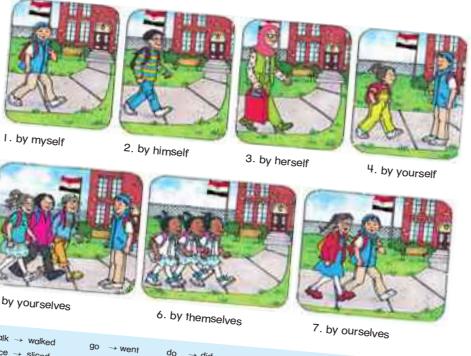
A. Listen and repeat.

Play the recording. Students listen and repeat each word.

1. *by myself*
2. *by himself*
3. *by herself*
4. *by yourself*
5. *by yourselves*
6. *by themselves*
7. *by ourselves*

Focus Time

A.  Listen and repeat.



1. by myself 2. by himself 3. by herself 4. by yourself
5. by yourselves 6. by themselves 7. by ourselves

walk → walked go → went do → did
slice → sliced take → took wash → washed
chop → chopped stay → stayed iron → ironed
buy → bought

B.  Listen and repeat.

I | ironed
didn't iron | a shirt by myself.

C.  Look at page 14. Listen and point.

Unit 3

15

walk, walked
go, went
do, did
chop, chopped
iron, ironed
slice, sliced
take, took
wash, washed
stay, stayed
buy, bought

Part 2: Introduce the Patterns

1. **(I) (walked/didn't walk to school) by (myself).** Have a volunteer (S1) walk to the classroom door. After he/she reaches the door, have him/her stop. Point to him/her and say *(She) walked by (herself)*. Students repeat. Write *She walked by herself* on the board. Point to and read each word. Students repeat. Then have another volunteer walk with S1 to the door. Point to S1 and say *(She) didn't walk by (herself)*. Students repeat. Write *She didn't walk by herself* on the board. Point to and read each word. Students repeat. Do the same with *iron a shirt, chop vegetables, and buy groceries*, having the volunteers pantomime each action.
2. **Practice for Fluency.** Say *stay home, they*. Students say *They stayed home by themselves*. Then shake your head no. Students say *They didn't stay home by themselves*. Do the same with different actions and pronouns for three to four minutes.

Practise the Patterns

B. Listen and repeat.

1. Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.

I ironed a shirt by myself.

I didn't iron a shirt by myself.

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students work with partners to say the sentences, while looking at the pattern boxes in their books.

C. Look at page 14. Listen and point.

Play the recording. Students look at page 14 and listen to the words, pointing to the person/people doing each action they hear named. Play the recording as many times as necessary for students to complete the task.

She cut fruit by herself.

She didn't wash her hair by herself.

They took a bus by themselves.

Games and Activities

1. **Write the Word.** Write the following sentences on the board. Students write each one, filling in the blanks with the appropriate emphatic pronoun.

1. *I sliced fruit by _____.*
2. *You sliced fruit by _____.* (one person)
3. *He sliced fruit by _____.*
4. *She sliced fruit by _____.*
5. *We sliced fruit by _____.*
6. *You sliced fruit by _____.* (two people)
7. *They sliced fruit by _____.*

Check answers by saying Number 1 and having a volunteer read the whole sentence. Do the same for numbers 2–7.

Answer Key:

1. *I sliced fruit by myself.*
2. *You sliced fruit by yourself.* (one person)
3. *He sliced fruit by himself.*
4. *She sliced fruit by herself.*
5. *We sliced fruit by ourselves.*
6. *You sliced fruit by yourselves.* (two people)
7. *They sliced fruit by themselves.*

2. **Pantomime.** Say *walk*. Students say its simple past form, *walked*. Do the same with the remaining target verbs. Then bring four

volunteers to the front of the classroom. Ask one of them (S1) to step away from the other volunteers, pantomime slicing fruit, and then stop. Seated students point to S1 and say *(He) sliced fruit (by himself)*. Then have all four volunteers pantomime taking a bus together. Point to S1 and elicit *(He) didn't take the bus by (himself)*. Do the same with different actions for four to five minutes, sometimes having S1 do the action by (himself) and sometimes with the other volunteers. Each time, seated students say the target pattern about S1.

3. **Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, You, He, She, We, and They* grammar cards and Unit 3 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

1. **Family Chart.** Draw a ten-column/five-row chart on the board. On top of each column attach one of the Unit 3 Word Time Picture Cards. To the left of the rows write names of family members: *my baby sister, my big brothers, my mother, my father, and my grandmother*. Above the chart write *YESTERDAY*. Students take turns making sentences about each family member. For example: *My baby sister didn't stay home by herself yesterday. My big brothers went to the dentist by themselves yesterday.* A volunteer checks the appropriate box for each positive statement and crosses out the appropriate box for each negative statement. Continue until most students have made a sentence.

2. Explain and assign Workbook page 15. (For instructions, see Teacher's Book pages 161–162.)

Practice Time

Language Focus: Emphatic pronouns; simple past, affirmative and negative statements [(You) (walked to school) by (yourselves).]

Function: Expressing activities in the past

Materials Needed: CD/cassette and player; Unit 3 Word Time Picture Cards, 1 set per 3–4 students

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: True Sentences.** Write *They did the laundry by themselves. They didn't slice fruit by themselves.* on the board. Point to each sentence and have students read it. Then have each student say a true sentence about something he/she or somebody in his/her family did or did not do by themselves yesterday.
- Check Workbook page 15. (For instructions and answer key, see Teacher's Book pages 161–162.)

Practise the Patterns

Students open their Student's Books to page 16.

A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.

You walked to school by yourselves.

1. *I sliced fruit by myself.*
2. *You didn't wash your hair by yourself.*
3. *He bought groceries by himself.*
4. *We took a bus by ourselves.*
5. *She didn't go to the dentist by herself.*
6. *You chopped vegetables by yourself.*
7. *They did the laundry by themselves.*
8. *She didn't stay home by herself.*

- Students practice numbers 1–8 in pairs. They then change partners and repeat the activity.

B. Look at page 14. Practise with a partner.

Students remain in pairs and look at page 14. They then take turns making statements about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the little girl with her father in the doorway): *She didn't stay home by herself.* S2 (pointing to the boy chopping vegetables): *He chopped vegetables by himself.*

Practice Time

A.  Listen and repeat. Then practise with a partner.

You walked to school by yourselves.

1. I/slice fruit/by myself
2. You/wash your hair/by yourself
3. He/buy groceries/by himself
4. We/take a bus/by ourselves
5. She/go to the dentist/by herself
6. You/chop vegetables/by yourself
7. They/do laundry/by themselves
8. She/stay home/by herself

B. Look at page 14. Practise with a partner.

C.  Listen and sing along. (See "I Stayed Home By Myself" on page 38.)

16

Unit 3

C. Listen and sing along.

- Students turn to the *I Stayed Home By Myself* song on page 38. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

I Stayed Home By Myself

(Melody: Michael, Row the Boat Ashore)

I stayed home by myself.

By myself.

She stayed home by herself.

By herself.

We did the laundry by ourselves.

By yourselves.

They did the laundry by themselves.

By themselves.

I walked to school by myself.

By yourself.

He walked to school by himself.

By himself.

We took a bus by ourselves.

By yourselves.

They took a bus by themselves.

By themselves.

- Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.

3. Divide the class into Groups A and B. Play the karaoke version. Group A sings the un-indented lines, pantomiming each action as they sing it. Group B sings the indented lines. Groups switch roles and sing the song again.

Games and Activities

1. **True Sentences.** Divide the class into groups of three to four, and give each group a set of Unit 3 Word Time Picture Cards. A student in each group begins by picking up a picture card and using the verb phrase in a true sentence. For example: *I didn't buy groceries by myself on Friday or On Tuesday, I chopped vegetables by myself.* The other students in the group point to the volunteer and say *(He) (didn't) (buy groceries) by (himself) on (Friday) or On (Tuesday), (he) (chopped vegetables) by (himself).* Groups continue in the same way for four to five minutes.

option: Students create their own cards by either drawing or writing the target language.

2. **Chart.** Divide the class into pairs and write the following chart on the board:

	stay home	do the laundry	buy groceries
Past	They stayed home by themselves.		
Present	They stay home by themselves.		
Future	They'll stay home by themselves.		

Each pair copies the chart onto a piece of paper and completes it, using the example sentences as guides.

3. **Talking.** Divide the class into pairs and give them three to four minutes to talk with their partners about things they did by themselves in the last week (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's activities. Students can use any vocabulary they know.

OPTION: Do the activity as above, also having students draw pictures to illustrate their partner's activities.



Extra Practice

Explain and assign Worksheet 5, Play a Game, page 188. (For instructions and answer key, see page 180.)

Finish the Lesson

1. **Present to Past.** Say *I go to the dentist by myself.* A volunteer changes the sentence into the past tense, saying *I went to the dentist by myself.* Continue in this way until all of the target verb phrases have been changed from present to past.
2. Explain and assign Workbook page 16. (For instructions, see Teacher's Book page 162.)

Reading Time

Language Focus: Reading a short story

Materials Needed: CD / cassette and player; Unit 3 Word Time Picture Cards, 1 card per student

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: Activities in the Past.** Write *I went to the dentist by myself. I didn't take a bus by myself.* on the board. Point to each sentence and have students read it. Then give each student a Unit 3 Word Time Picture Card. A volunteer (S1) begins by standing up, showing the class his/her card, and saying *I (walked to school) by myself.* The student behind him/her stands up, shows the class his/her card, and says *I didn't (walk to school) by myself. I (went to the dentist) by myself.* Continue in this way until all students have taken a turn.

Option: Each student creates his / her own card by drawing or writing

- Check Workbook page 16. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

supermarket: Say *A supermarket is a big store where you can buy groceries.*

grocery list: Say *I need to buy groceries. I write down the food I want to buy on a grocery list so that I remember what I need to buy.*

arrive: Ask students *What time do you arrive at school?* Prompt them to answer.

forget → forgot: Say *Yesterday when I was at the supermarket, I forgot my change. Forgot is the past tense of forget.*

go home: Say *When I'm finished with class, I will go home.*

get → got: Say *My hair was long, so yesterday I got a haircut. Now my hair is short. Got is the past tense of get.*

trolley: Pantomime putting groceries into a trolley and pushing the trolley. Say *When you're at the supermarket, you put your groceries in a trolley.*

Reading Time

A.  Listen and read along.

Ramy Forgot!

"Ramy," said his mother, "will you go to the supermarket for me, please?" She put a grocery list and some money on the table by the door.

"No problem, Mum," said Ramy. Ramy arrived at the supermarket.

"Oh, no!" Ramy said. "I forgot the list!" He went home and got the list. Then he ran back to the supermarket. Ramy put the groceries in the trolley. Then he went to the checkout.

"Oh, no!" he said. "I forgot the money!" He ran home, got the money, and ran back to the supermarket. Then he paid for the groceries and went home.

"Hi, Ramy," said his mother. "Where are the groceries?" "Oh, no!" he said. "I left them at the supermarket!"

B.  Listen and circle True or False.

1. **True** **False** 2. **True** **False** 3. **True** **False** 4. **True** **False**

C. Read the question. Write the answer.

1. Where did Ramy go? _____

2. Who wanted Ramy to go? _____

3. Did Ramy forget the list? _____

4. What did Ramy leave at the supermarket? _____

New Words

supermarket	grocery list
arrive	forget → forgot
go home	get → got
trolley	checkout
pay → paid	leave → left

Unit 3

checkout: Pantomime putting groceries into a trolley, pushing the trolley, and then standing at the checkout. Then pretend to put the groceries on the checkout counter. Say *You go to the checkout so that you can give the assistant money for your groceries.*

pay → paid: Say *When you give the assistant money for your groceries, you pay for them. Paid is the past tense of pay.*

leave → left: Say *Yesterday I got up, ate breakfast, and then left my house at seven A.M. Left is the past tense of leave.*

- Ask students about their own experiences with buying groceries (see Suggested Questions below).

Suggested Questions:

Is there a supermarket near your house?

What is it called?

Do you buy groceries by yourself?

Do you go to the supermarket with your mother and father?

Do you like going to the supermarket?

What do you like to buy?

- Students open their Student's Books to page 17. They look at the pictures and talk about what they see. For example: *This is a story. Here is a grocery list. Here's some money. This boy is running.* Ask students what they think the reading will be about.

Practise the Reading

Students read the story silently to themselves.

A. Listen and read along.

- Play the recording. Students listen and read along in their Student's Books.

Ramy Forgot!

"Ramy," said his mother, "will you go to the supermarket for me, please?" She put a grocery list and some money on the table by the door.

"No problem, Mum," said Ramy.

Ramy arrived at the supermarket.

"Oh, no!" Ramy said. "I forgot the list!" He went home and got the list. Then he ran back to the supermarket. Ramy put the groceries in the trolley. Then he went to the checkout.

"Oh, no!" he said. "I forgot the money!" He ran home, got the money, and ran back to the supermarket. Then he paid for the groceries and went home.

"Hi, Ramy," said his mother. "Where are the groceries?"

"Oh, no!" he said. "I left them at the supermarket!"

New Words

supermarket

grocery list

arrive

forget, forgot

go home

get, got

trolley

checkout

pay, paid

leave, left

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not.

1. Ramy went to the supermarket with his mother.
2. Ramy ran to the bookstore.
3. Ramy forgot the money.
4. Ramy didn't pay for the groceries.
2. Check answers by saying Number 1. Ramy went to the supermarket with his mother. Students say True if they circled True, and False if they circled False. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. False 2. False 3. True 4. False

C. Read the question. Write the answer.

1. Students read each question and answer it based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. Where did Ramy go? Ramy went to the supermarket.

2. Who wanted Ramy to go? Ramy's mother wanted him to go.

3. Did Ramy forget the list? Yes, he did.

4. What did Ramy leave at the supermarket? He left the groceries at the supermarket.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

1. **Use It in a Sentence.** Say *checkout*. A volunteer says a sentence using *checkout* (this can be either an original sentence or a sentence from the reading). Do the same with the remaining new words from the lesson.

2. **Act It Out.** Get a group of four students come to the front of the classroom. Two students "Ramy and his mother" read the dialogue lines. The other two students "Ramy and his mother" pantomime the sentences they hear. Continue as above changing the groups each time.

Option: Students work in pairs. S1 is Ramy and S2 is Ramy's mother they say the dialogue and pantomime it at the same time.

3. **What Happened?** Divide the class into pairs. Students in each pair work together to write down the things Ramy did, in chronological order. Students' lists may vary somewhat but should include most of the following information:

1. Ramy said he would go to the supermarket.
2. Ramy arrived at the supermarket.
3. Ramy went home and got the list.
4. Ramy ran back to the supermarket.
5. Ramy put the groceries in the trolley.
6. Ramy went to the checkout.
7. Ramy ran home, got the money, and ran back to the supermarket.
8. Ramy paid for the groceries.
9. Ramy went home.
10. Ramy told his mother that he left the groceries at the supermarket.



Extra Practice

Explain and assign Worksheet 6, The Assistant's Tale, page 189. (For instructions and answer key, see page 180.)

Finish the Lesson

1. **Discussion.** Ask students to talk about tasks their parents have asked them to do. Ask them if they have ever forgotten anything they were supposed to do. Continue the discussion for four to five minutes.
2. Explain and assign Workbook page 17. (For instructions, see Teacher's Book page 162.)

Your Time

Language Focus: Personalising daily activity language

Materials Needed: CD / cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- Reading Review: Changing Words.** Students open their Student's Books to page 17. Read the story, changing one word in each sentence. Students raise their hands each time they hear a different word and then make the necessary correction. Then choose a volunteer to retell the story in his/her own words.
- Check Workbook page 17. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Lesson

Ask five to six questions about students' daily activities (see Suggested Questions below).

Suggested Questions:

Do you like to do the laundry?

What do you like to do on Fridays and Saturdays?

Do you take a bus in the morning?

Can you iron a shirt by yourself?

Are you going to buy groceries on Fridays?

What did you do yesterday?

Practise the Lesson

Students open their Student's Books to page 18.

A. Listen and answer the questions.

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

- Did you do the laundry on Tuesday?*
- Did you wash your hair this morning?*
- Will you eat breakfast by yourself tomorrow?*
- Are you going to walk to school by yourself tomorrow?*
- Can you chop vegetables by yourself?*

- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Pairwork. What can you do by yourself? Write. Then ask your partner.

You	Your Partner
1.	1.
2.	2.
3.	3.
4.	4.

C. Review. Read and circle True or False.

1. I like going to the dentist.
2. I stayed home on Tuesday.
3. I'm going to wash my hair tomorrow.
4. I didn't take a bus to school this morning.
5. I buy groceries by myself.

True	False

18 Unit 3

B. Pairwork. What can you do by yourself? Write. Then ask your partner.

Divide the class into pairs. Each student writes four things he/she can do by himself/herself in the You column of the chart. Next, each student asks his/her partner *What can you do by yourself?* and fills in the Your Partner column. Finally, each student tells the class about his/her partner, using the information from his/her chart. For example: *(Mary) can (do the laundry) by (herself).*

C. Review. Read and circle True or False.

- Students read each statement and circle True or False based on their own knowledge and experience.

- Check answers by having volunteers say whether they circled True or False for each statement.

Answer Key:

Answers will vary.

Games and Activities

1. **Yesterday's Actions.** Divide the class into pairs. A student in each pair (S1) begins by pantomiming four different actions he/she did yesterday. His/Her partner (S2) writes down the actions he/she thinks S1 is pantomiming. Once S1 has finished pantomiming, S2 checks his/her list, asking *Did you (do the laundry) yesterday?* S1 says either *Yes, I did* or *No, I didn't*. Pairs continue until S2 has an accurate list of S1's activities. Pairs then change roles and do the activity again.
2. **What Did You Do by Yourself?** Divide the class into four groups. Have students in the first group make a list of things they did and did not do by themselves when they were two years old. Students in the second group list things they did and did not do by themselves when they were four. Students in the third group make a list about when they were eight. Students in the fourth group list things they do and do not do by themselves now. Then have each group tell the class about their lists, saying, for example, *When I was two, I didn't slice fruit by myself.*
3. **Drawing.** Give students five to six minutes to draw pictures of themselves doing activities they like to do by themselves. Once students have finished drawing, divide the class into pairs. Students tell their partners about their drawings. For example: *This is me. I like to (take the bus) by myself.*

Finish the Lesson

1. **What Did They Do Yesterday?** Volunteers tell the class activities their mother and/or father did yesterday. Then other volunteers say what they will do by themselves when they are older and live by themselves.
2. Explain and assign Workbook page 18. (For instructions, see Teacher's Book page 162.)

Assessment

Explain and assign the Unit 3 Test, page 214. (For instructions and answer key, see page 205.)





4 Visiting a Film Studio

Conversation Time

Language Focus: Making a telephone call and leaving a message

Materials Needed: CD / Cassette and player; Wall Chart 7; a ball

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review: Daily Activities.** Ask *What did you do yesterday?* and have several students respond. Then ask *What can you do by yourself?* and have several students respond. Do the same with *What will you do tomorrow?*
2. Check Workbook page 18. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Conversation

1. Set the scene and clarify meaning by saying *In today's conversation, two people are talking on the telephone. One person, Salwa, wants to talk to Ahmed. But he's not there. So Salwa leaves a message for Ahmed.*

2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions. Each student should pretend to be holding a telephone receiver.

A: *Hello?*

Speak in a friendly, neutral voice.

B: *Hello. May I speak to Ahmed, please?*

Speak in a friendly, neutral voice.

A: *He's not in right now.*

Speak with a bit of regret in your voice.

B: *What time will he be back?*

Speak in a friendly, questioning voice.

A: *I'm sorry. I don't know.*

Speak with a bit of regret in your voice.

B: *Can you take a message?*

Speak in a friendly, questioning voice.

A: *Sure. Who's calling?*

Pick up a pencil and paper.

B: *This is Salwa Kamel. I'm going to be late for lunch today. I'll see him at 1:00.*

Speak very clearly. Look at your watch (wrist) and frown slightly.

A: *Got it. What's your number?*

Nod while writing.

Visiting a Film Studio

Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

B. Role-play the conversation.

19

B: *02-555-1839.*

Speak slowly and clearly.

A: *Okay. I'll give him your message.*

Finish writing and speak in a friendly manner.

B: *Thanks.*

Smile. Wait for Student A to "hang up" the phone, then pretend to hang up the phone.

A: *You're welcome.*

Smile and pretend to hang up the phone.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.

4. Attach Wall Chart 7 to the board or open a Student's Book to page 19. Students then open their Student's Books to page 19. Ask the following questions:

Who is calling Ahmed?

Is Ahmed in? When will he be back?

What does Salwa want the Clerk to do?

What's the message? Did the Clerk understand it?

Who will the Clerk give the message to?

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.

1. Man: *Hello?*
Woman: *Hello. May I speak to Ahmed, please?*
Man: *He's not in right now.*
2. Woman: *What time will he be back?*
Man: *I'm sorry. I don't know.*
3. Woman: *Can you take a message?*
Man: *Sure. Who's calling?*
4. Woman: *This is Salwa kamel. I'm going to be late for lunch today. I'll see him at 1:00.*
5. Man: *Got it. What's your number?*
Woman: *02-3-555-1839.*
6. Man: *Okay. I'll give him your message.*
Woman: *Thanks.*
Man: *You're welcome.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

1. **Responses.** Divide the class into pairs. A student in each pair (S1) begins by saying the first line of dialogue in any of the scenes (except for the fourth scene). His/Her partner (S2) responds accordingly. Pairs continue in the same way with the remaining scenes. S2 then says the first lines of the dialogue in the same way and S1 responds.
2. **True/False/I Don't Know.** Say five to six statements about the conversation (see Suggested Statements below). Students say *True* if the

statement is true, and *False* if it is false. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

Ahmed will be back at his office at 1:00.

Salwa can't meet Ahmed for lunch.

Salwa will be late because she has to take out the rubbish.

Salwa's phone number is 02-3555-1839.

Salwa wants Ahmed to call her back.

The man on the telephone is Ahmed.

3. **Make It Your Own.** Write the following on the board:

- A: *Can you take a message?*
- B: *Sure. Who's calling?*
- A: *This is Salwa kamel.*

Students read the dialogue on the board.

Then divide the class into pairs and write the following on the board:

1. *This is his friend (Haitham). Could you ask Tim to call me back?*
2. *This is his brother (Haitham). I'm calling to see if Tim can meet me at 10:00 rather than 2:00.*
3. *This is his teacher (Haitham). I'm calling to remind Tim to bring his book to class.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 154.) Play the game using the target conversation.
2. Explain and assign Workbook page 19. (For instructions, see Teacher's Book page 163.)

Word Time

Language Focus: Activities (*wear a wig, drive a sports car, put on make-up, make friends, get a suntan, listen to music, take a nap, talk on the phone, sign autographs, have an accident*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 8; bingo markers, 12 per student; Unit 4 Word Time Picture Cards, 16 cards per student; Unit 4 Word Time Word Cards, 1 set

For general information on Word Time, see pages 10–11.

Warm-Up and Review

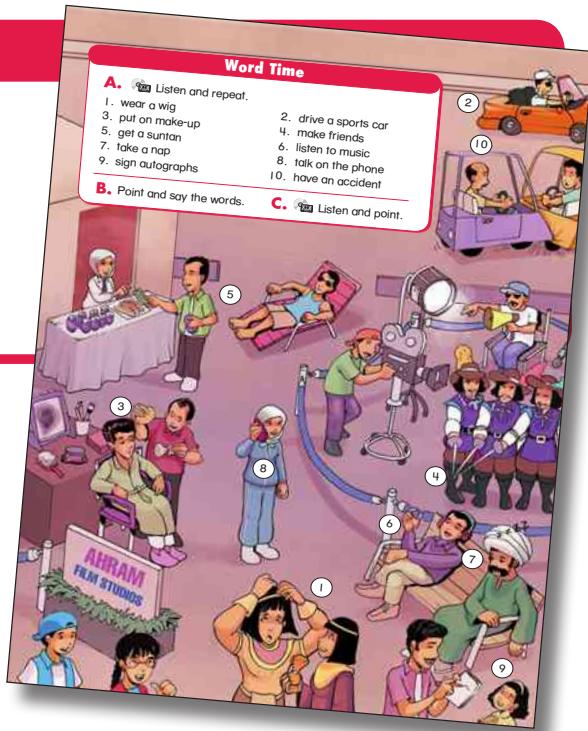
1. **Conversation Review: Say It Together.** Play the recording of the Unit 4 conversation. Students listen. Then, using their Student's Books for reference if necessary, students on the right and left sides of the classroom say alternate lines of the conversation.
2. Check Workbook page 19. (For instructions and answer key, see Teacher's Book page 163.)

Introduce the Words

1. Hold up and name each of the Unit 4 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
2. Attach the Unit 4 Word Time Picture Cards in a row to the board. Stand the Unit 4 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

1. Students open their Student's Books to page 20. They look at the large scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 8 to the board or open a Student's Book to page 20. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).



This is **Big Star Film Studios**. The **visitors** see a **man** *listening to music* and **people** *wearing wigs*. One **star** is *signing autographs*. This **actor** doesn't put on *make-up* by himself. That **man** is *tired* and is *taking a nap*. This woman is trying to *talk on the phone*! The **man over there** is *getting a suntan*, the **three people** are *happy* about making friends. He's *driving* a sports car and they have just had an accident! Oh! So much to see!

3. Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

(**people wearing wigs**) What are they wearing on their heads?
(**man getting a suntan**) What is he doing?
(**man signing autographs**) What's he doing?
(**man listening to music**) What's he listening to?
What colour is the sports car?
Can you drive a sports car?
(**people having an accident**) What happened?
(**person taking a nap**) Is he putting on make-up?

Practise the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. *wear a wig*
2. *drive a sports car*
3. *put on make-up*
4. *make friends*
5. *get a suntan*
6. *listen to music*
7. *take a nap*
8. *talk on the phone*
9. *sign autographs*
10. *have an accident*

2. Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the person/people doing the named action; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Take a nap.

Make friends.

Drive a sports car.

Talk on the phone.

Sign autographs.

Get a suntan.

Put on make-up.

Wear a wig.

Have an accident.

Listen to music.

Now listen and point to the speakers.

A: *I'll have a bottle of water, please.* (man and woman at refreshments table)

B: *Sorry. We're out of water. But the lemonade is very nice.*

A: *Okay. I'll take a can of lemonade and some chips.*

A: *Hello. May I speak to Dalia, please?*

B: *She's not in right now.*

A: *Oh! Can you take a message?*

B: *Sure.*

A: *Can you do it by yourself?* (man and an actor in make-up area)

B: *no, I can't.*

A: *Okay. I will do it for you.*

Games and Activities

1. **TV Game Show.** Bring a volunteer to the front of the classroom to act as a TV game show host. Divide the class into Teams A and B. The host calls two players, one from each team, to the front of the classroom. The host secretly shows each player a different Unit 4 Word Time Word Card. The host asks *Are you ready? Go!* The players then pantomime their actions to their own team. The first team to name their player's action correctly, saying *You're (talking on the phone)*, wins a point. Continue in the same way until all students have taken a turn pantomiming. The team with the most points at the end wins.

2. **Bingo.** (See Game 9, pages 154–155.) Play the game using Unit 4 Word Time Picture Cards.

3. **Draw the Picture.** (See Game 13, page 155.) Play the game using Unit 4 Word Time Picture Cards.

4. **Option: Personalize the Vocabulary.** Give each student a large piece of paper and crayons or markers. Students make postcards of themselves and friends or family at a film studio, doing the target activities. Students then take turns holding up their postcards for the rest of the class to see, and using complete sentences to describe the activities the people on the postcards are doing. Display the postcards on the wall for future reference.

option: Students can work in groups and do the activity as above.

Finish the Lesson

1. **Name the Card.** Hold up a Unit 4 Word Time Picture Card and have a volunteer name the card, pantomime the action, and use the verb phrase in a sentence. Continue in the same way with the remaining Unit 4 Word Time Picture Cards.

2. Explain and assign Workbook page 20. (For instructions, see Teacher's Book page 163.)

Focus Time

Language Focus: Adverbs of frequency (*always, usually, often, sometimes, hardly ever, never*)

Yes/No questions with *do* and *does* [(*Do*) (*you*) *ever* (*listen to music*)? *Yes*, (*I*) (*always*) (*listen to music*)./*No*, (*I*) (*never*) (*listen to music*).]

Function: Exchanging information about the frequency of activities in the present

Materials Needed: CD / cassette and player; Unit 3 Word Time Picture Cards, 1 set; Unit 4 Word Time Picture Cards, 1 set; Unit 4 Word Time Cards, 1 set per 2 students; Unit 4 Focus Time Picture Cards, 1 set; Unit 4 Focus Time Word Cards, 1 set per 2 students; I, you, he, she, we and they grammar cards, 2 sets per 2 students; Unit 4 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: True Sentences.** Attach the Units 3 and 4 Word Time Picture Cards to the board, and number them from 1 to 20. Say a number. Students say the corresponding verb phrase. Do the same with the remaining cards. Then have volunteers take turns using the verbs on the board to make two true sentences, one affirmative and one negative. For example: *I walk to school by myself. I don't drive a sports car.* Continue for four to five minutes.
- Check Workbook page 20. (For instructions and answer key, see Teacher's Book page 163.)

This lesson is in two parts.

Part 1: Introduce the Words

Hold up and name each Unit 4 Focus Time Picture Card. Students listen. Hold up and name each card again and have students repeat. Hold up the cards in random order and have students name them.

Practise the Words

Students open their Student's Books to page 21.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

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

Focus Time

A. Listen and repeat.

B. Listen and repeat.

Do you | ever listen to music?
Does he | ever listen to music?

Yes, | I | always | usually | often | sometimes | listen | listens | to music.
No, | he | hardly ever | never | listen | listens | to music.

C. Look at page 20. Listen and point.

Unit 4

21

wear, wears
put, puts
get, gets
take, takes
sign, signs

drive, drives
fall, falls
listen, listens
talk, talks
have, has

Part 2: Introduce the Patterns

- Do (you) ever (listen to music)? Yes, (*I*) (*always*) (*listen to music*).** Bring a volunteer to the front of the classroom and hand him/her a set of Unit 4 Focus Time Picture Cards (minus the *hardly ever* and *never* cards). Ask him/her *Do you ever listen to music?* Seated students repeat. Write *Do you ever listen to music?* on the board. Point to and read each word. Students repeat. Ask the question again, and prompt the volunteer to hold up and name the picture card that corresponds to how often he/she listens to music. Look at the card and say *Yes, I (*always*) listen to music.* The volunteer repeats. Write *Yes, I (*always*) listen to music.* on the board to the right of *Do you ever listen to music?* Do the same with *get a sunburn*, *talk on the phone*, and *take a nap*.
- Does (he) ever (wear a wig)? No, (*he*) (*hardly ever*) (*wears a wig*).** Do the same as in Step 1, using *he* and the appropriate gestures to demonstrate the pronoun. Use only the *hardly ever* and *never* picture cards and *wear a wig*, *drive a sports car*, *have an accident*, and *sign autographs*.

3. **Practice for Fluency.** Say *she, take a nap* and have students say the corresponding target question. Then say *sometimes* and have students say the target answer. Do the same with different pronouns and actions for three to four minutes.

Practise the Patterns

B. Listen and repeat.

1. Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: Do you ever listen to music?
B: Yes, I always listen to music.
C: Yes, I usually listen to music.
D: Yes, I often listen to music.
E: Yes, I sometimes listen to music.
F: No, I hardly ever listen to music.
G: No, I never listen to music.

A: Does he ever listen to music?
B: Yes, he always listens to music.
C: Yes, he usually listens to music.
D: Yes, he often listens to music.
E: Yes, he sometimes listens to music.
F: No, he hardly ever listens to music.
G: No, he never listens to music.

2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

C. Look at page 20. Listen and point.

Students look at page 20. Play the recording. Students listen to the patterns and point to the person/people doing each activity they hear named. Play the recording as many times as necessary for students to complete the task.

A: Do they ever have an accident?
B: No, they hardly ever have an accident.
A: Does he ever sign autographs?
B: Yes, he often signs autographs.
A: Does he ever wear a wig?
B: Yes, he sometimes wears a wig.

2. **Find Someone Who...** Each student writes the Unit 4 target activities in a column on a piece of paper. They then write one adverb of frequency next to each target activity. For example: *take a nap/hardly ever*. Students then work in groups of five to six, asking each other *Do you ever (take a nap)?* Once they find someone who (takes a nap) with the frequency listed on their paper, they write down that person's name next to the activity. Students continue for six to eight minutes. Then asks students questions about what they found out. For example: Ask *Does Khaled ever take a nap?* Students who know this information respond either *Yes, he often takes a nap* or *No, he hardly ever takes a nap*.

3. **Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, you, he, she, we, and they* grammar cards and Unit 4 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

1. **Talk Show: The (Famous) Singers.** Bring three to four volunteers to the front of the classroom and have them assume the names of members of a popular performing group. Seated students use the target patterns to ask individual volunteers questions. Encourage students to use any verbs they are familiar with that make sense in this context. Play several times, with several groups of volunteers, changing the names of the performers every time.
2. Explain and assign Workbook page 21. (For instructions, see Teacher's Book page 163.)

Games and Activities

1. **Draw It Out.** Divide the class into pairs. Give students in each pair seven minutes to work together to make pictorial representations of each adverb of frequency. For example: students might draw pie graphs or calendars. After seven minutes, have students in each pair stand up, show their pictures, and use each word in a sentence.

Practice Time

Language Focus: Adverbs of frequency; Yes/No questions with *do* and *does* [(*Do*) (*you*) ever (*sign autographs*)? (*No*), (*I*) (*hardly ever*) (*sign autographs*)].

Function: Exchanging information about the frequency of activities in the present

Materials Needed: CD/cassette and player; copy of Unit 4 chant with 1 word from each line deleted, 1 per student; Unit 3 Word Time Word Cards, 1 set per 6–8 students; Unit 4 Word Time Picture Cards, 1 set; Unit 4 Word Time Word Cards, 1 set per 6–8 students; Unit 4 Focus Time Picture Cards, 1 set per 6–8 students; Unit 4 Focus Time Word Cards, 1 set

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

1. **Pattern Review: Do You Ever...?** Hold up each of the Unit 4 Focus Time Picture Cards and have students name them. Then write *Do you ever drive a sports car? Yes, I often drive a sports car./ No, I hardly ever drive a sports car.* on the board. Point to the sentences and have students read them. Then ask a student *Do you ever talk on the phone?* Continue asking students questions about different actions until most students have answered.
2. Check Workbook page 21. (For instructions and answer key, see Teacher's Book page 163.)

Practise the Patterns

A. Listen and repeat. Then Practise with a partner.

1. Play the recording. Students listen and repeat, pointing to each picture in their books.

A: *Do you ever sign autographs?*

B: *No, I hardly ever sign autographs.*

1. *Do you ever listen to music?*
Yes, I usually listen to music.

2. *Does she ever talk on the phone?*
Yes, she always talks on the phone.

3. *Does he ever drive a sports car?*
Yes, he often drives a sports car.

4. *Do they ever have an accident?*
No, they hardly ever have an accident.

5. *Does he ever get a sunburn?*
Yes, he always gets a sunburn.

6. *Do you ever put on make-up?*
No, I never put on make-up.

Practice Time

A.  Listen and repeat. Then practise with a partner.

Do you ever sign autographs?
No, I hardly ever sign autographs.

1. *you/listen to music?*
usually

2. *she/talk on the phone?*
always

3. *he/drive a sports car?*
often

4. *they/have an accident?*
hardly ever

5. *he/get a sunburn?*
always

6. *you/put on make-up?*
never

7. *he/wear a wig?*
sometimes

8. *he/take a nap?*
usually

B. Look at page 20. Practise with a partner.

C.  Listen and chant. (See "Do You Ever Drive a Sports Car?" on page 38.)

22

Unit 4

7. *Does he ever wear a wig?*
Yes, he sometimes wears a wig.

8. *Does he ever take a nap?*
Yes, he usually takes a nap.

2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question and S2 answers.) Students then change roles and repeat the activity.

B. Look at page 20. Practise with a partner.

Students remain in pairs and look at page 20. They then take turns making statements about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the actor taking a nap): *Does he ever take a nap?* S2: *Yes, he always takes a nap.*

C. Listen and chant.

1. Students turn to the *Do You Ever Drive a Sports Car?* chant on page 38. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Do You Ever Drive a Sports Car?

Do you ever drive a sports car?

Yes, I often drive a sports car.

Do you ever have an accident?

No, I never have an accident.

Do you ever put on make-up?

Yes, I usually put on make-up.

*Do you ever wear a wig?
No, I hardly ever wear a wig.*

*Do you ever talk on the phone?
Yes, I always talk on the phone.
Do you ever get a sunburn?
Yes, I sometimes get a sunburn.*

2. Play the recording again. Students listen and chant along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
3. Write the chant on the board with a missing word in each line.

Play the chant again and have students listen and fill in the missing words.

Games and Activities

1. **True Sentences.** Divide the class into groups of six to eight. Give each group a set of Units 3 and 4 Word Time Word Cards and a set of Unit 4 Focus Time Picture Cards. Each group forms a circle and places their cards face up in front of them. A student in each group (S1) begins by pointing to a word card. The other group members ask S1 *Do you ever (put on make-up)?* S1 points to a picture card and makes a true sentence, saying *(No), I (never) (put on make-up).* Groups continue the activity until each student has answered two to three questions.

option: Students create their own cards.

2. **Information Gap.** Divide the class into pairs. Give one student in each pair a piece of paper with the following sentences written on it:

1. Salma ____ takes a nap.
2. Tom never talks on the phone.
3. Amira often listens to music.
4. Kate ____ gets a sunburn.
5. Tamer ____ drives a sports car.
6. Mona usually signs autographs.

Give the other student in each pair a piece of paper with the following sentences written on it:

1. Salma always takes a nap.
2. Tom ____ often talks on the phone.
3. Amira ____ never listens to music.
4. Kate hardly ever gets a sunburn.
5. Tamer sometimes drives a sports car.
6. Mona ____ signs autographs.

Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.

3. **Talking.** Write the following on the board: *eat bread, drink lemonade, go to the beach, go skiing, take a bus, go to the dentist, buy groceries.* Divide the class into pairs and give them three to four minutes to talk with their partners about if they ever do the activities listed on the board (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's activities.

OPTION: Do the activity as above, also having students draw pictures to illustrate their partner's actions.



Extra Practice

Explain and assign Worksheet 7, *Do You Ever...?*, page 190. (For instructions and answer key, see page 180.)

Finish the Lesson

1. **Famous People Survey.** Draw a 6x6 chart on the board. Elicit names of six famous people and write them in a column to the left of the chart, then attach the Unit 4 Focus Time Word Cards in a row above the chart. Stand the Unit 4 Word Time Picture Cards on the chalktray and bring two volunteers (S1 and S2) to the board. S1 holds up the *(wear a wig)* picture card, points to a name on the chart, and asks S2 *Does (Mona zaki) ever (wear a wig)?* S2 says *(No), he (never) (wears a wig).* Then S2 attaches the *(wear a wig)* picture card to the *(Mona zaki/never)* square on the chart. Continue in the same way with four to six new pairs of volunteers.
2. Explain and assign Workbook page 22. (For instructions, see Teacher's Book page 164.)

Reading Time

Language Focus: Reading a postcard

Materials Needed: CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: Chant Along.** Play the Unit 4 chant, *Do You Ever Drive a Sports Car?* Students listen. Play the chant again and have students chant along.
2. Check Workbook page 22. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.

have a good time: Write *have a good time* = *have fun* on the board. Point to and read each word.

family: Say *I have a mother, a father, and a sister. They are my family.*

yesterday: Write yesterday's date on the board. Point to it and say *Yesterday was (Monday).*

today: Write today's date on the board. Point to it and say *Today is (Tuesday).*

film studio: Say *People make films at a film studio.*

adventure: Name a popular adventure film, then say *This is an adventure film.*

actor: Name two or three popular actors, then say *These people are actors.*

rehearse: Write *rehearse* = *practice* on the board. Point to and read each word.

film star: Name a very popular film star, then say *This person is a film star.*

tonight: Say *Now I'm at school. Tonight, at eight o'clock P.M., I'll be at home.*

2. Ask students the following questions:

Is today Monday?

Was yesterday Friday?

Who's your favourite film star?

Do we learn English at a film studio?

Do you ever go to see adventure films with your family?

Reading Time

A.  Listen and read along.

Alexandria

Hi, Eman!

I'm having a good time in Alexandria with my family. We visited Alexandria library yesterday. Today we visited Qaitbay Citadel. It was fun! In the afternoon, we went to a film studio. They make all kinds of films at this studio. Today they were making an adventure film. We watched the actors rehearse. It was so cool! Then we talked to Ahmed El-Sakka (the film star). He's really nice.

Tonight we're going to eat dinner at a nice restaurant. We're going to go to the beach tomorrow. I can't wait! See you on Sunday!

Love,
Mona

Eman Ibrahim
6 Green Street
Sunnyville

New Words

have a good time	family
yesterday	today
film studio	adventure
actor	rehearse
film star	tonight

B.  Listen and circle True or False.

1. **True** **False** 2. **True** **False** 3. **True** **False** 4. **True** **False**

C. Read the question. Write the answer.

1. Where is Mona having a good time? _____

2. What did she watch at the film studio? _____

3. Who did she talk to at the film studio? _____

4. When did she visit Qaitbay Citadel? _____

Unit 4

23

Do you like adventure films?

Which actors are in your favourite adventure film?

Do you have a good time at the cinema?

Are you going to a film tonight?

3. Students open their Student's Books to page 23. They look at the pictures and talk about what they see. For example: *This is a postcard. It is from Alexandria.* Ask students what they think the reading will be about.

Practise the Reading

Students read the postcard silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student's Books.

Hi, Eman!

I'm having a good time in Alexandria with my family. We visited Alexandria library yesterday. Today we visited Qaitbay Citadel. It was fun! In the afternoon, we went to a film studio. They make all kinds of films at this studio. Today they were making an adventure film. We watched the actors rehearse. It was so cool! Then we talked to Ahmed El-Sakka (the film star). He's really nice.

Tonight we're going to eat dinner at a nice restaurant. We're going to go to the beach tomorrow. I can't wait! See you on Sunday!

*Love,
Mona*

New Words

have a good time
family
yesterday
today
film studio
adventure
actor
rehearse
film star
tonight

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the postcard aloud to their partners.

B. Listen and circle True or False.

- Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not.
 - Mona was in Aswan.
 - Mona went to the cinema.
 - Mona talked to a film star.
 - Mona went to Alexandria library and Qaitbay citadel.
- Check answers by saying *Number 1. Mona was in Aswan.* Students say *True* if they circled *True* and *False* if they circled *False*. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

- False
- False
- True
- True

C. Read the question. Write the answer.

- Students read each question and answer it based on the reading in exercise A.
- Check answers by reading each question and having students read the answer they wrote.

Answer Key:

- Where is Mona having a good time?
Mona is having a good time in Alexandria.
- What did she watch at the film studio?
She watched the actors rehearse at the film studio.
- Who did she talk to at the film studio?
She talked to Ahmed El-Sakka (the film star).
- When did she visit Qaitbay citadel? She visited Qaitbay citadel today.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

- Use It in a Sentence.** Say *family*. A volunteer says a sentence using *family* (this can be either an original sentence or a sentence from the reading). Do the same with the remaining new words from the lesson.
- One Sentence at a Time.** Divide the class into groups of five to six. Students in each group tell Mona's story, one sentence per student. Make sure students use appropriate pronouns. For example: *She's having a good time in Alexandria with her family. They visited Alexandria library yesterday. Today they visited Qaitbay citadel.*

Note: Students can do the activity directly from the reading, just changing the pronouns, or they can tell the story in their own words, also changing the pronouns.

- Our Own Trip.** Divide the class into groups of three to four and have each group write, then tell about, an imaginary trip they took to a place of their choice. Provide any words students need, but have them primarily use words they know. Set a time limit of ten minutes.

OPTION: If students need additional help, write key structures on the board. For example: *(Yesterday) we visited _____. We went to a _____. We watched/saw _____ there. We talked to _____. We had lots of fun.*



Extra Practice

Explain and assign Worksheet 8, Film Stars, page 191. (For instructions and answer key, see page 180.)

Finish the Lesson

- Please Correct Me.** Read sentences or parts of sentences from the reading, replacing one word in each utterance. Students follow in their Student's Books and repeat each utterance, putting the word from the reading back in. For example: say *I'm having a good time in New York with my family.* Students say *I'm having a good time in Alexandria with my family.* Continue for three to four minutes.
- Explain and assign Workbook page 23. (For instructions, see Teacher's Book page 164.)

Your Time

Language Focus: Personalising language related to frequency and activities

Materials Needed: CD / cassette and player; Unit 4 Focus Time Word Cards, 1 card per student

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: In Your Own Words.** Students open their Student's Books to page 23 and take two to three minutes to review the postcard. Then have students take turns telling the class—in their own words—something about the postcard. For example: *This is about Mona's visit to Alexandria.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.
2. Check Workbook page 23. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Lesson

Ask students five to six questions relating to films (see Suggested Questions below).

Suggested Questions:

What's your favourite film?

Do you like adventure films?

Do you ever wear a wig?

Do you ever put on make-up?

Do you like meeting film stars?

Did you watch actors rehearse this morning?

Practise the Lesson

Students open their Student's Books to page 24.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. *Do you ever sign autographs?*
2. *Do you ever talk on the phone?*
3. *Do your friends ever listen to music?*
4. *Do you ever drive a sports car?*

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Pairwork. Write. Then ask your partner.
Do you ever *take a nap*?

	You	Your Partner
1. take a nap		
2. wear a wig		
3. listen to music		
4. talk on the phone		

always
often
sometimes
hardly ever
never
usually

C. Review. Read and write the answers.

1. Do you ever see a film by yourself?

2. Do you and your friends ever go to the beach?

3. What did you do yesterday?

4. What are you going to do tomorrow?

24

Unit 4

B. Pairwork. Write. Then ask your partner.

Divide the class into pairs. Each student fills in the You column on his/her chart. Then each student asks his/her partner the target questions and fills in the Your Partner column on his/her chart. Next, each student tells the class about his/her partner, using the sentence cues and information from his/her chart. For example: *(Dalia) (usually) (takes a nap)*, or *(Dalia) (never) (takes a nap)*.

C. Review. Read and write the answers.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **What Do You Do?** Write *eat apple pie, do the laundry by yourself, stay home by yourself, drink cola, and iron a shirt by yourself on the board*. Then divide the class into pairs. Students in each pair ask each other *Do you ever...?* questions about the activities listed on the board (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's activities.
2. **Draw, Write, and Tell.** Each student writes *often, sometimes, and never* in a column on a piece of paper. Then give students seven minutes to draw a picture of themselves or a friend next to each word, to illustrate actions they do often, sometimes, and never. Once students have finished drawing, have them write a sentence to describe each picture. Each student then tells a partner about his/her pictures.
3. **Talking.** Divide the class into pairs and give them three to four minutes to talk with their partners about the last time they saw a film (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's experience at the cinema.

OPTION: Do the activity as above, also having students draw pictures to illustrate their partner's experience at the cinema.

Finish the Lesson

1. **True Sentences.** Give each student a Unit 4 Focus Time Word Card. Students take turns standing up and using the word on their card to make a true sentence about themselves or someone in their family. For example: *My sister always sets the table.* Continue until most students have taken a turn.
option: Each student chooses a word to make a true sentence about him/herself.
2. Explain and assign Workbook page 24. (For instructions, see Teacher's Book page 164.)

Assessment

Explain and assign the Unit 4 Test, page 215.
(For instructions and answer key, see page 205.)





5 In Town

Conversation Time

Language Focus: Talking about the weather and inquiring after family

Materials Needed: CD/cassette and player; Wall Chart 9; Unit 4 Focus Time Word Cards, 1 set

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Review: I Always Ride a Bicycle.** Place the Unit 4 Focus Time Word Cards along the chalktray. Point to each word and have students read it. Then say *always* and have several volunteers name actions they always do, saying *I always (ride a bicycle)*. Do the same with the remaining word cards.
- Check Workbook page 24. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *In today's conversation, two people meet in the park. They're friends, so they stop and talk.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

23 degrees: Explain that degrees are a way to measure temperature, and that 23 degrees celsius equals 73 Fahrenheit.

getting cloudy: Draw a simple outdoor scene on the board—a tree, some flowers, and a sun. Say *There aren't any clouds in the sky.* Then begin to draw clouds in the sky and say *It's getting cloudy.*

flu: Grimace in pain and say *My head hurts and I have a fever.* Then pretend to sneeze and cough. Say *I have the flu.*

better: Say *I wasn't good at playing the piano. But then I practiced and practiced. Now I'm better.*

- Bring two students to the front of the classroom. Have Student B sit down on a chair. Set another chair beside Student B. Stand behind each student and model his/her lines of the conversation with the following actions:

A: Hi, Mr Samy!
Walk up to Student B and wave happily.

A. Listen and repeat. Point to the speakers. Then listen again.

B. Role-play the conversation.

25

B: Hello, Kamal. Have a seat.
Smile and nod. Gesture for Student A to sit down on the chair.

A: Thanks. oh! It's cold today.
Sit down. Wipe your forehead.

B: That's right. It's 23 degrees!
Nod in agreement. Speak enthusiastically.

A: Wow! Do you think it's going to rain?
Look up (at the sky) with a questioning expression.

B: Maybe. It's getting cloudy. So, how's your family, Kamal?
Look up and shrug your shoulders. Then look at Student A and speak in a friendly tone.

A: They're fine. But my sister has the flu.
Speak a little bit sadly.

B: I'm sorry to hear that.
Look concerned.

A: It's not serious. She's much better today.
Shake your head on not serious. Nod on much better.

B: Good!
Smile and nod.

A: Look! It's starting to rain.
Look up and hold out your hand as if feeling raindrops.

B: *I'd better go home. Take care, Kamal.*
Stand up and begin to walk away from the chairs. Wave to Student A.

A: *Bye, Mr Samy.*
Stand up and begin to walk away from Student B. Wave to Student B.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.

4. Attach Wall Chart 9 to the board or open a Student's Book to page 25. Students then open their Student's Books to page 25. Ask the following questions.

*Where are Kamal and Mr Samy?
What is Kamal holding?
How does Kamal feel?
How cold is it?
How is Kamal's family? Is his sister sick? What's the matter?
Is it raining here today?*

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.

- Kamal: *Hi, Mr Samy!*
Mr Samy: *Hello, Kamal. Have a seat.*
- Kamal: *Thanks. Oh! It's cold today.*
Mr Samy: *That's right. It's 23 degrees!*
- Kamal: *Wow! Do you think it's going to rain?*
Mr Samy: *Maybe. It's getting cloudy.*
- Mr Samy: *So, how's your family, Kamal?*
Kamal: *They're fine. But my sister has the flu.*
- Mr Samy: *I'm sorry to hear that.*
Kamal: *It's not serious. She's much better today.*
Mr Samy: *Good!*
- Kamal: *Look! It's starting to rain.*
Mr Samy: *I'd better go home. Take care, Kamal.*
Kamal: *Bye, Mr Samy.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

- Responses.** Divide the class into pairs. A student in each pair (S1) begins by saying the first line of dialogue in any of the scenes. His/Her partner (S2) responds accordingly. Pairs continue in the same way with the remaining scenes. S2 then says the first lines of the dialogue in the same way and S1 responds.
- Back-to-Back.** Divide the class into pairs. Students sit with their backs to their partners and role-play the conversation without looking at each other. Partners then change roles and repeat the activity.
- Make It Your Own.** Write the following on the board:

A: *So, how's your family?*
B: *They're fine. But my sister has the flu.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

- Everybody's fine. We're all busy.*
- They're doing well. We leave next week for our holiday!*
- We're all fine. Thanks for asking!*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

- Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about what Mr Samy and Kamal might do next, once they have left each other. For example: Mr Samy might go home and fix himself a hot cup of tea. Kamal might go to the chemist's to get medicine and tissues for his sister.
- Explain and assign Workbook page 25. (For instructions, see Teacher's Book page 164.)

Word Time

Language Focus: Activities (*feed the birds, read a newspaper, take medicine, meet a friend, visit a museum, take the underground, give a speech, take a maths test, bake bread, get a haircut*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 10; Units 4 and 5 Word Time Picture Cards, 1 set per 3–4 students; Unit 5 Word Time Word Cards, 1 set

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: True/False/I Don't Know.** Play the recording of the Unit 5 conversation. Students listen. Then say five to six statements about the conversation (see Suggested Statements below). Students say *True* if the statement is true, and *False* if it is false. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

Mr Samy and Kamal are talking.

It's a hot day.

There aren't any clouds.

Kamal's sister doesn't like to be sick.

Kamal's sister will be better in two days.

Mr samy is going to go home.

2. Check Workbook page 25. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Words

1. Hold up and name each of the Unit 5 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
2. Attach the Unit 5 Word Time Picture Cards in a row to the board. Stand the Unit 5 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.



Talk About the Picture

1. Students open their Student's Books to page 26. They look at the large scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 10 to the board or open a Student's Book to page 26. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

In the park, the **man** is reading a newspaper, and the **boy** is feeding the birds. The **mother** and **child** are taking the underground. In town, **Bill** is getting a haircut and the **baker** is baking bread. **Ali** met his friend **Ramy** and they are talking now. **This man** is giving a speech. Here, **Hoda** is taking medicine. The **students** are taking a maths test. This man is visiting a museum and looking at paintings.

3. Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

(man with newspaper) Is the man reading a book?

(boy feeding birds) What's the boy doing in the park?

How will the mother and child go home?

(girl taking medicine) Does she like to take medicine?

What are the students at school doing?

(man at museum) Where is he looking at paintings?

Were you at a museum yesterday?

Do you ever take the underground by yourself?

Practise the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. feed the birds
2. read a newspaper
3. take medicine
4. meet a friend
5. visit a museum
6. take the underground
7. give a speech
8. take a maths test
9. bake bread
10. get a haircut

2. Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the person/people doing the named action; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Take the underground.

Take medicine.

Read a newspaper.

Visit a museum.

Take a maths test.

Feed the birds.

Bake bread.

Get a haircut.

meet a friend.

Give a speech.

Now listen and point to the speakers.

A: *May I speak to waild, please?* (man on mobile phone by birds)

B: *I'm sorry. He's not in right now.*

A: *Can you take a message?*

B: *Sure. Who's calling?*

A: *This is Esam. I'll be late for lunch today. I'll see him at two o'clock.*

A: *What are you doing?* (girl on blanket and boy)

B: *I'm writing a letter to Emiley Chen.*

A: *How much water did you have?* (waiter and man at café)

B: *We had two bottles of water.*

A: *How many pieces of apple pie did you have?*

B: *We had two pieces of apple pie.*

Games and Activities

1. **Concentration.** (See Game 10, page 155.) Play the game using Units 4 and 5 Word Time Picture Cards.

2. **Ask and Answer.** Write *always, usually, often, sometimes, hardly ever, and never* on the board. Point to each word and have students read it. Then quickly review the *Do you ever (get a haircut)?* pattern. Divide the class into groups of three to four and give each group a set of Units 4 and 5 Word Time Picture Cards. Groups place the cards face up in front of them. A student in each group begins by asking *Does (Sarah) ever (give a speech)?* The first student to touch the named card asks *(Sarah) Do you ever give a speech?* (Sarah) answers truthfully and then takes a turn asking a *Does (Emad) ever...* question. Groups continue in the same way for five to seven minutes.

option: Students create their own cards by drawing or writing them.

3. **Categorizing.** Divide the class into groups of two to three. Students in each group work together to make two lists. One list should contain the target actions that people generally do by themselves. The other list should contain the target actions that people generally do not do by themselves. Once each group has made their lists, have students share their lists with the class. Work with the class as a whole to come to a consensus about what should be on each list. Write the final lists on the board.

4. **Option: Personalize the Vocabulary.** Divide the class into groups of two to three and give each group a magazine. Members of each group work together to find pictures of people doing the target actions. Groups cut out the pictures and make a collage. Groups then take turns showing the class their collages and talking about the people doing the activities, saying, for example, *He's taking the underground. They like to bake bread.* Display the collages on the wall for future reference.

option: Students can do this activity at home looking at the magazines they have at home and bring their collages to class the next day.

Finish the Lesson

1. **Slow Reveal.** (See Game 15, page 155.) Play the game using Unit 5 Word Time Picture Cards.

2. Explain and assign Workbook page 26. (For instructions, see Teacher's Book page 164.)

Focus Time

Language Focus: Adverbial phrases of frequency (*once a day, twice a week, three times a month, four times a year*)

Wh- questions with how often [*How often (do) (you) (read a newspaper)? (I) (read a newspaper) (once) a (month).*]

Function: Asking about the frequency of actions

Materials Needed: CD/cassette and player; Unit 5 Word Time Picture Cards, 1 card per student; Unit 5 Word Time Word Cards, 1 set per 2 students; Unit 5 Focus Time Picture Cards, 1 set; Unit 5 Focus Time Word Cards, 1 set per 2 students; *I, He, She, We, They, I, you, he, she, we, and they* grammar cards, 1 set per 2 students; Unit 5 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: How Many Verbs?** Stand the Unit 5 Word Time Picture Cards on the chalktray. Point to each of the cards and have students name them. Then say one of the nouns illustrated on a card (for example: *the birds*). Several volunteers take turns using (*the birds*) in different sentences. For example: S1 says *I see the birds*. Then S2 says *I hear the birds*. S3 says *I like the birds*. Then say another noun. Continue with the remaining Unit 5 target vocabulary. Allow students to repeat verbs. For example: *I hear the birds. I hear a speech.*
OPTION: Give students a list of verbs to choose from.
- Check Workbook page 26. (For instructions and answer key, see Teacher's Book page 165.)

This lesson is in two parts.

Part 1: Introduce the Words

- Hold up and name each Unit 5 Focus Time Picture Card. Students listen. Hold up and name each card again and have students repeat. Hold up the cards in random order and have students name them.
- Attach the Unit 5 Focus Time Picture Cards in a row to the board. Stand the Unit 5 Focus Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Focus Time

A.  Listen and repeat.

8:00	Monday
9:00	
10:00	
11:00	★
12:00	
1:00	
2:00	
3:00	
4:00	

1. once a day

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	★				★	

2. twice a week

January	February	March	April
★		★	
May	June	July	August
	★		
September	October	November	December
			★

3. three times a month

4. four times a year

B.  Listen and repeat.

How often	do you	does she	read a newspaper?
-----------	--------	----------	-------------------

I read			
She reads			a newspaper once a month.

C.  Look at page 26. Listen and point.

27

Practise the Words

Students open their Student's Books to page 27.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- once a day
- twice a week
- three times a month
- four times a year

Part 2: Introduce the Patterns

- How often do (you) (read a newspaper)? (I) (read a newspaper) (once) a (day).** Place the Unit 5 Word Time Picture Cards on the chalktray and bring a volunteer to the front of the classroom. Pick up the *get a haircut* card and say *I get a haircut once a month*. Students repeat. Write *I get a haircut once a month*. on the board. Point to and read each word. Students repeat. Then turn to the volunteer and ask *How often do you get a haircut?* Students repeat. Write *How often do you get a haircut?* on the board to the left of *I get a haircut once a month*. Point to and read each word. Students repeat. Then ask the question again and prompt the volunteer to respond *I get a haircut (twice) a (month)*. Seated students repeat. Do the same with *take medicine*, *take a maths test*, and *read a newspaper*.

- How often does (she) (read a newspaper)? (She) (reads a newspaper) (once) a (day). Do the same as in Step 1, using appropriate gestures to demonstrate she.
- Practice for Fluency.** Say *you, take the underground*. Students ask the target question. Then say *twice a week* and have students use the target pattern to answer the question. Continue in the same way—using different pronouns, activities, and frequencies—for three to four minutes.

Practise the Patterns

B. Listen and repeat.

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.

A: *How often do you read a newspaper?*
 B: *I read a newspaper once a month.*

A: *How often does she read a newspaper?*
 B: *She reads a newspaper once a month.*

- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.

- Students work with partners to say the questions and answers, while looking at the pattern boxes in their books.

C. Look at page 26. Listen and point.

Students look at page 26. Play the recording. Students listen to the patterns and point to the person doing each activity they hear named. Play the recording as many times as necessary for students to complete the task.

A: *How often does he get a haircut?*
 B: *He gets a haircut twice a month.*

A: *How often do they take the underground?*
 B: *They take the underground five times a week.*

A: *How often does he give a speech?*
 B: *He gives a speech four times a year.*

Games and Activities

- Around the Circle.** Divide the class into groups of four to six and give each student a Unit 5 Word Time Picture Card. Each group forms a circle. A student in each group (S1) begins by looking at the card of the student to his/her right (S2) and asking *How often do you (take medicine)?* S2 uses the target pattern to reply truthfully. Then S2 looks at his/her neighbour's card and asks the question in the same way, and so on around the circle. Once each student has asked a question, they exchange cards and do the activity again.

- Match and Draw.** Divide the class into pairs and write the following questions and answers in two columns on the board:

- How often does she meet her friend?*
- How often do you bake bread?*
- How often does he get a haircut?*
- How often do they feed the birds?*

He gets a haircut twice a month.

She meets her friend once a week.

They feed the birds once a day.

I bake bread three times a year.

Students in each pair work together to match each question in the left-hand column to the corresponding answer in the right-hand column, writing each question/answer pair on a piece of paper. Students also quickly draw a small calendar beside each match to show the frequency they are talking about. Check answers by having students take turns reading the questions and answers they matched.

- Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, He, She, We, They, I, you, he, she, we, and they* grammar cards and Unit 5 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

- Talk Show: The Singers.** Bring several volunteers to the front of the classroom and have them assume the names of members of a popular performing group. Seated students ask individual members of the group target questions, and the “performers” respond using the target patterns. Encourage students to use any verbs they are familiar with that make sense in the context. Play several times, with several groups of volunteers, changing the names of the performers each time.
- Explain and assign Workbook page 27. (For instructions, see Teacher’s Book page 165.)

Practice Time

Language Focus: Adverbial phrases of frequency; *Wh*-questions with how often [*How often (do) (you) (visit a museum)? (I) (visit a museum) (four times) a (year).*]

Function: Asking about the frequency of actions

Materials Needed: CD/cassette and player; two balls; Unit 5 Focus Time Picture Cards, 1 set

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Ask and Answer.** Write *How often do you bake bread? I bake bread once a day.* on the board. Point to the sentences and have students read them. Then stand the Unit 5 Focus Time Picture Cards on the chalktray for reference. Ask several students *How often do you (give a speech)?* Point to various volunteers and ask the rest of the class *How often does (she) (give a speech)?* Students answer the question. Continue in the same way for four to five minutes.
- Check Workbook page 27. (For instructions and answer key, see Teacher's Book page 165.)

Practise the Patterns

Students open their Student's Books to page 28.

A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.
A: *How often do you visit a museum?*
B: *I visit a museum four times a year.*
- How often do you get a haircut?*
I get a haircut twice a month.
- How often does she take medicine?*
She takes medicine three times a day.
- How often does he feed the birds?*
He feeds the birds once a day.
- How often does he meet his friend?*
He meets his friend twice a week.
- How often do you take the underground?*
We take the underground five times a week.
- How often does she bake bread?*
She bakes bread once a day.
- How often do they take a maths test?*
They take a maths test three times a month.
- How often does he give a speech?*
He gives a speech four times a year.

Practice Time

A.  Listen and repeat. Then practise with a partner.

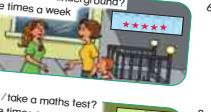
How often do you visit a museum?
I visit a museum four times a year.

1. you/get a haircut? twice a month


2. she/take medicine? three times a day

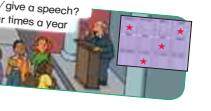

3. he/feed the birds? once a day


4. he/meet his friends? twice a week


5. you/take the underground? five times a week


6. she/bake bread? once a day


7. they/take a maths test? three times a month


8. he/give a speech? four times a year


B. Look at page 26. Practise with a partner.

C.  Listen and sing along. (See "How Often Do You Give a Speech?" on page 38.)

28

Unit 5

- Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, S2 says the answer.) Students then change roles and repeat the activity.

B. Look at page 26. Practise with a partner.

Students remain in pairs and look at page 26. They then take turns asking and answering questions about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the baker): *How often does she bake bread?* S2: *She bakes bread twice a day.*

C. Listen and sing along.

- Students turn to the *How Often Do You Give a Speech?* song on page 39. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

How Often Do You Give a Speech?

(Melody: *When the Saints Go Marching In*)

How often do you give a speech?
I give a speech three times a year.

How often do you get a haircut?
I get a haircut once a month.

How often does he feed the birds?
He feeds the birds four times a month.

How often does he take a maths test?
He takes a maths test twice a week.

How often do they bake bread?
They bake bread three times a day.

How often do they take the underground?
They take the underground twice a day.

- Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
- Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions and Group B sings the answers. Everyone pantomimes each action as they sing. Groups then switch roles and sing the song again.

Games and Activities

- Survey.** Students create a survey on a sheet of paper by writing *Name* and *How often do you _____?* in a row at the top of the paper. They write *bake bread*, *take the underground*, *visit a museum*, *feed the birds*, and *get a haircut* along the left side of the paper. Students then work in groups of five to six taking turns asking each other *How often do you (bake bread)?* Students respond *I (bake bread) (twice) a (year).* Students record their classmates' names and answers on the survey. Groups continue for five to six minutes. Then ask students questions about the survey. For example: Ask *How often does Jana bake bread?* Students who know this information respond *Jana bakes bread twice a year.*

OPTIONS:

- Quickly teach students the word *about* so that they can approximate frequency. For example: *I take the underground about three times a month.*
- Talking.** Write the following on the board: *go fishing, pick apples, feed the pets, play cards, cook breakfast by yourself, walk to school by yourself, talk on the phone.* Divide the class into pairs and give them three to four minutes to talk with their partners about how often they do the activities listed on the board (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's activities.

OPTIONS:

- Quickly teach students the word *about* so that they can approximate frequency. For example: *I cook breakfast by myself about three times a month.*

- Remind students that they can use the patterns *I never (cook breakfast by myself) and I hardly ever (cook breakfast by myself).*
- Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.

I'm going to tell you about my good friend, Sahar. Sahar loves to do so many things! Once a day, she goes swimming. She practices the violin once a day, too. She likes to bake, so twice a week she bakes four loaves of bread. Her family says, "Yum! Sahar, your bread is great!" Sometimes—about three times a month—she makes biscuits, too. Chocolate biscuits are her favourite. My friend Sahar is busy doing so many fun things!

Ask the following questions about the above reading, having students refer to their notes for reference. If necessary, read the paragraph several times.

*How often does Sahar bake bread?
How many loaves of bread does she bake?
Does her family like Sahar's bread?
How often does Sahar go swimming?
How often does she play the violin?*



Extra Practice

Explain and assign Worksheet 9, *How Often?*, page 192. (For instructions and answer key, see page 181.)

Finish the Lesson

- How Often?** Bring two volunteers to the front of the classroom and give each one a ball. The first volunteer tosses the ball to a seated student (S1) and asks *How often do you (take medicine)?* S1 replies using the target pattern, then throws the ball back. The second volunteer tosses the ball to another seated student (S2), points to S1, and asks *How often does (he) (take medicine)?* S2 replies using the target pattern, then throws the ball back. After two to four questions, bring two new volunteers to the front of the classroom to toss the balls and ask questions.
- Explain and assign Workbook page 28. (For instructions, see Teacher's Book page 165.)

Reading Time

Language Focus: Reading a newspaper advice column

Materials Needed: CD/cassette and player; copies of reading, 1 per 6–8 students

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: Sing Along.** Play the Unit 5 song *How Often Do You Give a Speech?* Students listen. Play the song again and have students sing along.
- Check Workbook page 28. (For instructions and answer key, see Teacher's Book page 165.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

pest: Walk up to a student. Tap him/her on the shoulder, pull at his/her sleeve, and generally be bothersome about getting attention. Say *I'm being a pest.*

bother: Walk up to a student. Tap him/her on the shoulder, pull at his/her sleeve, and generally be bothersome about getting attention. Say *I'm bothering you.*

without: Say *You came to class without your book. You don't have your book. Now you have to share with your friend.*

tell: Point to a student and say *Please tell me your name.* Prompt the student to tell you his/her name. Do the same with three to four different students.

patient: Ask a student to find a picture of Mona in his/her Student's Book. As he/she is looking, impatiently tap your foot and say *Hurry up!* Then say *I'm not being patient.*

fair: Say *My sister always goes to the cinema with her friends. I can't go to the cinema with my friends. It's not fair.*

crazy: Explain that in this context, crazy means agitated, frustrated, and at one's wit's end.

attention: Ask students to quietly talk to the students seated around them. Then say *I want you to stop what you're doing and listen to me. I want your attention.*

Reading Time

A. Listen and read along.

Dear Sarah

Dear Sarah,

I am thirteen years old and I have a big problem. My little brother is a pest! He follows me all the time and always bothers me and my friends. He goes into my room and takes my things without asking. My mum tells me to be patient because I am older. It's not fair! What can I do?

Going Crazy

Dear Crazy,

Your little brother loves you very much and wants your attention. Spend time with him. Tell him he can use your things but he has to ask first. Help him find some friends. And don't forget, he will grow up!

Sarah

New Words

pest brother
without tell
patient fair
crazy attention
spend time grow up

B. Listen and circle True or False.

1. True False 2. True False 3. True False 4. True False

C. Read the question. Write the answer.

1. What is Crazy's problem? _____

2. Who does Crazy's brother bother? _____

3. Who tells Crazy to be patient? _____

4. What does Crazy's brother want? _____

Unit 5

29

spend time: Say *I like my sister a lot! We always do lots of fun things together. I like to spend time with her.*

grow up: Ask a student *Do you want to be a doctor when you grow up?* Prompt him/her to answer. Do the same with three to four different students.

- Students open their Student's Books to page 29. They look at the reading and picture and talk about what they see. For example: *This is from a newspaper. Maybe this woman is the writer.* Ask students what they think the reading will be about.

Practise the Reading

Students read the article silently to themselves.

A. Listen and read along.

- Play the recording. Students listen and read along in their Student's Books.

Dear Sarah

Dear Sarah,

I am thirteen years old and I have a big problem. My little brother is a pest! He follows me all the time and always bothers me and my friends. He goes into my room and takes my things without asking. My mum tells me to be patient because I am older. It's not fair! What can I do?

Going Crazy

Dear Crazy,

Your little brother loves you very much and wants your attention. Spend time with him. Tell him he can use your things but he has to ask first. Help him find some friends. And don't forget, he will grow up!

Sarah

New Words

pest
bother
without
tell
patient
fair
crazy
attention
spend time
grow up

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False.

- Play the recording. For each number, students listen and circle *True* if the statement is *true*, and *False* if it is not.
 - Crazy is thirteen years old.*
 - Crazy is younger than her brother.*
 - Her brother bothers their mother.*
 - Her brother borrows her things without asking.*
- Check answers by saying *Number 1. Crazy is thirteen years old.* Students say *True* if they circled *True*, and *False* if they circled *False*. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. True 2. False 3. False 4. True

C. Read the question. Write the answer.

- Students read each question and answer it based on the reading in exercise A.
- Check answers by reading each question and having students read the answer they wrote.

Answer Key:

- What is *Crazy's* problem? Her little brother is a pest.
- Who does *Crazy's* brother bother? *Crazy's* brother bothers *Crazy* and her friends.
- Who tells *Crazy* to be patient? *Crazy's* mum tells her to be patient.
- What does *Crazy's* brother want? *Crazy's* brother wants her attention.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

- Listen Carefully.** Write the following sentences on the board. Then play the recording. Students listen and write the missing words to complete each sentence.

- My little brother is a _____!*
- He always _____ me and my friends.*
- He takes my things _____ asking.*
- My mum tells me to be _____ because I am older.*
- It's not _____! What can I do?*

Check answers by saying *Number 1. A volunteer reads the complete sentence. Do the same for numbers 2–5.*

Answer Key:

- My little brother is a pest!*
- He always bothers me and my friends.*
- He takes my things without asking.*
- My mum tells me to be patient because I am older.*
- It's not fair! What can I do?*

- Sentence Strips.** Divide the class into groups of six to eight and give each group a copy of the reading. Students in each group cut the reading so that each sentence is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task. Then have each group read a paragraph to the class.
- Ten Years Later.** Divide the class into three groups and ask each group to write, then read to the class, a letter that *Crazy* might write ten years in the future to thank *Sarah* for her good advice. Write the beginning and the ending of the letter on the board, and ask students to use the past tense in their letter. Suggested beginning: *When I was thirteen years old, I had a big problem....* Suggested ending: *I spent time with my brother and helped him find some friends. He did grow up and I love him very much! When students have finished, each group reads its letter to the class.*



Extra Practice

Explain and assign Worksheet 10, *Am I a Pest?*, page 193. (For instructions and answer key, see page 181.)

Finish the Lesson

- Tell Me About It.** Ask students three to four questions about the form (rather than the content) of the reading (see Suggested Questions below).
Suggested Questions:
What is this reading about?
How do you know that these are letters?
Who do you think Sarah is?
Where can you find letters like these?
Do you like reading letters like these? Why or why not?
- Explain and assign Workbook page 29. (For instructions, see Teacher's Book page 165.)

Your Time

Language Focus: Personalising activity and frequency language

Materials Needed: CD/cassette and player; Unit 5 Word Time Word Cards, 1 card per 2 students

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- Reading Review: In Your Own Words.** Students open their Student's Books to page 29 and take two to three minutes to review the article. Then have students take turns telling the class—in their own words—something about the reading. For example: *This reading is about Crazy. Her brother is a pest.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.
- Check Workbook page 29. (For instructions and answer key, see Teacher's Book page 165.)

Introduce the Lesson

Write *How often do you take medicine? I take medicine once a day.* on the board. Point to the sentences and have students read them. Quickly review meaning if necessary. Then ask students five to six questions relating to how often they do certain actions (see Suggested Questions below).

Suggested Questions:

*How often do you give a speech?
How often do you go to the dentist?
How often do you drink lemonade?
Do you ever get a sunburn?
Do you ever bake bread?*

Practise the Lesson

Students open their Student's Books to page 30.

A. Listen and answer the questions.

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge.
 - How often do you read a newspaper?*
 - How often do you get a haircut?*
 - How often do you visit a museum?*
 - How often do you feed the birds?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Ask your classmates. Write their names and circle Yes or No.
Do you *take medicine once a day*?

	Name	Yes/No
1. take medicine once a day		Yes No
2. read a newspaper once a week		Yes No
3. get a haircut once a month		Yes No

C. Review. Read and write the answers.

1. Do you ever visit a museum?

2. Do you like feeding the birds?

3. How often do you give a speech?

4. Is there an underground in your town?

30

Unit 5

Answer Key:

Answers will vary.

B. Ask your classmates. Write their names and circle Yes or No.

Students ask three classmates *Do you (take medicine) (once) a (day)?* using the word cues from the chart. They record the answers in the chart. Then ask students questions about what they found out. For example: Ask *Does (Nabil) take medicine once a day?* Students who know this information respond *Yes, he does* or *No, he doesn't.*

C. Review. Read and write the answers.

- Students read each question and write an answer based on their own knowledge and experience.
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **Cut and Paste.** Divide the class into groups of six or eight cut the Unit 5 Word Time Word Cards in half after the verb (for example: *meet a friend, take/the underground*). Then give each student one of the card halves. Students work in their groups, looking for the other half of their card. Once they find a student with the other half of their card, the two students work together to write two different sentences about themselves or people they know, using their verb phrase. For example: *I often take the underground. My brother takes the underground three times a week.* Pairs then take turns reading their sentences to the class. Students then exchange cards and do the activity again.
2. **Schedules.** Divide the class into pairs and give them three to four minutes to talk with their partners about their weekly/monthly schedules (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's weekly/monthly schedule. For example: *My partner, Ola, washes the pots and pans once a day. She hardly ever practices the piano.*
3. **Drawing.** Give students five to six minutes to draw pictures of themselves doing activities they do just once or twice a week. Once students have finished drawing, divide the class into pairs. Students tell their partners about their drawings. For example: *This is me. I practice the violin twice a week.*

Finish the Lesson

1. **Sentence Contest.** Divide the class into Teams A and B. Write *always, often, hardly ever, once a week, twice a month, three times a day, walk to school, buy groceries, visit a museum, and bake bread* on the board. S1 from Team A makes a sentence about himself/herself or people he/she knows, including a verb phrase and a frequency word/phrase from the board. For example: *I buy groceries once a week.* S1 from Team B does the same with another verb phrase and a frequency word/phrase. Each contestant gets a point for a grammatically correct sentence. Continue for

four to five minutes. The team with the most points at the end wins.

Note: Students may use verbs other than the ones on the board.

2. Explain and assign Workbook page 30. (For instructions, see Teacher's Book page 166.)



Assessment

Explain and assign the Unit 5 Test, page 216. (For instructions and answer key, see page 206.)



Review

Conversation Time

Review Focus: Units 1–5 conversations

Materials Needed: CD/cassette and player

Warm-Up

1. **Review Units 1–5 Conversations.** Students turn to each Conversation Time page (pages 1, 7, 13, 19, and 25). Elicit each conversation.
2. Check Workbook page 30. (For instructions and answer key, see Teacher's Book page 166.)

Practise the Language

Students open their Student's Books to page 31.

A. Listen and circle the correct picture.

1. Clerk: *Good morning, Sunnyville Museum.*
How can I help you?
Kareem: *Hi. Do you have a special exhibition today?*
Clerk: *Yes, we do. It's an exhibition of old photographs of Sunnyville.*
Kareem: *Are there any tours?*
Clerk: *Yes. Tours are at 11:00, 2:30, and 5:00.*
Kareem: *Thanks for your help.*
Clerk: *You're welcome.*
2. Waiter: *Hello. Are you ready to order?*
Mrs Samy: *I think so. I'll have a bowl of chicken soup.*
Waiter: *I'm sorry. We don't have chicken soup today. We have garlic soup.*
Mrs Samy: *Oh, I don't like garlic. Hmm. What's today's special?*
Waiter: *Spaghetti and meatballs.*
Mrs Samy: *Sounds good. I'll have spaghetti and orange juice.*
Waiter: *Okay. Spaghetti and meatballs,*

Review

Conversation Time Review

A. Listen and circle the correct picture.

1. a. b. c.
2. a. b. c.
3. a. b. c.
4. a. b. c.
5. a. b. c.

B. Listen and circle the correct answer.

1. 4:10 4:15 4:50
2. 2 glasses 3 glasses 4 glasses
3. 13 33 30
4. 987-9867 978-9876 987-9876

31

and a glass of orange juice. I'll be right back.

3. Baker: *Hi. Can I help you?*
Man: *Yes, please. What kinds of pie do you have?*
Baker: *We have lemon, peach, and cherry.*
Man: *How about apple? I love apple pie.*
Baker: *Sorry, we're out of apple.*
Man: *Oh. How much are the cherry pies?*
Baker: *They're L.E 10 each.*
Man: *Okay, I'll take a cherry pie.*
Baker: *Great!*
4. Mrs Samy: *Hello?*
Woman: *Hello. May I speak to Mona, please?*
Mrs Samy: *I'm sorry. She's not in right now.*
Woman: *Can you take a message?*
Mrs Samy: *Sure. Who's calling?*
Woman: *This is Mrs. Doaa at the Sunnyville Library. We have Sports in Sunnyville now.*

Mrs Samy: *Is that a book?*
 Woman: *No. It's a video.*
 Mrs Samy: *Okay. I'll give her the message.*

5. Samy: *Hi, Kareem!*
 Kareem: *Hi, Samy. How are you?*
 Samy: *Fine, thanks. How are you?*
 Kareem: *I'm good. How's your family?*
 Samy: *My mother and sister are sick.*
 Kareem: *I'm sorry to hear that. What's the matter?*
 Samy: *They have the flu.*
 Kareem: *Oh. Is your brother sick, too?*
 Samy: *No, he isn't sick.*
 Kareem: *Good!*
 Samy: *Well, I'll see you later, Kareem!*
 Kareem: *Okay. Bye!*

2. Check answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the letter of the picture they have circled.

Answer Key:

1. b 2. b 3. a 4. b 5. c

B. Listen and circle the correct answer.

1. Play the recording. Students listen and, for each number, they circle the number or words that they hear discussed in the conversation.

1. Clerk: *Sunnyville Theatre. How can I help you?*
 Mona: *Hi. What time is the film today?*
 Clerk: *4:15.*
 Mona: *4:50?*
 Clerk: *No. 4:15.*
 Mona: *Oh. Thank you.*

2. Waiter: *Hello. Are you ready to order?*
 Mrs Samy: *I think so. I'll have a piece of apple pie and a glass of orange juice.*
 Dr Samy: *I'll have a piece of apple pie, too, and a cup of coffee.*
 Mona: *I'll have a piece of apple pie and a glass of orange juice.*
 Waiter: *All right. That's three pieces of apple pie, one glass of orange juice, and two cups of coffee.*
 Mrs Samy: *No, no. We want two glasses of orange juice and one cup of coffee.*
 Waiter: *Okay. I'll be right back.*

3. Baker: *Hi. Can I help you?*
 Woman: *Yes, please. I'd like a lemon pie and an apple pie.*
 Baker: *Okay. That's 30 pounds.*

Woman: *13 pounds?*
 Baker: *No, 30 pounds.*
 Woman: *Okay. Here you are.*
 Baker: *Thank you.*

4. Mrs Samy: *Hello?*
 Girl: *Hello. May I speak to Mona, please?*
 Mrs Samy: *She's not in right now.*
 Girl: *Can you take a message, please?*
 This is Emiley chin. My number is 987-9876.

Mrs Samy: *Did you say 987-9867?*
 Girl: *No, it's 987-9876.*
 Mrs Samy: *Got it. I'll give her the message.*

2. Check answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the number or words they have circled.

Answer Key:

1. 4:15
 2. 2 glasses
 3. 30
 4. 987-9876

Games and Activities

1. **Role Play.** Write the third conversation from exercise A on the board. Point to each line and have students read it. Then divide the class into pairs and have students in each pair role-play the conversation. Students change roles and role-play the conversation again.

2. **Act It Out.** Divide the class into pairs. Students in each pair work together to write out a mini-dialogue (approximately four to five lines long) between two friends meeting in the park. Once students have created their dialogues, choose volunteers to role-play their dialogues for the class.

3. **Illustrators.** Read the third conversation from exercise B. Students listen and then draw pictures to illustrate the conversation. Volunteers then take turns showing their pictures to the class and explaining them.

Finish the Lesson

1. **Who Says It?** Read the second conversation from exercise B. Discuss with students where they think the conversation is being held, and who the speakers might be.
2. Explain and assign Workbook page 31. (For instructions, see Teacher's Book page 166.)

Sokkara and Sokkar

Review Focus: Units 1–5 conversations, vocabulary, and patterns

Materials Needed: CD/cassette and player

Sokkara's Diary

A.  Listen and read along. Then look at the pictures and write the days of the week.

Day: Monday
Today I went to a restaurant with Sokkara. We had four slices of roast beef, two bowls of fruit salad, and three pieces of apple pie. Sokkara loves eating! He eats too much. He's always in the mood for ice cream, too.

Day: Tuesday
Today I was busy. I bought groceries, did laundry, and cleaned all my chores. Then I baked bread and made a sandwich. Sokkara visited me and ate all the bread. He never has dinner by himself!

Day: Wednesday
Today Sokkara and I visited the Food School. We rode the underground. There was a baking class. Sokkara baked an apple pie. Sokkara sliced apples by himself. He hurt his finger. It wasn't serious.

Day: Thursday
Sokkara and I walked to the park today. We took a hop near the lake. Sokkara got a sunburn. Then we fed the birds and Sokkara fell into the lake. Tomorrow I'm going to stay home by myself!

B.  Listen and read along. Then look at the pictures and write the days of the week.

Day: Friday
Today I went to a restaurant with Sokkara. She had two bowls of fruit salad and a cup of coffee. She doesn't eat enough. She's too thin. Tomorrow I'm going to go to her house and make dinner with her.

Day: Saturday
I ate too much at Sokkara's house on Tuesday night. I had a sandwich this morning. I had a bowl of ice cream for lunch. It was delicious! Ice cream is the best medicine!

Day: Sunday
There was a baking class at the Food School today. I made an apple pie. I had an accident. I hurt my finger. But my pie was delicious. Sokkara liked it, too. I'm happy.

Day: Monday
It was 30 degrees today. I went to my friend's house. She wanted to stay home because she wanted to go to the park by myself. It was fun. They all came to the park, because she was bored at home. We had a good time.

Warm-Up

1. Review Units 1–5 Vocabulary and Patterns.

Turn to each Word Time page (pages 2, 8, 14, 20, and 26) and Focus Time page (pages 3, 9, 15, 21, and 27). Elicit each vocabulary item and pattern.

2. Check Workbook page 31. (For instructions and answer key, see Teacher's Book page 166.)

Work with the Pictures

Students open their Student's Books to pages 32 and 33.

1. Divide the class into groups of three. Groups find and name any items or characters they recognize in the pictures.
2. Ask each group how many items they found. Encourage groups to name as many items or characters as they can, using complete sentences when possible.
3. When groups have finished, have each group name one item, and write a sentence using that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
4. Ask students what they think the readings will be about.

Practise the Reading

A.  Listen and read along. Then look at the pictures and write the days of the week.

1. Play the recording. Students listen and read along.

Today I went to a restaurant with Sokkar. He had four slices of roast beef, two bowls of chicken soup, and three pieces of apple pie. Sokkar loves eating! He eats too much. He's always in the mood for ice cream, too.

Today I was busy. I bought groceries, did the laundry, and ironed all my clothes. Then I baked bread and made dinner. Sokkar visited me and ate all the bread. He never has dinner by himself!

Today Sokkar and I visited the Food School. We took the underground. There was a baking class. Sokkar baked an apple pie. Sokkar sliced apples by himself. He hurt his finger. It wasn't serious.

Sokkar and I walked to the park today. We took a nap near the lake. Sokkar got a sunburn. Then we fed the birds and Sokkar fell into the lake. Tomorrow I'm going to stay home by myself!

2. Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding day.

Answer Key:
Monday, Tuesday, Thursday, Friday

B.  Listen and read along. Then look at the pictures and write the days of the week.

1. Play the recording. Students listen and read along.

Today I went to a restaurant with Sokkara. She had one bowl of fruit salad and a cup of coffee. She doesn't eat enough. She's too thin. Tomorrow I'm going to go to her house and make dinner with her.

I ate too much at Sokkara's house on Tuesday night. I had a stomach ache this morning.

I had a bowl of ice cream for lunch. It was delicious! Ice cream is the best medicine.

There was a baking class at the Food School today. I made an apple pie. I had an accident. I hurt my finger. But my pie was delicious. Sokkara liked it, too. I'm happy.

It was 30 degrees today. I went to Sokkara's house. She wanted to stay home by herself. I went to the park by myself. It wasn't fun. Then Sokkara came to the park because She was bored at home. We had a good time.

2. Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding day.

Answer Key:

Monday, Wednesday, Thursday,
Saturday

3. Ask students to comment on the differences between Sokkara's and Sokkar's accounts of their week.

Finish the Lesson

1. **Change the Readings.** Students take turns reading one sentence each, first from Sokkara's diary, then from Sokkar's diary. They change the diaries into stories by changing the subjects from I to He/She. For example: *Today he was busy. She bought groceries, did the laundry, and ironed all her shirts. Then She baked bread and made dinner.*
2. Explain and assign Workbook pages 32–33. (For instructions, see Teacher's Book page 166.)

Games and Activities

1. **Listen Carefully.** Play the recording of Sokkara's Diary again. Students listen and write down three things that Sokkara did on Tuesday and two things She did on Friday. Then play the recording of Sokkar's Diary. Students listen and write down two things Sokkara ate on Monday, and two things Sokkar did on Thursday.
2. **Tell the Story.** Divide the class into pairs. Students in each pair cover the text on each diary page. They then take turns looking at the pictures and telling the events to their partners.
3. **Make a New Story.** Each student divides a piece of paper in four equal parts. He/She then creates a new story about either Sokkara or Sokkar by drawing original scenes. Students then take turns standing up and describing their story to the rest of the class.
4. **Personalize:** Students write their own diaries in two or more days of the week. This can be done as an assignment at home. Then the next day students work in pairs and read their diaries to their partners.

Word Time and Focus Time Review

Review Focus: Units 1–5 vocabulary and patterns

Materials Needed: CD/cassette and player; Units 1–5 Word Time Word Cards, 1 set

Warm-Up

- Questions.** Ask students *Do you ever bake bread?* Several students answer. Do the same with *Do you ever drink cola?* and *Is there a library near your house?*
- Check Workbook pages 32–33. (For instructions and answer key, see Teacher's Book page 166.)

Review

Students open their Student's Books to page 34.

A. Read and write the words.

- Based on the picture and word cues, students fill in each missing word.
- Check answers by saying Number 1 and having a volunteer say the corresponding sentence. Do the same for numbers 2–8.

Answer Key:

- Does he ever take a nap? Yes, he often takes a nap.
- Your teeth hurt. You go to the dentist.
- I can iron a shirt by myself.
- I'll have two pieces of apple pie.
- She had a glass of orange juice.
- There's a library beside the school.
- I sliced fruit by myself.
- There's a bank near the train station.

B. Look at A. Write the letters in the circles. Unscramble the name of Mona's lunch.

Students write each of the circled letters from exercise A. They then unscramble the letters and write the food that Mona will have for lunch.

Answer Key:

chicken soup

Games and Activities

- Draw the Picture.** (See Game 13, page 155.) Play the game using Units 1–5 Word Time Word Cards.

Word Time and Focus Time Review

A. Read and write the words.

1. Does he ever take a nap?
Yes, he o f t e n takes a nap.
2. Your teeth hurt. You go to the dentist.
3. I can iron a shirt by myself.
4. I'll have two pieces of apple pie.
5. She had a glass of orange juice.
6. There's a library beside the school.
7. I sliced fruit by myself.
8. There's a bank near the train station.

B. Look at A. Write the letters in the circles. Unscramble the name of Mona's lunch.

I have a cold. I'm staying home today. Mum is making a delicious lunch for me. What is it?

n o c k e l l e n

34

Review

- Classification.** Place the Units 1–3 Word Time Word Cards along the chalktray. Then make three columns on the board, one labelled *Buildings*, one labelled *Food*, and one labelled *Activities*. For students' reference, attach the *library* word card to the *Buildings* column, the *roast beef* word card to the *Food* column, and the *take a bus* word card to the *Activities* column. Volunteers then take turns coming to the board, placing one of the word cards from the chalktray in the appropriate column, naming the card, and using the word or phrase in a sentence. Once all the word cards have been attached to the board, point to each one and have students read it. If necessary, re-adjust cards so that they are in the correct columns.

option: write the units 1–3 words on the board and do as above

Finish the Lesson

- True Sentences.** Students take turns saying true sentences using the pattern *I can (slice fruit) by myself*. Continue until each student has taken a turn.
- Explain and assign Workbook page 34. (For instructions, see Teacher's Book pages 166–167.)

Pairwork

Review Focus: Personalizing Units 1–5 language

Materials Needed: CD / cassette and player

Warm-Up

- Questions.** Ask students *Do you ever eat bread?* Several students answer. Do the same with *Do you ever do the laundry?* and *How often do you talk on the phone?*
- Check Workbook page 34. (For instructions and answer key, see Teacher's Book pages 166–167.)

Review

Divide the class into pairs. One student in each pair opens his/her Student's Book to page 35. The other student in each pair opens his/her Student's Book to page 36.

A. Ask your partner and fill in the chart.

- Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the questions and answers to the class.

Answer Key:

	Mona	Kareem
1. roast beef	one slice	two slices
2. apple pie	three pieces	one piece
3. bread	two loaves	one loaf
4. water	one bottle	two bottles

B. Ask and answer the questions.

- Each student fills in the You column of the chart. Then students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the questions and answers to the class.

Answer Key:

	Mona	Kareem	You	Your Partner
1. take a nap	sometimes	always		
2. listen to music	often	sometimes		
3. visit a museum	hardly ever	never		
4. talk on the phone	often	usually		

C. Ask and answer the questions.

- Each student fills in the You column of the chart. Then students in each pair ask their

Pairwork: Student A

A. Ask your partner and fill in the chart. How much roast beef did **Mona** have?

	Mona	Kareem
1. roast beef	one slice	two slices
2. apple pie	three pieces	
3. bread		one loaf
4. water	one bottle	two bottles

B. Ask and answer the questions. Does **Mona** ever take a nap? Do you ever take a nap?

	Mona	Kareem	You	Your Partner
1. take a nap	sometimes			
2. listen to music	often			
3. visit a museum	hardly ever			
4. talk on the phone	usually			

C. Ask and answer the questions. How often does **Mona** do laundry? How often do you do laundry?

	Mona	Kareem	You	Your Partner
1. do laundry	twice a month			
2. bake bread	three times a month			
3. feed the pets	twice a day			
4. set the table	once a week			

D. Finished? Compare answers with Student B.

Pairwork: Student B

A. Ask your partner and fill in the chart. How much roast beef did **Kareem** have?

	Mona	Kareem
1. roast beef	one slice	
2. apple pie		
3. bread	two loaves	
4. water	two bottles	

B. Ask and answer the questions. Does **Kareem** ever take a nap? Do you ever take a nap?

	Mona	Kareem	You	Your Partner
1. take a nap	sometimes			
2. listen to music	often			
3. visit a museum	hardly ever			
4. talk on the phone	often			

C. Ask and answer the questions. How often does **Kareem** do laundry? How often do you do laundry?

	Mona	Kareem	You	Your Partner
1. do laundry	twice a month			
2. bake bread	once a year			
3. feed the pets	twice a day			
4. set the table	once a day			

D. Finished? Compare answers with Student A.

35

Review

36

Review

partner the target questions in order to get the information necessary to fill in the blanks.

- Check answers by having pairs of students read the questions and answers to the class.

Answer Key:

	Mona	Kareem	You	Your Partner
1. do the laundry	twice a month	twice a month		
2. bake bread	three times a month	once a year		
3. feed the pets	twice a day	once a day		
4. set the table	once a week	once a day		

D. Finished? Compare answers with Student A/Student B.

Students compare answers with their partners.

Games and Activities

- True Sentences.** Say *often*. Elicit *I often (visit a museum)* from several students. Do the same with *always*, *usually*, *hardly ever*, *never*, and *sometimes*.
- Option: Project.** For a week, students keep a list of actions they do once, twice, and three times a week. Then have students share their lists in class.

Finish the Lesson

- Explain and assign Checklist 1 (see Student's Book pages 78–81) for students to do at home or in class.
- Explain and assign Workbook pages 35–36. (For instructions and answer key, see Teacher's Book page 167.)

Assessment

Explain and assign the Midterm Test, pages 217–220. (For instructions and answer key, see pages 206–207.)

Review 1

87



6 The School Concert

Conversation Time

Language Focus: Helping a friend clean up

Materials Needed: CD/cassette and player; Wall Chart 11

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review: Questions and Answers.** Write *How often do you feed the birds?* and *Do you ever feed the birds?* on the board. Point to each sentence and have students read it. Then say *feed the birds*. A volunteer asks you *How often do you feed the birds?* or *Do you ever feed the birds?* Answer the question. Then say *bake bread* and have a different volunteer ask you a question. Continue in the same way for three to four minutes.

Introduce the Conversation

1. Set the scene and clarify meaning by saying *Kareem is cleaning up the music room to help his teacher get ready for the concert. Mona wants to help. They move the heavy bass and have an accident. Miss Nadia is not happy to see the mess.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word. *concert:* Say *A concert is a show where people sing, and play the piano, the violin, and other instruments.* *move:* Set your book on a student's desk. Then, while moving the book to a different student's desk, say *I'm moving the book.*

lift: Lift up a chair and set it back down in the same place. Say *I lifted the chair.*

look out: On the board write *look out = watch out.* Point to and read each word. Students repeat.

What's going on?: Write *What's going on? = What are you doing?* on the board. Point to and read each word. Students repeat.

2. Bring three students to the front of the classroom. Have one of them (Student C) stand off to the side. Stand behind each student and model his/her lines of the conversation with the following actions:

A: *Hi, Kareem! What are you doing?*
Walk up to Student B. Speak in a friendly, questioning voice.

The School Concert
Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

B. Role-play the conversation.

B: *I'm helping Mr Khaled clean up the music room. He's getting ready for the concert.*

Pretend to be cleaning the room. Stop and look at Student A.

A: *Do you want some help?*

Ask Student B the question in a friendly voice.

B: *Sure. You can move the bass. Put it over there, by the window.*

Point to a pretend bass. Turn and point to the window.

A: *Ugh! I can't lift it by myself. It's so heavy.*

Pretend to begin to lift the "bass." Then heavily set it back down on the floor.

B: *Here. I'll take it.*

Walk toward Student A. Speak confidently. Pretend to pick up the bass and start to walk with it.

A: *Look out! There's a box behind you!*

Speak excitedly, with an alarmed expression on your face. Point behind Student B.

B: *Ahhhh!*

While still holding the bass, pretend to trip over a box.

C: *What's going on in here?*

Walk up to Students A and B with a slightly alarmed expression on your face.

B: *We're cleaning up.*

Speak sheepishly.

- Divide the class into Groups A, B, and C. Model the conversation again using facial expressions and body language. Group A repeats Mona's lines, Group B repeats Kareem's lines, and Group C repeats Miss Nadia's line. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way. Continue until each group has taken on each role.
- Attach Wall Chart 11 to the board or open a Student's Book to page 1. Students then open their Student's Books to page 1. Ask the following questions:

What is Kareem doing?

*Why is he cleaning the music room?
Can Mona lift the bass?
Why did Mona say "Look out!"?
What did Miss Nadia ask?*

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

- Mona: *Hi, Kareem! What are you doing?*
Kareem: *I'm helping Mr Khaled clean up the music room. He's getting ready for the concert.*
- Mona: *Do you want some help?*
Kareem: *Sure. You can move the bass.*
- Kareem: *Put it over there, by the window.*
Mona: *Ugh! I can't lift it by myself.*
- Mona: *It's so heavy.*
Kareem: *Here. I'll take it.*
- Mona: *Look out! There's a box behind you!*
Kareem: *Ahhh!*
- Teacher: *What's going on in here?*
Kareem: *We're cleaning up.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of three. Using their Student's Books for reference, each group role-plays the conversation. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

- Listen Carefully.** Write the following sentences on the board. Play the recording of the conversation. Students listen and write the missing words to complete each sentence.

- 1. Kareem is _____ Mr. Khaled.*
- 2. Mona asks, "Do you want _____ help?"*

- 3. Kareem wants Mona to put the bass by the _____.*
- 4. The bass is _____.*

Check answers by saying Number 1. A volunteer reads the complete sentence. Do the same for numbers 2–4.

Answer Key:

1. *Kareem is helping Mr. Khaled.*
2. *Mona asks, "Do you want some help?"*
3. *Kareem wants Mona to put the bass by the window.*
4. *The bass is heavy.*

2. **True/False/I Don't Know.** Say five to six statements about the conversation (see Suggested Statements below). Students say *True* if the statement is true, and *False* if it is false. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

*Kareem likes Mr Khaled.
The bass is heavy.
Mona is strong.
Miss Nadia is happy.
Kareem wants the bass by the door.
Mona doesn't like to play the bass.*

3. **Make It Your Own.** Write the following on the board:

- A: *Do you want some help?*
- B: *Sure. You can move the bass.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *No, thanks. Everything's under control.*
2. *Well, let me think. Oh, I know! You can clean the*
board.
3. *Not right now, thanks. But if you come back in*
ten
minutes, you can sweep the floor.

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

- Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about what might happen next. For example: Miss Nadia helps Mona and Kareem clean up the music room. Mona and Kareem get sent to the headteacher's office for making such a mess.
2. Explain and assign Workbook page 1. (For instructions, see Teacher's Book pages 167–168.)

Word Time

Language Focus: Musical instruments (*tuba, flute, cymbals, drums, xylophone, electric keyboard, harp, cello, recorder, trumpet*)

Materials Needed (excluding materials for optional activities): CD/ cassette and player; Wall Chart 12; beanbags, 1 per 3–4 students; Unit 6 Word Time Picture Cards, 1 set per 3–4 students; Unit 6 Word Time Word Cards, 1 set

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Dictation.** Say a line from the Unit 6 conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly acts it out. Continue in the same way with three to four different lines of conversation.
2. Check Workbook page 1. (For instructions and answer key, see Teacher's Book pages 167–168.)

Introduce the Words

1. **Pantomime playing a flute.** Say *I'm playing a flute*. Then hold up and name the *flute* picture card. Students copy your actions and repeat the word. Continue in the same way with the remaining target instruments.
2. Attach the Unit 6 Word Time Picture Cards in a row to the board. Stand the Unit 6 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

OPTION: Give each student a Unit 6 Word Time Picture Card or Word Card. A student with a picture card stands up and pantomimes playing the instrument on his/her card. The student(s) with the corresponding word card holds up and names the card. Continue in the same way for two to three minutes.

Talk About the Picture

1. Students open their Student's Books to page 38. They look at the large scene and use complete sentences to identify anything they can.

Word Time

A. Listen and repeat.

1. tuba 2. flute
3. cymbals 4. drums
5. xylophone 6. electric keyboard
7. harp 8. cello
9. recorder 10. trumpet

B. Point and say the words.

C. Listen and point.

2. Attach Wall Chart 12 to the board or open a Student's Book to page 2. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

The students are playing a concert! Each student is playing a **musical instrument**.

Ramy has a **tuba**. **Laila** is really hitting the **drums**. **Kim** is playing the **xylophone** and **Mike** is playing an **electric keyboard**. **This boy and girl** are holding **cymbals**. **These boys** are playing **violins**. **Samy** and **his friend** are playing **flutes**. **Sarah** is **blowing** a **trumpet**. **Samir** is playing the **harp** and **crying**. **Ola** is quietly playing the **cello**.

3. Ask the following questions while pointing to or touching the pictures (bold words) and pantomiming the adjectives (italicized words).

Do the **cymbals** sound *quiet*?

Which **instruments** can sound *quiet*?

Does the **harp** sound *loud*?

Which **instruments** can sound *loud*?

(**flute**) Is it a *flute*?

(**violin**) Is it a *bass*?

(**harp**) What's this?

Can you please raise your hand if you play the **drums**?

Can you please raise your hand if you play the **recorder**?

Can you please raise your hand if you play the **cello**?

What's your **favourite** instrument?

Practise the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. *tuba*
2. *flute*
3. *cymbals*
4. *drums*
5. *xylophone*
6. *electric keyboard*
7. *harp*
8. *cello*
9. *recorder*
10. *trumpet*

2. Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the named item; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Flute.

Cymbals.

Recorder.

Cello.

Xylophone.

Drums.

Trumpet.

Harp.

Electric keyboard.

Tuba.

Now listen and point to the speakers.

A: *Mum, I have a stomach ache.* (boy and mother in front row of audience)

B: *How many bottles of water did you have at dinner?*

A: *Three.*

B: *Oh, dear.*

A: *Hi. Is Yasser there? He isn't? Can you take a message? This is Basma Ahmed.* (woman talking on mobile phone and man in front row of audience)

B: *Sh! Be quiet!*

A: *Sorry!*

A: *I like playing the violin, but I don't practice enough.* (two boys on left playing violins)

B: *Well, practice makes perfect!*

A: *Do you want to practice together?*

B: *Sure!*

Games and Activities

1. **Beanbags.** (See Game 8, page 154.) Play the game using Unit 6 Word Time Picture Cards.
2. **Survey.** Students create a survey on a sheet of paper by writing *Name* and *Do you like to play the _____?* in a row at the top of the paper. Then they write a list of six musical instruments along the left side of the paper. Students then work in groups of five to six asking their classmates *Do you like to play the (tuba)?* Students respond *Yes, I like to play the (tuba) or No, I don't like to play the (tuba).* Students record the answers they hear. Groups continue for six to seven minutes. Then ask students questions about the survey. For example: *Ask Does Kamal like to play the recorder?* Students who know this information respond either *Yes, he does or No, he doesn't.*
3. **Categorize.** Work with students to come up with two or three different categories that the instruments could be divided into. Some possibilities are: *woodwind, brass, strings, instruments you blow, big instruments, little instruments.* Once the class has decided on a set of categories, divide the class into groups of three. Students in each group write each category on a piece of paper and list the corresponding instruments in each category.
4. **Option: Personalize the Vocabulary.** Invite one to three musicians or music teachers to come to your English class. Ask them to tell students about the instrument(s) they play.

Finish the Lesson

1. **Pantomime.** Say *flute.* Students say *I'm going to play the flute* and then pantomime playing the flute. Do the same with the remaining target instruments.
2. Explain and assign Workbook page 2. (For instructions, see Teacher's Book page 168.)

Focus Time

Language Focus: Adverbs of manner (*well, badly, quietly, loudly, quickly, slowly, happily, sadly*)

Wh- questions with how; simple past tense [*How did (he) play the (tuba)? (He) played the (tuba) (well).*]

Function: Describing how actions were performed in the past

Materials Needed: CD/cassette and player; Unit 6 Word Time Picture Cards, 1 set; Unit 6 Word Time Word Cards, 1 set per 2 students; Unit 6 Focus Time Picture Cards, 1 set per 6–8 students; Unit 6 Focus Time Word Cards, 1 set per 2 students; *I, He, She, We, They, you, he, she, and they* grammar cards, 1 set per 2 students; Unit 6 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: True Sentences.** Attach the Unit 6 Word Time Picture Cards to the board and number them from 1 to 10. Say a number. Students say the musical instrument corresponding to that number. Then volunteers make true sentences about the instruments on the board. For example: *I can play the flute. I can't play the trumpet.* Continue for three to four minutes.
- Check Workbook page 2. (For instructions and answer key, see Teacher's Book page 168.)

This lesson is in two parts.

Part 1: Introduce the Words

Write very neatly on the board and say *I'm writing well.* Students copy your actions and words. Then write very sloppily and say *I'm writing badly.* Students copy your actions and words. Write *well* and *badly* on the board. Then speak quietly and say *I'm talking quietly.* Students repeat. Speak very loudly and say *I'm speaking loudly.* Students repeat. Write *quietly* and *loudly* on the board. Walk across the room quickly and say *I'm walking quickly.* Students copy your actions and words. Walk slowly and say *I'm walking slowly.* Students copy your actions and words. Write *quickly* and *slowly* on the board. Read a short passage from a book very happily. Say *I'm reading happily.* Students repeat. Then read the same passage sadly and say *I'm reading sadly.* Students repeat. Write *happily* and *sadly* on the board. Point to each of the eight words on the board and have students read them.

Focus Time

A. Listen and repeat.

1. well 2. badly 3. quietly 4. loudly
5. quickly 6. slowly 7. happily 8. sadly

good → well bad → badly quiet → quietly loud → loudly
quick → quickly slow → slowly happy → happily sad → sadly

B. Listen and repeat.

How did | he | play the tuba?
He | They | played the tuba well.

C. Look at page 2. Listen and point.

Unit 6

3

Practise the Words

Students open their Student's Books to page 39.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- well
- badly
- quietly
- loudly
- quickly
- slowly
- happily
- sadly

good, well
bad, badly
quiet, quietly
loud, loudly
quick, quickly
slow, slowly
happy, happily
sad, sadly

Part 2: Introduce the Patterns

1. **How did (he) play the (tuba)? (He) played the (tuba) (well).** Bring a volunteer to the front of the classroom. Say *Please play the tuba quickly* and have the volunteer pretend to quickly play a tuba, then stop. Point to the volunteer, look at the class, and ask *How did he play the tuba?* Students repeat. Write *How did he play the tuba?* on the board. Point to and read each word. Students repeat. Then ask the question again and have students formulate an answer on their own. Say *He played the tuba quickly.* Students repeat. Write *He played the tuba quickly.* on the board to the right of *How did he play the tuba?* Do the same with flute/quietly, harp/happily, and drums/loudly.
2. **Practice for Fluency.** Say *they, recorder.* Students ask the corresponding target question, *How did they play the recorder?* Say *well.* Students say *They played the recorder well.* Do the same with other pronouns, instruments, and adverbs for four to five minutes.

Practise the Patterns

B. Listen and repeat.

1. Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.

A: *How did he play the tuba?*

B: *He played the tuba well.*

A: *How did they play the tuba?*

B: *They played the tuba well.*

2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.

3. Students work with partners to say the questions and answers, while looking at the pattern boxes in their books.

C. Look at page 2. Listen and point.

Play the recording. Students look at page 2 and listen to the words, pointing to the person playing each instrument they hear named. Play the recording as many times as necessary for students to complete the task.

A: *How did she play the flute?*

B: *She played the flute well.*

A: *How did he play the harp?*

B: *He played the harp sadly.*

A: *How did he play the electric keyboard?*

B: *He played the electric keyboard slowly.*

Games and Activities

1. **Slow, Slowly.** Say *good.* Using their Student's Books for reference if necessary, students say the corresponding adverb, *well.* Do the same with the remaining target adjective/adverb pairs. Then say *slowly* and have a volunteer use the word in a sentence. For example: *I always walk to school slowly or I like to read slowly.* Do the same with the remaining target adverbs.
2. **How Did He Play?** Divide the class into groups of six to eight and give each group a set of Unit 6 Word Time Word Cards and Focus Time Picture Cards. (or ask the groups to create them) The groups place the picture cards and word cards face down in two separate piles. A student in each group (S1) begins by picking up a card from each pile (for example: *cello, sadly*). He/She then pantomimes playing the (cello) (sadly) and then stops. The student to S1's left (S2) asks another student in the group (S3) about S1's playing, *How did (he) play the (cello)?* S3 answers, *He/She played the cello sadly.* S2 then takes a turn choosing two cards and pantomiming. Groups continue until they have pantomimed all the cards.
3. **Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, He, She, We, They, you, he, she, and they* grammar cards and Unit 6 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

1. **Follow Directions.** Say *Please play the drums quietly.* Students on the right side of the classroom pantomime playing drums quietly. Then they stop. Students on the left side of the classroom ask *How did you play the drums?* Students on the right answer. Continue in the same way for three to four minutes, having students switch roles each time.
2. Explain and assign Workbook page 3. (For instructions, see Teacher's Book page 168.)

Practice Time

Language Focus: Adverbs of manner; *Wh*- questions with how; simple past tense [*How did (he) play the (recorder)? (He) played the (recorder) (sadly).*]

Function: Describing how actions were performed in the past

Materials Needed: CD/cassette and player; Unit 1 Word Time Picture Cards, 1 set per 3–4 students; Unit 6 Word Time Picture Cards, 1 set; Unit 6 Focus Time Picture Cards, 1 set

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: How Did You Play the Flute?**
Write *How did they play the flute? They played the flute well.* on the board. Point to each sentence and have students read it. Then say *they, drums.* Students say *How did they play the drums?* Say *loudly* and have students say *They played the drums loudly.* Continue in the same way for three to four minutes.
- Check Workbook page 3. (For instructions and answer key, see Teacher's Book page 168.)

Practise the Patterns

Students open their Student's Books to page 4.

A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.
A:*How did he play the recorder?*
B:*He played the recorder sadly.*
 - How did she play the xylophone?*
She played the xylophone happily.
 - How did you play the drums?*
I played the drums quickly.
 - How did he play the harp?*
He played the harp sadly.
 - How did he play the electric keyboard?*
He played the electric keyboard slowly.
 - How did you play the cymbals?*
We played the cymbals loudly.
 - How did she play the trumpet?*
She played the trumpet badly.
 - How did they play the flute?*
They played the flute well.
 - How did she play the cello?*
She played the cello quietly.

Practice Time

A.  Listen and repeat. Then practise with a partner.

How did he play the recorder?
He played the recorder sadly.

1. she/xylophone? happily


2. you/drums? quickly


3. he/harp? sadly


4. he/electric keyboard? slowly


5. you/cymbals? loudly


6. she/trumpet? badly


7. they/flute? well


8. she/cello? quietly


B. Look at page 2. Practise with a partner.

C.  Listen and chant. (See "How Did She Play the Flute?" on page 37.)

4

Unit 6

- Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, S2 answers.) Students then change roles and repeat the activity.

B. Look at page 2. Practise with a partner.

Students remain in pairs and look at page 2. They then take turns asking and answering questions about the characters in the large scene, using the target patterns and vocabulary items. For example: S1 (pointing to the girl playing the xylophone): *How did she play the xylophone?* S2: *She played the xylophone happily.*

C. Listen and chant.

- Students turn to the *How Did She Play the Flute?* chant on page 37. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

How Did She Play the Flute?

*How did she play the flute?
She played the flute quickly.
How did she play the cello?
She played the cello slowly.
How did she play the trumpet?
She played the trumpet loudly.
How did she play the harp?
She played the harp quietly.*

*How did he play the drums?
He played the drums happily.*

*How did he play the tuba?
He played the tuba sadly.
How did he play the xylophone?
He played the xylophone badly.
How did he play the recorder?
He played the recorder well.*

- Play the recording again. Students listen and chant along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
- Play the karaoke version. Students chant along, pantomiming playing each instrument as they chant its name, and also pantomiming each adverb.

Games and Activities

- From Words to Sentences.** Write *Happy. I play the trumpet happily.* on the board. Point to the word and sentence and have students read them. Then hold up the *drums* and *loudly* picture cards. Students say *Loud. I play the drums loudly.* Continue in the same way with the remaining Unit 6 Word Time and Focus Time Picture Cards.
- Fill In.** Divide the class into pairs and write the following sentences on the board. Students in each pair copy the sentences onto a piece of paper and fill in the blanks with the correct forms of the word in parentheses. When they are done, each pair of students reads a pair of sentences to the class.

- It's my birthday today. I'm happy. I'm singing happily. (happy)*
- The sick man is sad. He walks sadly. (sad)*
- Mother is a good cook. She cooks well. (good)*
- I can't play the flute. I'm bad at it. I play the flute badly. (bad)*
- The baby is sleeping. I'm being quiet. I'm closing the door quietly. (quiet)*

Answer Key:

1. It's my birthday today. I'm happy. I'm singing happily.
2. The sick man is sad. He walks sadly.
3. Mother is a good cook. She cooks well.
4. I can't play the flute. I'm bad at it. I play the flute badly.
5. The baby is sleeping. I'm being quiet. I'm closing the door quietly.
3. **The Animals Came to Town.** Elicit names of animals familiar to students and write their names on the board. Divide the class into groups of three to four and give each group a set of Unit 1 Word Time Picture Cards. (or ask the

groups to draw them) Each group arranges the picture cards on the floor. A student in each group begins by saying *I'm a (giraffe). I'm walking to the (library)*. He/She then pretends to be a giraffe walking to the (library) picture card. He/She pretends to walk in any way he/she wants to (for example: quickly, slowly, quietly using his fingers and gestures). Once the (giraffe) has reached the (library), another student in the group asks the others in the group *How did the (giraffe) walk to the (library)?* Students answer *It walked to the (library) (quickly)*. Groups continue in the same way for five to seven minutes, taking turns pantomiming and asking the questions.



Extra Practice

Explain and assign Worksheet 11, Instruments, page 194. (For instructions and answer key, see page 181.)

Finish the Lesson

- Memory Chain.** (See Game 18, page 156.) Play the game using the pattern *I play the (electric keyboard) (happily)*.
- Explain and assign Workbook page 4. (For instructions, see Teacher's Book pages 168-169.)

Reading Time

Language Focus: Reading a concert review in a newspaper

Materials Needed: CD/cassette and player; Unit 6 Word Time Picture Cards, 1 card per student

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. Pattern Review: Questions and Answers.

Write *How did you play the tuba? I played the tuba quietly.* on the board. Point to each sentence and have students read it. Then give each student a Unit 6 Word Time Picture Card. Students take turns standing up and pretending to play the instrument on their card in a specific way (for example: happily, slowly, quietly). Then they stop. Choose different volunteers to ask *How did you play the (tuba)?* after each student has pantomimed. Continue until most students have taken a turn.

option: Students choose any instrument they like to play and do as above

2. Check Workbook page 4. (For instructions and answer key, see Teacher's Book pages 168–169.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.

performance: Say *I'm going to see a show on Friday night. A performance means the same thing as a show.*

last: Say *In our last class, we studied* (adverbs).

second: Have two students come to the front of the class. Point to each one as you say *first, second.*

perform: Say *I performed at last night's performance. To perform is to be in a show.*

play: Say the name of a popular play that students have seen or know about. Say *This is a play.*

hit: Say the name of a very popular play or film and say *Many people like it. It's a hit!*

chorus: Say *A chorus is people singing together.*

orchestra: Say *An orchestra is people playing the violin, tuba, flute, and other instruments together.*

Reading Time

A. Listen and read along.

Sunnyville Students Give Spring Performance
by Rania Ali

B. Listen and circle True or False.

C. Read the question. Write the answer.

New Words

performance	last
second	perform
play	hit
chorus	orchestra
soloist	other

soloist: Say *A soloist is a person who plays an instrument or sings by herself at a performance.*

after: Say *After our class today, you'll go home.*

2. Students open their Student's Books to page 5. They look at the picture and talk about what they see. For example: *This is from a newspaper. This boy is playing the violin.* Ask students what they think the reading will be about.

Practise the Reading

Students read the story silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student's Books.

Sunnyville Students Give Spring Performance
by Rania Ali

The students at Sunnyville School gave their spring performance last night. Students in the first and second years wrote and performed a play, Wake Up! Spring Is Here! It was the hit of the evening.

The chorus and orchestra performances were very good. The chorus sang a lot of songs. Amira Mohamed was the soloist. She sang well. The orchestra performed music by Bach and Beethoven. Youssef Hamdy was the soloist on the violin.

After the performance, the school had a pizza party at Grandpa Ali's for the students, their families, and the teachers.

New Words

performance
last
second
perform
play
hit
chorus
orchestra
soloist
after

- Play the recording again, stopping after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False.

- Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not.
 - The students gave their winter performance last night.*
 - The students in the first and second years wrote and performed a play.*
 - There weren't any soloists in the performance.*
 - After the performance, there was an ice cream party.*

- Check answers by saying Number 1. The students gave their winter performance last night. Students say True if they circled True, and False if they circled False. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. False 2. True 3. False 4. False

C. Read the question. Write the answer.

- Students read each question and answer it based on the reading in exercise A.
- Check answers by reading each question and having students read the answer they wrote.

Answer Key:

- When was the performance? The performance was last night.
- Who sang songs? The chorus sang songs.
- What did the orchestra perform? The orchestra performed music by Bach and Beethoven.
- What kind of party did the school have? The school had a pizza party.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

- Please Correct Me.** Read sentences or parts of sentences from the reading, replacing one

word in each utterance. Students follow in their Student's Books and repeat each utterance, putting the word from the reading back in. For example: Say *The chorus and orchestra performances were very bad.* Students say *The chorus and orchestra performances were very good.* Continue for three to four minutes.

- Categorizing.** Divide the class into groups of two to three and write *People, Performance, Music, Time* in a row on the board. Students in each group work together to write words from the reading associated with the words on the board (see Suggested Categories below). Some words can be listed in several columns, for example *soloist* (*People, Performance, Music*). Once each group has made its lists, have students share their lists with the class. Work with the class as a whole to come to a consensus about what should be on each list. Write the final lists on the board.

Suggested Categories:

People: students, chorus, orchestra, Amira Mohamed, Youssef Hamdy, Grandpa Ali, families, teachers

Performance: play, perform, hit, very good

Music: chorus, orchestra, sang, songs, soloist, music, Bach, Beethoven, violin

Time: spring, last night, evening, after the performance

- End the Sentences.** Divide the class into groups of three to four and write the following sentences on the board. Students in each group work together to complete each sentence with information from the reading. Groups then take turns reading their sentences in the order in which they appear in the reading.

The students at Sunnyville School ____.

Students in the first and second years ____.

The chorus ____.

The orchestra ____.

Youssef Hamdy ____.

After the performance ____.

OPTION: Groups create their own stories by completing the sentences with original information. Then each group reads its story to the class.



Extra Practice

Explain and assign Worksheet 12, Spring Performance, page 195. (For instructions and answer key, see page 181.)

Finish the Lesson

- Discussion.** Ask students to talk about a show they have seen or have performed in. Continue the discussion for four to five minutes.
- Explain and assign Workbook page 5. (For instructions, see Teacher's Book page 169.)

Your Time

Language Focus: Personalising musical language and adverbs

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Listen and Read.** Play the recording of the Unit 6 reading. Students listen. Then volunteers open their Student's Books to page 41 and read the story, one sentence per student.
2. Check Workbook page 5. (For instructions and answer key, see Teacher's Book page 169.)

Introduce the Lesson

Ask students five to six questions that have adverbs (see Suggested Questions below).

Suggested Questions:

*Do you like to play the drums loudly?
How often do you walk to school quickly?
Can you play the piano well?
Do you like to ride your bike slowly?
Do you ever drink tea quickly?
How often do you listen to pop music loudly?*

Practise the Lesson

Students open their Student's Books to page 6.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 1. *Can you ride a bike quickly?*
 2. *Do you do your homework quietly?*
 3. *What do you do well?*
 4. *Do you ever sing loudly?*
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Pairwork. Write. Then ask your partner.
What do you do *quietly*? I *sing quietly*.

	You	Your Partner
1. quietly		
2. loudly		
3. sadly		
4. slowly		
5. happily		

C. Review. Read and circle True or False.

1. I play the piano loudly every day. True False
2. I did my homework quickly last night. True False
3. I always eat breakfast slowly. True False
4. I can play the violin well. True False
5. I can play the drums loudly. True False

6. _____

Unit 6

B. Pairwork. Write. Then ask your partner.

Divide the class into pairs. Each student fills in his/her chart about himself/herself. Then they ask their partners the target questions and fill in the Your Partner column. Next, each student tells the class about his/her partner, using the sentence cues and information from his/her chart. For example: *Heba plays the recorder loudly.*

C. Review. Read and circle True or False.

1. Students read each statement and circle True or False based on their own knowledge and experience.
2. Check answers by having volunteers say whether they circled True or False for each sentence.

Answer Key:

Answers will vary.

Games and Activities

1. **Find Someone Who...** Write the following on the board and have students copy it on a piece of paper:

Find someone who...
...likes to play the flute.
...can play the electric keyboard.
...plays the trumpet every day.
...plays the tuba loudly.

Students then work in groups of seven to eight, asking their classmates questions to elicit the information they are looking for. For example: *Do you like to play the flute?* Once they find someone who (likes to play the flute), they write down that person's name next to the corresponding sentence. Students continue for five to six minutes. Then ask students questions about what they found out. For example: Ask *Does Kim like to play the flute?* Students who know this information respond either *Yes, she does* or *No, she doesn't*.

2. **Drawing.** Give students five to six minutes to draw pictures of themselves doing activities they can do well. Once students have finished drawing, divide the class into pairs. Students tell their partners about their drawings. For example: *This is me. I can ride my bike well.*
3. **Writing Relay.** Each student writes a verb (phrase) and an adverb on a piece of paper and then passes it to the student sitting behind him/her. Each student then writes a true sentence using the verb phrase and adverb he/she has received. For example: *play ping-pong/happily. I often play ping-pong happily.* Students then read their sentences to the class. Continue in the same way, having students write new verbs and adverbs each time, for five to six minutes.

Finish the Lesson

1. **How About You?** Say slowly and have a volunteer use a complete sentence to say an action he/she does slowly. For example: *I do my homework slowly.* Do the same with different volunteers and *well, badly, quietly, loudly, quickly, happily, and sadly*.
2. Explain and assign Workbook page 6. (For instructions, see Teacher's Book page 169.)

Assessment

Explain and assign the Unit 6 Test, page 221. (For instructions and answer key, see page 207.)





Zoo Animals Escape!

Conversation Time

Language Focus: Making an emergency telephone call

Materials Needed: CD/cassette and player; Wall Chart 13

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review: Quietly and Quickly.** Ask *What can you do quietly?* and have several students respond. Then ask *Do you like walking quickly?* and have several students respond. Do the same with *What do you always do happily?*
2. Check Workbook page 6. (For instructions and answer key, see Teacher's Book page 169.)

Introduce the Conversation

1. Set the scene and clarify meaning by pretending to push the buttons of a telephone and holding a telephone receiver to your ear. Say *Today's conversation is about a boy at home with his sister. His parents are at the cinema. There's something wrong and he calls for help.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

122: Say *122 is the telephone number you call Egypt to get help from police officers or firefighters, and for a fast ride to the hospital.*

emergency: Explain that an emergency is when something bad happens and you need to get help quickly.

wild animal: Say *Cheetahs and snakes are wild animals. They are not pets. Cats and dogs are not wild animals.*

calm: Say *I'm not calm* in an agitated voice. Then take a deep breath and calmly say *Now, I'm calm.*

2. Bring four students to the front of the classroom. Stand behind each student and model his/her lines of the conversation. Student C should stay off to the side until the end of the conversation. Student D should stand by Student B.

A: *122. What's the emergency?*

Pretend to speak into a telephone in a calm, neutral voice.

B: *Help! There's something in my garden!*

Pretend to speak into a telephone in a scared, fast voice. Stare out the window.

Zoo Animals Escape!

Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

1. 122. What's the emergency?
Help! There's something in my garden!

2. What is it?
I think... I think it's a wild animal! I can see its eyes!

3. What's your name and address?
Ahmed Samy, 49 El salam street

4. Are your parents home?
No. They went to the cinema. I'm taking care of my little sister.

5. What should I do?
Stay calm. I'm sending an officer now.

6. Is this the wild animal?
Sorry, officer. I'll take him.
Oh, my dog!

B. Role-play the conversation.

A: *What is it?*

Speak into the telephone with a calm voice.

B: *I think... I think it's a wild animal! I can see its eyes!*

Talk into the telephone, but stare wide-eyed out the window.

A: *What's your name and address?*

Speak into the telephone in a calm voice.

B: *Ahmed Samy. 49 El salam street.*

Speak into the telephone clearly and more slowly.

A: *Are your parents home?*

Speak into the telephone and ask the question in a kind voice.

B: *No. They went to a film. I'm taking care of my little sister. What should I do?*

Shake your head no, point to Student D standing beside you, and speak into the telephone in a somewhat helpless and concerned tone.

A: *Stay calm. I'm sending an officer now.*

Speak into the telephone in a calm and helpful tone.

C: *Is this the wild animal?*

Walk up to Students B and D. Pretend to be holding a small dog. Ask the question in a questioning tone.

B: *Sorry, officer. I'll take him.*

Speak to Student C while looking embarrassed. Sound apologetic.

D: *Oh, My dog!*
 Smile and point to the “dog” in Student C’s arms.

- Divide the class into Groups A, B, C, and D. Model the conversation again using facial expressions and body language. Group A repeats the operator’s lines, Group B repeats Ahmed’s lines, Group C repeats the officer’s line, and Group D repeats Hoda’s line. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way. Continue until each group has taken on each role.
- Attach Wall Chart 13 to the board or open a Student’s Book to page 7. Students then open their Student’s Books to page 7. Ask the following questions:

*Who is calling 122?
 Why is Ahmed calling 122?
 Where are Ahmed’s parents?
 What does the Dan operator do?
 Who comes to help Ahmed?
 Was there a wild animal in the garden?
 What was in the garden?*

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

- Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.
 - Operator: *122. What’s the emergency?*
 Ahmed: *Help! There’s something in my garden!*
 - Operator: *What is it?*
 Ahmed: *I think...I think it’s a wild animal! I can see its eyes!*
 - Operator: *What’s your name and address?*
 Ahmed: *Ahmed Samy. 49 El Salam street.*
 - Operator: *Are your parents home?*
 Ahmed: *No. They went to the cinema. I’m taking care of my little sister.*
 - Ahmed: *What should I do?*
 Operator: *Stay calm. I’m sending an officer now.*
 - Officer: *Is this the wild animal?*
 Ahmed: *Sorry, officer. I’ll take him.*
 Hoda: *Oh, My dog!*
- Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of four. Using their Student’s Books for reference, each group role-plays the conversation. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Games and Activities

Note: For all Conversation Time activities, students may use their Student’s Books for reference.

- Listen Carefully.** Write the following sentences on the board. Play the recording of the conversation. Students listen and write the missing words to complete each sentence.

- Ahmed’s address is _____ El salam street.*
- Ahmed’s parents went to a _____.*
- Ahmed is _____ his little sister.*
- There wasn’t a wild animal. It was _____.*

Check answers by saying Number 1. A volunteer reads the complete sentence. Do the same for numbers 2–4.

Answer Key:

- Ahmed’s address is 49 Maple Lane.
- Ahmed’s parents went to a film.
- Ahmed is taking care of his little sister.
- There wasn’t a wild animal. It was a dog or (Hoda’s dog).

- Say the Next Line.** Using scenes 1–4 of the conversation, write the 122 operator’s four questions and Ahmed’s answers on the board. Students read the conversation. Rub out Ahmed’s answers. Divide the class into four groups. A volunteer reads the first question and Group 1 gives Ahmed’s answer. If Group 1 answers correctly, another volunteer reads the next question and Group 2 tries to give that answer. If any group cannot answer correctly, the next group tries.

- Make It Your Own.** Write the following on the board:

A: *122. What’s the emergency?*
 B: *Help! There’s something in my garden!*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

- Someone had an accident in front of my house.*
- My friend fell out of a tree. He hurt his arm.*
- There’s a fire in my kitchen.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

- Discussion.** Take three to four minutes to discuss which emergencies would warrant a call to 122. For example: you see a fire, or you see a bad car accident. Then ask *What do you need to tell the 122 operator?* For example: your name, address or location, and what you saw.
- Explain and assign Workbook page 7. (For instructions, see Teacher’s Book page 169.)

Word Time

Language Focus: Wild animals (*tiger, eagle, panda, bear, kangaroo, parrot, deer, camel, lion, giraffe*)

Materials Needed (excluding materials for optional activities): CD / cassette and player; Wall Chart 14; Unit 7 Word Time Picture Cards, 1 card per student; Unit 7 Word Time Word Cards, 1 set

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Dictation.** Say a line from the Unit 7 conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly acts it out. Continue in the same way with three to four different lines of conversation.
2. Check Workbook page 7. (For instructions and answer key, see Teacher's Book page 169.)

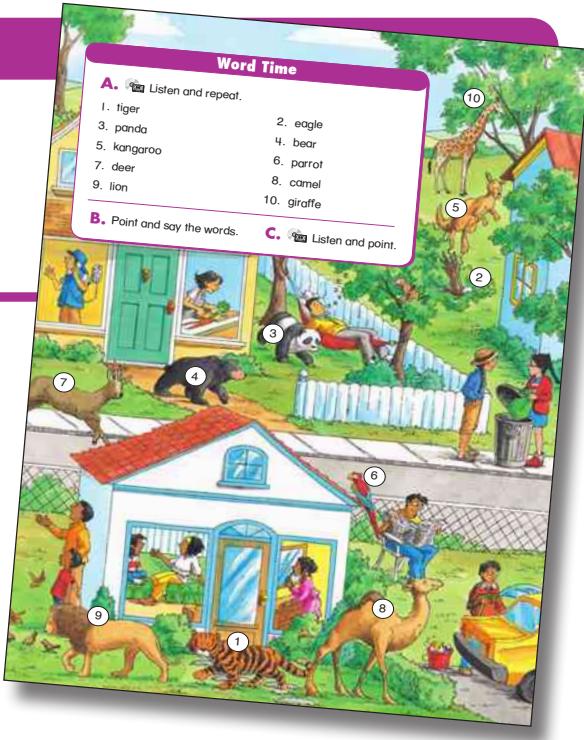
Introduce the Words

1. Hold up and name each of the Unit 7 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them. Then say *tiger, curry, parrot*. Students say the word that does not belong. Do the same with three to four different sets of words (see Suggested Words below).

Suggested Words: *school, deer, camel, lion, bank, bear, giraffe, lemonade, panda, eagle, kangaroo, recorder*
2. Attach the Unit 7 Word Time Picture Cards in a row to the board. Stand the Unit 7 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

1. Students open their Student's Books to page 8. They look at the large scene and identify anything they can, using complete sentences wherever possible.



2. Attach Wall Chart 14 to the board or open a Student's Book to page 8. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Look! These wild animals escaped from the zoo. They are in town, but the people don't see them. The people are busy *talking on the phone*, *reading a newspaper*, and *watching TV*. **Mike** is washing the car and a **Camel** is behind him. A **parrot** is sitting on the **roof**. There is a **camel**, a **tiger**, and a **lion** walking near the **girl** who's putting on make-up. A **deer**, a **bear**, and a **panda** are near **Kareem's house**. An **eagle** is *flying* above the **cat**, and a **kangaroo** is behind **Mona** and **Sarah**. A **panda** is walking by **Mr Ahmed**, but he is **sleeping**.
3. Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions and adjectives (*italicized* words)

(**kangaroo**) What's this?
(**deer**) What's that?
(**eagle**) Can it **fly**?
What's the **lion** doing?
Can you see a parrot? Where is it?
Which animal is *flying*?
Which is bigger, the **panda** or **Mr Ahmed**?
What's the *smallest* animal?
What's the *biggest* animal?

Practise the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. tiger
2. eagle
3. panda
4. bear
5. kangaroo
6. parrot
7. deer
8. camel
9. lion
10. giraffe

2. Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the named item; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Giraffe.
Eagle.
Panda.
Deer.
Lion.
Bear.
Camel.
Tiger.
Parrot.
Kangaroo.

Now listen and point to the speakers.

A: Dad, do you think it's going to rain?
(father and son feeding birds)

B: Maybe. It's getting cloudy. Let's go inside.

A: Aw. I don't want to go inside.

A: Mum, where's Sarah? (mother and daughter watching TV)

B: She's in the bathroom. She's putting on make-up.

A: Is she going out tonight?

B: Yes, she is.

A: What did you do on Friday? (Mona and friend by bin)

B: I went to the beach with my dad. I got a sunburn.

A: Did you wear any sunscreen?

B: No. I forgot.

Games and Activities

1. **Act It Out.** Get a group of students to the front of the classroom give each student a Unit 7 Word Time Picture Card. Say *The deer is walking quietly*. The student(s) with the deer picture card pretends to be a deer walking very quietly. He/She says *I'm a deer. I'm walking quietly*. Continue in the same way, using different animals and adverbs, for four to five minutes.

2. **True or False?** Say four to five comparative statements about the target animals (see Suggested Statements below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example: Say *A camel is smaller than an eagle*. A volunteer corrects the statement by saying either *An eagle is smaller than a camel* or *A camel is bigger than an eagle*.

Suggested Statements:

A bear is bigger than a parrot.
A lion is faster than a camel.
An eagle is bigger than a giraffe.
A bear is faster than a tiger.
A kangaroo is smaller than a parrot.

3. **Descriptions.** Brainstorm with students to come up with a list of adjectives they might use to describe the target animals. Write the list of adjectives on the board, then divide the class into groups of three to four. A student in each group (S1) begins by using some of the adjectives on the board to describe one of the target animals. For example: *It's white and black*. The other students in the group try to name the animal S1 is describing. The first student to correctly name S1's animal then takes a turn describing a different animal. Groups continue until each student has described two to three animals.

4. **Option: Personalize the Vocabulary.** Divide the class into groups of five to six. Students in each group take turns telling the group about any of the target animals that they have seen. They give as many details as possible about their experiences. For example: when they saw the animal, where they saw it, who they were with, and what the animal was like (tall, short, brown, etc.).

Finish the Lesson

1. **Raise Your Hand.** Read the following passage. Students raise their hands each time they hear a target animal named.

One day I was walking to school with my sister, and I saw a giraffe walking down my street! I thought it was cute, but my sister thought it was scary. Then, flying in the sky above the giraffe was a beautiful parrot. It was red, green, and yellow. Then, once I got to school, I saw a kangaroo, a camel, and a tiger. What were all these animals doing in my neighbourhood?

2. Explain and assign Workbook page 8. (For instructions, see Teacher's Book pages 169-170.)

Focus Time

Language Focus: Simple past tense of movement verbs (*run* → *ran*, *walk* → *walked*, *fly* → *flew*, *hop* → *hopped*)

Past tense continuous; *when* clauses [*What (were) (you) doing when the (Camel) (walked) by?* (*We*) (*were*) (*washing the car*) *when the (Camel) (walked) by.*]

Function: Expressing actions that were in progress in the past

Materials Needed: CD / cassette and player; Unit 5 Word Time Picture Cards, 1 set; Unit 7 Word Time Picture Cards, 1 set; Unit 7 Word Time Word Cards, 1 set per 2 students; Unit 7 Focus Time Picture Cards, 1 set; Unit 7 Focus Time Word Cards, 1 set per 2 students; *I, He, She, We, They, you, he, she, and they* grammar cards, 1 set per 2 students; Unit 7 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Point and Say.** Stand the Unit 7 Word Time Picture Cards on the chalktray. Point to each card and elicit its name. Students then open their Student's Books to page 44 and take turns pointing to the animals they see and making sentences about them. For example: *I can see a bear under the window. There's a Parrot sitting on the roof.* Continue for three to four minutes.
2. Check Workbook page 8. (For instructions and answer key, see Teacher's Book pages 169–170.)

This lesson is in two parts.

Part 1: Introduce the Words

1. Draw two trees, a bench, and a lake on the board. Attach the *parrot* picture card to one of the trees, the *tiger* picture card under the second tree, the *kangaroo* picture card near the bench, and the *bear* picture card near the lake. Move each animal from its original location to a new one, saying *The (parrot) is (flying)* while pantomiming (flying). When the animal has reached the new location, attach the picture card to the drawing, point to the two locations, and say *The (parrot) (flew).*
2. Hold up each Unit 7 Focus Time Picture Card and corresponding word card and have students name and read the cards.

Practise the Words

Students open their Student's Books to page 9.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

Focus Time

A.  Listen and repeat.

1. run → ran 2. walk → walked

3. fly → flew 4. hop → hopped

wash the car → washing the car
put on make-up → putting on make-up
talk on the phone → talking on the phone
take a nap → taking a nap
climb a tree → climbing a tree

read a newspaper → reading a newspaper
feed the birds → feeding the birds
chop vegetables → chopping vegetables
watch TV → watching TV
take out the rubbish → taking out the rubbish

B.  Listen and repeat.

What | were you | doing when the camel walked by?
We were | He was | washing the car when the camel walked by.

C.  Look at page 8. Listen and point.

Unit 7

9

1. *run, ran* 2. *walk, walked*
3. *fly, flew* 4. *hop, hopped*

wash the car, washing the car read a newspaper, reading a newspaper put on make-up, putting on make-up feed the birds, feeding the birds talk on the phone, talking on the phone chop vegetables, chopping vegetables take a nap, taking a nap watch TV, watching TV climb a tree, climbing a tree take out the rubbish, taking out the rubbish

Part 2: Introduce the Patterns

1. **(He) was (reading a newspaper).** Write part of a daily schedule on the board. Say *This is what Ehab did yesterday.* On the schedule show that from 5:30 to 6:30 Ehab read a newspaper, from 6:30 to 7:00 Ehab watched TV, and from 7:00 to 8:00 Ehab talked on the phone. Then say (while pointing to the appropriate places on the schedule) *Yesterday Ehab read a newspaper. At 6:00 he was reading a newspaper.* Students repeat each sentence. Then write *At 6:00 he was reading a newspaper.* on the board. Point to and read each word. Students repeat. Do the same with the following sentences: *At 6:45 he was watching TV. At 7:30 he was talking on the phone.*

Note: *At 6:00 Ehab was reading a newspaper* means that by 6:00 he had begun reading a newspaper, but he had not yet finished.

2. **What was (he) doing?** Point to Ehab's schedule on the board (from Step 1). Ask *What was he doing at 6:00?* Students repeat. Write *What was he doing at 6:00?* on the board. Point to and read

each word. Ask the question again and elicit *He was reading a newspaper*. Do the same with the other activities on the schedule.

3. **What was (he) doing when the (tiger) (ran) by? (He) was (watching TV) when the (tiger) (ran) by.** Draw a TV on the board, and have a volunteer (S1) come to the front of the classroom and pretend to be watching TV. Give the *tiger* picture card to a different volunteer (S2), and have him/her run by S1. The students then return to their seats. Point to S1 and ask students *What was (he) doing when the tiger ran by?* Students repeat. Write *What was he doing when the tiger ran by?* on the board. Point to and read each word. Students repeat. Ask the question again and elicit *(He) was watching TV when the tiger ran by.* Prompt as necessary. Write *(He) was watching TV when the tiger ran by.* on the board. Point to and read each word. Students repeat. Do the same with *bear/walk/talk on the phone, eagle/fly/wash the car, and kangaroo/hop/read a newspaper*.
4. **What were (they) doing when the (tiger) (ran) by? (They) were (watching TV) when the (tiger) (ran) by.** Do the same as in Step 3 above, using two volunteers to elicit *They*.
5. **Practice for Fluency.** Say *he, lion, walk* and elicit the target question, *What was he doing when the lion walked by?* Say *feed the birds* and elicit *He was feeding the birds when the lion walked by.* Continue in the same way—using different pronouns, animals, and activities—for three to four minutes.

Practise the Patterns

B. Listen and repeat.

1. Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.

A: *What were you doing when the camel walked by?*
B: *We were washing the car when the Camel walked by.*
A: *What was he doing when the camel walked by?*
B: *He was washing the car when the camel walked by.*

2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.

3. Students work with partners to ask and answer the questions, while looking at the pattern boxes in their books.

C. Look at page 8. Listen and point.

Play the recording. Students look at page 8 and listen to the words, pointing to each person being talked about. Play the recording as many times as necessary for students to complete the task.

A: *What were they doing when the Lion walked by?*
B: *They were feeding the birds when the Lion walked by.*
A: *What was he doing when the parrot flew by?*
B: *He was reading a newspaper when the parrot flew by.*
A: *What was she doing when the camel walked by?*
B: *She was putting on make-up when the camel walked by.*

Games and Activities

1. **Drill.** Say *walk*. Students say its simple past form, *walked*. Do the same with *run, hop, and fly*. Then do the activity again, having a contest to see who can first correctly say and spell the simple past tense. Repeat the entire activity, this time having students say and spell the *-ing* form of the verbs in the box on page 45.
2. **Animal Show.** Divide the class into two groups. One group is the audience and the other pretends to be animals in a show. Each animal makes a big nametag for himself/herself (for example: *bear*). Say *wash the car*. Members of the audience pantomime washing a car as one of the animals walks, runs, flies, or hops by the audience. After the animal passes by, ask *What were you doing when the (bear) (walked) by?* Audience members say *We were washing the car when the (bear) (walked) by.* Continue in the same way, having the audience members pantomime different actions as the different animals move by them. Then have groups change roles and do the entire activity again.
3. **Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, He, She, We, They, you, he, she, and they* grammar cards and Unit 7 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

1. **Freeze.** Divide the class into Groups A and B and have a volunteer from each group come to the front of the classroom. Give the Group A volunteer (S1) a Unit 5 Word Time Picture Card. Give the Group B volunteer (S2) a Unit 7 Word Time Picture Card. S1 pantomimes the action on his/her card, and S2 walks, runs, flies, or hops by S1, acting like the animal on his/her card. Say *Freeze!* Students in Group A point to S1, and ask Group B *What was (Alaa) doing when the (camel) (walked) by?* Group B students say *(He) was (taking medicine) when the (camel) (walked) by.* Continue in the same way with different volunteers for three to four minutes. Groups take turns asking and answering the questions.
2. Explain and assign Workbook page 9. (For instructions, see Teacher's Book page 170.)

Practice Time

Language Focus: Simple past tense of movement verbs; past tense continuous; when clauses [What (were) (you) doing when the (bear) (walked) by? (I) (was) (chopping vegetables) when the (bear) (walked) by.]

Function: Expressing actions that were in progress in the past

Materials Needed: CD/cassette and player

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Ask and Answer.** Write *What was she doing when the panda ran by?* *She was chopping vegetables when the panda ran by.* on the board. Point to each sentence and have students read it. Then say *they, parrot, fly* and have students ask the target question. Say *watch TV* and elicit the target answer. Continue in the same way—using different pronouns, animals, and activities—for three to four minutes.
- Check Workbook page 9. (For instructions and answer key, see Teacher's Book page 170.)

Practise the Patterns

Students open their Student's Books to page 10.

A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.
A: *What were you doing when the bear walked by?*
B: *I was chopping vegetables when the bear walked by.*
- What were you doing when the deer ran by?*
I was talking on the phone when the deer ran by.
- What was he doing when the panda walked by?*
He was taking a nap when the panda walked by.
- What were you doing when the tiger ran by?*
We were watching TV when the tiger ran by.
- What was she doing when the kangaroo hopped by?*
She was taking out the rubbish when the kangaroo hopped by.
- What were they doing when the Lion walked by?*
They were feeding the birds when the Lion walked by.

Practice Time

A.  Listen and repeat. Then practise with a partner.

What were you doing when the bear walked by?
I was chopping vegetables when the bear walked by.

1. you/deer/run? talk on the phone


2. he/panda/walk? take a nap


3. you/tiger/run? watch TV


4. she/kangaroo/hop? take out the rubbish


5. they/lion/walk? feed the birds


6. he/parrot/fly? read a newspaper


7. it/eagle/fly? climb a tree


8. she/camel/walk? put on make-up


B. Look at page 8. Practise with a partner.

C.  Listen and chant. (See "What Were You Doing?" on page 37.)

10

Unit 7

- What was he doing when the parrot flew by?*
He was reading a newspaper when the parrot flew by.
- What was it doing when the eagle flew by?*
It was climbing a tree when the eagle flew by.
- What was she doing when the camel walked by?*
She was putting on make-up when the camel walked by.
- Students practise numbers 1–8 in pairs. (S1 in each pair asks the question, S2 answers.) Students then change roles and repeat the activity.

B. Look at page 8. Practise with a partner.

Students remain in pairs and look at page 44. They then take turns asking and answering questions about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the woman chopping vegetables): *What was she doing when the bear walked by?* S2: *She was chopping vegetables when the bear walked by.*

C. Listen and chant.

- Students turn to the *What Were You Doing?* chant on page 76. They cover up the text, look at the pictures, and talk about what they see. Read

the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What Were You Doing?

What was she doing when the tiger ran by?

She was talking on the phone when the tiger ran by.

What was he doing when the tiger ran by?

He was taking out the garbage when the tiger ran by.

What were you doing when the parrot flew by?

We were climbing a tree when the parrot flew by.

What was it doing when the parrot flew by?

It was taking a nap when the parrot flew by.

What were they doing when the panda walked by?

They were doing laundry when the panda walked by.

What were you doing when the panda walked by?

I was watching TV when the panda walked by.

2. Play the recording again. Students listen and chant along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.

3. Divide the class into Groups A and B. Play the karaoke version. Group A chants the questions, pantomiming the action of each animal. Group B chants the answers, pantomiming each activity.

Games and Activities

- Spelling Contest.** Divide the class into Teams A and B. Students open their Student's Books to page 45 and look at the spelling of the -ing words in the box for 10–15 seconds. They then close their books. A student from each team comes to the board. Say a verb in the base form (for example: *put*). The two students write the -ing form (for example: *putting*). The first student to correctly spell the word receives two points. The other student also gets a point if he/she has correctly spelled the verb. Then choose a different volunteer from each team to use the -ing word in a sentence. Continue in the same way until most students have taken a turn. The team with the most points at the end wins.
- Your Schedule.** Give students three to four minutes to quickly jot down their schedule from yesterday. Then say *Yesterday, at 9:15 A.M., an elephant ran by. What were you doing when the elephant ran by?* Students look at their schedules to see what they were doing yesterday morning at 9:15. Choose three to four different volunteers to answer *I was (studying English) when the elephant ran by.* Continue in the same way, asking questions about different times and animals, for five to six minutes.

3. **Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.

Last week, on Wednesday, my friend Jim was at home. He was studying English, when all of a sudden he looked out the window and saw a kangaroo hopping by! He thought, "Why is a kangaroo hopping by my window?" Then, around six o'clock, Jim was chopping vegetables with his father. They heard a noise and looked out the window. What did they see? There was a monkey running by! Jim asked, "Dad, what are these animals doing here?" Jim's father said, "Hmm...I don't know!" Then, when Jim was washing the pots and pans after dinner, he saw a parrot flying by. "Wow!" thought Jim. "There are a lot of animals here today!"

Ask the following questions about the above paragraph, having students refer to their notes for reference. If necessary, read the paragraph several times.

What was Jim doing when the parrot flew by?

What were Jim and his father doing when the monkey ran by?

What was Jim doing when the kangaroo hopped by?



Extra Practice

Explain and assign Worksheet 13, *What Were You Doing?*, page 196. (For instructions and answer key, see page 182.)

Finish the Lesson

- What Were You Doing?** Have students pantomime washing a car. Then, as they are pantomiming, pretend to be a ringing telephone. Have students stop pantomiming. Ask *What were you doing when the phone rang?* Students respond *We were washing the car when the phone rang.* Then have students pantomime watching TV. Drop a book. Students stop pantomiming. Ask *What were you doing when the book fell?* Elicit *We were watching TV when the book fell.* Ask *What were you doing at 4:00 yesterday afternoon?* Then ask *What were you doing at 1:00 last Saturday?*
- Explain and assign Workbook page 10. (For instructions, see Teacher's Book page 170.)

Reading Time

Language Focus: Reading an informational sign

Materials Needed: CD/cassette and player; copies of reading, 1 per 6–8 students

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: Chant.** Play the Unit 7 chant, *What Were You Doing?* Students listen. Play the chant again and have students chant along.
2. Check Workbook page 10. (For instructions and answer key, see Teacher's Book page 170.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.

giant: Say *Today's reading is about very, very big pandas. They're called giant pandas.*

fact: Say *A fact is a true thing we know. Here are some facts: You are in English class. I am your teacher.*

about: Say *I'm going to tell you about myself. I am a (woman). I teach English. I am your teacher. I like to (snorkel).*

born: Say *I was born in (1975).* Then prompt several students to tell you what year they were born.

weigh: Pick up a book and pretend to be determining its weight. Say *I think this book weighs (two) (kilograms).*

bamboo: Say *Bamboo is a kind of tall grass.*

hibernate: Say *Some animals sleep all winter. This is called hibernating.*

endangered: Say *One hundred years ago, there were a lot of pandas in the world. Now there are only about 1,000. They are endangered.*

around: Say *There are around (twenty) students in this class.*

alive: Explain that alive means living.

2. Students open their Student's Books to page 11. They look at the reading and picture and talk about what they see. For example: *These are pandas. There are many facts.* Ask students what they think the reading will be about.

Reading Time

A. Listen and read along.

Welcome to Sunnyville Zoo's Giant Panda Home!

Bob and Lili are our giant pandas. Bob is 15 years old. Lili is 20 years old. Here are some facts about giant pandas:

- When giant pandas are born, they weigh 80 to 140 grams. Adults usually weigh 80 to 125 kilos.
- Giant pandas eat bamboo. They don't hibernate in the winter because they have to eat 8 to 16 kilos of bamboo every day. They eat for 12 to 16 hours daily.
- Giant pandas walk and run on all four legs. They can climb trees and swim.
- Giant pandas live in the mountains of China. They are endangered. Around 700 to 1000 pandas are alive today.

New Words

Giant	fact
about	bamboo
weigh	endangered
hibernate	around
alive	

B. Listen and circle True or False.

1. True False 2. True False 3. True False 4. True False

C. Read the question. Write the answer.

1. How much do adult giant pandas weigh? _____

2. What do giant pandas eat? _____

3. Why don't giant pandas hibernate? _____

4. How many giant pandas are alive today? _____

Unit 7

11

Practise the Reading

Students read the informational sign silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student's Books.

Welcome to Sunnyville Zoo's Giant Panda Home!

Bob and Lili are our giant pandas. Bob is 15 years old. Lili is 20 years old. Here are some facts about giant pandas:

- *When giant pandas are born, they weigh 80 to 140 grams. Adults usually weigh 80 to 125 kilos.*
- *Giant pandas eat bamboo. They don't hibernate in the winter because they have to eat 8 to 16 kilos of bamboo every day. They eat for 12 to 16 hours daily.*
- *Giant pandas walk and run on all four legs. They can climb trees and swim.*
- *Giant pandas live in the mountains of China. They are endangered. Around 700 to 1000 pandas are alive today.*

New Words

giant
fact
about
born
weigh
bamboo
hibernate
enAhmederged
around
alive

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not.
 1. When giant pandas are born, they weigh 80 kilos.
 2. Giant pandas walk and run on two legs.
 3. Giant pandas live in the mountains in China.
 4. Giant pandas can climb trees, but they can't swim.

2. Check answers by saying Number 1. When giant pandas are born, they weigh 80 kilos. Students say True if they circled True, and False if they circled False. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. False 2. False 3. True 4. False

C. Read the question. Write the answer.

1. Students read each question and answer it based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. How much do adult giant pandas weigh?
Adults usually weigh 80 to 125 kilos.
2. What do giant pandas eat?
They eat bamboo.
3. Why don't giant pandas hibernate?
They don't hibernate because they have to eat 8 to 16 kilos of bamboo every day.
4. How many giant pandas are alive today?
Around 700 to 1000 pandas are alive today.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

1. **Sentence Strips.** Divide the class into groups of six to eight and give each group a copy of the reading. Students in each group cut the reading so that each sentence is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task. Then have each group read a paragraph to the class.

OPTION: Give students enlarged photocopies of the reading.

2. **Finish the Sentence.** Say *Giant pandas eat for _____.* A volunteer says *12 to 16 hours daily.* Do the same with three to four facts from the story (see Suggested Facts below).

Suggested Facts:

Giant pandas live in the mountains of China.
When giant pandas are born, they weigh 80 to 140 grams.
Giant pandas have to eat 8 to 16 kilos of bamboo every day.
Samir and Lili are Sunnyville Zoo's giant pandas.

3. **Draw It.** Divide the class into pairs. Give students seven to nine minutes to work with their partners to illustrate each fact about pandas from the reading. When pairs are done, have them take turns telling the class about their illustrations.



Extra Practice

Explain and assign Worksheet 14, Animal Facts, page 197. (For instructions and answer key, see page 182.)

Finish the Lesson

1. **Discussion.** Spend four to five minutes discussing with students possible reasons why giant pandas are endangered.
2. **Research.** As an assignment at home, Students search the net or magazines to get some information about other animals. Then they bring their researches to the class and read them. Display the students' work around the class.
2. Explain and assign Workbook page 11. (For instructions, see Teacher's Book page 170.)

Your Time

Language Focus: Personalising animal, movement, and past activity language

Materials Needed: CD/cassette and player; 1 small ball or beanbag per 4–5 students

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- Reading Review: Facts About Pandas.** Students open their Student's Books to page 47 and quickly read the facts silently to themselves. Then have volunteers take turns saying facts about giant pandas.
- Check Workbook page 11. (For instructions and answer key, see Teacher's Book page 170.)

Introduce the Lesson

Ask students five to six questions relating to animals, movement, and past actions (see Suggested Questions below).

Suggested Questions:

What's your favourite animal?

Did a parrot fly by you yesterday?

Did you see a Camel running by last week?

Do you like kangaroos?

What were you doing at (9:00) last night?

What were you doing at (9:00) this morning?

Practise the Lesson

Students open their Student's Books to page 12.

A. Read and write the answers. Choose words from the box.

- Students read the questions and write the answers, using the words in the boxes for their answers.
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Note: Words in parentheses may vary.

- What were you doing when the bear walked by? I was (ironing a shirt) when the bear walked by.
- What were you doing when the deer ran by? I was (baking cookies) when the deer ran by.

Your Time

A. Read and write the answers. Choose words from the box.

eat a cheese sandwich	iron a shirt
make dinner	walk to school
watch TV	bake cookies

- What were you doing when the bear walked by?
- What were you doing when the deer ran by?
- What were you doing when the parrot flew by?

B. Pairwork. Look at the questions in A. Ask your partner and write your partner's answers.

1. _____
2. _____
3. _____

C. Review. Read and write the answers.

1. Do you ever feed the birds?
2. What's your favourite animal? Why?
3. What were you doing at 6:00 last night?
4. What were you doing at 8:00 this morning?

12

Unit 7

- What were you doing when the parrot flew by? I was (making dinner) when the parrot flew by.

B. Pairwork. Look at the questions in A. Ask your partner and write your partner's answers.

Divide the class into pairs. Each student in the pair asks his/her partner the three questions from exercise A and writes his/her partner's answers in the space provided. Next, each student tells the class about his/her partner. For example: (Marwa) was eating a cheese sandwich when the bear walked by.

C. Review. Read and write the answers.

- Students read each question and write an answer based on their own knowledge and experience.
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **Memory Chain.** (See Game 18, page 156.) Play the game using *I was (taking a nap) when the (kangaroo) (hopped) by.*
2. **Toss the Ball.** Divide the class into groups of four to five. Students in each group form a circle. Give a group member (S1) a small ball or beanbag. S1 begins by asking *What were you doing at seven o'clock last night?* and tossing the ball to another group member (S2). S2 replies, then asks the same or a similar question and tosses the ball to another group member (S3). Groups continue in the same way for four to five minutes.
3. **Animal Facts.** Divide the class into groups of four to six. Each group chooses its favourite animal and writes down facts about it. For example: *It's brown. It has two legs. It can fly. It can't swim.* Then each group reads its facts to the class and other students try to guess the animal.

OPTION: Students also draw their animal.

Finish the Lesson

1. **Class Interview.** Ask the class questions about the activities they did last Friday (see Suggested Questions below). Volunteers answer, and the rest of the students take notes. Then point to various volunteers and ask the class about their Friday activities. Seated students look at their notes and answer.

Suggested Questions:

What were you doing at eight o'clock on Friday morning?

What were you doing when your mother called you to breakfast?

What were you doing at noon?

What were you doing when the sun rose?

2. Explain and assign Workbook page 12. (For instructions, see Teacher's Book page 171.)



Assessment

Explain and assign the Unit 7 Test, page 224.
(For instructions and answer key, see page 208.)



8 In Kindergarten

Conversation Time

Language Focus: Encouraging someone to try again

Materials Needed: CD/cassette and player; Wall Chart 15; Unit 5 Word Time Picture Cards, 1 card per student

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review.** Give each student a Unit 5 Word Time Picture Card and have them pantomime the action on the card. Choose a volunteer (S1) to hop to the front of the classroom. As soon as S1 reaches the front of the classroom, students stop pantomiming. Ask *What were you doing when (Hanaa) hopped by?* Choose three to four volunteers to answer. Continue in the same way for three to four minutes, with different volunteers walking, running, and hopping to the front of the classroom.
2. Check Workbook page 12. (For instructions and answer key, see Teacher's Book page 171.)

Introduce the Conversation

1. Set the scene and clarify meaning by saying *Today we will learn about Mona and Kareem in the classroom when they were five years old.*
2. Bring a student to the front of the classroom (three other students sitting near the front of the classroom will also be involved in the conversation). Stand behind each student and model his/her lines of the conversation with the following actions:

A: *Mona, please come to the front. Write the letter "d" on the board.*

Smile and gesture for a student to come to the board. Hand him/her a marker or piece of chalk.

B: *I don't know how. I'm sorry, Miss Dina.*

Go to the board, accept the marker/chalk from Student A, and write "b" on the board. Frown and sound sad.

A: *That's okay. Let me show you how. It's easy.*

Speak reassuringly. Prompt Student B to watch as you write "d" on the board.

B: *No, I can't. It's too hard.*

Take a small step away from the board. Shake your head and sound sad.

A: *Come on, Mona. Don't give up.*

Sound encouraging. Gesture for Student B to try again.

B: *Hey! I can do it!*

Smile bravely, walk to the board, and write "d." Sound happy and excited.

A: *Good work, Mona. Please sit down.*

Smile broadly. Gesture for Student B to sit.

A: *Judy, please help me hand out the homework. Hassan, clean the board, please.*

Turn to a student sitting in the first row and pretend to hand him/her a stack of papers. Pretend to hand another student in the first row a duster. The two students take the paper and duster.

C: *What did you get?*

Pretend to be holding and looking at a homework paper.

D: *I got a hundred!*

Pretend to look down at a homework paper. Speak happily.

B: *Yay! So did I!*

Pretend to look down at a homework paper. Speak very happily.

3. Divide the class into Groups A, B, C, and D.

Model the conversation again using facial expressions and body language. Group A repeats the teacher's lines, Group B repeats Mona's lines, and Group C and D repeat the other children's

lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way. Continue until each group has taken on each role.

4. Attach Wall Chart 15 to the board or open a Student's Book to page 13. Students then open their Student's Books to page 13. Ask the following questions:

Who asks Mona to come to the front of the classroom?

What does the teacher want Mona to do?

Why is Mona unhappy?

What is Judy going to do?

Is someone going to clean the board?

What did Mona get on the homework?

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.
 1. Teacher: *Mona, please come to the front. Write the letter "d" on the board.*
Mona: *I don't know how.*
 2. Mona: *I'm sorry, Miss Dina.*
Teacher: *That's okay. Let me show you how. It's easy.*
 3. Mona: *No, I can't. It's too hard.*
Teacher: *Come on, Mona. Don't give up.*
 4. Mona: *Hey! I can do it!*
Teacher: *Good work, Mona. Please sit down.*
 5. Teacher: *Judy, please help me hand out the homework. Hassan, clean the board, please.*
 6. Girl: *What did you get?*
Boy: *I got a hundred!*
Mona: *Yay! So did I!*
2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of four. Using their Student's Books for reference, students in each group role-play the conversation. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

1. **Match the Halves.** Divide the class into pairs. Students in each pair write each line of the target conversation on a separate piece of paper and then cut the sentences into halves. Pairs shuffle the pieces of paper and place them face down. Say *Go!* Pairs try to be the first to turn over the pieces of paper, match the sentence halves, and put the complete sentences in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again.
2. **Charades.** Divide the class into groups of three to four. Write the following on the board: *do the laundry, chop vegetables, iron a shirt, slice fruit, buy groceries, bake bread.* A student in each group (S1) begins by saying to the other students in the group *Please (chop vegetables).* The other students in the group say *We don't know how.* S1 says *Let me show you how and shows them how to do it.* The other students copy S1's actions and say *Hey! We can do it!* Groups continue in the same way, using different actions from the board, until each student has taken on the role of S1.

3. **Make It Your Own.** Write the following on the board:

A: *What did you get?*

B: *I got a hundred!*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *I'd rather not talk about it.*
2. *Well, I did better than last time.*
3. *I only got a ninety. I wanted to get a hundred.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Happy Parrots.** (See Game 1, page 154.) Students play the game using the target conversation.
2. Explain and assign Workbook page 13. (For instructions, see Teacher's Book page 171.)

Word Time

Language Focus: Activities (*say the alphabet, throw a ball, blow a bubble, count to ten, build a sand castle, spell a word, catch a butterfly, cut out a heart, peel an orange, speak English*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 16; Unit 8 Word Time Picture Cards, 1 set; Unit 8 Word Time Word Cards, 1 card per 2 students

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Listen, Please.** Play the recording of the Unit 8 conversation. Students listen and take notes if necessary to remember the information they hear. Then ask students three to four questions about the conversation (see Suggested Questions below).

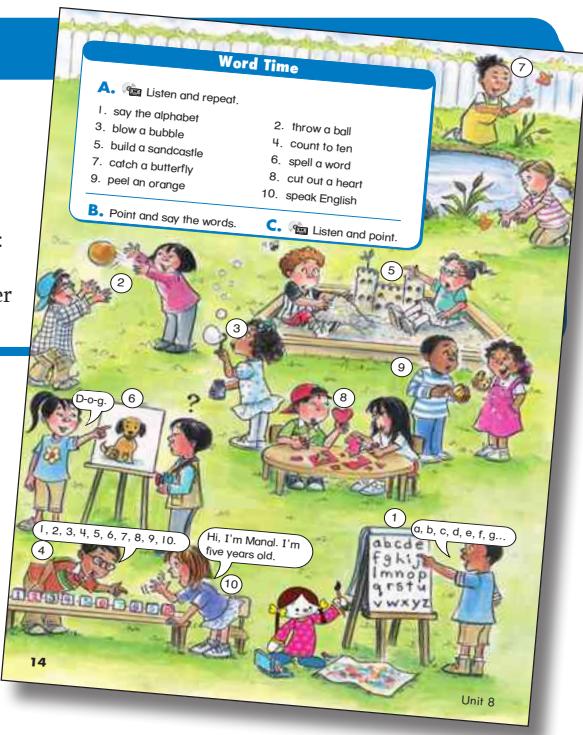
Suggested Questions:

Who shows Mona how to write the letter “d”? Who will help Miss Dina hand out the homework? Who will clean the board? Did anyone get a hundred on their test?

2. Check Workbook page 13. (For instructions and answer key, see Teacher’s Book page 171.)

Introduce the Words

1. Hold up and name each of the Unit 8 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
2. Attach the Unit 8 Word Time Picture Cards in a row to the board. Stand the Unit 8 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.
3. Hold up each Unit 8 Word Time Picture Card and have students name the card and pantomime the action.



Talk About the Picture

1. Students open their Student’s Books to page 50. They look at the large scene and use complete sentences to identify anything they can.

2. Attach Wall Chart 16 to the board or open a Student’s Book to page 14. Read the following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

This is a kindergarten class. The children are only around five years old. Some of the children can spell, count, and play nicely. And some can’t. **Mike** is counting happily. And **Manal** can speak English. But **this girl** can’t *cut out a heart*. It’s too hard for her. **Samir** can say **the alphabet** and **This girl** can blow a bubble. **Ola** can *throw a ball*. **The girl** is *watching* the boy *peel* an orange. But **this boy** can’t *catch a butterfly* and **Bill** can’t *build a sand castle*.

3. Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

How many children are on this **playground**?
(**girl throwing ball**) Can Ola *throw a ball*?

Who can speak English?

(**girl blowing bubble**) What is she doing?

What are the children *building* with **sand**?

(**boy reaching for butterfly**) What is this boy trying to *catch*?

What do you see on the **easel**?

(**picture of dog**) What’s this? Can you spell “dog”?

Practise the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. say the alphabet
2. throw a ball
3. blow a bubble
4. count to ten
5. build a sand castle
6. spell a word
7. catch a butterfly
8. cut out a heart
9. peel an orange
10. speak English

2. Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the person/people doing the named action; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Say the alphabet.

Cut out a heart.

Throw a ball.

Catch a butterfly.

Blow a bubble.

Speak English.

Count to ten.

Build a sand castle.

Peel an orange.

Spell a word.

Now listen and point to the speakers.

A: What are you eating? (boy peeling orange and girl)

B: A cookie. Do you want some?

A: No, thanks. I'm going to eat this orange.

A: Look out! There's a bee behind you! (children in sandbox)

B: A bee? Where?

A: It's behind you.

A: How often do you get a haircut? (Kareem and girl cutting out heart)

B: I get a haircut once a year. How about you?

A: I get a haircut once a month.

Games and Activities

1. **Cut and Match.** Cut the Unit 8 Word Time Word Cards in half after the verb (for example: *build/a sand castle, throw/a ball*). Divide the class into groups of six or eight then give each student one of the card halves. Students for the other half of their card. Once they find a student with the other half of their card, the two students work together to write two different sentences using their verb phrase. For example: *I like building sand castles. I was building a sand castle when the eagle flew by.* Pairs then take turns reading their sentences to the class.

2. **Draw the Picture.** (See Game 13, page 155.) Play the game using the target vocabulary.

3. **Categorizing.** Divide the class into groups of two to three. Students in each group work together to make two lists. One list should contain the target actions that people generally do by themselves. The other list should contain the target actions that people generally do not do by themselves. Once each group has made their lists, have students share their lists with the class. Work with the class as a whole to come to a consensus about what should be on each list. Write the final lists on the board.

3. **Option: Personalise the Vocabulary.** Divide the class into pairs and give them three to four minutes to talk with their partners about things they liked and did not like to do when they were five years old (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's activities.

OPTION: Do the activity as above, also having students draw pictures to illustrate their partner's activities.

Finish the Lesson

1. **Pantomime Chain.** A volunteer (S1) comes to the front of the classroom and pantomimes one of the target actions. Students try to identify the action, saying *You're (catching a butterfly).* If students guess correctly, S1 says *Yes, I'm (catching a butterfly).* If students guess incorrectly, S1 says *No, I'm not (blowing a bubble)* and students continue guessing until they correctly name the action. The first student to correctly name the action is next to come to the front of the classroom and pantomime. Continue in the same way with six to eight students.

2. Explain and assign Workbook page 14. (For instructions, see Teacher's Book page 171.)

Focus Time

Language Focus: The verb be, present and past tense (*is, was*); can, present and past tense (*can, could*)

When clauses; affirmative and negative statements with *could* [*When (I) (was) little, (I) could/couldn't (peel an orange.)*.]

Function: Expressing past ability and inability

Materials Needed: CD/cassette and player; Unit 8 Word Time Picture Cards, 1 card per student; Unit 8 Word Time Word Cards,

1 set per 2 students; Unit 8 Focus Time Picture Cards, 1 set; I, you, he, she, we, and they grammar cards, 2 sets per 2 students; Unit 8 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Ability.** Stand the Unit 8 Word Time Picture Cards on the chalktray. Randomly point to the cards and have students name the actions. Volunteers then make true sentences using the action words and *can/can't*. For example: *I can speak English. I can't catch a butterfly.*
- Check Workbook page 14. (For instructions and answer key, see Teacher's Book page 171.)

This lesson is in two parts.

Part 1: Introduce the Words

- (Mona) is tall. (Mona) was short.** Bring a tall volunteer to the board. Point to him/her and say *(Mona) is tall*. Students repeat. Write *Mona is tall*. on the board. Point to and read each word. Students repeat. Then indicate a shorter *(Mona)* with your hand and say *In (1997) (Mona) was five years old. (Mona) was short*. Students repeat. Write *Mona was short*. on the board. Point to and read each word. Students repeat.
- (Kareem) can play basketball. (Kareem) could play basketball.** Bring a volunteer to the front of the classroom and have him/her pantomime playing basketball. Point to him/her and say *(Kareem) can play basketball*. Students repeat. Write *Ted can play basketball*. on the board. Point to and read each word. Students repeat. Then say *In (1997) (Kareem) was five years old. In 1997, (Kareem) could play basketball*. Students repeat. Write *Kareem could play basketball*. on the board. Point to and read each word. Students repeat.
- Practice for Fluency.** Hold up each Unit 8 Focus Time Picture Card and have students say the corresponding sentence.

Focus Time

A. Listen and repeat.

1. Mona is tall.
Mona was short.

2. Kareem can play basketball.
Kareem could play basketball.

am/is → was
are → were
am not/isn't → wasn't
aren't → weren't
can → could
can't → couldn't

B. Listen and repeat.

When | I was | little, | I | could | peel an orange.

C. Look at page 14. Listen and point.

Unit 8

15

Practise the Words

Students open their Student's Books to page 15.

A. Listen and repeat.

- Play the recording. Students listen and repeat each word.
 - Mona is tall.*
Mona was short.
 - Kareem can play basketball.*
Kareem could play basketball.
- Students study the verb changes in the box for 30 seconds. Then say *I am tall* and have students change the sentence into the past tense, *I was tall*. Do the same with *I am not tall*, *They are tall*, *They aren't tall*, *I can play basketball*, and *I can't play basketball*.

Part 2: Introduce the Patterns

- When (I) was little, (I) could (count to ten).** Say *In (1980) I was five years old*. Write *(1990)* on the board. Point to the date on the board, count to ten, and happily say *When I was little, I could count to ten*. Students point to themselves and repeat. Write *When I was little, I could count to ten*. on the board. Point to and read each word. Students point to themselves and repeat. Do the same with *throw a ball*, *blow a bubble*, and *spell a word*.

- When (I) was little, (I) couldn't (count to ten).**
Point to the date on the board and then try to count to ten, struggling and missing some of the numbers as you do so. Look sad, shake your head, and say *When I was little, I couldn't count to ten*. Students point to themselves and repeat. Write *When I was little, I couldn't count to ten*. on the board. Point to and read each word. Students point to themselves and repeat. Do the same with *throw a ball, blow a bubble, and spell a word*.
- When (you) were little, (you) could (count to ten).** Do the same as in Step 1 above, having a volunteer do the activities to demonstrate you.
- When (you) were little, (you) couldn't (count to ten).** Do the same as in Step 2 above, having a volunteer do the activities to demonstrate you.
- Practice for Fluency.** Say *he*, then happily nod your head while saying *catch a butterfly*. Students say the corresponding target statement, *When he was little, he could catch a butterfly*. Then say *we* and sadly shake your head while saying *throw a ball*. Students say *When we were little, we couldn't throw a ball*. Continue in the same way for three to four minutes with different pronouns and actions, eliciting both positive and negative statements.

Practise the Patterns

B. Listen and repeat.

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.

*When I was little, I could peel an orange.
When I was little, I couldn't peel an orange.
When you were little, you could peel an orange.
When you were little, you couldn't peel an orange.*

- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.

- Students work with partners to say the sentences, while looking at the pattern boxes in their books.

C. Look at page 14. Listen and point.

Play the recording. Students look at page 14 and listen to the words, pointing to each person being talked about. Play the recording as many times as necessary for students to complete the task.

*When he was little, he could cut out a heart.
When she was little, she could blow a bubble.
When he was little, he could say the alphabet.*

Games and Activities

- Dictation.** Students make two columns on a piece of paper. They label one column 1995 and one column Now. Say *He can ride a bike*. Students repeat and write the sentence in the Now column. Then say *They were short*. Students repeat and write the sentence in the 1995 column. Do the same with five to six different sentences (see Suggested Sentences below). Check answers by having volunteers read the sentences they wrote in each column.

Suggested Sentences:

*I can speak English.
They couldn't build a sand castle.
We are short.
We were short.
She could bake bread.
He is tall.*

- Act It Out.** Divide the class into groups of four to five and give each student a Unit 8 Word Time Picture Card. A student in each group begins by acting out—either well or badly—the action on his/her card and saying the corresponding target sentence. For example: A student has the *speak English* picture card. He/ She pretends to be a little kid speaking English badly. He/She then says *When I was little, I couldn't speak English*. The other students in the group then say *When you were little, you couldn't speak English*. Groups continue until each student has taken a turn. They then exchange cards and do the activity again.

option: Do as above but students write their cards in each group.

- Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, you, he, she, we, and they* grammar cards and Unit 8 Word Time Word Cards and Grammar Cards.

Finish the Lesson

- True Sentences.** Students use the target pattern to make true sentences about themselves. Allow students to use any verbs they know. Continue until most students have taken a turn.
- Explain and assign Workbook page 15. (For instructions, see Teacher's Book pages 171–172.)

Practice Time

Language Focus: The verb *be*, present and past tense; *can*, present and past tense; *When* clauses; affirmative and negative statements with *could* [*When (I) (was) little, (I) (could) (say the alphabet.)*.]

Function: Expressing past ability and inability

Materials Needed: CD/cassette and player

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: True Sentences.** Write *When my brother was little, he could spell a word.* on the board. Point to the sentence and have students read it. Then have students use this pattern to make positive true statements about people in their family. Allow students to use any verbs they know. Continue until most students have taken a turn.
- Check Workbook page 15. (For instructions and answer key, see Teacher's Book pages 171–172.)

Practise the Patterns

Students open their Student's Books to page 16.

A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.

When I was little, I could say the alphabet.

- When we were little, we could throw a ball.*
- When you were little, you couldn't cut out a heart.*
- When he was little, he couldn't spell a word.*
- When she was little, she could speak English.*
- When I was little, I could blow a bubble.*
- When he was little, he couldn't catch a butterfly.*
- When he was little, he couldn't build a sand castle.*
- When I was little, I could count to ten.*

- Students practice numbers 1–8 in pairs. Students then change partners and repeat the activity.

B. Look at page 14. Practise with a partner.

Students remain in pairs and look at page 14. They then take turns making statements about the large scene using the target patterns and

Practice Time

A.  Listen and repeat. Then practise with a partner.

When I was little, I could say the alphabet.

1. we/could/throw a ball 2. you/couldn't/cut out a heart

3. he/couldn't/spell a word 4. she/could/speak English

5. I/could/blow a bubble 6. he/couldn't/catch a butterfly

7. he/couldn't/build a sand castle 8. I/could/count to ten

B. Look at page 14. Practise with a partner.

C.  Listen and sing along. (See "When They Were Little" on page 38.)

16 Unit 8

vocabulary items. For example: S1 (pointing to the girl in the sandbox): *When she was little, she could build a sand castle.* S2 (pointing to the girl trying to cut out a heart): *When she was little, she couldn't cut out a heart.*

C. Listen and sing along.

- Students turn to the *When They Were Little* song on page 76. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

When They Were Little
(Melody: *Auld Lang Syne*)

*When I was little,
I couldn't spell.
I couldn't spell a word.
When I was little,
I couldn't spell.
I couldn't spell a word.*

*When I was little,
I couldn't count.
I couldn't count to ten.
When I was little,
I couldn't count.
I couldn't count to ten.*

*He couldn't spell a word.
She couldn't count to ten.*

*He couldn't spell, she couldn't count,
but they could catch a butterfly.*

2. Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
3. Divide the class into groups of three to four. Students in each group work together to write each line of the song on a separate piece of paper. They then shuffle the pieces of paper. Play the song again. Students in each group place their pieces of paper in the correct order. Play the song as many times as necessary for students to complete the task.

Finish the Lesson

1. **Favourite Heroes.** Elicit names of familiar book and/or film heroes and write them on the board. Students make sentences about actions these heroes could or couldn't do when they were little. For example: *When Wonderboy was little, he couldn't catch a butterfly.* Allow students to use other names and verbs as well. Continue for three to four minutes.
2. Explain and assign Workbook page 16. (For instructions, see Teacher's Book page 172.)

Games and Activities

1. **Draw and Tell.** Give students three to four minutes to illustrate two sentences made using the target pattern. They then write the corresponding sentence below each illustration. Divide the class into pairs and have each student tell their partner about the illustrations they drew.
2. **Act Out the Sentence.** Divide the class into groups of three to four. A volunteer in each group (S1) begins by saying *When you were little, you (couldn't) (blow a bubble).* The other students in the group act the sentence out. Groups continue in the same way until each student has said two to three sentences for the others to act out.
OPTION: Students act out the target patterns and their groupmates say the corresponding sentences.
3. **Write a Story.** Give students seven to ten minutes to write a short story about when they were little. Students then take turns reading their stories to the class. Offer support by writing the following on the board:

*When I was little, I could _____. I couldn't _____.
My friends and I always _____. We liked to _____.
We didn't like to _____. My friend ____ could
_____!*

OPTION: Students illustrate their story.



Extra Practice

Explain and assign Worksheet 15, When I Was Little, page 198. (For instructions and answer key, see page 182.)

Reading Time

Language Focus: Reading a letter

Materials Needed: CD / cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: Could/Couldn't.** Write *When my mother was little, she could _____.* and *When my mother was little, she couldn't _____.* on the board. Volunteers take turns reading the sentences and filling in the blanks with different verb phrases. Allow students to replace mother with other nouns (for example: *father, grandfather, sister, brother, friend*). Continue until most students have taken a turn.
- Check Workbook page 16. (For instructions and answer key, see Teacher's Book page 172.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

move away: Say *In 1998 my friend Wessam lived here, in (Sunnyville). Then she moved away. Now she lives in New York.*

miss: Say *My friend Wessam lives in New York now. I can't see her every day. I miss her!*

kindergarten: Explain that kindergarten is a class for young children, before they go to school. Children in kindergarten are usually between four and six years old.

show: Say *Please show me your hands* and prompt students to show you their hands. Then say *Please show me your books* and prompt students to show you their books.

funny: Say *People who tell jokes are funny.*

enormous: Say *Enormous means the same as giant, or very big.*

break: Explain that a break is a short period of time at school to have fun between two classes.

make friends: Say *When you move to a new city, you don't know anybody. All your friends are in your old city. You need to make friends in your new city.*

Reading Time

A. Listen and read along.

Dear Adam,

How are you? When you moved away, we were sad. We miss you very much. Do you miss us?

Last Saturday, we saw Miss Dina. She was our kindergarten teacher. Do you remember her? Mona and I went to her house for lunch. She showed us old photos of our kindergarten class. She told some funny stories, too. She said when you were little, you could build enormous sand castles. When you were in the sandbox at break, you never wanted to get out. Remember?

Do you like Oxford? How's your new school? Are you making a lot of friends? Please write soon!

Your friend,
Kareem Ahmed

B. Listen and circle True or False.

1. True False 2. True False 3. True False 4. True False

C. Read the question. Write the answer.

1. Who is Adam? _____

2. Was Miss Dina Kareem and Mona's first-grade teacher? _____

3. What did Kareem do at Miss Dina's house? _____

4. What could Adam do when he was little? _____

New Words

move away	miss
kindergarten	show
funny	enormous
break	make friends
soon	

Unit 8

17

soon: Write today's date on the board, and say *Today*. Then write a date three days in the future and say *soon*. Write a date a year from now and say *not soon*.

- Ask students about their own experiences with moving and making new friends (see Suggested Questions below).

Suggested Questions:

Do you like to make new friends?

When you were in kindergarten, did any of your friends move away?

Did you miss them?

- Students open their Student's Books to page 17. They look at the reading and picture and talk about what they see. For example: *This is a letter. Here are Mona, Kareem, and their friends.* Ask students what they think the reading will be about.

Practise the Reading

Students read the letter silently to themselves.

A. Listen and read along.

- Play the recording. Students listen and read along in their Student's Books.

Dear Adam,

How are you? When you moved away, we were sad. We miss you very much. Do you miss us?

Last Saturday, we saw Miss Dina. She was our kindergarten teacher. Do you remember her? Mona and I went to her house for lunch. She showed us old photos of our kindergarten class. She told some funny stories, too. She said when you were little,

you could build enormous sand castles. When you were in the sandbox at break, you never wanted to get out. Remember?

Do you like Oxford? How's your new school? Are you making a lot of friends? Please write soon!

*Your friend,
Kareem Ahmed*

New Words

*move away
miss
kindergarten
show
funny
enormous
break
make friends
soon*

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students in each pair take turns reading the letter aloud to their partner.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not.

1. *Kareem and Mona saw Miss Dina on Sunday.*
2. *Miss Dina showed them funny pictures.*
3. *Adam could build enormous sand castles when he was little.*
4. *Adam lives in Ireland.*

2. Check answers by saying Number 1. Kareem and Mona saw Miss Dina on Sunday. Students say True if they circled True, and False if they circled False. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. False 2. False 3. True 4. False

C. Read the question. Write the answer.

1. Students read each question and answer it based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. Who is Adam? Adam is Kareem's friend from kindergarten.
2. Was Miss Dina Kareem and Mona's first grade teacher? No, she was their kindergarten teacher.
3. What did Kareem do at Miss Dina's house? He and Mona ate lunch, looked at old and listened to stories.
4. What could Adam do when he was little? When Adam was little, he could build enormous sand castles.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

1. **Complete the Sentences.** Read Kareem's letter, sentence by sentence, leaving each sentence incomplete. Students repeat and complete each sentence with information from their Student's Books.
2. **Sequencing.** Divide the class into groups of two to three. Write the sentences below on the board, and have each group of students work together to write the sentences on their papers in the order in which they happened. Check answers by having a group read its list of sentences to the class.

*Adam could build enormous sand castles.
Mona and Kareem went to Miss Dina's house for lunch.*

*Adam moved to Oxford.
Kareem wrote Adam a letter.*

Answer Key:

1. *Adam could build enormous sand castles.*
2. *Adam moved to Oxford.*
3. *Mona and Kareem went to Miss Dina's house for lunch.*
4. *Kareem wrote Adam a letter.*

3. **Letter Writing.** Write the following outline of a letter on the board for reference:

Dear _____

How are you?

Last Saturday we _____.

Do you remember when _____?

Please write soon.

Your friends, _____

Divide the class into groups of three to four. Each group works together to write a letter to a friend about things they did together when they were in kindergarten. Each group reads its letter to the class.



Extra Practice

Explain and assign Worksheet 16, New Friends, page 199. (For instructions and answer key, see page 182.)

Finish the Lesson

1. **Use It in a Sentence.** Say *enormous*. A volunteer says a sentence using *enormous* (this can be either an original sentence or a sentence from the reading). Do the same with the remaining New Words from the lesson.
2. Explain and assign Workbook page 17. (For instructions, see Teacher's Book page 172.)

Your Time

Language Focus: Personalising actions in the past and ability/inability language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Listen and Read.** Play the recording of Kareem's letter. Students listen. Then volunteers read the letter, one sentence per student.
2. Check Workbook page 17. (For instructions and answer key, see Teacher's Book page 172.)

Introduce the Lesson

Ask students four to five questions about their past actions (see Suggested Questions below).

Suggested Questions:

*When you were seven, did you like to plant flowers?
Did you like climbing trees when you were five?
When you were little, could you ride a bike?
Where did you live when you were eight?
When you were little, did you ever take the bus?*

Practise the Lesson

Students open their Student's Books to page 18.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 1. *When you were four, could you say the alphabet?*
 2. *When you were seven, could you throw a ball?*
 3. *When you were six, could you speak English?*
 4. *When you were three, could you spell a word?*
 5. *When you were two, could you build a sand castle?*
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Pairwork. What could you do when you were little? What couldn't you do? Fill in your chart. Then ask your partner.

You		Your Partner	
could	couldn't	could	couldn't
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.

C. Review. Read and circle True or False.

1. When I was little, I could blow a bubble.
2. When I was little, I liked ice creams.
3. When I was little, I saw a tiger.
4. When I was little, I couldn't ride a bike.
5. When I was little, I could spell a word.

True False
True False
True False
True False
True False

18

Unit 8

B. Pairwork. What could you do when you were little? What couldn't you do? Fill in your chart. Then ask your partner.

Divide the class into pairs. Each student fills in the You chart about what they could and couldn't do when they were little. Then each student asks his/her partner *What could you do when you were little? What couldn't you do?* and fills in the Your Partner chart. When they have finished, each student tells the class about his/her partner. For example: *When (Ahmed) was little, (he) could (swim well).*

C. Review. Read and circle True or False.

1. Students read each statement and circle True or False based on their own knowledge and experience.
2. Check answers by having volunteers say whether they circled True or False for each sentence.

Answer Key:

Answers will vary.

Games and Activities

1. **Survey.** Students create a survey on a sheet of paper by writing *Name*, *Could*, and *Couldn't* in a row at the top of the paper. Students then work in groups of five to six taking turns asking *What could you do when you were little?* *What couldn't you do?* Students respond *I could/ couldn't (count to ten) when I was little.* Students record their classmates' names and answers on their surveys. Groups continue for five minutes. Then ask students questions about the survey, for example: *What could (Mary) do when (she) was little?* Students who know this information respond *When (she) was little, (she) could (blow bubbles).*
2. **When I Was Eight.** Divide students into pairs. Students draw for two to three minutes and make sentences about things they did or did not do when they were certain ages: four, six, eight, etc. They then show their pictures and tell their partners what they did and did not do.
3. **Talking.** Divide the class into pairs and give students three to four minutes to talk with their partners about what they could and could not do when they were little (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's activities.

Finish the Lesson

1. **Around the Class.** Write *What could you do when you were little?* on the board. Point to each word and have students say the sentence. Ask a volunteer (S1) *What could you do when you were little?* S1 answers *I could (feed the birds).* Then S1 turns to the student on his/her right (S2) and asks *What could you do when you were little?* S2 says *I could (talk on the phone).* S2 then asks S3 the question in the same way. Continue in the same way until most students have taken a turn.
2. Explain and assign Workbook page 18. (For instructions, see Teacher's Book page 172.)

Assessment

Explain and assign the Unit 8 Test, page 223.
(For instructions and answer key, see page 208.)





Cities Around the World

Conversation Time

Language Focus: Interviewing an airline pilot

Materials Needed: CD/cassette and player; Wall Chart 17

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review: When You Were Little...** Write *When I was little, I could ride a bike.* on the board. Point to the sentence and have students read it. Then say *climb a tree* and have a volunteer say a true could or couldn't sentence using *climb a tree*. Continue in the same way for three to four minutes.
2. Check Workbook page 18. (For instructions and answer key, see Teacher's Book page 172.)

Introduce the Conversation

1. Set the scene and clarify meaning by saying *Laila and Ramy are writing for the school newspaper. They are talking with a pilot about her job. She flies all over the world.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat each word.

interview: Pretend to hold a microphone. Say to a student, *Could I interview you? I'd like to ask you some questions about this class.*

female: Say *(Laila) is female. Your mother is female. (Kareem) is not female. Your father is not female.*

pilot: Say *A pilot is a person who flies an aeroplane.*

airline: Say the name of an airline in your country. Then say *This is an airline. Can you name any other airlines?*

one third: On the board write $1/3 = 33\%$. Then draw a pie with one third coloured in.

abroad: Explain that going abroad means travelling outside one's country.

2. Bring three students to the front of the classroom. Students A and C should pretend to hold pencils and pads of paper. Stand behind each student and model his/her lines of the conversation with the following actions:

A: *Captain Marwa, we'd like to interview you for our school newspaper. Could we ask you a few questions?*

Walk with Student C up to Student A. Speak politely.

Cities Around the World
Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

1. Captain Marwa, we'd like to interview you for our school newspaper. Could we ask you a few questions?
2. Sure. Go ahead.
3. Do you ever fly abroad?
4. Yes. I have an overseas flight once a month.
5. Do you like being a pilot?
6. Yes, very much!

1. How many female pilots work for your airline?
2. I think one third of the pilots are female.
3. Do you fly the plane by yourself?
4. No. I always have a copilot.
5. Thanks for your time, Captain Marwa.
6. My pleasure.

B. Role-play the conversation.

19

B: *Sure. Go ahead.*
Smile and speak in a lively voice.

A: *How many female pilots work for your airline?*
Ask in a friendly, questioning tone.

B: *I think one third of the pilots are female.*
Speak in a friendly tone.

A: *Do you ever fly abroad?*
Pretend to write down Student B's answer from above. Then ask the question in a friendly, questioning tone.

B: *Yes. I have an overseas flight once a month.*
Nod your head and hold up one finger.

C: *Do you fly the plane by yourself?*
Pretend to write down Student B's answer from above. Then ask the question in a friendly, questioning tone.

B: *No. I always have a co-pilot.*
Shake your head and gesture to an imaginary person beside you.

C: *Do you like being a pilot?*
Pretend to write down Student B's answer from above. Then ask the question in a friendly, questioning tone.

B: *Yes, very much!*
Speak enthusiastically.

A: *Thanks for your time, Captain Marwa.*
Put your paper and pencil away. Sound friendly and turn to walk away.

B: *My pleasure.*
Nod. Speak in a friendly voice.

- Divide the class into Groups A, B, and C. Model the conversation again using facial expressions and body language. Group A repeats Laila's lines, Group B repeats the pilot's lines, and Group C repeats Ramy's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
- Attach Wall Chart 17 to the board or open a Student's Book to page 19. Students then open their Student's Books to page 19. Ask the following questions:

*Who are Laila and Ramy interviewing?
Where can students read Laila and Ramy's interview?
Does the pilot fly to other countries?
How many female pilots work for Captain Marwa's airline?
How many times a month does the pilot fly overseas?
Who flies the aeroplane with the pilot?
Does Captain Marwa like her job?*

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

- Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker.
 - Laila: *Captain Marwa, we'd like to interview you for our school newspaper. Could we ask you a few questions?*
Pilot: *Sure. Go ahead.*
 - Laila: *How many female pilots work for your airline?*
Pilot: *I think one third of the pilots are female.*
 - Laila: *Do you ever fly abroad?*
Pilot: *Yes. I have an overseas flight once a month.*
 - Ramy: *Do you fly the plane by yourself?*
Pilot: *No. I always have a co-pilot.*
 - Ramy: *Do you like being a pilot?*
Pilot: *Yes, very much!*
 - Laila: *Thanks for your time, Captain Marwa.*
Pilot: *My pleasure.*
- Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of three. Using their Student's Books for reference, students in each group role-play the conversation. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

- True/False/I Don't Know.** Say five to six statements about the conversation (see Suggested Statements below). Students say *True* if the statement is true, and *False* if it is false. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

*Captain Marwa drives a train.
Captain Marwa flies a plane three times a week.
Laila and Ramy like Captain Marwa.
Captain Marwa likes being a pilot.
Laila and Ramy are writing an article for their school newspaper.
Captain Marwa flies by herself every day.*

- Your Turn.** Ask students which jobs they would want to learn about if they were writing an article for a newspaper. List the jobs on the board. Then divide the class into groups of three to four. Each group chooses a job from the board and writes four to five questions that they would ask about that job. Groups then share the questions with the class.

OPTION: Students find people with interesting jobs and interview them about their work. They then report back to the class about what they have found out.

- Make It Your Own.** Write the following on the board:

*A: Do you fly the plane by yourself?
B: No. I always have a co-pilot.
A: Do you like being a pilot?
B: Yes, very much!*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

*1. bake bread
Yes, I usually bake bread by myself.
baker
2. fight fires
No, I always have other firefighters with me.
firefighter*

Students read each new component. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new components into the underlined parts of the target conversation.

Finish the Lesson

- Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about what jobs they would like to do when they are older.
- Explain and assign Workbook page 19. (For instructions, see Teacher's Book page 173.)

Word Time

Language Focus: Cities (Rome, Cairo, Tokyo, London, Seoul, New York City, Paris, Honolulu, San Francisco, Hong Kong)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 18

For general information on Word Time, see pages 10–11.

Warm-Up and Review

- Conversation Review: Say Alternate Lines.** Play the recording of the Unit 9 conversation. Then, using their Student's Books for reference if necessary, students on the right and left sides of the classroom say alternate lines of the conversation (one side asks the questions and the other answers). They then switch roles and say the conversation again.
- Check Workbook page 19. (For instructions and answer key, see Teacher's Book page 173.)

Introduce the Words

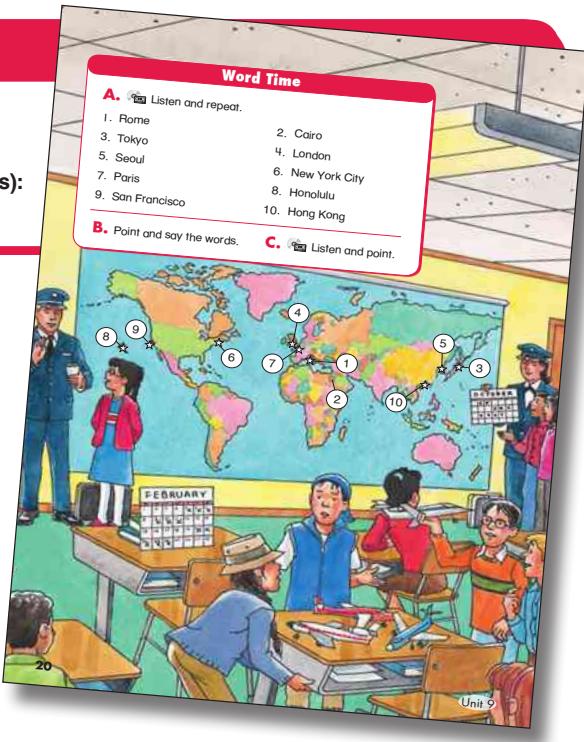
- Attach Wall Chart 18 to the board or open a Student's Book to page 20. Ask a volunteer to point on the map to the country where students live. Elicit the names of other countries on the map.
- Point to each city on the Wall Chart and name it. Students repeat. Then point to each city and have students name it.

OPTION: Show students a traditional world map or globe and point out each of the target cities.

Talk About the Picture

- Students open their Student's Books to page 20. They look at the large scene and use complete sentences to identify anything they can.
- Attach Wall Chart 18 to the board or open a Student's Book to page 20. Read the following "story" while pointing to or touching the pictures (**bold** words).

Two **pilots** are visiting **the classroom**. There is a **big map** on the wall. Do you know the names of the cities? Here's **Rome**. It's in **Italy**. Here's **Tokyo**, and here's **Cairo**. Can you see **Seoul**? **New York City**, **San Francisco**, and **Honolulu** are all in the U.S.A.



- Ask the following questions while pointing to or touching the pictures (**bold** words).

(Seoul) What's this?
(Hong Kong) Is this Hong Kong?
Is London near **Honolulu**?
Is **Tokyo** near **Cairo**?
Have you ever visited **San Francisco**?
Do you live in **Rome**?
Is **Paris** a big city?
Do you live in **New York City**?

Practise the Words

A. Listen and repeat.

- Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

- Rome*
- Cairo*
- Tokyo*
- London*
- Seoul*
- New York City*
- Paris*
- Honolulu*
- San Francisco*
- Hong Kong*

B. Point and say the words.

Students point to each of the target cities in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the named city; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Tokyo.
San Francisco.
Cairo.
Paris.
Hong Kong.
Honolulu.
London.
New York City.
Seoul.
Rome.

Now listen and point to the speakers.

A: *What a cool plane!* (boy holding plane and friend)
B: *I want to see it.*
A: *No.*
B: *Come on! Let me see it.*
A: *I can't lift this by myself. It's so heavy.* (Kareem and girl)
B: *Here, let me help you.*
A: *Thanks.*
A: *Do you ever fly at night?* (Mona and malepilot)
B: *Yes, I often fly at night. I need a lot of coffee.*
A: *How much coffee do you have?*
B: *I usually drink four cups of coffee.*

Games and Activities

- Draw a Map.** Divide the class into pairs. Each student in the pair takes three to four minutes to trace the map of the world from Student's Book page 56, placing dots where the cities are (but not writing the city names). Each student then gives his/her partner the map he/she drew. Students then fill in the city names. Partners check each other's work.
- How Will You Get There?** Say *You want to go to Rome. How will you get there?* A volunteer says the different forms of transportation that he/

she would take to get to Rome. For example: *I will drive to the airport in my car. Then I will fly on an aeroplane to Rome.* Do the same with the remaining target cities.

option: You can ask about the cities in Egypt like Alex., Aswan, etc.

- Tell Me About It.** As a class, choose two of the target cities that students have visited or know something about. Write each of the city names on the board. Then bring a volunteer to the board. Seated students call out things they know about the two cities, and the volunteer writes the information on the board below the corresponding city name. Then divide the class into groups of three to four and have each group write a mini-description of one of the cities on the board. Groups share their descriptions with the class.

- Option: Personalise the Vocabulary.** Each student chooses a target city that he/she would like to visit. Then, for five to seven minutes, students draw pictures of themselves visiting the city they have chosen. Students then take turns telling the class about their pictures and what they would like to do when they visit the city.

Finish the Lesson

- Questions.** Ask students questions about cities of the world (see Suggested Questions below). Continue for three to four minutes.

Suggested Questions:
What two cities do you really want to visit?
Can you go skiing in Honolulu?
Can you climb a mountain in Rome?
Can you take a train to Paris?
Can you take a train to New York City?

- Research:** Students can search the net or magazines or books to get some information about any other cities they like to visit. this can be done as an assignment. Then they report back to the class what they have found out.
- Explain and assign Workbook page 20. (For instructions, see Teacher's Book page 173.)

Focus Time

Language Focus: Months (*January, February, March, April, May, June, July, August, September, October, November, December*)

Wh- questions with *when* and *how long* [*When did (he) go to (Hong Kong)? (He) went in (April). How long (was) (he) there? (He) (was) there for (one week).*]

Function: Inquiring about the time and duration of activities in the past

Materials Needed: CD/cassette and player; Unit 9 Word Time Picture Cards, 1 set; Unit 9 Word Time Word Cards, 1 set per 2 students; Unit 9 Focus Time Picture Cards, 1 set; Unit 9 Focus Time Word Cards, 1 set per 2 students; *I, He, She, We, They, you, he, she, and they* grammar cards, 2 sets per 2 students; Unit 9 Grammar Cards

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: I Went to (Rome) on Friday.** Students open their Student's Books to page 20 and take 30 seconds to study the map. Then say *I went to Rome on Friday. Where did you go?* A volunteer begins by saying *I didn't go to Rome. I went to (Hong Kong).* Students continue around the room in the same way until most students have taken a turn.
- Check Workbook page 20. (For instructions and answer key, see Teacher's Book page 173.)

This lesson is in two parts.

Part 1: Introduce the Words

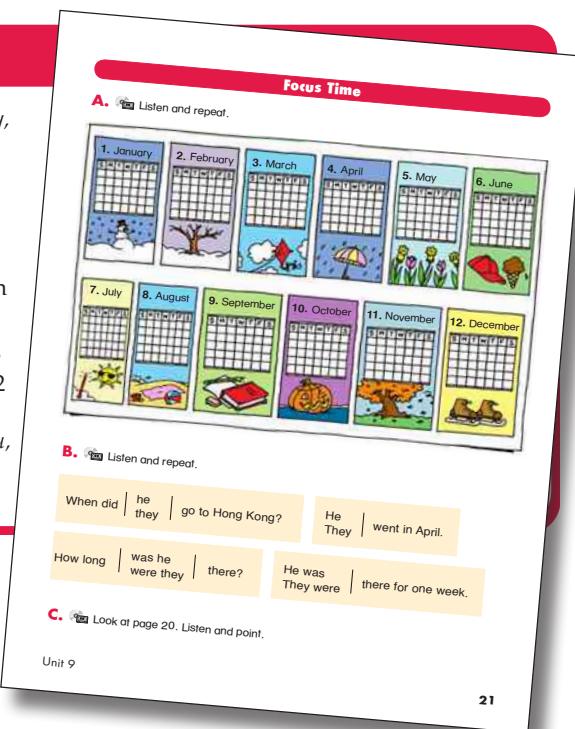
- Write today's date on the board (for example: *March 12, 2010*). Say *Today is (March 12, 2010). This month is March. Last month was February. Every year has twelve months. They are Lailauary, February, March, April, May, June, July, August, September, October, November, and December.* Then name each month again and have students repeat.
- Draw twelve vertical columns on the board to make a calendar. Number the columns from 1 to 12 and attach a Unit 9 Focus Time Word Card at the top of each column. Point to each card and elicit its name.

Practise the Words

Students open their Student's Books to page 21.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.



The worksheet is titled 'Focus Time' and includes three sections: A, B, and C. Section A: 'Listen and repeat.' shows a 4x3 grid of twelve months. Each month has a calendar and a corresponding illustration: 1. January (snowman), 2. February (ladybug), 3. March (tree), 4. April (kite), 5. May (umbrella), 6. June (ice cream), 7. July (sun), 8. August (swimmer), 9. September (book), 10. October (pumpkin), 11. November (tree), 12. December (train). Section B: 'Listen and repeat.' contains three examples of wh-questions with answers. 1. 'When did | he | go to Hong Kong?' (He | went in April.) 2. 'How long | was he | there?' (He was | there for one week.) 3. 'He | They | went in April.' Section C: 'Look at page 20. Listen and point.' at the bottom left.

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

Part 2: Introduce the Patterns

- When did (he) go to (Rome)? (He) went in (April).** Bring a volunteer to the front of the classroom and give him or her the *Rome* and *April* picture cards. Point to the volunteer and say *(He) went to Rome in April. (He) went in April.* Students repeat. Write *He went in April.* on the board. Point to and read each word. Students repeat. Then ask the class *When did he go to Rome?* Students repeat. Then ask the question again and elicit *He went in April.* Write *When did he go to Rome?* on the board to the left of *He went in April.* Point to and read each word. Students repeat. Do the same with *London/March, Tokyo/October, and Paris/July.*
- How long was (he) there? (He) was there for (one week).** Draw an April calendar on the board and write *Ramy to Rome* on a Sunday, then draw a line through that week. Say *Ramy*

went to Rome in April. He was there for one week. Students repeat. Write *He was there for one week*. on the board. Point to and read each word. Students repeat. Then ask the class *How long was he there?* Students repeat. Ask the question again and elicit *He was there for one week*. Write *How long was he there?* on the board to the left of *He was there for one week*. Point to and read each word. Students repeat. Do the same with *London/March/one day, Tokyo/October/two weeks, and Paris/July/five days.*

3. **How long were (they) there? (They) were there for (one week).** Do the same as in Step 2 above, writing two names on the calendar to demonstrate they.
4. **Practice for Fluency.** Say *they, London* and elicit *When did they go to London?* Say *May*. Elicit *They went in May*. Then say *one week* and elicit both the target question and answer, *How long were they there? They were there for one week*. Do the same with *he/Seoul/July/one day, you/Cairo/August/eight weeks, and she/Tokyo/December/ three days.*

Practise the Patterns

B. Listen and repeat.

1. Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.

A: *When did he go to Hong Kong?*

B: *He went in April.*

A: *How long was he there?*

B: *He was there for one week.*

A: *When did they go to Hong Kong?*

B: *They went in April.*

A: *How long were they there?*

B: *They were there for one week.*

2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.

3. Students work with partners to ask and answer the questions, while looking at the pattern boxes in their books.

C. Look at page 20. Listen and point.

Play the recording. Students look at page 56 and listen to the words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.

A: *When did she go to Paris?*

B: *She went in October.*

A: *How long was she there?*

B: *She was there for four days.*

Games and Activities

1. **Months: Please Stand Up.** Say *If your birthday is in Lailauary, please stand up.* Any student whose birthday is in Lailauary stands up and says *My birthday is in Lailauary!* Do the same with four other months. Then ask students about different events during the year (see Suggested Questions below).

Suggested Questions:

When does school start?

When is our (Summer) vacation?

When does the New Year start?

When is (The mother's day)?

When is your mother's birthday?

2. **Ask Them Questions.** Bring five volunteers to the front of the classroom and give each of them a Unit 9 Word Time Picture Card and a Unit 9 Focus Time Picture Card. One of the volunteers begins by saying *I went to (Honolulu)*. Seated students say *When did you go to (Honolulu)?* The volunteer says *I went in (August)*. Seated students ask *How long were you there?* The volunteer responds using any length of time he/she desires, *I was there for (one year)*. Continue in the same way with the remaining volunteers.

3. **Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, He, She, We, They, you, he, she, and they* grammar cards and Unit 9 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

1. **When Did You Go to Mars?** Walk around the classroom asking students questions about interplanetary travel. For example: *When did you go to Mars? I went in June. How long were you there? I was there for ten minutes.* Continue for four to five minutes using other planets.
2. Explain and assign Workbook page 57. (For instructions, see Teacher's Book pages 173–174.)

Practice Time

Language Focus: Months; *Wh-* questions with *when* and *how long* [When did (you) go to (San Francisco)? (I) went in (March). How long (were) (you) there? (I) (was) there for (two days).]

Function: Inquiring about the time and duration of activities in the past

Materials Needed: CD/cassette and player; Unit 9 Word Time Word Cards, 1 set; Unit 9 Focus Time Word Cards, 1 set (see Picture and Word Card Book pages 34, 36, and 38)

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

1. **Pattern Review: The Vanishing Dialogue.** Write the following on the board:

When did you go to Rome?

I went in April.

How long were you there?

I was there for one week.

Point to each line and elicit the sentence, with half of the class asking the questions and the other half answering. Rub out a word from each sentence. The two halves of the class say the sentences, trying to fill in the missing words. Continue in the same way, rubbing out more words each time, until students can say the sentences from memory.

2. Check Workbook page 21. (For instructions and answer key, see Teacher's Book pages 173–174.)

Practise the Patterns

Students open their Student's Books to page 22.

A. Listen and repeat. Then Practise with a partner.

1. Play the recording. Students listen and repeat, pointing to each picture in their books.
A: When did you go to San Francisco?
B: I went in March.
A: How long were you there?
B: I was there for two days.
1. When did you go to Hong Kong?
I went in April.
How long were you there?
I was there for one week.
2. When did he go to Paris?
He went in December.
How long was he there?
He was there for three days.

Practice Time

A.  Listen and repeat. Then practise with a partner.

When did you go to San Francisco? I went in March.
How long were you there? I was there for two days.

1. You/Hong Kong? April one week
2. he/Paris? December three days
3. she/Tokyo? June two weeks
4. you/London? January one day
5. you/Seoul? August four days
6. he/New York City? May two days
7. she/Honolulu? September one day
8. they/Rome? July five days

B. Look at page 20. Practise with a partner.

C.  Listen and chant. (See "When Did You Go to Paris?" on page 39.)

22 Unit 9

3. When did she go to Tokyo?
She went in June.
How long was she there?
She was there for two weeks.
4. When did you go to London?
I went in January.
How long were you there?
I was there for one day.
5. When did you go to Seoul?
We went in August.
How long were you there?
We were there for four days.
6. When did he go to New York City?
He went in May.
How long was he there?
He was there for two days.
7. When did she go to Honolulu?
She went in September.
How long was she there?
She was there for one day.
8. When did they go to Rome?
They went in July.
How long were they there?
They were there for five days.
2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, S2 answers.) Students then change roles and repeat the activity.

B. Look at page 20. Practise with a partner.

Students remain in pairs and look at page 56. S1 points to a city on the map and says *I went to (Cairo)*. S2 then uses the target patterns to ask S1 about his/her trip. S1 responds using the target patterns. For example: S2: *When did you go to Cairo?* S1: *I went in September.* S2: *How long were you there?* S1: *I was there for three days.*

C. Listen and chant.

1. Students turn to the When Did You Go to Paris? chant on page 39. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

When Did You Go to Paris?

*When did you go to Paris?
I went to Paris in September.*

*How long were you there?
I was there for eight days.
I played tennis in Paris.*

*When did you go to London?
I went to London in October.
How long were you there?
I was there for a week.
I played football in London.*

*When did you go to Tokyo?
I went to Tokyo in May.
How long were you there?
I was there for two weeks.
I bought a yo-yo in Tokyo.*

*When did you go to Honolulu?
I went to Honolulu in April.
How long were you there?
I was there for a day.
I bought some shoes in Honolulu.*

2. Play the recording again. Students listen and chant along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.

3. Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions while pointing to Group B. Group B sings the answers, pantomiming the action in the last line of each verse. Groups changes roles and chant again.

Games and Activities

1. **Complete the Dialogue.** Attach the Unit 9 Word Time Word Cards and the Unit 9 Focus Time Word Cards in two rows to the board for reference. Then write the following on the board:

A: *When did you go to _____?*
B: *I went in _____.*
A: *How long were you there?*
B: *I was there for _____.*

Ask two volunteers to read the sentences on the board, filling in any words from the target patterns. Then divide the class into groups of four. Each group practices substituting names of places, months, and time periods into the sentences on the board. After four to five minutes, each group writes down one of the substitutions that they practiced and reads it to the class.

2. **Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.

My friend Amr loves going to the beach. He likes swimming and snorkelling. Once when he was at the beach he even saw a whale and a dolphin! In Lailaury, Amr went to Honolulu, because the best beaches are there. He was there for two weeks, and every day he swam all day long. Once or twice he went snorkelling with his friends, too.

Ask the following questions about the above reading, having students refer to their notes for reference. If necessary, read the paragraph several times.

*Where did Amr go?
Why did he go there?
When did Amr go to Honolulu?
How long was he there?
Did he go sailing?
Did he snorkel?*

3. **Students' Trips.** Divide the class into pairs. Each student writes about a true or imaginary trip he/she took recently. Each student then tells his/her partner *I went to (Alexandria)*. Give students five to seven minutes to ask their partners questions about the recent trips. If necessary, students can take notes to remember what their partners say. Then each pair joins with another pair and each student tells the others about his/her partner's recent trip.

OPTION: Do the activity as above, also having students draw pictures to illustrate important sights and happenings on their trips.



Extra Practice

Explain and assign Worksheet 17, Cities of the World, page 200. (For instructions and answer key, see page 183.)

Finish the Lesson

1. **When Did You...?** Ask students questions about past activities. For example: *When did you go to your friend's house? When did you go to the cinema? When did you visit your grandmother?* Continue for four to five minutes.

2. Explain and assign Workbook page 22. (For instructions, see Teacher's Book page 174.)

Reading Time

Language Focus: Reading a tourist brochure
Materials Needed: CD / cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: Dictation.** Students open their Student's Books to page 58 and look at the pattern boxes for about 22 seconds. They then close their books. Say *When did you go to San Francisco?* Students write the question on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the question reads it to the class. Do the same with the remaining three sentences at the top of page 22.
- Check Workbook page 22. (For instructions and answer key, see Teacher's Book page 174.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

million: Write *a million* = 1,000,000 on the board. Point to and read each word.

world: Explain that *world* refers to all the towns, cities, and countries on Earth.

most exciting: Write the names of three popular, exciting adventure films on the board. Point to each of the first two films and enthusiastically say *That's an exciting film.* Then point to the third film and, with even more enthusiasm in your voice, say *That's the most exciting film.*

thousand: Write *a thousand* = 1,000 on the board. Point to and read each word.

opera: Say *Opera is a show where actors sing a story.* If possible, play students a small portion of a recorded opera.

jazz: Explain that jazz is a type of music pioneered by African Americans. If possible, play students a jazz song.

available: Say *The bakery has cherry pies. Cherry pies are available.*

information: Say *You want to go to a film. You need to know what films you can see and what time they're on. You can call the cinema for that information.*

rent: Say *When you rent something, someone else owns it, but they let you use it for a little while if you give them money.*

- Students open their Student's Books to page 23. They look at the pictures and talk about what they see. For example: *This is New York City. Here's the Statue of Liberty. Here's the Empire State Building.* Ask students what they think the reading will be about.

Practise the Reading

Students read the brochure silently to themselves.

A. Listen and read along.

- Play the recording. Students listen and read along in their Student's Books.

Welcome to New York City, the Big Apple!

Over 30 million people visit New York City every year. Why? Because it's one of the world's most exciting places. There are 18 thousand restaurants, 10 thousand shops, and 150 museums. Basketball, opera, theatre, jazz... New York City has it all!

Visit the Statue of Liberty and the Empire State Building. Get tickets for a show at a Broadway theatre. Have a sandwich at Carnegie Deli. Don't forget to shop at Macy's! It's the world's biggest department store.

Walking tours, boat tours, and bus tours are available daily. For information, call us at 1 (800) 555-2112. We can help you find a hotel room, buy plane tickets, or rent a car.

New Words

million
world
most exciting
thousand
opera
jazz
available
information
rent

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the brochure aloud to their partner.

B. Listen and circle True or False.

- Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not.

- People visit New York City because it's one of the world's most exciting places.*
- There are 80 thousand restaurants in New York City.*
- Carnegie Deli is the world's largest department store.*
- When you're in New York City, you can take a boat tour.*

2. Check answers by saying Number 1. *People visit New York City because it's one of the world's most exciting places.* Students say True if they circled True, and False if they circled False. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. True 2. False 3. False 4. True

C. Read the question. Write the answer.

- Students read each question and answer it based on the reading in exercise A.
- Check answers by reading each question and having students read the answer they wrote.

Answer Key:

- How many museums are in New York City? There are 150 museums in New York City.
- Why do people visit New York City? People visit New York City because it's one of the world's most exciting places.
- What kinds of tours are available? Walking tours, boat tours, and bus tours are available daily.
- What is the "Big Apple"? New York City is the "Big Apple."

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

- Name the Place.** Describe four to five places discussed in the reading (see Suggested Descriptions below). Students look in their books and name those places.

Suggested Descriptions:

An exciting city in America (New York City)

A tall statue in New York (the Statue of Liberty)

A place to see shows in New York (a Broadway theatre)

The world's largest department store (Macy's)

A place to eat in New York City (Carnegie Deli)

- Radio Advertisement.** Volunteers take turns pretending to be radio announcers recording an advertisement for New York City. They read the reading with as much enthusiasm and drama as possible.

- Posters.** Divide the class into groups of three to four. Using the information from the reading, each group works together to create a travel poster encouraging people to visit New York City. The poster should contain both pictures and words.

OPTION: Students create a travel poster for their own town.



Extra Practice

Explain and assign Worksheet 18, Kareem's Trip to London, page 201. (For instructions and answer key, see page 183.)

Finish the Lesson

- Discussion.** Ask students to tell about cities they have toured. Continue the discussion for four to five minutes.
- Explain and assign Workbook page 23. (For instructions, see Teacher's Book page 174.)

Your Time

Language Focus: Personalising travel and time language

Materials Needed: CD / cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- Reading Review: Complete the Sentence.**
Read the Unit 9 reading slowly, pausing before different words. Students say the missing words. For example: Say *Over 30 million people visit _____ every year*. Students say New York City. Students may use their Student's Books for reference if necessary.
- Check Workbook page 23. (For instructions and answer key, see Teacher's Book page 174.)

Introduce the Lesson

Ask students five to six questions relating to time (see Suggested Questions below).

Suggested Questions:

*What time did you eat breakfast today?
Did you visit your grandparents on Saturday?
Did you go on a trip last August?
Do you ever go to the beach in December?
Do you ever go skiing in Lailaury?*

Practise the Lesson

Students open their Student's Books to page 24.

A. Listen and answer the questions.

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

- What time did you eat lunch yesterday?*
- What time did you do your homework yesterday?*
- Did you go to the beach in July?*
- Did you go to Sharm El Sheikh in August?*

- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Pairwork. Read the questions. Write the answers. Then ask your partner.

1. Where did you go on your favourite trip?
2. When did you go to _____?
3. How long were you there?

You	Your Partner
1.	1.
2.	2.
3.	3.

C. Review. Read and write.

1. I sometimes _____ in April.
2. I always _____ in September.
3. I never _____ in October.
4. _____ is my favourite month.

24

Unit 9

B. Pairwork. Read the questions. Write the answers. Then ask your partner.

Divide the class into pairs. Each student fills in the information in the *You* column, then asks his/her partner the questions and fills in the *Your Partner* column. At the end, each student tells the class about his/her partner, using the sentence cues and information from his/her chart. For example: *(Baha) went to Aswan on his favourite trip. He went in September. He was there for two weeks.*

C. Review. Read and write.

- Students read each sentence and complete it based on their own knowledge and experience.
- Check answers by having four volunteers read one sentence to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **Memory Chain.** (See Game 18, page 156.) Play the game using *I went to (Tokyo) in (March)*.
2. **What Did You Do?** Write *What did you do on your last trip?* on the board. Then divide the class into pairs. Each student asks his or her partner the question and writes down the answer. Then the students tell the class what their partners did on their last trip.
3. **Draw and Tell.** Each student takes five to six minutes to draw a picture of himself/herself doing three actions that he/she likes to do. When students have finished drawing go around the classroom, look at each student's picture, and ask them *When did you (listen to music)?* Students show their picture to the class and say *I (listened to music) (on Tuesday)*.

Finish the Lesson

1. **From Words to Sentences.** Write *always, sometimes, hardly ever, never* on the board. Point to each word and have students read it. Then write *I never get a sunburn in December.* on the board. Point to the sentence and have students read it. Then have students take turns substituting words for the underlined words in the sentence in order to make true sentences about themselves or someone they know. Continue until most students have taken a turn.
2. Explain and assign Workbook page 24. (For instructions, see Teacher's Book page 174.)



Assessment

Explain and assign the Unit 9 Test, page 224.
(For instructions and answer key, see page 209.)



10 At School

Conversation Time

Language Focus: Discussing yesterday's TV programmes

Materials Needed: CD/cassette and player; Wall Chart 19

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review: When?** Ask *What time did you go home yesterday?* and have several students respond. Then ask *What time did you talk on the phone yesterday?* and have several students respond. Do the same with *When do you do your homework?*
2. Check Workbook page 24. (For instructions and answer key, see Teacher's Book page 174.)

Introduce the Conversation

1. Set the scene and clarify the meaning. Say *Sarah and Noha are talking about TV programmes. Sarah saw one about animals in Africa.* Then introduce the new phrase by writing it on the board. Point to and read the words before explaining their meaning. Students repeat the phrase.

come over: Say *When a friend wants you to visit, she'll say "Do you want to come over?"*

2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:

- A: *Where were you yesterday afternoon?*
Speak in a friendly tone.
- B: *At Mona's house. We were watching TV.*
Speak in a friendly tone.
- A: *What was on?*
Sound interested.
- B: *A programme about animals in Africa.*
Sound excited. Open your eyes wide.
- A: *Aw, I missed it. Was it good?*
When saying Aw, sound a little disappointed.
- B: *Yeah, it was. The gorillas were really cool.*
Speak in a happy, excited tone.
- A: *Did you watch the football match last night?*
Speak in a questioning, friendly voice.
- B: *No, my mum was watching the news. Besides, I don't like watching football match on TV.*
Frown and shake your head.
- A: *Me, neither. It's not as fun as watching a real game.*
Frown and shake your head.

At School

Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

1. Where were you yesterday afternoon?
At Mona's house. We were watching TV.

2. What was on?
A programme about animals in Africa.

3. Aw, I missed it. Was it good?
Yeah, it was. The gorillas were really cool.

4. Did you watch the football match last night?
No, my mum was watching the news. Besides, I don't like watching football matches on TV.

5. Me, neither. It's not as fun as watching a real game.
Hey! There's a good film on tonight. Do you want to come over?

6. I can't. My mum won't let me watch TV on a school night.
Too bad. Oh! There's the bell. Time for class!

B. Role-play the conversation.

25

B: *Hey! There's a good film on tonight. Do you want to come over?*

Use a bright, inviting voice.

A: *I can't. My mum won't let me watch TV on a school night.*

Frown and shake your head. Sound a little disappointed.

B: *Too bad. Oh! There's the bell. Time for class!*
Pretend to hear a bell and turn to walk away.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.

4. Attach Wall Chart 19 to the board or open a Student's Book to page 25. Students then open their Student's Books to page 25. Ask the following questions:

Where are Sarah and Noha talking?

Who watched a programme about animals on TV?
Did both Sarah and Noha see the programme about animals?

Does Sarah like football match on TV?

Why can't Sarah watch TV on a school night?

How do Noha and Sarah know it's time for class?

Practise the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker. Play the recording (second version of the conversation). Students listen and point to each speaker.

1. Sarah: *Where were you yesterday afternoon?*
Noha: *At Mona's house. We were watching TV.*
2. Sarah: *What was on?*
Noha: *A programme about animals in Africa.*
3. Sarah: *Aw, I missed it. Was it good?*
Samy: *Yeah, it was. The gorillas were really cool.*
4. Sarah: *Did you watch the football match last night?*
Noha: *No, my mum was watching the news. Besides, I don't like watching football matches on TV.*
5. Sarah: *Me, neither. It's not as fun as watching a real game.*
Noha: *Hey! There's a good film on tonight. Do you want to come over?*
6. Sarah: *I can't. My mum won't let me watch TV on a school night.*
Noha: *Too bad. Oh! There's the bell. Time for class!*

B. Role-play the conversation.

Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student's Books for reference.

1. **Say It Together.** (See Game 4, page 154.) Play the game using the target conversation.
2. **Back-to-Back.** Divide the class into pairs. Students sit with their backs to their partners and role-play the conversation without looking at each other. Partners then change roles and repeat the activity.
3. **Make It Your Own.** Write the following on the board:

A: *Where were you yesterday afternoon?*
B: *At Mona's house. We were watching TV.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *I was at my grandparents' house. We had lunch and then played a game.*
2. *I went swimming with my brother.*
3. *I was taking care of my little sister.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Ask students five to six questions about their TV viewing (see Suggested Questions below).

Suggested Questions:

Who watched TV last night?
What was on?
What are your favourite TV programmes?
What programmes do you usually watch?
How many of you usually watch that programme?
Do you like to watch sports like football on TV?
Do you watch TV on school nights?
When do you usually go to bed?

2. Explain and assign Workbook page 25. (For instructions, see Teacher's Book page 175.)

Word Time

Language Focus: Actions (*skip lunch, forget my homework, go to bed late, fall off my chair, get a good mark, lose my favourite pencil, make a mistake, take off my jacket, win a prize, turn off the fan*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 20; Unit 5 Word Time Picture Cards, 1 set per 3–4 students; Unit 10 Word Time Picture Cards, 1 set per 3–4 students, Unit 10 Word Time Word Cards, 1 set

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: True/False/I Don't Know.** Play the recording of the Unit 10 conversation, having students take notes if necessary to remember the information they hear. Say four to five statements about the conversation (see Suggested Statements below). Students say *True* if the statement is *true*, and *False* if it is false. If a statement is *false*, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

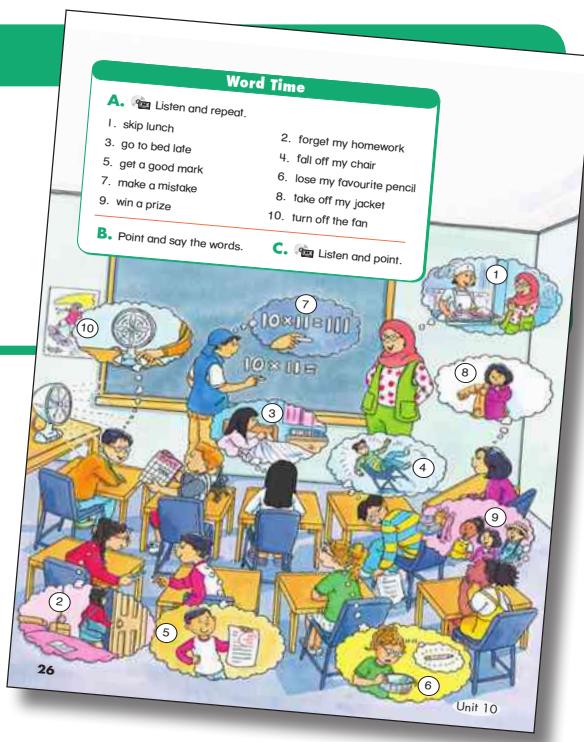
Suggested Statements:

*Sarah, watched TV with Mona yesterday.
Noha, watched a programme about animals.
Noha thought the tigers were cool.
Noha's mum watched the news last night.
Sarah likes playing football.*

2. Check Workbook page 25. (For instructions and answer key, see Teacher's Book page 175.)

Introduce the Words

1. Hold up and name each of the Unit 10 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
2. Attach the Unit 10 Word Time Picture Cards in a row to the board. Stand the Unit 10 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.



Talk About the Picture

1. Students open their Student's Books to page 26. They look at the large scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 20 to the board or open a Student's Book to page 26. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

In Mona's classroom the students and teacher are thinking about many things. The teacher is thinking about skipping lunch. Kareem is looking at the board and thinking, "Am I going to make a mistake?" This girl went to bed late. This boy is thinking about his test. Laila is dreaming about winning a prize. Mona is asking herself, "Did I forget my homework?"

3. Ask the following questions while pointing to or touching the pictures (**bold** words).

Is Mona thinking about forgetting her homework?
Who is thinking about falling off his chair?
Who is thinking about taking off her Fan?
Who is thinking about turning off the fan?
Who is thinking about losing her favourite pencil?
Who is thinking about winning a prize?

Practise the Words

A. Listen and repeat.

Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1. *skip lunch*
2. *forget my homework*
3. *go to bed late*
4. *fall off my chair*
5. *get a good mark*
6. *lose my favourite pencil*
7. *make a mistake*
8. *take off my jacket*
9. *win a prize*
10. *turn off the fan*

B. Point and say the words.

Students point to each of the target vocabulary items in the large scene and name them.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the person/people doing the named action; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

*Fall off my chair.
Forget my homework.
Take off my jacket.
Lose my favourite pencil.
Make a mistake.
Get a good mark.
Skip lunch.
Win a prize.
Turn off the fan.
Go to bed late.*

Now listen and point to the speakers.

A: *Excuse me. May I borrow a pencil?*
(Mona and boy)
B: *Sure. Here you are.*
A: *Thanks.*
A: *When did you go to Paris?* (boys by fan)
B: *I went in June.*
A: *How long were you there?*
B: *I was there for three days.*
A: *Here you are. Today's special is beef and potatoes.*
B: *No, thank you. I'm not in the mood for beef.*
A: *Are you sure?*
B: *Positive. I'm not hungry today.*

Games and Activities

1. **Charades.** Divide the class into groups of five to six and give each group a set of Unit 10 Word Time Picture Cards. A student in each group begins by looking at a picture card and then

pantomiming the action. The first student to correctly name the action, saying *You're (going to bed late)*, is next to pantomime an action. Groups continue in this way for five to seven minutes.

option: Do as above but use the phrases and pictures on p.62 instead of cards.

2. **Categorizing.** Divide the class into groups of two to three. Students in each group work together to make two lists. One list should contain the target actions that generally make people happy. The other list should contain the target actions that generally make people sad or upset. Once each group has made its lists, have students share their lists with the class. Work with the class as a whole to come to a consensus about what should be on each list. Write the final lists on the board.

3. **Ask and Answer.** Write *always, usually, often, sometimes, hardly ever, and never* on the board. Point to each word and have students read it. Then quickly review the *Do you ever (go to bed late)?* pattern. Divide the class into groups of three to four and give each group a set of Units 5 and 10 Word Time Picture Cards. Groups place the cards faceup in front of them. A student in each group begins by asking *Does (Samy) ever (skip lunch)?* The first student to touch the named card asks *(Samy) Do you ever skip lunch?* (*Samy*) answers truthfully and then takes a turn asking a *Does (Wael) ever...* question. Groups continue in the same way for five to seven minutes.

Note: Remind students to change *my* to *your* or *his/ her* as necessary.

4. **Option: Personalise the Vocabulary.** Divide the class into pairs and give each pair a set of Units 8 and 10 Word Time Picture Cards. Choosing from the activities listed on the cards, students write a list of five things they want to do and five things they do not want to do. Students then read their lists to each other and say why they want and do not want to do the activities.

option: Do as above but without using the picture cards. Students can get back to the book.

Finish the Lesson

1. **How often...?** Write *once a day, three times a week, twice a month, and four times a year* on the board. Point to each word and have students read it. Then ask *How often do you make a mistake?* and have several students respond. Then ask *How often do you win a prize?* and have several students respond. Do the same with *How often do you lose your favourite pencil?*

Note: Students can also use the pattern *I (never) (lose my favourite pencil)* to respond to the questions.

2. Explain and assign Workbook page 26. (For instructions, see Teacher's Book page 175.)

Focus Time

Language Focus: Adjectives (*hungry, nervous, tired, embarrassed, happy, sad, disappointed, cold, hot, proud*)

If clauses [*If (I) (skip lunch), (I'll) be (hungry).*]

Function: Expressing conditions and emotions / attitudes; expressing consequences

Materials Needed: CD / cassette and player; Unit 4 Focus Time Word Cards, 1 set; Unit 10 Word Time Word Cards, 1 set per 2 students; Unit 10 Focus Time Picture Cards, 1 set; Unit 10 Focus Time Word Cards, 1 set per 2 students; *I, you, she, he, we, and they* grammar cards, 1 set per 2 students; Unit 10 Grammar Cards, 1 set per 2 students

For general information on Focus Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: True Sentences.** Attach the Unit 10 Word Time Word Cards in a column to the board. Point to each card and elicit the verb phrases. Next, attach the Unit 4 Focus Time Word Cards to the board in a column to the left of the first. For three to four minutes volunteers make true sentences about themselves or people they know, using the prompts on the board. For example: *I never go to bed late. My father often skips lunch.*
2. Check Workbook page 26. (For instructions and answer key, see Teacher's Book page 175.)

This lesson is in two parts.

Part 1: Introduce the Words

1. Hold up and name each Unit 10 Focus Time Picture Card. Students listen. Hold up and name each card again. Students repeat. Hold up the cards in random order and have students name them.
2. Attach the Unit 10 Focus Time Picture Cards in a row to the board. Stand the Unit 10 Focus Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so that they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.
3. Hold up each Unit 10 Focus Time Picture Card and have students name the card and pantomime the emotion.

Focus Time

A. Listen and repeat.

1. hungry 2. nervous 3. tired

4. embarrassed 5. happy 6. sad

7. disappointed

8. cold 9. hot

10. proud

B. Listen and repeat.

If | I skip she skips | lunch, | I'll she'll | be hungry.

C. Look at page 26. Listen and point.

Unit 10

Practise the Words

Students open their Student's Books to page 27.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

1. hungry
2. nervous
3. tired
4. embarrassed
5. happy
6. sad
7. disappointed
8. cold
9. hot
10. proud

Part 2: Introduce the Patterns

1. **If (I) (fall off my chair), (I'll) be (embarrassed).** Say *I fell off my chair yesterday. I was embarrassed. Maybe I'll fall off my chair tomorrow. If I fall off my chair tomorrow, I'll be embarrassed.* Students repeat each sentence. If necessary, quickly review the meaning of *maybe*. Write *If I fall off my chair, I'll be embarrassed.* on the board. Point to and read each word. Do the same with *go to bed late/tired, turn off the fan/hot, and skip lunch/hungry.*

- If (she) (falls off her chair), (she'll) be (embarrassed). Do the same as in Step 1 with a girl to demonstrate *she*.
- Practice for Fluency.** Say *he, turn off the fan, hot* and have students say the corresponding target sentence. Do the same with different pronouns, actions, and adjectives for three to four minutes.

Practise the Patterns

B. Listen and repeat.

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.
 A: *If I skip lunch, I'll be hungry.*
 B: *If she skips lunch, she'll be hungry.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with partners to say the sentences, while looking at the pattern boxes in their books.

C. Look at page 26. Listen and point.

Students look at page 26. Play the recording. Students listen to the patterns and point to the person doing each activity they hear named. Play the recording as many times as necessary for students to complete the task.

*If she takes off her jacket, she'll be cold.
 If he falls off his chair, he'll be embarrassed.
 If she forgets her homework, she'll be nervous.*

- Make the Sentences.** (See Game 17, pages 155–156.) Do the activity using *I, you, she, he, we, and they* grammar cards and Unit 10 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

- What Might Happen?** Point to a girl and say *If she skips lunch...* The girl pantomimes an adjective and the rest of the class completes the sentence, saying *...she'll be (hungry)*. Do the same with different volunteers and actions for three to four minutes.
- Explain and assign Workbook page 27. (For instructions, see Teacher's Book page 175.)

Games and Activities

- Upside Down.** Hold up a Unit 10 Focus Time Picture Card upside down. Elicit the word. Do the same with the remaining Unit 10 Focus Time Picture Cards. Then attach the cards to the board right side up. Volunteers attach the corresponding word cards to the board below the pictures, pantomime the adjectives, and use each adjective in a sentence.
- If I Skip Lunch... Say *Maybe I'll take off my jacket.* Then hold up the *cold* picture card. Elicit *If you take off your jacket, you'll be cold.* Do the same with *fall off my chair/embarrassed, go to bed late/tired, win a prize/proud, and lose my favourite pencil/sad.* Then have a volunteer take on the teacher's role and elicit the target sentences in the same way.

Practice Time

Language Focus: Adjectives; If clauses [If (you) (take off your jacket), (you'll) be (cold).]

Function: Expressing conditions and emotions/attitudes; expressing consequences

Materials Needed: CD/cassette and player; Unit 10 Word Time Picture Cards, 2 sets; Unit 10 Word Time Word Cards, 1 card per 2 students; Unit 10 Focus Time Word Cards, 1 card per 2 students; I, you, we, he, she, and they grammar cards, 1 set (see Picture and Word Card Book pages 39, 40, 42, and 43)

For general information on Practice Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Consequences.** Write *If you take off your jacket, you'll be cold.* on the board. Point to the sentence and have students read it. Next, give each student on the right side of the classroom a Unit 10 Word Time Word Card. Give each student on the left side of the classroom a Unit 10 Focus Time Word Card. A volunteer (S1) on the right side holds up his/her card and says *Maybe I'll (skip lunch).* A student on the left side with an appropriate adjective on his/her card holds it up and says *If you (skip lunch), you'll be (hungry).* Students continue until most have taken a turn.

option: you can write the target words on the board and do as above instead of using cards.

- Check Workbook page 27. (For instructions and answer key, see Teacher's Book page 175.)

Practise the Patterns

Students open their Student's Books to page 28.

A. Listen and repeat. Then Practise with a partner.

- Play the recording. Students listen and repeat, pointing to each picture in their books.
If you take off your jacket, you'll be cold.

- If I forget my homework, I'll be nervous.*
- If she loses her favourite pencil, she'll be sad.*
- If he gets a good mark, he'll be happy.*
- If you fall off your chair, you'll be embarrassed.*
- If she goes to bed late, she'll be tired.*
- If they win a prize, they'll be proud.*
- If I make a mistake, I'll be disappointed.*
- If we turn off the fan, we'll be hot.*

Practice Time

A.  Listen and repeat. Then practise with a partner.

If you take off your jacket, you'll be cold.

1. I/forget my homework/nervous 2. she/lose her favourite pencil/sad

3. he/get a good mark/happy 4. You/fall off your chair/embarrassed

5. she/go to bed late/tired 6. they/win a prize/proud

7. I/make a mistake/disappointed 8. we/turn off the fan/hot

B. Look at page 26. Practise with a partner.

C.  Listen and sing along. (See "H-A-P-P-Y" on page 39.)

28

Unit 10

- Students practice numbers 1–8 in pairs. Students then change partners and repeat the activity.

B. Look at page 26. Practise with a partner.

Students remain in pairs and look at page 26. They then take turns making statements about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the teacher): *If she skips lunch, she'll be hungry.* S2 (pointing to Kareem): *If Kareem makes a mistake, he'll be embarrassed.*

C. Listen and sing along.

- Students turn to the *H-A-P-P-Y* song on page 39. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

H-A-P-P-Y

(Melody: B-I-N-G-O)

If he gets a good mark, he'll be very happy.

H-A-P-P-Y, H-A-P-P-Y, H-A-P-P-Y.

He'll be very happy.

If she goes to bed late, she'll be very tired.

T-I-R-E-D, T-I-R-E-D, T-I-R-E-D.

She'll be very tired.

If he takes off his jacket, he'll be very cold.

C-O-L-D, C-O-L-D, C-O-L-D.

He'll be very cold.

*If she wins a prize, she'll be very proud.
P-R-O-U-D, P-R-O-U-D, P-R-O-U-D.
She'll be very proud.*

2. Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
3. Play the karaoke version. Students sing along, pantomiming each adjective as they sing it.

Games and Activities

1. **Round-Up.** Attach the Unit 10 Word Time Word Cards in a row to the board for reference. Then place the *I, you, we, he, she, and they* grammar cards in one pile, and the Unit 10 Focus Time Word Cards in another pile. Hold up one card from each pile and point to a verb phrase on the board. Students say the corresponding target pattern. Continue in the same way with the remaining cards.
2. **Find Your Sentence.** In pairs, students write a target sentence on a strip of paper, then cut the strip in the middle. Spread the first halves of the sentence face down in one side and the second halves on the other side on your desk volunteers take turns coming to the front of the class picking two halves (one from each side) them they read it to the class. Continue until most students have had a turn.
3. **Chain of Events.** Write *If I go to bed late, I'll be tired.* on the board. Next, elicit a number of *If* sentences derived from the first. For example: *If I'm tired, I'll make a mistake. If I make a mistake, I'll be embarrassed.* Write the sentences on the board for reference. Then divide the class into groups of six to eight. Give students four to six minutes to write their own sequences of *If* sentences. Students may use action vocabulary from other lessons in addition to the Unit 10 vocabulary. When most groups have finished writing, have volunteers take turns reading their group's sentences aloud to the class.

Extra Practice

Explain and assign Worksheet 19, *If...*, page 202.
(For instructions and answer key, see page 183.)



Finish the Lesson

1. **True Sentences.** Students take turns making target sentences about family members or friends for three to four minutes.
2. Explain and assign Workbook page 28. (For instructions, see Teacher's Book page 175.)

Reading Time

Language Focus: Reading information on a website

Materials Needed (excluding materials for optional activities):
CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: Sing Along.** Play the Unit 10 song, *H-A-P-P-Y*. Students listen. Play the song again and have students sing along.
- Check Workbook page 28. (For instructions and answer key, see Teacher's Book page 175.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the new vocabulary and/or introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

website: Write a few common website addresses on the board. Point to them and say *These are websites.*

fan: Explain that fan has two meanings. Say *You already know about the kind of fan you can turn on to cool a room. Another kind of fan is someone who likes something very much. For example: a famous person, a sport, or a kind of music can have fans.*

find out: Say *Please find out if (Samer) had breakfast this morning.* Prompt students to ask (Samer) if she had breakfast. Then say *Please find out if (Mustafa) won a prize yesterday.* Prompt students to ask (Mustafa) if he won a prize.

go on sale: Explain that, in this context, to go on sale means that something is now available to be bought.

public: Say *If something is public, it is for everybody.*

broadcasting: Explain that broadcasting refers to sound and picture being transmitted over the air to be seen on a TV.

begin: Say *Please begin writing* and prompt students to begin writing. Then say *Please begin talking* and prompt students to talk quietly with a classmate nearby.

launch: say *to launch is to make something available for the first time*

remote control: Walk to the back of the classroom, point to a pretend TV, and say *A TV is here.* Then return to the front of the classroom, pretend to be using a remote control, and say *I'm using a remote control to turn off the TV.*

- Students open their Student's Books to page 29. They look at the pictures and talk about what they see. For example: *This is a website. Here is a remote control.* Ask students what they think the reading will be about.

Practise the Reading

Students read the story silently to themselves.

A. Listen and read along.

- Play the recording. Students listen and read along in their Student's Books.

The History of TV

This website is for TV fans. Do you like TV? How much do you know about the history of TV? Read this and find out!

- 1939 *The first televisions go on sale.*
- 1956 *The first televisions with remote control go on sale.*
- 1960 *public broadcasting begins in Egypt. It is in black and white.*
- 1969 *720 million people watch Nile Armstrong walk on the moon.*
- 1975 *Colour broadcasting begins in Egypt.*
- 1998 *The first Egyptian Satellite (Nile sat 101) was launched.*

New Words

website
fan
find out
go on sale
public
broadcasting
begin
launch
remote control

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False.

- Play the recording. For each number, students listen and circle *True* if the statement is true, and *False* if it is not.
 - 720 million people watched Neil Armstrong walk on the moon in 1969.
 - Public broadcasting begins in Egypt in 1960.
 - Public broadcasting was in colour in 1998.
 - The Egyptian satellite (Nilesat 102) was launched in 1998.

- Check answers by saying Number 1. 720 million people watched Neil Armstrong walk on the moon in 1969. Students say *True* if they circled *True*, and *False* if they circled *False*. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

1. True 2. True 3. False 4. False

C. Read the question. Write the answer.

- Students read each question and answer it based on the reading in exercise A.
- Check answers by reading each question and having students read the answer they wrote.

Answer Key:

- When did colour broadcasting begin?
Colour broadcasting began in the Egypt in 1975.
- What did Neil Armstrong do?
Neil Armstrong walked on the moon in 1969.
- When did the first televisions with remote control go on sale?
The first televisions with remote control went on sale in 1956.
- What happened in 1998?
The first Egyptian satellite (Nile sat 101) was launched in 1998.

Games and Activities

Note: For all Reading Time activities, students may use their Student's Books for reference.

- Complete the Information.** Divide the class into groups of four to six. Each group sits in a circle. A student in each group (S1) begins by saying the first half of a sentence from the reading. The next student in the circle (S2) repeats S1's words and then adds the second half of that sentence. The next student (S3) begins the following sentence from the reading. Groups continue around the circle until they have said the entire reading.
- Make a Narrative.** Work with students to turn the information on Student's Book page 65 into a narrative. For example: *Here is some information about the history of TV. In 1939, the first televisions went on sale. Then in 1956, the first televisions with remote control went on sale. By 1960 the public broadcasting began in Egypt. It was in black and white.*

OPTIONS:

- Students illustrate the narrative with drawings or pictures cut from magazines.
- Students go to the library or use the internet to do further research on TV. They then include the new information in the narrative.

- Questionnaire.** Write these questions on the board:

- Do you have a TV at home? How many TVs do you have?
- Do you have a black and white or a colour TV?
- Do you watch TV in the morning, afternoon, or evening?
- What's your favourite show?
- Do you like talk shows talk? Why or why not?

Divide the class into pairs. Partners ask each other these questions and write the answers in their notebooks. Then they tell the class about their partners' answers.



Extra Practice

Explain and assign Worksheet 20, *My Grandmother*, page 203. (For instructions and answer key, see page 183.)

Finish the Lesson

- What Happened in That Year?** Say 1956. Students look in their Student's Books, find the information corresponding to that year, and then say what happened in 1956 (in their own words if possible). Do the same with the other years from the reading.
- Explain and assign Workbook page 29. (For instructions, see Teacher's Book pages 175–176.)

Your Time

Language Focus: Personalizing consequence language

Materials Needed: CD / cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- Reading Review: Find the Facts.** Say *colour broadcasting*. Students look at Student's Book page 65 to find those words. When they do, they read or say aloud the sentence containing the words as well as the corresponding year. For example: 1954. *Colour broadcasting begins in the United States.* Do the same with *public broadcasting, the first televisions, Neil Armstrong, 99 per cent, 50 per cent, the World Series.*
- Check Workbook page 29. (For instructions and answer key, see Teacher's Book pages 175–176.)

Introduce the Lesson

Ask students five to six questions relating to students' actions (see Suggested Questions below).

Suggested Questions:

*How often do you fall off your chair?
How often do you get a good mark?
Do you ever make a mistake?
Do you ever lose your favourite pencil?
Do you like winning a prize?
Do you like forgetting your homework?*

Practise the Lesson

Students open their Student's Books to page 30.

A. Listen and answer the questions.

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 - If you skip breakfast tomorrow, will you be hungry?*
 - If you forget your homework tomorrow, will you be proud?*
 - If you go to bed at 11:00 tonight, will you be tired tomorrow?*
 - If you get a good mark today, will you be disappointed?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Write four feelings. Ask your classmates. Write their names and circle Yes or No.
If you *win a prize*, will you be *embarrassed*?

	Feeling	Name	Yes/No
1. win a prize			No Yes
2. go to bed late			No Yes
3. get a good mark			No Yes
4. make a mistake			No Yes

C. Review. Read and write the answers.

1. Do you ever skip lunch?

2. Were you happy yesterday?

3. Did you go to bed late last night?

4. How often do you fall off your chair?

30

Unit 10

B. Write four feelings. Ask your classmates. Write their names and circle Yes or No.

Students write four different feelings in the Feeling column of their chart. They then work in groups taking turns asking each other the target questions, circling Yes or No to indicate the answers they hear. Then ask students questions about the survey. For example: Ask If Kareem wins a prize, will he be happy? Students who know this information respond either Yes, he will or No, he won't.

C. Review. Read and write the answers.

- Students read each question and answer it based on their own knowledge and experience.
- Check answers by having volunteers read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **Memory Chain.** (See Game 18, page 156.) Play the game using *If I (win a prize), I'll be (sad).*
2. **Yesterday's Actions.** Divide the class into pairs. A student in each pair (S1) begins by pantomiming different actions he/she did yesterday. His/Her partner (S2) writes down the actions he/she thinks S1 is pantomiming. Once S1 has finished pantomiming, S2 checks his/her list, asking *Did you (make a mistake) yesterday?* S1 says either *Yes, I did* or *No, I didn't.* Pairs continue until S2 has an accurate list of S1's activities. Pairs then change roles and do the activity again.
3. **Drawing.** Give students five to six minutes to draw pictures of themselves doing both activities that make them happy and activities that make them sad or upset. Once students have finished drawing, divide the class into pairs and *write When I (visit a friend), I'm happy.* on the board. Students tell their partners about their drawings. For example: *This is me. When I get a good grade, I'm happy.*

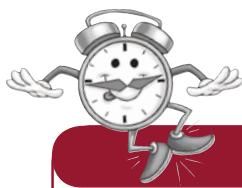
Finish the Lesson

1. **How About You?** Write *If I get a good grade, I'll be happy.* on the board. Then say *embarrassed* and have a volunteer substitute *embarrassed* and an appropriate verb/verb phrase into the sentence on the board. Do the same with five to six different adjectives.
2. Explain and assign Workbook page 30. (For instructions, see Teacher's Book page 176.)

Assessment

Explain and assign the Unit 10 Test, page 225. (For instructions and answer key, see page 209).





Review

Conversation Time Review

Review Focus: Units 6–10 conversations

Materials Needed: CD/cassette and player

Warm-Up

1. **Review Units 6–10 Conversations.** Students turn to each Conversation Time page (pages 1, 7, 13, 19, and 25). Elicit each conversation.
2. Check Workbook page 30. (For instructions and answer key, see Teacher's Book page 176.)

Practise the Language

Students open their Student's Books to page 31.

A. Listen and circle the correct picture.

1. Play the recording. Students listen and, for each number, they circle the picture that corresponds to the conversation they hear.

Mona: *Hi, Kareem. Do you want some help?*
Kareem: *Sure! You can move the cello. Put it over there.*
Mona: *Beside the harp?*
Kareem: *No. Don't put it by the harp. Put it beside the drums.*
Mona: *Okay.*
Kareem: *Now put the harp behind the xylophone.*
2. Woman: *122. What's the emergency?*
Boy: *There's a wild animal in my garden! I think it's a bear.*
Woman: *A bear?*
Boy: *No, it isn't a bear. I think it's a deer!*
Woman: *A kangaroo?*
Boy: *No, a deer. Oh! There are two animals! A deer and a bear!*
Woman: *Okay. I'm sending a police officer now.*
3. Teacher: *Hend, please come to the board. Write the letter "p."*
Hend: *Okay.*
Teacher: *No, that's not a "p." That's a "b." No, that's a "q."*
Hend: *I can't. It's too hard.*

Review
Conversation Time Review

A. Listen and circle the correct picture.

1. (a) (b) (c)
2. (a) (b) (c)
3. (a) (b) (c)
4. (a) (b) (c)
5. (a) (b) (c)

B. Listen and circle the correct answer.

1. next to	behind	in front of	2. 39	49	99
3. Tuesday	yesterday	Thursday	4. Cairo	Seoul	Hong Kong

31

Teacher: *Come on, Hend. Don't give up!*

Hend: *Okay. Hey! I can do it.*

Teacher: *Good work, Hend!*

4. Boy: *Captain Ahmed, could I interview you for my school newspaper?*
Pilot: *Sure! Go ahead.*
Boy: *Do you fly the plane by yourself?*
Pilot: *No. I always have a co-pilot.*
Boy: *Do you enjoy being a pilot?*
Pilot: *Yes, I do.*
Boy: *Thanks for your time, Captain Ahmed.*
Pilot: *My pleasure!*
5. Girl: *Where were you last night?*
Boy: *I was at home watching TV.*
Girl: *What was on?*
Boy: *A programme about animals in Africa.*
Girl: *It was great!*
Boy: *Aw...I missed it. Did you watch the football match last night?*
Girl: *No. My mum was watching the news.*
Boy: *I went to bed.*

2. Check answers by having students listen to the conversations again. Stop the recording

after each conversation and have students say the letter of the picture they have circled.

Answer Key:

1. c
2. a
3. c
4. b
5. a

B. Listen and circle the correct answer.

1. Play the recording. Students listen and, for each number, they circle the number or words that they hear discussed in the conversation.

1. Kareem: *Put the bass over there, Mona.*
Mona: *Okay. Wow! This is heavy.*
Kareem: *Look out for the box!*
Mona: *Where? Behind me?*
Kareem: *No, by the window, in front of you!*
Mona: *Oh, there it is. Thanks, Kareem.*
2. Woman: *What's your name and address?*
Ahmed: *Ahmed Samy, 49 El salam street.*
Woman: *Okay. Ahmed Samy at 99 El salam street.*
Oh! Sorry, you said 39 El salam street.
Ahmed: *No, it's 49 El salam street.*
Woman: *Got it.*
3. Teacher: *Nora, please help me hand out the homework.*
Girl: *Is it homework from Tuesday?*
Teacher: *No, it's homework from yesterday.*
Girl: *But yesterday was Saturday.*
Teacher: *Oh yes, you're right. It's homework from Thursday.*
4. Boy: *Captain Marwa, do you ever fly abroad?*
Pilot: *Yes, I have an overseas flight once a month.*
Boy: *So you fly to Hong Kong once a month?*
Pilot: *Oh, I never fly to Hong Kong. I fly to Cairo once a month.*

2. Check answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the number or words they have circled.

Answer Key:

1. in front of
2. 49
3. Thursday
4. Cairo

Games and Activities

1. **Role Play.** Write the third conversation from exercise A on the board. Point to each line and have students read it. Then divide the class into pairs and have students in each pair role-play the conversation. Students change roles and role-play the conversation again.
2. **Act It Out.** Divide the class into pairs. Students in each pair work together to write out a mini-dialogue (approximately four to five lines long) between two friends discussing what they did last night. Once students have created their dialogues, choose volunteers to role-play their dialogues for the class.
3. **Illustrators.** Read the first conversation from exercise B. Students listen and then draw pictures to illustrate the conversation. Volunteers then take turns showing their pictures to the class and explaining them.

Finish the Lesson

1. **Who Says It?** Read the second conversation from exercise B. Discuss with students where they think the conversation is being held, and who the speakers might be.
2. Explain and assign Workbook page 31. (For instructions, see Teacher's Book page 176.)

Sokkara and Sokkar

Review Focus: Units 6–10 conversations, vocabulary, and patterns

Materials Needed: CD/cassette and player

Warm-Up

1. Review Units 6–10 Vocabulary and Patterns.

Turn to each Word Time page (pages 2, 8, 14, 20, and 26), and Focus Time page (pages 3, 9, 15, 21, and 27). Elicit each vocabulary item and pattern.

2. Check Workbook page 31. (For instructions and answer key, see Teacher's Book page 176.)

Work with the Pictures

Students open their Student's Books to pages 32 and 33.

1. Divide the class into groups of three. Groups find and name any items or characters they recognize in the pictures.
2. Ask each group how many items they found. Encourage groups to name as many items or characters as they can, using complete sentences when possible.
3. When groups have finished, have each group name one item, and write a sentence with that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
4. Ask students what they think the readings will be about.

Practise the Reading

A.  Listen and read along. Then number the pictures.

1. Play the recording. Students listen and read along.

Puppets' Daily

January Music Special

1. Reporter: *You play the flute very well, Sokkara.*

Sokkara: *Thank you. When I was little, I couldn't play well. But practice makes perfect!*

Reporter: *You went to Alexandria, right?*
Sokkara: *Yes, I did. I went in December.*

Reporter: *How long were you there?*

Sokkara: *I was there for two weeks.*

Alexandria is

the most exciting city in the world! I had a good time.

2. Reporter: *Did you go to Alexandria by yourself?*
Sokkara: *No, I went with Sokkar and our orchestra.*
We gave our winter performance.
Reporter: *Oh! Were there any soloists?*
Sokkara: *I was the soloist on the flute.*
Sokkar was the soloist on the cymbals.
Reporter: *How did he play the cymbals?*
Sokkara: *He played the cymbals very loudly! It was funny.*

3. Reporter: *How many Puppets are in your orchestra?*
Sokkara: *Five.*
Reporter: *How often do you rehearse?*
Sokkara: *We rehearse three times a week.*

4. Reporter: *Do you ever play the cello, Sokkara?*
Sokkara: *No, I can't play the cello. It's too big.*
Reporter: *Do you ever play the trumpet?*
Sokkara: *Yes! I love playing the trumpet.*
Reporter: *What's your favourite kind of music?*
Sokkara: *I like jazz. We're going to give a jazz performance on television in March.*
Reporter: *Sounds great! Thanks for your time,*
Sokkara.
Sokkara: *My pleasure.*

2. Play the recording again, stopping after each paragraph. For each number, students find the corresponding picture and write the number in the space provided.

Answer Key

4, 3, 1, 2



B. Listen and read along. Then number the pictures.

- Play the recording. Students listen and read along.

Puppets' Daily March Music Special

- Reporter: *Sokkar, I'd like to interview you for Puppets' Daily Newspaper.*

Sokkar: *Wow! Okay.*

Reporter: *How often do you and Sokkara play abroad?*

Sokkar: *Our orchestra plays abroad about six times a year. We went to Rome in February!*

Reporter: *How long were you there?*

Sokkar: *I think we were there for one week. I don't remember. But the food was delicious!*
- Reporter: *Did you give a performance in Rome?*

Sokkar: *Well, yes. I was nervous and I fell off my chair. I was so embarrassed!*

Reporter: *What was Sokkara doing when you fell off your chair?*

Sokkar: *She was playing the flute. She was the soloist. The performance was a hit.*
- Reporter: *That's great! Let's talk about the cymbals now. You play the cymbals. Is it hard?*

Sokkar: *No, it's easy. I'll show you.*

Reporter: *You play the cymbals loudly, Sokkar!*

Sokkar: *Are you okay?*

Reporter: *My ears hurt.*

Sokkar: *I'm sorry!*
- Reporter: *It's okay. So, are you going to perform in Sunnyville soon?*

Sokkar: *Yes! We're going to give a performance at the Sunnyville Theatre. It will be on TV, too!*

Reporter: *Oh, yes, I remember now. I'm going to buy a ticket.*

Sokkar: *It's free!*

Reporter: *Great! Thanks for your time, Sokkar.*

Sokkar: *You're welcome.*

- Play the recording again, stopping after each paragraph. For each number, students find the corresponding picture and write the number in the space provided.

Answer Key:

2, 4, 3, 1

Games and Activities

- Listen Carefully.** Play the recording of Sokkara's interview again. Students listen and write down Sokkara's favourite kind of music and how many Puppets are in his orchestra. Then play the recording of Sokkar's interview. Students listen and write how long Sokkar was in Rome, and what happened to Sokkar at the concert in Rome.
- Tell the Story.** Divide the class into pairs. Students in each pair cover the text on each interview page. They then take turns looking at the pictures and telling the events to their partners.
- Make a New Story.** Each student divides a piece of paper in four equal parts. He/She then creates a new story about either Sokkara or Sokkar by drawing original scenes. Students then take turns standing up and describing their story to the rest of the class.

Finish the Lesson

- Questions.** Ask students five to six questions about Sokkar's and Sokkara's interviews (see Suggested Questions below).

Suggested Questions:

When did Sokkara go to Alexandria?
When did Sokkar go to Rome?
Does Sokkara ever play the cello?
Does Sokkar like Italian food?
How often does Sokkara's orchestra rehearse?
How does Sokkar play the cymbals?

- Explain and assign Workbook pages 32–33. (For instructions, see Teacher's Book pages 176–177.)

Word Time and Focus Time Review

Review Focus: Units 6–10 vocabulary and patterns

Materials Needed: CD / cassette and player

Warm-Up

- Questions.** Ask students *When you were little, could you catch a butterfly?* Several students answer. *Do the same with When did you do your homework?* and *How long were you at school on Tuesday?*
- Check Workbook pages 32–33. (For instructions and answer key, see Teacher's Book pages 176–177.)

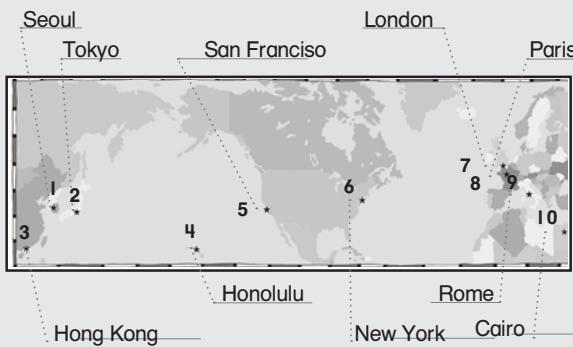
Review

Students open their Student's Books to page 34.

A. Look and write.

Divide the class into pairs. Students in each pair work together to label the cities on the world map. Then check answers by asking volunteers to say the names of the cities, going from Marwa to east.

Answer Key:



B. Read and complete the puzzle.

Divide the class into pairs. Students in each pair work together to fill in the crossword puzzle. Check the answers by having volunteers read the completed sentences.

Answer Key:

Across

- I'm not hungry. I'm going to skip lunch.
- They played the cymbals loudly.
- When he was little, he could throw a ball.
- If I lose my favourite pencil, I'll be sad.

Down

Word Time and Focus Time Review

A. Look and write.

B. Read and complete the puzzle.

Across →

- I'm not hungry. I'm going to skip lunch.
- They played the cymbals loudly.
- When he was little, he could throw a ball.
- If I lose my favourite pencil, I'll be sad.

Down ↓

- He can cut out a heart.
- He played the electric keyboard well.
- She was talking on the phone when the kangaroo hopped by.
- She was blowing a bubble when two cats ran by.

34

Review

- He can cut out a heart.
- He played the electric keyboard well.
- She was talking on the phone when the kangaroo hopped by.
- She was blowing a bubble when two cats ran by.

Finish the Lesson

- Word Relay.** Write the name of a musical instrument on the board (for example: tuba). A student (S1) begins by making a sentence containing that word. Continue with different instruments in the same way for two to three minutes. Then write a verb phrase on the board and repeat the procedure.
- Explain and assign Workbook page 34. (For instructions and answer key, see Teacher's Book page 177.)

Pairwork

Review Focus: Personalizing Units 6–10 language

Materials Needed: CD / cassette and player

Warm-Up

- Questions.** Ask students *When you were little, could you say the alphabet?* Several students answer. Do the same with *When do you study maths? and Do you ever go to Rome?*
- Check Workbook page 34. (For instructions and answer key, see Teacher's Book page 177.)

Review

Divide the class into pairs. One student in each pair opens his/her Student's Book to page 35. The other student in each pair opens his/her Student's Book to page 36.

A. Ask your partner and fill in the chart.

- Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the questions and answers to the class.

Answer Key:

	Mona	Kareem
1. recorder	well	badly
2. drums	loudly	well
3. cello	slowly	happily
4. flute	quietly	sadly

B. Tell your partner. Then listen and fill in the chart.

- Each student fills in the You column of the chart. Then students in each pair tell their partner about what they have written in the You column in order to get the information necessary to fill in the blanks.
- Check answers by having each student tell the class about his/her partner.

Answer Key:

	Mona	Kareem	You	Your Partner
1. say the alphabet	could	couldn't		
2. count to ten	couldn't	could		
3. speak English	could	could		
4. peel an orange	couldn't	couldn't		

C. Ask and answer the questions. Then fill in the blanks.

- Students ask and answer the target questions in order to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the statements to the class.

Pairwork: Student A

A. Ask your partner and fill in the chart. How did **Mona** play the **recorder** at the school performance?

	Mona	Kareem
1. recorder		
2. drums	loudly	badly
3. cello		
4. flute	quietly	happily

B. Tell your partner. Then listen and fill in the chart. When **Mona** was little, she could say the **alphabet**.

	Mona	Kareem	You	Your Partner
1. say the alphabet	could			
2. count to ten		couldn't		
3. speak English	could			
4. peel an orange		couldn't		

C. Ask and answer the questions. Then fill in the blanks. When did **Mrs Noha** go to **New York City**? How long was she there?

Mrs Noha: I went to New York City in August. I was there for one week. I went to a lot of museums.

Mr Ahmed: I went to Aswan in November. I was there for two weeks. I saw my mum and dad.

Mrs Nadia: I went to Paris in October. I was there for two months. I studied art.

Grandpa Samy: I went to Saudi Arabia in January with Grandma Zeinab. We were there for two weeks.

D. Finished? Compare answers with Student B.

Pairwork: Student B

A. Ask your partner and fill in the chart. How did **Kareem** play the **recorder** at the school performance?

	Mona	Kareem
1. recorder	well	
2. drums		well
3. cello	slowly	
4. flute		sadly

B. Tell your partner. Then listen and fill in the chart. When **Kareem** was little, he couldn't say the **alphabet**.

	Mona	Kareem	You	Your Partner
1. say the alphabet		couldn't		
2. count to ten	couldn't		could	
3. speak English				
4. peel an orange		couldn't		

C. Ask and answer the questions. Then fill in the blanks. When did **Mr Ahmed** go to **Aswan**? How long was he there?

Mrs Noha: I went to New York City in August. I was there for one week. I went to a lot of museums.

Mr Ahmed: I went to Aswan in November. I was there for two weeks. I saw my mum and dad.

Mrs Nadia: I went to Paris in October. I was there for two months. I studied art.

Grandpa Samy: I went to Saudi Arabia in January with Grandma Zeinab. We were there for two weeks.

D. Finished? Compare answers with Student A.

Answer Key:

Mrs Noha: I went to New York City in August. I was there for one week. I went to a lot of museums.

Miss Nadia: I went to Paris in October. I was there for two months. I studied art.

Mr Ahmed: I went to Aswan in November. I was there for two weeks. I saw my mum and dad.

Grandpa Samy: I went to Saudi Arabia in January with Grandma Zeinab. We were there for two weeks.

D. Finished? Compare answers with Student A/Student B.

Students compare answers with their partner.

Games and Activities

Option: Project. For a week, students keep a list of animals and musical instruments that they see on television. Then have students share their lists in class.

Finish the Lesson

- Explain and assign Checklist 2 (see Student's Book pages 82–85) for students to do at home or in class.
- Explain and assign Workbook pages 35–36. (For instructions and answer key, see Teacher's Book pages 177–178.) Students can complete the four remaining Workbook review pages (pages 37–40) in class or at home. (For instructions and answer key, see Teacher's Book pages 178–179.)



Assessment

Explain and assign the Final Test, pages 226–231. (For instructions and answer key, see pages 210–211.)

Games and Activities

Games and Activities for Conversation Practise

1. Happy Parrots.

Bring two pairs of volunteers (Pair 1 and Pair 2) to the front of the classroom. The students in Pair 1 say alternate lines of the conversation with proper intonation. Pair 2, the “parrots,” acts out each conversation line as Pair 1 says it, using the proper intonation and body language. Pair 1 and Pair 2 then change roles and do the activity again. Then divide the class into groups of four and have each group do the activity as above.

2. Missing Words.

Divide the class into Groups A and B. Write the conversation on the board. Elicit alternate lines from Groups A and B. Rub out two to three key words from each line. Groups then change roles and say alternate lines of the conversation, trying to fill in the missing words. Continue in the same way, rubbing out more words from the conversation each time, until students can say the conversation from memory.

3. Puppet Show.

Each student makes a puppet (see puppet-making ideas below). Then students form pairs or groups (in each group there should be one student for each speaker in the conversation) and role-play the conversation using their puppets as speakers. Make sure students give puppets appropriate gestures and facial expressions. Students in each pair/group then change roles and role-play the conversation again.

VARIATION: Turn a table on its side and have pairs/groups take turns sitting behind the table and performing the conversation for their classmates. Make sure students give puppets appropriate gestures and facial expressions when performing.

PUPPET-MAKING IDEAS:

1. Students draw pictures of the characters on paper or cardboard. They then cut out the pictures and glue them onto lollipop sticks or pencils.
2. Students use markers to draw a face on a sock, and glue wool on the sock for hair. Students put their hands in the sock with the thumb in the heel and fingers in the toe. They then bring the tips of the thumb and fingers together to manipulate the puppet’s mouth.

4. Say It Together.

Divide the class into Groups A and B, and have the two groups look at each other. The two groups take turns saying alternate lines of the conversation in unison, speaking and responding

to the student directly across from them. Groups then change roles and practice the conversation again.

5. Toss the Ball.

Toss a ball to a student and say the first line of the conversation. That student responds with the second line of the conversation, then tosses the ball to another student who says the third line of the conversation, and so on around the class. Students continue until everyone has said a line of the conversation.

6. Unscramble.

Write the conversation on the board in scrambled order. Students try to be the first to unscramble and write down the conversation. The first two students to do so raise their hands and read alternate lines of the conversation.

7. Which Line Doesn’t Belong?

Write each line of three to four different conversations on a piece of paper, then copy it. Cut up both sheets to make two identical sets of strips of paper, each with one line of a conversation on it. Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Give each volunteer a set of identical strips of paper that includes a complete conversation plus one strip from a different conversation. Say *Go!* The volunteers look at their pieces of paper and place the line of conversation that does not belong on the chalktray. The first volunteer to place the correct piece of paper on the chalktray wins a point for his/her team. The team wins another point for each line of the conversation that the members of the team can correctly say. Continue in the same way 3–4 more times. The team with the most points at the end wins.

Games and Activities for Vocabulary Practise

8. Beanbags.

Divide the class into groups of three to four and give each group a beanbag (or other soft object) and a set of picture cards. Each group lays its cards out on desk. Students in each group take turns tossing their beanbag onto one of the cards. The other students ask *What’s that?* The student who tossed the beanbag responds *It’s (apple pie)*, naming the item on which the beanbag has landed. Continue in the same way for five to seven minutes.

9. Bingo!

Give each student 16 picture cards. Students place their picture cards faceup in a 4x4 grid. One by one, call out the items illustrated on the picture cards. When a named item is in a student’s grid, he/she places a marker on the card. If a student

marks four items in a row (horizontal, vertical, or diagonal), he/she calls out *Bingo!*, then names the cards making up the row and wins a point. Students reposition the cards on their grids and play again.

VARIATIONS:

1. Give students blank grids. On the board, write a list of words to be practiced. Students choose words from this list and write the words or draw pictures of the items in the grid squares.
2. Before beginning play, students take turns naming the cards or pictures on their grids, then using these words in sentences.
3. Instead of calling out the names of items, give only hints about the items. The first student to say the correct word puts his/her marker on that picture.

10. Concentration.

Shuffle ten pairs of matching picture cards and lay them face down on a desk. Students take turns turning over two cards and naming them. If a student cannot name the cards, he/she turns the cards face down again and the next student takes a turn. If the student names the cards correctly but they do not match, the cards must also be turned face down, and play moves to the next student. If the student does correctly name the cards and they do match, that student keeps the pair and takes another turn. The student who has the most pairs once all cards are taken wins the game.

VARIATION: Shuffle ten picture cards and the corresponding word cards. Students play Concentration as above, matching the picture card to the corresponding word card.

11. Dance of the Ostriches.

Divide the class into Teams A and B, and have a student from each team come to the front of the classroom. Tape a picture card to the back of each of these two students, and have them put their hands behind their backs. Say *Go!* and have the two students try to name the card on the other student's back, while at the same time trying to make it so the other student cannot name the card on his/her back. The student who correctly names the other student's card first wins a point for his/her team. Bring two new students to the front of the classroom and continue in the same way until all students have come to the front of the classroom. The team with the most points at the end wins.

VARIATION: Give each pair just 30 seconds to correctly name their partner's card. If the time limit expires before a correct identification is made, a new pair comes to the front of the classroom to play.

12. Do It!

Give each student a picture card. Name one of the cards twice and then give a command. For example: *Camel, camel, jump up and down!*

Student(s) with that card name the card and do the action. For added challenge, name two cards at once so that more students are doing the actions. Students then take on the teacher's role. Continue in the same way for four to five minutes.

option: Ask the students to choose one of the target words and write them on a separate piece of paper and do as above.

13. Draw the Picture.

Divide the class into Teams A and B. Place word cards into a hat, large envelope, or small bag. Bring a volunteer from each team to the front of the classroom and ask each volunteer to choose a different card from the hat. The volunteers then draw a picture of their word on the board and their teams try to be the first to identify the picture. The first team to correctly identify the picture wins a point. The volunteers return to their seats and a new volunteer from each team comes to the board and repeats the procedure. Continue until all words have been chosen from the hat. The team with the most points at the end wins.

VARIATIONS:

1. Both volunteers draw a picture of the same word.
2. Limit the drawing time to one minute. For extra challenge, shorten the amount of time even more.

option: Volunteers mime the actions instead of drawing them.

14. Read and Write.

Divide the class into pairs. Give each pair a set of word cards and corresponding picture cards. A student in each pair (S1) begins by holding up a word card and reading it. S2 repeats the word, holds up the corresponding picture card, and uses the word in a sentence. Both students write the sentence down in their notebooks. Partners then change roles and continue in the same way until they have written down a sentence using each of the words.

15. Slow Reveal.

Hold up a picture card with another card or piece of paper covering it so that only a small portion of the picture is showing. Students try to name the picture. Each time a student incorrectly names the picture, slide the covering card down to gradually reveal more of the picture. Continue sliding the cover down until a student is able to name the picture. Continue in the same way with five to seven different cards.

16. What's in the Bag?

Place realia of vocabulary items in a bag. A volunteer reaches into the bag and tries to identify an item without looking at it. Ask him/her *What's that?* The volunteer says *It's (a flute)* and removes it from the bag. If the student correctly identified the

item, he/she keeps it and another volunteer takes a turn. If he/she did not correctly identify the item, he/she puts the item back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.

Games and Activities for Grammar Practise

17. Make the Sentences.

Divide the class into pairs. Give each pair a set of grammar cards and the related Word Time and Focus Time Word Cards (or ask the students to create the cards themselves). Students use these cards to make statements or questions and answers following the target pattern. For statements: pairs make statements with their cards, then read them aloud. For questions and answers: one student in each pair creates a question with their cards, then reads it aloud. His/Her partner then makes the answer and reads it aloud.

VARIATION: Prepare six to eight sentences (or questions and answers) using the target patterns. Dictate each sentence (or question and answer). Students repeat and write each complete sentence on a piece of paper. When finished, have a volunteer come to the front of the classroom, write the first sentence on the board, and read it aloud. If the sentence is incorrect, have volunteers make corrections. Students then check their own sentence and correct it if necessary. Continue in the same way until all the sentences have been written correctly on the board.

18. Memory Chain.

A student (S1) makes a statement using the pattern. For example: *I had one bottle of water*. The student sitting next to or behind S1 (S2) says S1's name, repeats his/her statement, and then adds his/her own statement. For example: (Amira), *you had one bottle of water. I had three slices of beef*. The student sitting next to or behind S2 (S3) then repeats S1 and S2's statements, and adds his/her own. Students continue in the same way until someone is unable to repeat all the previous statements. The activity then begins again starting with this student.

19. Move Your Marker!

Write an example question and answer of the pattern you are practicing on the board. Divide the class into groups of six or eight, and then divide each group into pairs. Each group lays 16 Word Time Picture Cards face up in a circle. Give each pair a pile of eight to ten *you, they, he, she, and it* grammar cards, and a die. Specify how many times pairs must go around the circle to win the game. A pair in each group (P1) begins by placing a marker such as a pen cap or coin on a card and rolling the die and moving their marker around the circle the number shown. Once they land on their card, they pick up a pronoun card. One student in the pair asks the question, and the other answers it. If the

pair does this correctly, they remain on that card. If not, they return their marker to where it was at the start of their turn. Groups continue in the same way until one pair in each group has made it around the circle the predetermined number of times.

Games and Activities for Reading and Writing Practise

20. Authentic Readings.

Students read an authentic piece of material (for example: an English-language newspaper, magazine, or web site). Ask students questions about what they read, or have them present a report about the material.

21. Class Stories.

Following the style or topic of the Reading Time reading they have just read, a student begins telling you a story. Another student then continues the story, and so on around the classroom. Write the story that the class tells you on the board. Choose volunteers to read the story to the class. Then divide the class into groups of three to four and have students in each group draw pictures to illustrate the story.

22. Grammar Work.

Give each student a copy of the Reading Time reading. Students underline all the nouns in red and all the verbs in blue. Then read the story slowly to the class. Each time they hear a noun, students raise their hands. Each time they hear a verb, students stand up.

23. What Do You Think?

Before students see the Reading Time reading, write two to three questions on the board relating to the reading's topic. Students spend five to six minutes writing responses to the questions. Then divide the class into groups of three to four and have students in each group discuss the questions and their answers for four to five minutes.

24. Word Maps.

Before students see the Reading Time reading, write a word related to the reading's topic on the board. Then work with students to create a word map on the board, having students say words and phrases related to the topic. Write students' responses around the topic on the board. Then divide the class into groups of three to four. Students in each group spend four to five minutes discussing their own experiences with the topic, and then what they think the reading might be about. Students can also spend several minutes writing a few short paragraphs concerning their knowledge of the topic.

25. Write Your Own.

Students create their own original piece of writing following the style of the Reading Time reading they have just read. Work with students to create final, polished drafts of their writings. Then collect the writings together in a class book.

Workbook Instructions and Answer Key

Do You Remember?

Page iii

A. Read and tick the best response.

For each number, students read the sentence in the left-hand column and then check the best response in the right-hand column.

Check answers by saying *Number 1. I'm really thirsty.* A volunteer reads the response he/she checked. Do the same for numbers 2–5.

Answer Key

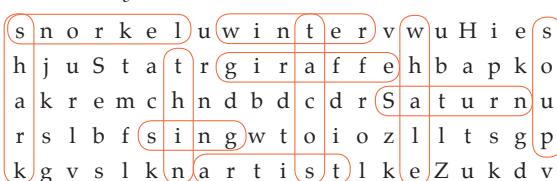
1. I'm really thirsty./Me, too. Let's get some juice.
2. Come on. Just a little./Oh, all right. But not too much.
3. You're kidding!/No, it's true. I made it.
4. You play really well./Thanks. I love playing music.
5. I don't have enough money./That's okay. It's my treat.

B. Find and circle the words. Then write.

Students find each illustrated word in the word search. Then they write each word under the corresponding picture.

Check answers by saying *Number 1* and having a volunteer say, spell, and point to the word in the puzzle. Do the same for numbers 2–10.

Answer Key



1. whale	2. artist
3. giraffe	4. sing
5. snorkel	6. thin
7. winter	8. shark
9. Saturn	10. soup

Page iv

C. Read the question. Write the answer.

Students read and answer each question.

Check answers by pointing to each picture, asking the corresponding question, and having a volunteer read his/her answer.

Answer Key

1. Which one is faster? The cheetah is faster.
2. What do they like to do? They like to fish.
3. Did he wash the pots and pans? No, he didn't. He drank juice.

4. Why does he want to be a musician? Because he likes playing the violin.

5. Is the shark bigger than the octopus? No, it isn't.

D. Fill in the blanks. Then number the pictures.

Students fill in the missing letters to complete each sentence. Then they find the picture that corresponds to each sentence and write the number of the sentence in the space provided.

Check answers by saying *Number 1* and having a volunteer say the sentence and point to the corresponding picture. Do the same for numbers 2–3.

Answer Key

1. Uncle Ahmed ate lobster in a saucer.
2. The girl with a purse pointed to the moon.
3. Salma chopped some wood and dusted the barn.

The pictures are numbered: 2, 3, 1

Unit 1

Conversation Time, Page 1

A. Read and circle.

Students circle the words that make up each line of the conversation.

Check answers by saying *Number 1* and having a volunteer say the line of conversation. Do the same for numbers 2–7.

Answer Key

1. Good morning, Sunnyville Museum. How can I help you?
2. Hi! What are your hours?
3. We're open from 9:00 to 6:00.
4. Are you open on Fridays?
5. Yes. We're open daily, except on holidays.
6. How much does it cost to get in?
7. It's five pounds for adults and two pounds for children.

B. Read the question. Write the answer.

Students answer each question based on the information on the cinema's sign.

Check answers by saying *Number 1. How much does it cost for children?* and having a volunteer say the answer he/she wrote. Do the same for numbers 2–3.

Answer Key

(In this exercise, it is acceptable for students not to write complete sentences.)

1. How much does it cost for children? It's two pounds for children.
2. Is it open on Sundays? Yes, it is.
3. How much does it cost for adults? It's five pounds for adults.

Word Time, Page 2

A. Look and write.

Students look at each numbered spot in the large scene. Then, for each number, they write the corresponding word below.

Check answers by saying *Number 1*. Students point to the corresponding building. A volunteer says and spells the corresponding word. Do the same for numbers 2–10.

Answer Key

1. barber's shop	2. hotel
3. post office	4. theatre
5. bank	6. school
7. pavement	8. bridge
9. train station	10. library

B. Where were they? Look at A and write.

For each number, students look at the small picture cue and find that person in the scene in exercise A. Then, following the example sentence, they write the location of that person.

Check answers by saying *Number 1* and having a volunteer point to that person in exercise A and say the corresponding sentence. Do the same for numbers 2–4.

Answer Key

1. He was at the bank.
2. She was at the hotel.
3. They were at the school.
4. He was at the theatre.

Focus Time, Page 3

A. Look and write.

For each number, students look at the picture and write Sokkara's location in relation to the park bench.

Check answers by saying *Number 1* and having a volunteer say the corresponding word or phrase. Do the same for numbers 2–6.

Answer Key

1. beside	2. in front of
3. across from	4. behind
5. above	6. near

B. Read and circle True or False.

For each number, students read the sentence and look at the picture. Then they circle *True* if the sentence accurately describes the picture and *False* if it does not.

Check answers by having volunteers read each sentence and say if it is true or false.

Answer Key

1. True
2. True
3. False

C. Read the question. Write the answer.

Students read and answer each question based on the corresponding picture.

Check answers by saying *Number 1* and having a volunteer read both the question and answer. Do the same for numbers 2–3.

Answer Key

1. Was there a school across from the theatre? No, there wasn't.
2. Was there a bridge above the barber's shop? No, there wasn't.
3. Was there a pavement in front of the hotel? Yes, there was.

Practice Time, Page 4

A. Read and write.

For each number, students write the missing words to complete the target question and answer.

Check answers by pointing to each picture and having a volunteer read the question. A different volunteer reads the answer.

Answer Key

1. Was there a restaurant across from the bakery? Yes, there was.
2. Was there a library beside the hospital? Yes, there was.
3. Was there a barber's shop above the museum? No, there wasn't.

B. Write the questions and answers.

For each number, students use the word cues to write the target question. Then they look at the scene to get the information to answer the question.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–3.

Answer Key

1. Was there a bridge above the train station? No, there wasn't.
2. Was there a hotel near the post office? Yes, there was.
3. Was there a barber's shop behind the hotel? No, there wasn't.

Reading Time, Page 5

A. Read.

Students read the informational sign.

B. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read his/her answer.

Answer Key

1. When did John Montagu invent the sandwich? He invented the sandwich in 1750.
2. Where can you buy sandwiches in Britain? You can buy sandwiches at sandwich shops and at every grocery store.
3. Is the sandwich one of Britain's favourite foods? Yes, it is.
4. What did John Montagu use for the first sandwich? He used bread and meat.

C. Write and draw.

Students draw their favourite sandwich and write about it.

Check answers by having students take turns standing up and sharing their pictures and answers.

Answer Key

Answers will vary.

Your Time, Page 6

A. Look at the map. Answer the questions.

Students pretend that the map shows their town and answer each question.

Check answers by reading each question and having a volunteer read his/her answer.

Answer Key

1. Is the cinema beside your house? No, it isn't.
2. How much does it cost for children? It's two pounds for children.
3. Is the museum near your house? Yes, it is.
4. What are its hours? It's open from 9:00 to 6:00.

B. Draw an old town. Include a school, library, barber's shop, bank, hotel, post office, and pavement. Write six sentences.

Students draw an old town with a school, library, barber's shop, bank, hotel, post office, and pavement. Then they write six sentences about the town they drew.

Check answers by having students take turns standing up, sharing their picture, and reading one or two of the sentences they wrote.

Answer Key

Answers will vary.

Unit 2

Conversation Time, Page 7

A. Unscramble and fill in the blanks. Then write.

For each number, students unscramble the sentence(s) and fill in the missing word. Then they write the sentence(s).

Check answers by saying Number 1 and having a volunteer read the corresponding

line of conversation. Do the same for the numbers 2–5.

Answer Key

1. Hello. Are you ready to order?
2. I think so. I'll have a steak.
3. How about a salad?
4. Sounds good. What's today's special?
5. Spaghetti and meatballs.

B. Look at A. Read and circle.

Students answer each question based on information from exercise A.

Check answers by reading each question and having students say the letter and word(s) they circled.

Answer Key

1. b
2. b
3. a

Word Time, Page 8

A. What did they eat and drink? Look and write.

For each number, students look at the small picture cue and find that person in the scene above. Then, following the example sentence, they write what that person ate and drank.

Check answers by saying Number 1 and having a volunteer read the corresponding sentences. Do the same for numbers 2–4.

Answer Key

1. She ate roast beef. She drank lemonade.
2. She ate apple pie. She drank water.
3. He ate fruit salad. He drank orange juice.
4. He ate chicken soup. He drank coffee.

B. Look at the chart. Answer the questions.

Students answer each question based on information from the chart.

Check answers by reading each question and having a volunteer read the corresponding answer.

Answer Key

1. Did Kareem drink coffee? No, he didn't.
2. Did Ali and Basma eat bread? Yes, they did.
3. Did Mona eat apple pie? No, she didn't.
4. Did Kareem eat roast turkey and apple pie? Yes, he did.

Focus Time, Page 9

A. Read and write.

Students write the missing singular or plural form of the words.

Check answers by saying *Number 1* and having a volunteer read both the singular and plural forms. Do the same for numbers 2–8.

Answer Key

1. a bottle/two bottles	2. a can/four <u>cans</u>
3. a <u>slice</u> /three slices	4. a piece/two <u>pieces</u>
5. a <u>bowl</u> /six bowls	6. a <u>cup</u> /seven cups
7. a glass/two <u>glasses</u>	8. a <u>loaf</u> /three loaves

B. Read and write.

Students look at the scene and complete the sentences.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. They're going to have four glasses of orange juice.
2. He's going to have three bowls of fruit salad.
3. She's going to have four slices of roast turkey.
4. She's going to have one bottle of water.

C. Write the questions and answers.

Students complete the target question and answer about each person.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for number 2.

Answer Key

1. How many glasses of orange juice did Samir have? He had five glasses of orange juice.
2. How much chicken soup did Amira have? She had three bowls of chicken soup.

Practice Time, Page 10

A. Look at the chart. Answer the questions.

Students answer each question based on information from the chart.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. How much water did Ola have? She had five bottles of water.
2. How much coffee did Ola have? She had three cups of coffee.
3. How much lemonade did Wael have? He had two cans of lemonade.
4. How much turkey did Wael have? He had six slices of turkey.
5. How much cake did Ola and Wael have? They had six pieces of cake.

B. Read and write.

Students look at the pictures, complete the questions, and write the answers.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. How much lemonade did he have? He had two cans of lemonade.
2. How much orange juice did they have? They had one glass of orange juice.
3. How many bowls of fruit salad did you have? I had one bowl of fruit salad.
4. How many bottles of water did you have? We had two bottles of water.

Reading Time, Page 11

A. Read.

Students read the restaurant review.

B. What did they say? Write.

Students look at the reading in exercise A and write the words that Tom and Ramy said.

Check answers by having a volunteer read his/her answers.

Answer Key

1. Big Mama's meatballs are the best meatballs in town.
2. I'm going to bring my sister here tomorrow. Kids under six eat free!

C. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read his/her answer.

Answer Key

1. Who is the chef at Big Mama's? Big Mama is the chef.
2. When did Big Mama's open? It opened on Wednesday.
3. Who eats free at Big Mama's? Kids under six eat free.

Your Time, Page 12

A. Read the question. Write the answer.

Students read and answer each question based on their personal experience.

Check answers by asking the questions and having students take turns reading their answers to the class.

Answer Key

Answers will vary.

B. What do you want for dinner? Write and draw.

Students write and draw what they want to eat and drink for dinner.

Check answers by having students take turns standing up and sharing their pictures and answers.

Answer Key

Answers will vary.

C. Read and check.

Students read each question and check their answer. If students check Yes, they also answer the question How much?

Check answers by asking each question and having several volunteers say their answers.

Answer Key

Answers will vary.

Unit 3

Conversation Time, Page 13

A. Number the sentences in the correct order.

Students number the lines of the conversation in the correct order.

Check answers by saying Sorry. We're out of cherry. and having a volunteer say the number he/she wrote. Do the same with the remaining lines of the conversation. Then have a volunteer read the entire conversation in the correct order.

Answer Key

- 4 Sorry. We're out of cherry.
- 6 They're five pounds each.
- 2 We have lemon and peach.
- 5 How much are the peach pies?
- 1 What kinds of pie do you have today?
- 8 Great! I'll get a fresh pie for you.
- 3 Do you have any cherry pies?
- 7 Okay. I'll take one.

B. Read the question. Write the answer.

Students read and answer each question.

Check answers by reading the questions and having a volunteer read his/her answers.

Answer Key

1. What kinds of cookies does Sarah have? She has peanut butter, chowaterte chip, lemon, and butter cookies.
2. Does she have any chowaterte chip cookies? Yes, she does.
3. How much are the lemon cookies? They're 30 piasters each.

Word Time, Page 14

A. Look and write.

Students look at the pictures and write what Hisham is going to do.

Check answers by pointing to each picture and having a volunteer say the corresponding sentence.

Answer Key

1. He's going to wash his hair at 7:15.
2. He's going to iron a shirt at 8:10.
3. He's going to buy groceries at 9:20.
4. He's going to chop vegetables at 10:30.
5. He's going to slice fruit at 10:40.
6. He's going to do the laundry at 11:25.

B. Look and write.

Following the model, students write two sentences about each picture.

Check answers by saying Number 1 and having a volunteer read the corresponding sentences. Do the same for numbers 2–3.

Answer Key

1. She likes to do the laundry. She doesn't like to iron a shirt.
2. They like to chop vegetables. They don't like to slice fruit.
3. She likes to stay at home. She doesn't like to go to the dentist.

Focus Time, Page 15

A. Read and write.

For each number, students read the pronoun and write the corresponding reflexive pronoun.

Check answers by saying Number 1. she and having a volunteer say she, herself. Do the same for numbers 2–6.

Answer Key

1. she → herself
2. he → himself
3. I → myself
4. they → themselves
5. we → ourselves
6. you → yourself or yourselves

B. Read and write True or False.

For each number, students read the sentence and look at the picture. Then they write True if the sentence describes the picture and False if it does not.

Check answers by saying Number 1 and having a volunteer read the sentence. Another volunteer then says if it is true or false. Do the same for numbers 2–4.

Answer Key

1. False	2. True
3. True	4. False

C. What did they do? Look and write.

For each number, students look at the small picture cue and find the person(s) in the scene above. Then they use the target pattern to write what the person(s) did.

Check answers by saying *Number 1* and having a volunteer say the corresponding sentence. Do the same for numbers 2–4.

Answer Key

1. I sliced fruit by myself.
2. We bought groceries by ourselves.
3. You ironed a shirt by yourself.
4. You took a bus by yourself.

Practice Time, Page 16

A. Read and write.

Students read each verb phrase and write its present or past tense form.

For each number, choose a volunteer to say *Today, I'm going to (buy groceries). On Sunday, I (bought groceries).*

Answer Key

1. buy groceries	→	bought groceries
2. <u>take a bus</u>	→	took a bus
3. go to the dentist	→	<u>went to the dentist</u>
4. <u>chop vegetables</u>	→	chopped vegetables
5. walk to school	→	<u>walked to school</u>
6. <u>slice fruit</u>	→	sliced fruit
7. iron a shirt	→	<u>ironed a shirt</u>
8. <u>wash my hair</u>	→	washed my hair

B. Look and write.

For each number, students look at the small picture cue and find the person/people in both scenes above. Then, following the example sentences, they write what the person/people did and did not do alone.

Check answers by saying Number 1 and having a volunteer read the corresponding sentences. Do the same for numbers 2–3.

Answer Key

1. She did the laundry by herself. She didn't stay home by herself.
2. He chopped vegetables by himself. He didn't take a bus by himself.
3. They washed their hair by themselves. They didn't stay home by themselves.

Reading Time, Page 17

A. Read. Then number the pictures in the correct order.

Quickly teach students that we can also put groceries in a basket, which is smaller than a trolley. Students then read the story and number the pictures in chronological order.

Check answers by pointing to each picture and having volunteers say the number they wrote. Then they read the line(s) of the story that correspond(s) to the picture.

Answer Key

- 2, 1, 3, 6, 4, 5

B. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. What did Sally forget? Sally forgot the grocery list and the money.
2. Why did Sally run home? Sally ran home because she forgot the grocery list. or Sally ran home to get the grocery list.
3. Where did Sally put the groceries? Sally put the groceries in the basket.

Your Time, Page 18

A. Draw some pies. Write a price for each pie. Then answer the questions.

Students draw several pies and write a price for each pie. Then they answer the questions based on what they drew.

Check answers by having students take turns standing up, showing their picture, and sharing their answers.

Answer Key

Answers will vary.

B. Answer the questions.

Students read and answer each question based on their personal experience.

Check answers by asking each question and having a volunteer read his/her answer.

Answer Key

Answers will vary.

C. What can you do by yourself? Write.

Each student writes four different sentences answering the question *What can you do by yourself?*

Check answers by having students take turns standing up and sharing their answers.

Answer Key

Answers will vary.

Unit 4

Conversation Time, Page 19

A. Unscramble and write. Then number the sentences in the correct order.

Students unscramble and write each line of the conversation. Then they number the sections of the conversation in the correct order.

Check answers by pointing to the first line of the conversation and having a volunteer read it. Then point to the second line of the conversation and have a volunteer read it. A third volunteer then says the number he/she wrote for that section. Do the same for the remaining lines of the conversation. Then have a volunteer read the entire conversation in the correct order.

Answer Key

- 3 Can you take a message?
Sure. Who's calling?
- 1 Hello. May I speak to Ahmed, please?
He's not in right now.
- 4 This is Salwa. I'm going to be late for lunch today.
Got it. I'll give him your message.
- 2 What time will he be back?
I'm sorry. I don't know.

B. Look at A. Answer the questions.

Students answer each question based on the conversation in exercise A.

Check answers by reading each question and having a volunteer read his/her answer.

Answer Key

1. Who's calling? Salwa is calling.
2. Does Ahmed talk to Salwa? No, he doesn't.
3. Is Ahmed going to be late for lunch? No, he isn't. Salwa is going to be late for lunch.

Word Time, Page 20

A. Use the code to write the words. Then number the pictures.

For each number, students use the code to write the words. Then they find the corresponding picture and write the number in the space provided.

Check answers by saying *Number 1* and having a volunteer say the phrase and point to the corresponding picture. Do the same for numbers 2–10.

Answer Key

1. talk to a friend	2. wear a wig
3. drive a sports car	4. get a sunburn
5. take a nap	6. talk on the phone

7. have an accident	8. sign autographs
9. put on make-up	10. listen to music

The pictures are numbered: 7, 2, 8, 1, 6, 3, 9, 5, 4, 10

B. What do they like to do? Look and write.

Students look at the picture and write what the boy and girl like to do.

Check answers by having a volunteer read what he/she wrote.

Answer Key

He likes to talk on the phone. She likes to listen to music.

Focus Time, Page 21

A. Read and match.

For each number, students match the word(s) to the corresponding bar.

Check answers by saying *Number 1*. *never* and having a volunteer point to the corresponding bar. Do the same for numbers 2–6.

Answer Key

1. matches the second bar
2. matches the third bar
3. matches the first bar
4. matches the sixth bar
5. matches the fourth bar
6. matches the fifth bar

B. Look and write.

Students look at the pictures and the corresponding bars to complete each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–5.

Answer Key

1. He often takes a nap.
2. She always gets a sunburn.
3. I hardly ever wear a wig.
4. They sometimes talk on the phone.
5. He never signs autographs.

C. Look at Sally's schedule. Answer the questions.

Students answer the questions about Sally's schedule.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Do the same for number 2.

Answer Key

1. Does she ever take a nap? Yes, she always takes a nap.
2. Does she ever put on make-up? Yes, she usually puts on make-up.

Practice Time, Page 22

Look at the chart. Write the questions and answers.

Using information from the chart, students complete each question and write the answer.

Check answers by saying *Number 1* and having a volunteer say the corresponding question and answer. Do the same for numbers 2–6.

Answer Key

1. Does he ever use a computer? Yes, he usually uses a computer.
2. Do they ever rent a video? No, they hardly ever rent a video.
3. Does he ever drive a sports car? Yes, he always drives a sports car.
4. Does she ever talk on the phone? Yes, she often talks on the phone.
5. Does he ever take a nap? Yes, he sometimes takes a nap.
6. Does he ever rent a video? No, he never rents a video.

Reading Time, Page 23

A. Read. Fill in the blanks with the correct verb forms.

Students read and fill in the blanks with the correct form of a verb from the help box.

Check answers by choosing a volunteer to read each sentence.

Answer Key

Hi, Kareem!

I'm having a good time in Florida! I visited Disney World yesterday. Today I visited Universal Studios, a film studio. They make all kinds of films. Today they were making an adventure film. I watched the actors rehearse a scene. Then I talked to Michael Stiles (the film star).

I'm going to go to a water park tomorrow. I can't wait! See you on Monday!

Your friend,
Bill;

B. Read and circle True or False.

Students read each sentence and circle *True* if the sentence is true and *False* if it is not, based on the reading in exercise A.

Check answers by saying *Number 1* and having a volunteer read the sentence. Another volunteer then says if it is true or false. Do the same for numbers 2–4.

Answer Key

1. False 2. True 3. False 4. True

C. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read his/her answer.

Answer Key

1. Where is Disney World? Disney World is in Florida.
2. Who is Michael Stiles? Michael Stiles is a movie star.
3. Why did Bill say "I can't wait"? Because he's going to go to a water park tomorrow.
4. When will Bill see Kareem? Bill will see Kareem on Sunday.

Your Time, Page 24

A. Read the question. Write the answer.

Students read and answer each question based on their personal experience.

Check answers by asking each question and having several volunteers read their answers.

Answer Key

Answers will vary.

B. Write a letter about a trip. Look at page 23 for help.

Students write a letter about a trip they took or would like to take. If necessary, they can look at the letter on page 23 of the Workbook for help.

Check answers by having students take turns standing up and sharing their answers.

Answer Key

Answers will vary.

Unit 5

Conversation Time, Page 25

Circle the mistakes and write.

Students circle the mistakes and rewrite the sentences with the correct words.

Check answers by saying *Number 1* and having a volunteer read the answer. Do the same for numbers 2–9.

Answer Key

1. Hello, Kamal. Have the sit.
Hello, Kamal. Have a seat.
2. Thanks. Oh! It cold tonight.
Thanks. Oh! It's cold today.
3. That's wrong. It's 23 degree!
That's right. It's 23 degrees!
4. Wow! Do you know it's wants to rain?
Wow! Do you think it's going to rain?
5. Maybe. It's going cloudy.
Maybe. It's getting cloudy.
6. So, what's your family, Kamal?
So, how's your family, Kamal?
7. They're five. But my sister have the flu.
They're fine. But my sister has the flu.

8. I'm happy to hear that.
I'm sorry to hear that.
9. It's no serious. She's doing better yesterday.
It's not serious. She's much better today.

Word Time, Page 26

A. Look and write.

Students look at each picture and write the corresponding verb phrase.

Check answers by pointing to each picture and having volunteers say the corresponding phrases.

Answer Key

1. read a newspaper	2. give a speech
3. visit a museum	4. meet a friend
5. bake bread	6. take a maths test

B. What are they going to do? Look and write.

Students look at each numbered spot in the large scene. Then, following the model, students write what each person is going to do.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. She's going to feed the birds.
2. She's going to take medicine.
3. He's going to get a haircut.
4. They're going to take the underground.

Focus Time, Page 27

A. Use the code to write the words.

Students use the code to write the words.

Check answers by saying *Number 1* and having a volunteer say the phrase he/she wrote. Do the same for numbers 2–6.

Answer Key

1. once a day	2. three times a week
3. twice a month	4. three times a year
5. four times a day	6. twice a week

B. Look at Heba's schedule. Write True or False.

For each number, students write True if the sentence accurately describes Heba's schedule and False if it does not.

Check answers by saying *Number 1* and having a volunteer read the sentence. A different volunteer then says if it is true or false. Do the same for numbers 2–3.

Answer Key

1. True
2. False
3. True

C. Look at B. Read and write.

Students read and answer each question about Heba's schedule from exercise B.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. How often does she take medicine? She takes medicine twice a day.
2. How often does she take the underground? She takes the underground five times a week.

Practice Time, Page 28

Look and write.

Students write the questions and answers about the man's schedule.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Do the same for numbers 2–6.

Answer Key

1. How often does he do the laundry? He does the laundry twice a month.
2. How often does he visit a museum? He visits a museum once a month.
3. How often does he get a haircut? He gets a haircut once a month.
4. How often does he read a newspaper? He reads a newspaper five times a week.
5. How often does he give a speech? He gives a speech once a week, or He gives a speech four times a month.
6. How often does he meet his friends? He meets his friends three times a month.

Reading Time, Page 29

A. Read.

Students read the advice column.

B. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. Who's a pest? Hosam is a pest.
2. Who told Hanaa and Shaimaa to be patient? Their teacher told them to be patient.
3. Why does the pest bother Hanaa and Shaimaa? Because he wants attention.

C. Read and match.

Based on the reading in exercise A, students match each name in the left-hand column with what the person(s) said or did in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding parts from each column. Do the same for numbers 2–6.

Answer Key

1. Hosam / is in Hanaa and Shaimaa's class. or Hosam / takes their things without asking.
2. Sarah / told them to spend time with Hosam. or Sarah / says, "Help him find some friends."

3. Hanaa and Shaimaa/say, "It's not fair!"
4. Their teacher/told them to be patient.
5. Sarah/says, "Help him find some friends." or Sarah/told them to spend time with Hosam.
6. Hosam/takes their things without asking. or Hosam/is in Hanaa and Shaimaa's class.

Your Time, Page 30

A. Read and check.

Students check when they do each activity. They can check more than one box for each activity.

Check answers by asking *Do you (brush your teeth) in the (morning)?* Students raise their hands if they do. Do the same for *afternoon* and *night* and continue with each activity in the chart.

Answer Key

Answers will vary.

B. Read the question. Write the answer.

Students read and answer each question based on their personal experience.

Check answers by reading each question and having several volunteers read their answers.

Answer Key

Answers will vary.

Review 1

Conversation Time, Page 31

A. Read and match.

Students match each question in the left-hand column with the most logical answer in the right-hand column.

Check answers by saying Number 1 and having a volunteer read the corresponding question and answer. Do the same for numbers 2–5.

Answer Key

1. Do you have any lemon pies?/Sorry. We're out of lemon. But the cherry pies are very nice.
2. Are you ready to order?/I think so. I'll have the soup and salad.
3. Do you think it's going to rain?/Maybe. It's getting cloudy.
4. What's your number?/03-555-1212.
5. How much does it cost to get in?/It's five pounds for adults and three pounds for children.

B. Read the question. Write the answer.

Students read and answer each question.

Check answers by saying *Number 1* and reading the question. Then choose a volunteer to read the answer. Do the same for numbers 2–5.

Answer Key

1. What are its hours? It's open from 7:00 to 9:00.
2. What is today's special? Today's special is chicken soup.
3. How much are the blueberry pies? They're L.E 4.50 each.
4. What time will she be back? She'll be back at 2:30.
5. How is Kamal's sister? She has the flu.

Word Time, Page 32

A. Look and write.

Students look at each picture and write the corresponding word(s).

Check answers by saying *Number 1* and pointing to the picture. Have a volunteer say what he/she wrote. Do the same for numbers 2–12.

Answer Key

1. bridge	2. water
3. post office	4. fruit salad
5. chicken soup	6. hotel
7. lemonade	8. bank
9. pavement	10. coffee
11. library	12. apple pie

B. What were they doing? Look and write.

Students look at each numbered spot in the large scene. Then, for each number, they write a sentence about what the people were doing.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–6.

Answer Key

1. He was doing the laundry.
2. She was ironing a shirt.
3. They were baking bread.
4. He was taking a nap.
5. She was putting on make-up.
6. He was taking medicine.

Focus Time, Page 33

A. How much food do you see? Write.

Students look at each picture and write the corresponding phrase for the amount of food pictured.

Check answers by saying *Number 1* and having a volunteer read what he/she wrote. Do the same for numbers 2–6.

Answer Key

1. five cans of lemonade
2. four loaves of bread
3. six bowls of chicken soup
4. three slices of beef
5. two bottles of water
6. six slices of apple pie

B. Look and write.

Students look at the pictures and word cues and write the sentences.

Check answers by saying *Number 1* and having a volunteer read what he/she wrote. Do the same for numbers 2–4.

Answer Key

1. They sometimes feed the birds.
2. He listens to music six times a week.
3. He always walks to school (by himself).
4. She takes medicine three times a week.

Practice Time, Page 34

A. Read and write.

Students complete each question and answer.

Check answers by saying *Number 1* and having a volunteer read the question. A different volunteer reads the answer. Do the same for numbers 2–3.

Answer Key

1. How much orange juice did he have? He had one glass of orange juice.
2. Was there a theatre next to the bank? No, there wasn't.
3. How often do they give a speech? They give a speech once a month.

B. Write the questions or answers.

Students look at each picture and write the corresponding question or answer.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Do the same for numbers 2–4.

Answer Key

1. Was there a library near the bridge? Yes, there was.
2. Did he go to a restaurant by himself? No, he didn't.
3. How many bowls of chicken soup did she have? or How much chicken soup did she have? She had one bowl of chicken soup.
4. Does Kareem ever talk on the phone? Yes, Kareem often talks on the phone.

Reading Time, Page 35

A. Read and number the pictures.

Students find the picture that corresponds to each title and write the title's number in the space provided.

Check answers by saying *Number 1. Big Mama's Restaurant Opens* and having a volunteer point to the corresponding picture. Do the same for numbers 2–5.

Answer Key

3, 4, 1, 2, 5

B. Read and write the name. Use each name twice.

Students read each sentence and write the name of the person each sentence describes. Use each name

twice. Students may look back at each unit's reading for reference, if necessary.

Check answers by reading each sentence and having a volunteer say the name he/she wrote.

Answer Key

1. John Montagu	2. Hosam
3. Big Mama	4. Bill
5. Sally	6. John Montagu
7. Bill	8. Big Mama
9. Hosam	10. Sally

Your Time, Page 36

A. Read the question. Write the answer.

Students read and answer each question based on their personal experience.

Check answers by reading each question and having several volunteers read their answers.

Answer Key

Answers will vary.

B. Read and circle True or False.

Students read the sentences and circle True or False based on their personal experience.

Check answers by saying *Number 1. I can eat ten slices of roast beef. True.* Have students raise their hands if they circled *True*. Then say *I can eat ten slices of roast beef. False.* Now have students raise their hands if they circled *False*. Do the same for numbers 2–6.

Answer Key

Answers will vary.

C. What do you like to do by yourself?

Draw and write.

Students draw a picture showing what they like to do by themselves. Then they write about their drawing.

Check answers by having students take turns standing up, showing their picture, and reading what they wrote.

Answer Key

Answers will vary.

Unit 6

Conversation Time, Page 1

A. Fill in the blanks.

Students fill in the missing words to complete the lines of conversation.

Check answers by saying *Number 1* and having a volunteer read the corresponding lines of conversation. Do the same for numbers 2–4.

Answer Key

1. What are you doing? / I'm helping Mr Khaled clean up the music room.
2. Do you want some help? / Sure. You can move the bass.
3. Look out! There's a box behind you! / Ahhhh!
4. What's going on in here? / We're cleaning up.

B. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by pointing to each picture and having a volunteer read the corresponding line of conversation.

Answer Key

1. c
2. b
3. d
4. a

Word Time, Page 2

A. Look and write.

Students look at each picture and, following the example, write two sentences to describe it.

Check answers by saying *Number 1* and having a volunteer read the sentences. Do the same for numbers 2–5.

Answer Key

1. This is a tuba. That's a flute.
2. This is a cello. That's a recorder.
3. This is an electric keyboard. That's a xylophone.
4. This is a harp. That's a trumpet.
5. These are drums. Those are cymbals.

B. Look and write.

For each number, students look at the small picture cue and find that person in each scene above. Then they write two sentences, saying what instrument the person played last year and what instrument he/she plays now.

Check answers by saying *Number 1* and having a volunteer read both sentences. Do the same for numbers 2–3.

Answer Key

1. Last year she played the flute. Now she plays the xylophone.
2. Last year he played the trumpet. Now he plays the cymbals.
3. Last year he played the drums. Now he plays the tuba.

Focus Time, Page 3

A. Read and write.

For each number, students read the adjective and write the corresponding adverb.

Check answers by saying *Number 1. quiet* and having a volunteer say *quietly*. Do the same for numbers 2–8.

Answer Key

1. quiet → quietly
2. bad → badly

3. slow → slowly
4. loud → loudly
5. quick → quickly
6. sad → sadly
7. happy → happily
8. good → well

B. Look and circle the correct word.

Students look at each picture and circle the correct adverb to complete each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. He plays the drums quickly.
2. She plays the harp sadly.
3. They play the tuba loudly.
4. I play the cello badly.

C. Read and write.

Students look at the scene. Then, following the example, students complete each question and answer.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Do the same for numbers 2–4.

Answer Key

1. How did he play the tuba? He played the tuba well.
2. How did he play the harp? He played the harp happily.
3. How did they play the cymbals? They played the cymbals loudly.
4. How did she play the drums? She played the drums sadly.

Practice Time, Page 4

A. Read and tick.

For each number, students read the question and answer. Then they tick the corresponding picture.

Check answers by saying *Number 1* and having a volunteer read the question and answer and point to the picture he/she ticked. Do the same for numbers 2–3.

Answer Key

1. second picture
2. second picture
3. first picture

B. Write the questions and answers. Then number the pictures.

Students write questions based on the word cues. Then, for each number, they find the corresponding picture and write the number in the space provided. Then they write an answer based on the word cues and picture.

Check answers by saying *Number 1* and having a volunteer read the question. A different volunteer reads the answer and points to the corresponding picture. Do the same for numbers 2–4.

Answer Key

1. How did she play the flute? She played the flute sadly.
2. How did you play the trumpet? I played the trumpet well.
3. How did he play the drums? He played the drums quickly.
4. How did you play the recorder? We played the recorder happily.

The pictures are numbered: 3, 2, 1, 4

Reading Time, Page 5

A. Read.

Students read the newspaper article.

B. Read and write.

Students complete each sentence based on the reading in exercise A.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. The teachers at Lovetown School gave their autumn performance.
2. Omar Khaled sang with the teachers' chorus. He was the soloist.
3. The teachers' orchestra performed music by Mozart and Chopin.
4. There was a spaghetti dinner at Big Mama's after the performance.

C. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by saying *Number 1*. Who performed the play? Then have a volunteer read his/her answer. Do the same for numbers 2–4.

Answer Key

1. Who performed the play? The first year teachers performed the play.
2. How did Omar Khaled sing? He sang well.
3. Where was the spaghetti dinner? It was at Big Mama's Restaurant.
4. When did the teachers give their autumn performance? The teachers gave their autumn performance last night.

Your Time, Page 6

A. Read and check Yes or No.

Students read each question and check Yes or No to answer it about themselves.

Check answers by saying *Do you play the flute well?* Yes. Have students raise their hands if they checked Yes. Then say *Do you play the flute well?* No. Have students raise their hands if they checked No. Do the same for the remaining questions in the chart.

Answer Key

Answers will vary.

B. Write and draw.

Students write and draw about an instrument they play or would like to play.

Check answers by having students take turns standing up, showing their picture, and sharing their answers.

Answer Key

Answers will vary.

Unit 7

Conversation Time, Page 7

A. Write and match.

Students write the missing words to complete each sentence. Then they match each question in the left-hand column with the most logical response in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. 122. What's the emergency? / Help! There's something in my garden!
2. What is it? / I think...I think it's a wild animal! I can see its eyes!
3. What's your name and address? / Ahmed Samy, 49 El Salam Street.
4. What should I do? / Stay calm. I'm sending an officer now.

B. Look at A. Answer the questions.

Students answer the questions based on the conversation in exercise A.

Check answers by asking each question and having a volunteer read his/her answer.

Answer Key

1. Why did Ahmed call 122? Because there was something in his garden.
2. Where does Ahmed live? Ahmed lives at 49 El salam street.
3. What did the woman tell Ahmed? The woman told Ahmed to stay calm.
4. Who did the woman send? The woman sent an officer.

Word Time, Page 8

A. Look and write.

Students complete each sentence based on the picture.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. The eagle is flying.
2. The bear is eating a fish.
3. The lion is taking a nap.
4. The panda is eating leaves.

B. Read and circle the correct words.

Students circle the correct words to complete the sentences based on the information from the scene.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. The eagle is faster than the parrot.
2. The kangaroo is slower than the deer.
3. The deer is bigger than the kangaroo.
4. The tiger is smaller than the deer.

Focus Time, Page 9

A. Read and write.

Students read each verb and then write its past tense form.

Check answers by saying *Number 1*. walk and having a volunteer say and spell walked. Do the same for numbers 2–4.

Answer Key

1. walk → walked
2. fly → flew
3. run → ran
4. hop → hopped

B. Look and write.

Students look at each picture and, following the example, write a sentence about it.

Check answers by saying *Number 1* and pointing to the picture. Then have a volunteer say the sentence. Do the same for numbers 2–4.

Answer Key

1. The lion walked and the tiger ran.
2. The kangaroo hopped and the deer walked.
3. The camel ran and the parrot flew.
4. The panda walked and the eagle flew.

C. What were they doing when the tiger ran by? Write the letter.

Students read each sentence and find the corresponding person in the picture. Then they write the person's letter in the space provided.

Check answers by having a volunteer read each sentence and the letter he/she wrote.

Answer Key

1. B
2. A

Practice Time, Page 10

Write the questions and answers.

Students look at each numbered spot in the large scene. Then, for each number, they use the target

pattern to write the corresponding question and answer.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Do the same for numbers 2–5.

Answer Key

1. What was she doing when the tiger ran by?
She was buying groceries when the tiger ran by.
2. What was she doing when the deer walked by?
She was doing the laundry when the deer walked by.
3. What was he doing when the parrot flew by?
He was taking out the rubbish when the parrot flew by.
4. What were they doing when the kangaroo hopped by? They were reading a newspaper when the kangaroo hopped by.
5. What was he doing when the camel ran by?
He was taking a nap when the camel ran by.

Reading Time, Page 11

A. Read and fill in the blanks.

Students read the informational sign and fill in the blanks.

Check answers by choosing a volunteer to read the first line of the sign. Do the same for each bulleted fact.

Answer Key

Welcome to the American Black Bear Home at the Lovetown Zoo!

Here are some facts about American black bears:

- When black bears are born, they weigh 250 to 500 grams. Adults weigh 60 to 150 kilos.
- Black bears eat everything: vegetables, fruits, nuts, leaves, fish, and meat.
- Black bears hibernate for five to seven months in the winter.
- Black bears are not endangered. Around 750,000 black bears are alive today.

B. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read his/her answer.

Answer Key

1. How much do adult black bears weigh? They weigh 60 to 150 kilos.
2. What do black bears eat? They eat everything: vegetables, fruits, nuts, leaves, fish, and meat.
3. Do black bears hibernate in the winter? Yes, they do.
4. How many black bears are alive today? Around 750,000 black bears are alive today.

C. Read and circle True or False.

For each number, students read the sentence and circle True if the sentence is true and False if it is not.

Check answers by having a volunteer read each sentence and say if he/she circled True or False.

Answer Key

1. False 2. True 3. False 4. False

Your Time, Page 12

A. What's your favourite animal? Draw and write.

Students draw a picture of their favourite animal. Then they write a few sentences about the animal.

Check answers by having students take turns standing up, showing their picture, and sharing the sentences they wrote.

Answer Key

Answers will vary.

B. Write questions and answers. Use each picture once.

For each number, students select one picture from each column in the chart and, using the target pattern, use the pictures they have chosen to write the question and answer.

Check answers by having several students pick their favourite sentence and read it to the class.

Answer Key

Answers will vary.

Unit 8

Conversation Time, Page 13

A. Circle the mistakes and write.

For each number, students read the line of conversation and circle the mistake(s). Then they rewrite the sentence with the correct word(s).

Check answers by saying *Number 1*. Mona, please come to the chair. Then have a volunteer say the word he/she circled and read the corrected line of conversation. Do the same for numbers 2–6.

Answer Key

1. Mona, please come to the chair.
Mona, please come to the front.
2. Wrote the letter "d" on the board.
Write the letter "d" on the board.
3. I don't know why. I'm good, Miss Dina.
I don't know how. I'm sorry, Miss Dina.
4. That's okay. Let me showed you how. It easy.
That's okay. Let me show you how. It's easy.

5. Yes, I can't. It's not hard.

No, I can't. It's too hard.

6. Come one, Mona. Please give up.
Come on, Mona. Don't give up.

B. Look at A. Read and write True or False.

Students read each sentence and write *True* if the sentence is true and *False* if it is not, based on the conversation in exercise A.

Check answers by saying *Number 1*. *It's easy for Mona to write the letter "d."* Then have a volunteer say if he/she wrote *True* or *False*. Do the same for numbers 2–4.

Answer Key

1. False 2. True 3. False 4. False

Word Time, Page 14

A. Look and write.

Students look at each picture and write the corresponding verb phrase.

Check answers by pointing to each picture and having a volunteer say the corresponding phrase.

Answer Key

1. blow a bubble	2. peel an orange
3. speak English	4. say the alphabet
5. build a sandcastle	6. cut out a heart

B. What are they doing? Look and write.

For each number, students look at the small picture cue and find that person in the scene above. Then they write what that person is doing.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. He's throwing a ball. 2. She's counting to ten.
3. He's catching a butterfly. 4. She's spelling a word.

Focus Time, Page 15

A. Fill in the blanks.

Quickly teach the word tennis. Students then fill in the blanks based on the information in the pictures.

Check answers by saying *Number 1* and having a volunteer read the first sentence. Then have another volunteer read the second sentence. Do the same for number 2.

Answer Key

1. He can play football. He can't play tennis.
2. He could throw a ball. He couldn't catch a ball.

B. Look and write. Use could and couldn't.

For each number, students write a sentence using could and a sentence using couldn't.

Check answers by saying *Number 1* and having a volunteer read the sentences he/she wrote. Do the same for number 2.

Answer Key

1. He could peel an orange. He couldn't blow a bubble.
2. She could build a sandcastle. She couldn't cut out a heart.

C. Read and write. Use could or couldn't.

Students write could or couldn't to complete each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for number 2.

Answer Key

1. When Sokkara was little, she could catch a butterfly.
2. When Sokkara was little, she couldn't spell a word.

Practice Time, Page 16

A. Read and tick True or False.

For each number, students look at the picture and read the sentence. They tick True if the picture and sentence correspond and False if they do not.

Check answers by saying *Number 1*. Then choose a volunteer to read the sentence and say if it is true or false. Do the same for numbers 2–4.

Answer Key

1. False 2. True 3. False 4. True

B. Look and write.

Students look at each numbered thought bubble. Then, for each number, they use the target pattern to write the corresponding sentence.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. When he was little, he could say the alphabet.
2. When he was little, he could throw a ball.
3. When he was little, he couldn't catch a butterfly.
4. When he was little, he couldn't spell a word.

Reading Time, Page 17

A. Read. Choose the correct words and fill in the blanks.

Students read the letter and choose the correct words to complete the sentences. Then they write the words on the blanks.

Check answers by choosing a volunteer to read the first sentence of the letter. Do the same for all the remaining sentences in the letter.

Answer Key

Dear Ola,

When you moved away, I was sad. I miss you very much. Do you miss me?

Last Monday, I went to Miss sahar's house for dinner. She showed me old photos of our kindergarten class. She told some funny stories, too. She said when you were little, you could build enormous sand castles.

Remember?

Do you like Manchester? Are you making a lot of friends? Please write soon!

Your friend,
Suzan

B. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. What did Suzan do last Monday? She went to Miss Sahar's house for dinner.
2. What did Miss Sahar show Suzan? She showed her old photos.
3. Who does Suzan miss? Suzan misses Ola.
4. Who could build enormous sand castles? Ola could build enormous sand castles.
5. Where does Ola live? She lives in Manchester.

Your Time, Page 18

A. What could you do when you were little? Check.

Students read each phrase in the chart and check Could if they could do the activity when they were little and Couldn't if they couldn't.

Check answers by saying When you were little, you could cut out a heart. Have students raise their hands if they checked Could. Then say When you were little, you couldn't cut out a heart. Have students raise their hands if they checked Couldn't. Do the same for the remaining verb phrases in the chart.

Answer Key

Answers will vary.

B. What could you do when you were little? Write two sentences.

Students write two sentences about what they could do when they were little.

Check answers by asking What could you do when you were little? and having several students share their answers with the class.

Answer Key

Answers will vary.

C. What couldn't you do when you were little? Write two sentences.

Students write two sentences about what they couldn't do when they were little.

Check answers by asking What couldn't you do when you were little? and having several students share their answers with the class.

Answer Key

Answers will vary.

Unit 9

Conversation Time, Page 19

A. Read and number the sentences in the correct order.

Students look at the scenes and number the lines of conversation in the correct order.

Check answers by saying Do you ever fly abroad? and having a volunteer say the number he/she wrote. Do the same with the remaining lines of the conversation. Then have a volunteer read the entire conversation in the correct order.

Answer Key

- 3 Do you ever fly abroad?
- 7 Do you like being a pilot?
- 6 No. I always have a co-pilot.
- 4 Yes. I have an overseas flight once a month.
- 8 Yes, very much!
- 1 How many female pilots work for your airline?
- 5 Do you fly the plane by yourself?
- 2 I think one third of the pilots are female.

B. Look at A. Answer the questions.

Students answer the questions based on the conversation in exercise A.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. Is the woman a chef? No, she isn't. She's a pilot.
2. Does she ever have a co-pilot? Yes, she always has a co-pilot.
3. How often does she fly abroad? She has an overseas flight once a month.

Word Time, Page 20

A. Write the names of the cities.

Students look at each city on the map. Then, for each number, they write the city's name below.

Check answers by saying *Number 1* and having a volunteer say and spell the name of the city he/she wrote. Do the same for numbers 2–10.

Answer Key

1. Tokyo	2. Honolulu
3. San Francisco	4. Rome
5. Paris	6. Cairo
7. London	8. Seoul
9. New York	10. Hong Kong

B. Write the questions and answers.

Following the example, students write a question and answer about each picture.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Do the same for numbers 2–6.

Answer Key

1. Where is she from? She's from Paris.
2. Where is she from? She's from Rome.
3. Where is he from? He's from Honolulu.
4. Where is he from? He's from Cairo.
5. Where is she from? She's from London.
6. Where is he from? He's from Tokyo.

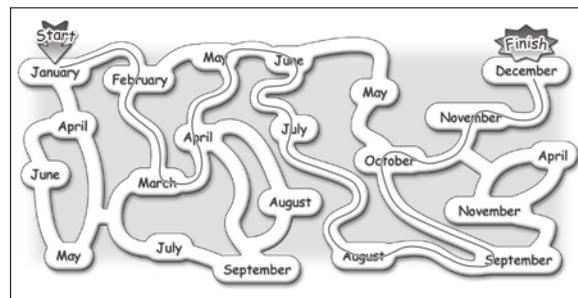
Focus Time, Page 21

A. Connect the months in order.

Students follow the maze from January to December, connecting the months in chronological order.

Check answers by having a volunteer say the name of the first month. A different volunteer then says the second month. Continue until all months have been said.

Answer Key



B. Read and write.

Students read each question and complete the answer based on the man and woman's schedule.

Check answers by having a volunteer read each question and answer.

Answer Key

1. When did they go to Paris? They went in May.
2. When did they go to Rome? They went in November.
3. When did they go to Seoul? They went in September.

C. Read and write.

Students complete each answer.

Check answers by having a volunteer read each question and answer.

Answer Key

1. When did she go to Paris? She went in April.
2. How long was she there? She was there for four days.

Practice Time, Page 22**A. Write the questions and answers.**

Students look at each picture and use the target patterns to write the corresponding question and answer.

Check answers by saying *Number 1* and having a volunteer read the questions and answers. Do the same for numbers 2–3.

Answer Key

1. When did she go to San Francisco? She went in October.

How long was she there? She was there for two weeks.

2. When did he go to Rome? He went in August. How long was he there? He was there for five days.
3. When did they go to Tokyo? They went in April. How long were they there? They were there for eight days.

B. Read the question. Write the answer.

Students read and answer each question about the letter.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. How long was Ahmed in New York? He was there for one month.
2. When did Susie go to Cairo? She went in June.
3. How long was she there? She was there for two weeks.
4. When did Suzan go to London? He went in March.

Reading Time, Page 23**A. Read.**

Students read the travel brochure.

B. Read and match.

Students read each phrase in the left-hand column and match it to the phrase in the right-hand column that completes the sentence.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentence. Do the same for numbers 2–4.

Answer Key

1. There are 100 thousand/hotel rooms in Orlando.
2. There are 82/parks in Orlando.
3. Over 35 million people/visit Orlando every year.
4. There are hundreds of/shops in Orlando.

C. Read and circle True or False.

Students read each sentence and circle True if the sentence is true and False if it is not, based on the reading in exercise A.

Check answers by saying *Number 1* and having a volunteer read the sentence and say if he/she circled True or False. Do the same for numbers 2–4.

Answer Key

1. True
2. False
3. True
4. False

Your Time, Page 24**A. Write the months in order. Write what you like to do in each month.**

Students write the months in chronological order. Then they write what they like to do in each month.

Check answers by saying *Number 1* and having a volunteer read the month and the sentence he/she wrote. Do the same for numbers 2–12.

Answer Key

1. January	2. February
3. March	4. April
5. May	6. June
7. July	8. August
9. September	10. October
11. November	12. December

Sentences will vary.

B. What's your favourite month? Why? Draw and write.

Students pick their favourite month. They write about why they like that month and illustrate their writing.

Check answers by having students take turns standing up, showing their picture, and sharing their answer.

Answer Key

Answers will vary.

Unit 10

Conversation Time, Page 25

A. Unscramble and write.

Students unscramble and write each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–8.

Answer Key

1. Hi, Samy. Where were you yesterday afternoon?
2. At Mona's house. We were watching TV.
3. What was on?
4. A programme about animals in Africa.
5. Aw, I missed it.
6. Did you watch the football match last night?
7. No, my mum was watching the news. Besides, I don't like watching football match on TV.
8. Me, neither. It's not as fun as watching a real game.

Word Time, page 26

A. Use the code to write the words.

Students use the code to decipher each verb phrase.

Check answers by saying *Number 1* and having a volunteer read the corresponding phrase. Do the same for numbers 2–6.

Answer Key

1. go to bed late	2. fall off my chair
3. take off my Suzanet	4. get a good mark
5. turn off the fan	6. lose my favourite pencil

B. Match and write.

Students connect the words to make the target verb phrases. Then they write each verb phrase.

Check answers by saying *Number 1* and having a volunteer read the phrase. Do the same for numbers 2–4.

Answer Key

1. win a prize	2. forget my homework
3. make a mistake	4. skip lunch

Focus Time, Page 27

A. Number the pictures.

Students find the picture that corresponds to each word and write the number in the space provided.

Check answers by pointing to each picture and having a volunteer say the corresponding number and word.

Answer Key

3, 9, 6, 1, 2, 4, 5, 7, 10, 8

B. Read and match.

For each number, students match the first part of the sentence to the most logical ending.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for number 2.

Answer Key

1. If you go to bed late, / you'll be tired.
2. If she gets a good mark, / she'll be happy.

Practice Time, Page 28

A. Read and write.

Using the verb phrase and adjective combinations learned on the Student's Book Practice Time page, students complete the sentences.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–5.

Answer Key

1. If you skip lunch, you'll be hungry.
2. If we win a prize, we'll be proud.
3. If you forget your homework, you'll be nervous.
4. If we make a mistake, we'll be disappointed.
5. If you lose your favourite pencil, you'll be sad.

B. Look and write.

Using the target pattern, students look at each picture and write the corresponding sentence.

Check answers by pointing to each picture and having a volunteer read the sentence.

Answer Key

1. If she gets a good mark, she'll be happy.
2. If he takes off his Suzanet, he'll be cold.
3. If they turn off the fan, they'll be hot.
4. If she falls off her chair, she'll be embarrassed.

Reading Time, Page 29

A. Read.

Students read the information on the website.

B. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. What went on sale in 1981? The first small computer for homes went on sale.
2. What per cent of American homes had a computer in 1984? In 1984, 13 per cent of American homes had a computer.
3. How many websites were there in 1995? There were 100 thousand websites.
4. Where did the first computer shop open? The first computer shop opened in California.

C. Read and write.

Students complete each sentence based on the reading in exercise A.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. In 1999, 40 per cent of American homes had a computer.
2. Nolan Bushnell invented the first video game in 1971.
3. 14 million people used the Internet in 1995.
4. In 1940, John Atanasoff and Clifford Berry built the first electric computer.

Your Time, Page 30

A. Write sentences. Use the phrases in the boxes.

Students use the verb phrases in the boxes to write if sentences about themselves.

Check answers by saying a verb phrase and having several students read the sentence they wrote using that phrase. Do the same for each phrase.

Answer Key

Answers will vary.

B. Read the question. Write the answer.

Students read and answer each question based on their personal feelings.

Check answers by saying *Number 1*. When do you feel proud? Have several students share their answers. Do the same for numbers 2–3.

Answer Key

Answers will vary.

C. Write and draw.

Students answer both questions and then draw a picture to illustrate their answers.

Check answers by having students take turns standing up, sharing their answers, and showing their picture.

Answer Key

Answers will vary.

Review 2

Conversation Time, Page 31

A. Read the question. Write the answer.

Students read and answer each question. If they need help, they can look back at the Workbook Conversation Time pages.

Check answers by reading each question and having a volunteer read the answer.

Answer Key

1. What was Ahmed's emergency? There was something in his garden.
2. Does the pilot ever fly the plane by herself? No. She always has a co-pilot.
3. What kind of TV programme did Samy watch? He watched a programme about animals in Africa.
4. Who showed Mona how to write the letter "d"? Miss Dina showed Mona how to write the letter "d."
5. Who helped Mona move the bass? Kareem helped Mona move the bass.
6. Why was Kareem in the music room? Because he was helping Mr Khaled clean up.
7. What is Ahmed's address? 49 El Salam Street.
8. How often does the pilot have an overseas flight? The pilot has an overseas flight once a month.

B. Read and match.

Students match each sentence in the left-hand column with the most logical response in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–5.

Answer Key

1. Do you fly the plane by yourself? /No. I always have a co-pilot.
2. Do you want some help? /Sure. You can move the bass.
3. I don't like watching football match on TV. /Me, neither. It's not as fun as watching a real game.
4. 122. What's the emergency? /Help! There's something in my garden.
5. No, I can't. It's too hard. /Come on, Mona. Don't give up.

Word Time, Page 32

A. What did the animals do? Look and write.

For each number, students look at the small picture cue and find that animal in the scene above. Then, following the example sentence, they write what the animal did and in which city.

Check answers by saying *Number 1* and pointing to the animal in the large scene. Then have a volunteer read the corresponding sentence. Do the same for numbers 2–6.

Answer Key

1. A deer played the drums in New York.
2. A parrot blew a bubble in Paris.
3. A bear played the cymbals in Seoul.
4. A panda threw a ball in Tokyo.
5. A kangaroo peeled an orange in London.
6. A tiger played the harp in Cairo.

B. What are they doing? Look and write.

Students look at each picture and write what the people are doing.

Check answers by saying *Number 1* and pointing to the picture. Then have a volunteer read the answer. Do the same for number 2.

Answer Key

1. They're building a sandcastle.
2. He's turning off the fan.

Focus Time, Page 33**A. Circle the odd word.**

For each number, students look at the set of words and circle the word that does not belong in the same category as the other words.

Check answers by saying *Number 1* and choosing a volunteer to say the word he/she circled. Do the same for numbers 2–6.

Answer Key

1. happy	2. fly
3. badly	4. Monday
5. sadly	6. quietly

B. Look and write. Use can or could.

Students look at each numbered spot. Then, for each number, they write a sentence using can or could.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. He can climb a tree.
2. She can build a snowman.
3. When he was little, he could blow a bubble. or He could blow a bubble.
4. When she was little, she could spell a word. or She could spell a word.

Practice Time, Page 34**A. Write the questions and answers.**

For each number, students complete the question and write the corresponding answer.

Check answers by saying *Number 1* and having a volunteer read the question. A different volunteer reads the answer. Do the same for number 2.

Answer Key

1. How did he play the tuba? He played the tuba loudly.
2. What was she doing when the parrot flew by? She was ironing a shirt when the parrot flew by.

B. Look and write.

Students look at each picture and complete the sentences using the correct pattern.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for number 2.

Answer Key

1. When he was little, he could throw a ball.
2. If she falls off her chair, she'll be embarrassed.

C. Write the questions and answers.

Students use the word cues to write the questions and answers (following the Unit 9 target patterns).

Check answers by saying *Number 1* and having a volunteer read the questions and answers. Do the same for number 2.

Answer Key

1. When did she go to Rome?
She went in May.
How long was she there?
She was there for four days.
2. When did you go to London?
We went in June.
How long were you there?
We were there for one week.

Reading Time, Page 35**A. Read.**

Students read the personal statements.

B. Answer the questions.

Based on the personal statements in exercise A, students answer each question for every person in the chart.

Check answers by reading each question for every person in the chart and having a volunteer read the answer.

Answer Key

Laura: Jack's house / showed Jack old photos / write to Sarah soon
John: American Black Bear Home at the Lovetown Zoo / gave the bears some nuts and fruit / go to the zoo again
Sandy: Orlando / gave a performance / be the soloist on the flute
Essam: a computer shop / bought the new computer / make a website about the history of computers

Your Time, Page 36**A. Read and write.**

Students complete each sentence about themselves.

Check answers by saying *Number 1* and having several students read the sentence. Do the same for numbers 2–4.

Answer Key

Answers will vary.

B. Read and write.

Students complete each sentence about themselves.

Check answers by saying *Number 1* and having several students read the sentence they wrote. Do the same for numbers 2–4.

Answer Key

Answers will vary.

C. Write and draw.

Students complete the sentences about themselves and draw pictures to illustrate what they wrote.

Check answers by having students take turns standing up, sharing their answers, and showing their pictures.

Answer Key

Answers will vary.

Check answers by saying hotel and having several volunteers say a word they wrote in that category. Do the same for all the categories.

Answer Key

hotel, bank, post office, barber's shop
lemonade, coffee, bread, apple pie
bear, deer, camel, lion
cymbals, trumpet, flute, cello

B. What are they doing? Look and write.

Students look at each numbered spot. Then, for each number, they write a sentence about what that person is doing.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–6.

Answer Key

1. She's blowing a bubble.
2. She's getting a sunburn.
3. She's talking on the phone.
4. He's listening to music.
5. He's throwing a ball.
6. He's reading a newspaper.

Units 1–10 Reviews**Conversation Time Review, Page 37****Read and match.**

Students match each sentence in the left-hand column with the most logical response in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–10.

Answer Key

1. How many female pilots work for your airline? / I think one third of the pilots are female.
2. What kinds of pie do you have today? / We have lemon and peach.
3. What's today's special? / Spaghetti and meatballs.
4. Can you take a message? / Sure. Who's calling?
5. Do you think it's going to rain? / Maybe. It's getting cloudy.
6. What's going on in here? / We're cleaning up.
7. What is it? / I think... I think it's a wild animal!
8. I can't. It's too hard. / Come on, Mona. Don't give up.
9. Did you watch the football match last night? / No, my mum was watching the news.
10. How much does it cost to get in? / It's three pounds for adults and two pounds for children.

Focus Time and Practice Time Review, Page 39**A. Write the questions. Then number the pictures.**

For each number, students read the answer and write the corresponding question. Then they find the corresponding picture and write the number in the space provided.

Check answers by saying *Number 1* and having a volunteer read the question. A different volunteer reads the answer and points to the corresponding picture. Do the same for numbers 2–5.

Answer Key

1. How often does she take a maths test? She takes a maths test once a week.
2. How much orange juice did they have? or How many glasses of orange juice did they have? They had six glasses of orange juice.
3. Do they ever sign autographs? Yes, they sometimes sign autographs.
4. What was she doing when the eagle flew by? She was taking a nap when the eagle flew by.
5. How did he play the trumpet? He played the trumpet well.

The pictures are numbered: 2, 4, 1, 5, 3

B. Unscramble and write.

Students unscramble and write the sentences.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for number 2.

Word Time Review, Page 38**A. Write the words in the correct category.**

Students look at the picture and write each illustrated word in the correct category.

Answer Key

1. He walked to school by himself.
2. If I skip lunch, I'll be hungry.

Reading Time Review, Page 40

Read and write.

Students complete the sentences with the correct words. If students need help, they can look back at the Workbook Reading Time pages.

Check answers by saying *Number 1* and having a volunteer read the sentences. Do the same for numbers 2–10.

Answer Key

1. The first year teachers wrote and performed a play. The teachers' orchestra performed music by Mozart and Chopin.
2. Hosam bothers us. He takes our things without asking. Our teacher told us to be patient. It's not fair!
3. American black bears weigh 60 to 150 kilos. They hibernate for five to seven months in the winter.
4. In 1750, John Montagu invented the sandwich. Now there is a sandwich shop in every town.
5. Over 35 million people visit Orlando every year. It's one of the world's most exciting places.
6. Miss Sahar showed me old photos of our kindergarten class. She told some funny stories, too.
7. Big Mama's is a new Italian restaurant. Big Mama is the owner and the chef.
8. Today I visited Universal Studios, a film studio. I watched the actors rehearse a scene. Then I talked to Michael Stiles (the film star).
9. In 1995, there were 100 thousand websites. In 1999, 40 per cent of American homes had a computer.
10. Sally forgot the grocery list. She ran home and got the list. Then she ran back to the shop and put the groceries in the trolley.

Worksheet Instructions and Answer Key

Unit 1

Worksheet 1: An Old Town

A. Read and write.

Students look at the picture. Then they answer the questions and fill in the blanks based on the information in the picture.

Answer Key

1. Was there a train station near the bridge? No, there wasn't.
2. Was there a hotel beside the theatre? Yes, there was.
3. Was there a post office behind school? No, there wasn't.
4. Was there a hotel above the barber's shop? Yes, there was.
5. Was there a library across from the theatre? Yes, there was.
6. Was there a bridge behind the theatre? Yes, there was.

B. Look at A. Read and answer the questions.

Students read the questions and answer them based on the picture in exercise A.

Answer Key

1. It was across from the theatre. It was beside the school. What was it? It was the library.
2. It was near the barbershop. It was in front of the bridge. What was it? It was the theatre.
3. It was across from the school. It was above the barbershop. What was it? It was the hotel.

Worksheet 2: Ice Cream Sandwiches

A. Read.

Students read the personal statement.

B. Read and circle True or False.

Based on the reading, students circle True if the statement is true and False if it is not.

Answer Key

1. True
2. False
3. False
4. True

C. Read and match.

Students draw a line from each question to the corresponding picture and then from the picture to the corresponding answer.

Answer Key

1. Who is the owner of Cold Sandwiches? (second picture) Steven Conner is the owner.
2. When did Steven buy his first ice cream churn? (fourth picture) He bought it in 1995.
3. When did Steven buy his ice cream shop? (first picture) He bought it in 1999.
4. What does Steven sell? (third picture) He sells ice cream sandwiches.

Unit 2

Worksheet 3: How Many?/How Much?

A. Read and write.

Students look at each picture and write the corresponding question and answer.

Answer Key

1. How many loaves of bread did she have? She had one loaf of bread.
2. How much beef did he have? He had three slices of beef.
3. How many glasses of orange juice did they have? They had two glasses of orange juice.
4. How much water did he have? He had one bottle of water.

B. Read and write.

Students look at the food items and their prices. Then they answer the questions based on the prices.

Answer Key

1. You have six pounds. How many bowls of fruit salad can you buy? I can buy three bowls of fruit salad.
2. You have three pounds. How many cups of coffee can you buy? I can buy three cups of coffee.
3. You have five pounds. How much lemonade can you buy? I can buy five cans of lemonade.
4. You have ten pounds. How much apple pie and fruit salad can you buy? I can buy two pieces of apple pie and two bowls of fruit salad.

Worksheet 4: Mona's Diary

A. Read.

Students read Mona's diary entry.

B. What did Kareem and Mona eat? Look at A and write.

Students look at the reading in exercise A and make lists of what Kareem and Mona ate (including quantities).

Answer Key

Mona
a bowl of soup
spaghetti and meatballs
two cups of coffee

Kareem

two loaves of bread
three slices of pizza
a can of lemonade

C. Your turn. Answer the questions.

Students answer each question about themselves.

Answer Key

Answers will vary.

Unit 3

Worksheet 5: Play a Game

Point to a number. Play the game with a partner.

Focus students' attention on the speech bubbles at the top of the page. Elicit the patterns. Then divide the class into pairs. Each student chooses an item to be a marker, such as a coin, a pen top, or a rubber, and places it on the Start square. Students take turns closing their eyes, pointing to a number at the top of the page, and moving their marker along the game board the corresponding number of squares. Students then look at the square on which they have landed and use the picture and word cue to make the appropriate positive and negative target sentences. For example: *I walked to school by myself. I didn't walk to school by myself.* If a student correctly says the sentences, he/she remains on that space. If he/she does not, he/she returns the marker to where it was at the beginning of that turn. The first student in each pair to reach the *Finish* square wins.

Worksheet 6: The Cashier's Tale

A. Read. Then put the paragraphs in order.

Students read a–e. They then read again and put the paragraphs in chronological order. Students write the numbers on the spaces provided.

Answer Key

- a. 2
- b. 4
- c. 1
- d. 5
- e. 3

B. Look at A. Write the letter.

Students look at exercise A and match each paragraph to the corresponding picture.

Answer Key

- e c d
- a b

Unit 4

Worksheet 7: Do You Ever...?

A. Ask your classmates questions. Write their names and answers.

Students work in groups of five to six taking turns asking each other *Do you ever (put on make-up)?* They record the answers they hear on the chart.

Answer Key

Answers will vary.

B. Look and write.

For each number, students write the target question and answer.

Answer Key

1. Do they ever sign autographs? Yes, they always sign autographs.
2. Does she ever drive a sports car? Yes, she usually drives a sports car.
3. Does he ever take a nap? Yes, he sometimes takes a nap.
4. Do they ever put on make-up? No, they hardly ever put on make-up.

Worksheet 8: Movie Stars

A. Read.

Students read the two letters.

B. Read and write True or False.

Based on the reading, students write True for the true sentences and False for the false sentences.

Answer Key

1. False
2. True
3. False
4. False
5. False
6. False
7. True

Unit 5

Worksheet 9: How Often?

Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by looking at the first picture in the left-hand column and using the target pattern to ask Student 2 *How often do they visit a museum?* Student 2 looks at his/her first picture and answers *They visit a museum twice a week.* Student 1 then circles the correct answer. Students do the same for numbers 2–3. Student 2 then takes a turn, asking questions in the same way for numbers 4–6.

Answer Key

1. b
2. b
3. a
4. a
5. a
6. b

Worksheet 10: Am I a Pest?

A. Read.

Students read the personal statement.

B. Read the question. Write the answer.

Students answer each question based on the information provided in the reading.

Answer Key

1. How often does Ben take comic books from Bill? Ben takes comic books from Bill once a day.
2. Where did Ben follow Bill and Kareem? Ben followed Bill and Kareem into the basement.
3. What did Bill call Ben? Bill called Ben a pest.
4. Is Ben a pest? (Answers will vary.)

C. Read and match.

Students match each statement to the corresponding picture.

Answer Key

1. c
2. a
3. b

Unit 6

Worksheet 11: Instruments

Look. Then read and write.

Students look at the pictures and words. Then they write the answers and/or questions based on the information they see.

Answer Key

1. How did he play the electric keyboard? He played the electric keyboard quickly.
2. How did she play the trumpet? She played the trumpet well.
3. How did he play the tuba? He played the tuba quietly.
4. How did they play the flute? They played the flute sadly.

Worksheet 12: Spring Performance

A. Read.

Students read the letter.

B. Read the question. Write the answer.

Students answer each question based on the information provided in the reading.

Answer Key

1. How did the chorus sing? The chorus sang very loudly.
2. Why couldn't Doaa hear her recorder? Because she was next to the cymbals.
3. Did Doaa's grandpa see the performance? No, he didn't.

C. Look and match.

Students match each picture to the corresponding sentence.

Answer Key

1. Youssef Hamdy played the violin happily.
2. The soloist, Amira mohamed, sang well.
3. I couldn't hear my recorder.
4. We had a pizza party after the performance.

Unit 7

Unit 7

Worksheet 13: What Were You Doing?

Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by looking at the first picture in the left-hand column and asking Student 2 *What was he doing when the tiger ran by?* Student 2 looks at his/her first picture and answers *He was chopping vegetables when the tiger ran by.* Student 1 then circles the correct answer. Students do the same for numbers 2–3. Student 2 then takes a turn, asking questions in the same way for numbers 4–6.

Answer Key

1. b
2. a
3. b
4. b
5. a
6. a

Worksheet 14: Animal Facts

A. Read.

Students read the facts about the animals.

B. Read and write.

Students complete the chart with information about each animal.

Answer Key

Leopards
25 to 140 kilos
meat
all four legs
Africa and Asia
yes

Tigers
90 to 180 kilos
meat
all four legs
Asia
yes

Baboons
15 to 40 kilos
fruit, plants, small animals
all four legs
Africa
no

Unit 8

Worksheet 15: When I Was Little

A. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by looking at the first hand column

and telling Student 2 about that person, saying When he was little, he could say the alphabet. When he was little, he couldn't spell a word. Student 2 looks at his/her pictures and writes a ✓ or ✗ for each picture based on what Student 1 said. Students do the same for number 2. Student 2 then takes a turn, saying sentences in the same way for numbers 3–4.

Answer Key

1. ✓	2. ✗
✗	✓
3. ✓	4. ✗
✗	✓

B. Choose two from A. Write the sentences.

Students look at exercise A and pick two numbers. They then write the corresponding target sentences.

Answer Key

Answers will vary.

Worksheet 16: New Friends

A. Read.

Students read the personal statement.

B. Read and match. Then write.

Students match each question to the corresponding answer. They then write the missing words to complete each answer.

Answer Key

1. When did Adam move to Oxford? / He moved to Oxford last week.
2. Does Adam like to go to the beach? / Yes, he likes to go to the beach.
3. Where was Adam's school? / It was near the Sunnyville Zoo.
4. Did Adam walk to school by himself in Sunnyville? / No, he didn't.

C. Your turn. Write about yourself.

Students fill in the blanks to create a story about themselves.

Answer Key

Answers will vary.

Unit 9

Worksheet 17: Cities of the World

Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective halves of the page. Student 1 begins by looking at his/her chart and using the target patterns to ask Student 2 questions about the missing information. For the *How long* questions, students can ask either *How long was (Mai) there?* or *How long was (Mai) in (San Francisco)?* If necessary, write these options on the board for students' reference. Student 2 answers based on the information in his/her chart. Student 1 then writes the answer in the appropriate space in the chart.

Once Student 1 has filled in his/her chart completely, students change roles.

Answer Key

Name	City	When?	How Long?
Mona	Seoul	April	two weeks
Kim	Hong Kong	September	one year
Bill	Honolulu	August	nine days
Mai	San Francisco	October	five days
Kareem	Rome	January	one month
Samy	Cairo	June	four weeks

Worksheet 18: Kareem's Trip to London

A. Read.

Students read Kareem's diary entry.

B. Put the sentences in order.

Students number the sentences in chronological order, based on the reading.

Answer Key

2 4 1 3

C. Read and match.

Students match each sentence to the corresponding picture.

Answer Key

1. b 2. c 3. a

Unit 10

Worksheet 19: If....

Look. Then read and write.

Students look at the pictures and words. Then they write the target statement about each person/pair of people based on the information they see.

Answer Key

1. If he skips lunch, he'll be hungry.
2. If they get a good mark, they'll be happy.
3. If she wins a prize, she'll be proud.
4. If they make a mistake, they'll be disappointed.

Worksheet 20: My Grandmother

A. Read.

Students read the personal statement.

B. Put the sentences in order.

Students number the sentences in chronological order, based on the reading.

Answer Key

3 4 1 2

C. Your turn. Answer the questions.

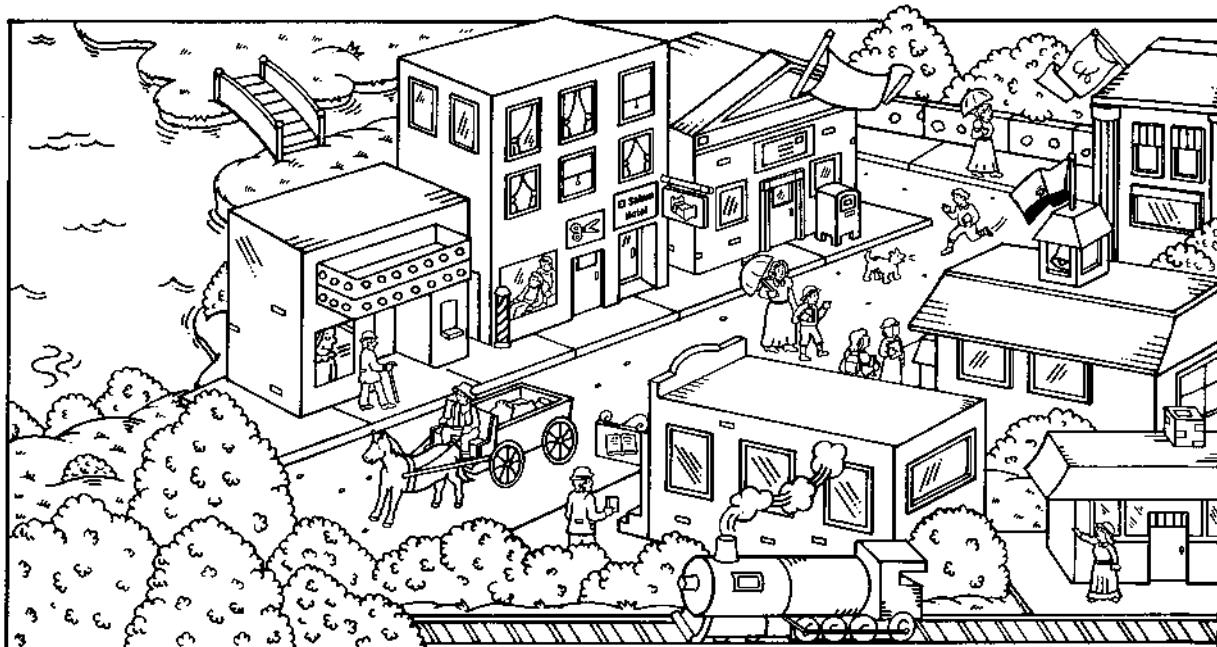
Students answer each question about themselves.

Answer Key

Answers will vary.

Unit 1, Worksheet 1: An Old Town

A. Read and write.



1. Was there a train station near the bridge? _____
2. Was there a hotel beside the theatre? _____
3. Was there a post office behind the school? _____
4. Was there a _____ above the barber's shop? Yes, _____
5. Was there a library across from the _____ Yes, _____
6. Was there a _____ behind the theatre? Yes, _____

B. Look at A. Read and answer the questions.

1. It was across from the theatre. It was beside the school.

What was it? _____

2. It was near the barber's shop. It was in front of the bridge.

What was it? _____

3. It was across from the school. It was above the barber's shop.

What was it? _____

Unit 1, Worksheet 2: Ice Cream Sandwiches

A. Read.

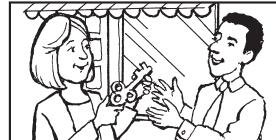
Hi! I'm Steven Conner. I own an ice cream sandwich shop. It's called Cold Sandwiches. In 1995, I bought my first ice cream churn. I made ice cream at home. Then, in 1999, I bought an ice cream shop. Across from my shop there was an ice cream shop called Snow Treats. Ice cream shops were on every block in my town. So I decided to sell just ice cream sandwiches at my shop. The delicious taste of ice cream between two cookies is my favourite. I use all kinds of ice cream, from chocolate and strawberry to banana. Come over to Cold Sandwiches and buy your favourite ice cream sandwich.



B. Read and circle True or False.

1. Steven uses banana ice cream to make ice cream sandwiches. True False
2. The taste of pasta between two cookies is Steven's favourite. True False
3. Steven owns a bakery. True False
4. You can buy ice cream sandwiches at Steven's shop. True False

C. Read and match.

1. Who is the owner of Cold Sandwiches? •  • He sells ice cream sandwiches.
2. When did Steven buy his first ice cream churn? •  • Steven Conner is the owner.
3. When did Steven buy his ice cream shop? •  • He bought it in 1995.
4. What does Steven sell? •  • He bought it in 1999.

Unit 2, Worksheet 3: How Many?/How Much?

A. Read and write.



1. How many _____ of
_____ did she have?



2. How much _____
did he have?

She had _____

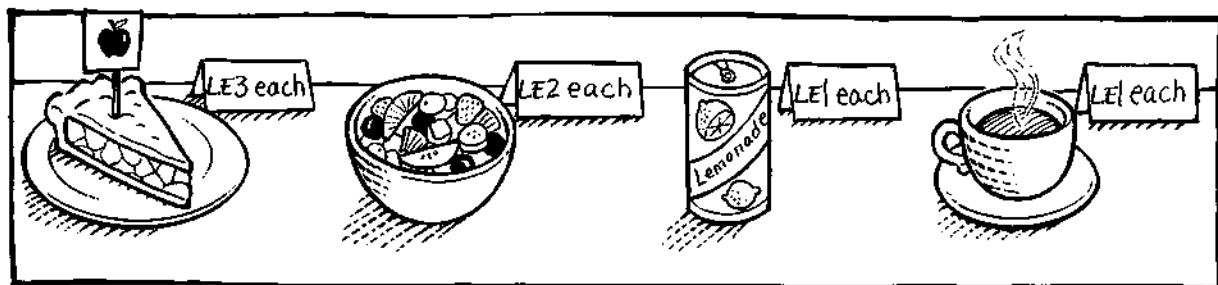


3. _____ glasses of



4. _____ much _____

B. Read and write.



1. You have six pounds. How many bowls of fruit salad can you buy?

2. You have three pounds. How many cups of coffee can you buy?

3. You have five pounds. How much lemonade can you buy?

4. You have ten pounds. How much apple pie and fruit salad can you buy?

Unit 2, Worksheet 4: Mona's Diary

A. Read.

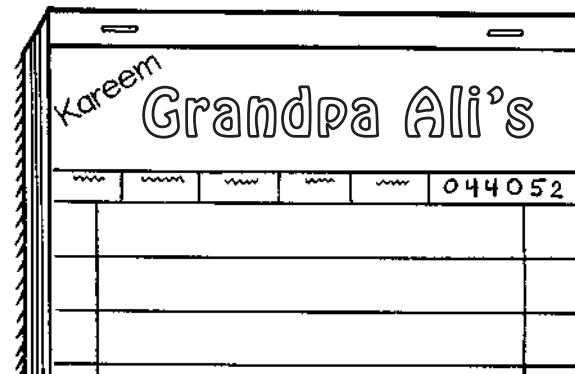
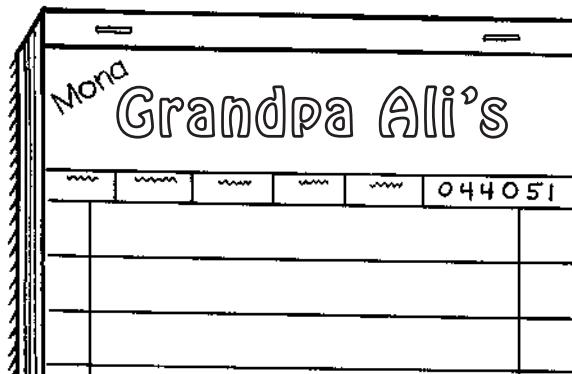
Mona

Saturday, May 12

I had a nice day today. Kareem and I went to Grandpa Ali's new Italian restaurant. Grandpa Ali is the chef. He made a great dinner. I had a bowl of soup, spaghetti and meatballs, and two cups of coffee. Kareem had two

loaves of bread, three slices of pizza, and a can of lemonade. Kareem loved the pizza, but he felt sick from all the bread. After dinner, we met Mr. Ahmed. He is the owner of the restaurant. I love Grandpa Ali's because their food is the best in town!

B. What did Kareem and Mona eat? Look at A and write.



C. Your turn. Answer the questions.

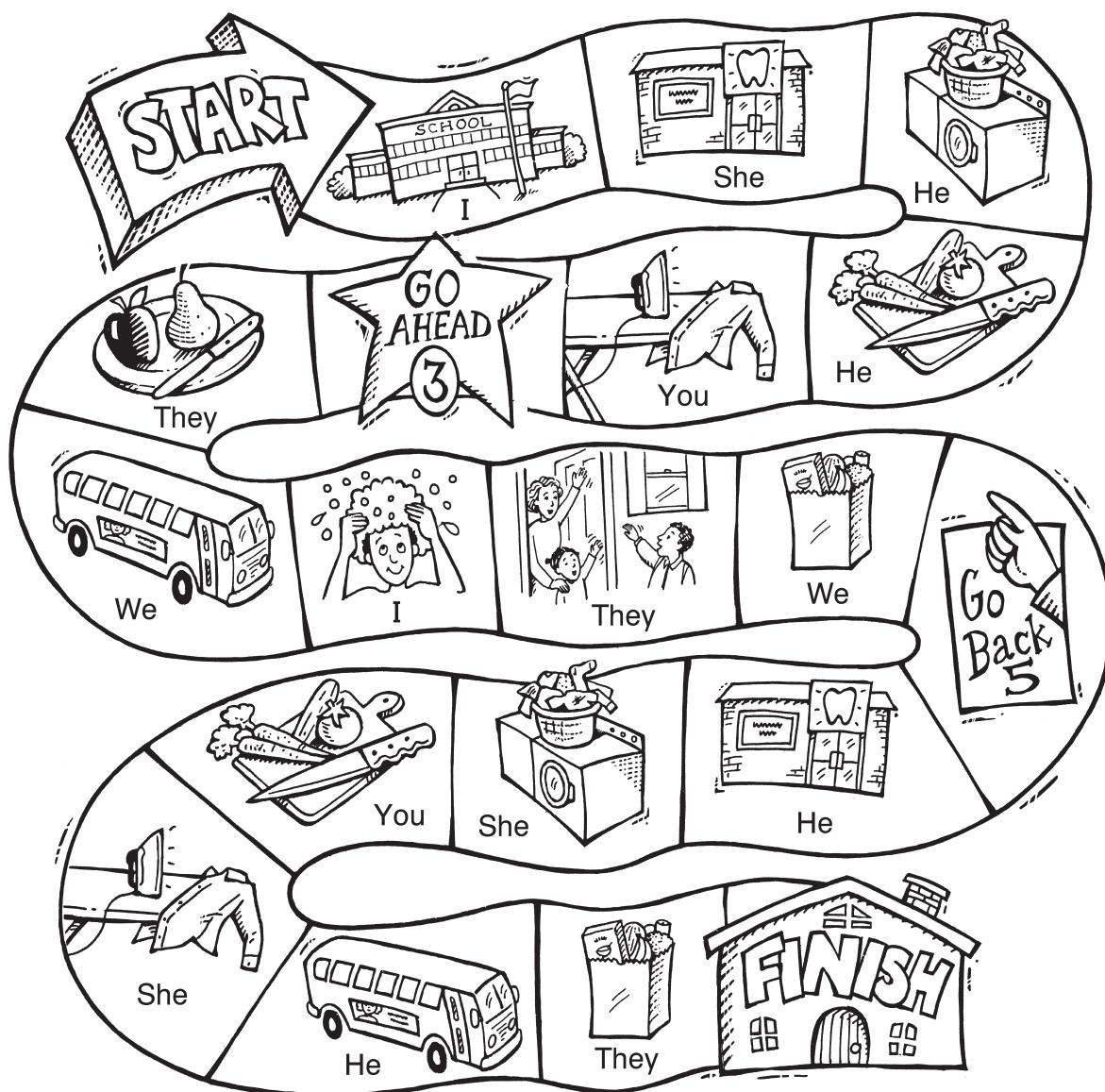
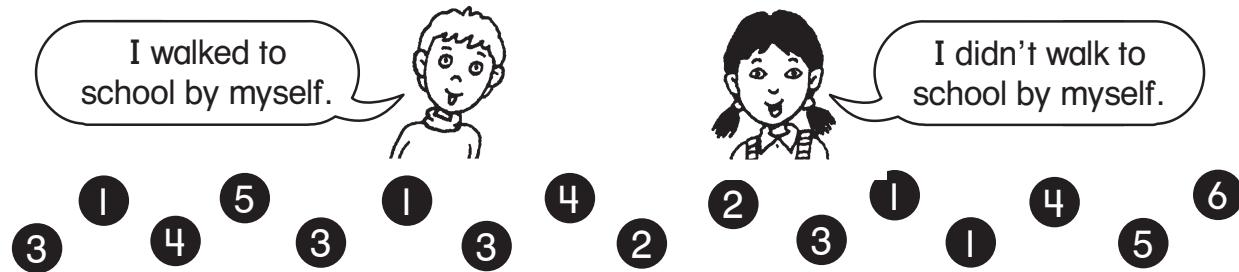
1. What's your favourite restaurant?

2. Does your favourite restaurant serve breakfast?

3. Does your favourite restaurant have good prices?

Unit 3, Worksheet 5: Play a Game

Point to a number. Play the game with a partner.

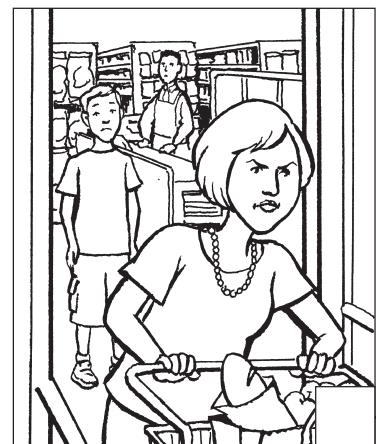


Unit 3, Worksheet 6: The Cashier's Tale

A. Read. Then put the paragraphs in order.

- The boy ran back into the supermarket. He had the list in his hand. He got a trolley and put groceries in it. _____
- Then he came back. He got to my checkout again. He paid for the groceries and went home. He left his trolley of groceries in the supermarket. _____
- I'm an assistant at the Sunnyville Supermarket. A 13-year-old boy ran into the store. He stopped and said, "Oh, no! I forgot the list!" He ran out. _____
- Then a woman walked in with him. She shouted, "Where are my groceries?" I showed her the trolley. She took it and walked out. She left the boy at the supermarket. _____
- He came to my checkout. He said, "Oh, no! I forgot the money!" and ran back home. _____

B. Look at A. Write the letter.



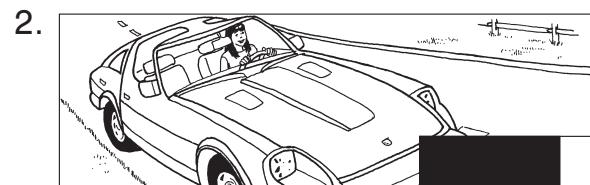
Unit 4, Worksheet 7: Do You Ever...?

A. Ask your classmates questions. Write their names and answers.

	Name	How often?
wear a wig		
put on make-up		
get a sunburn		
take a nap		
sign autographs		
have an accident		
talk on the phone		
listen to music		
make friends		
drive a sports car		



B. Look and write.

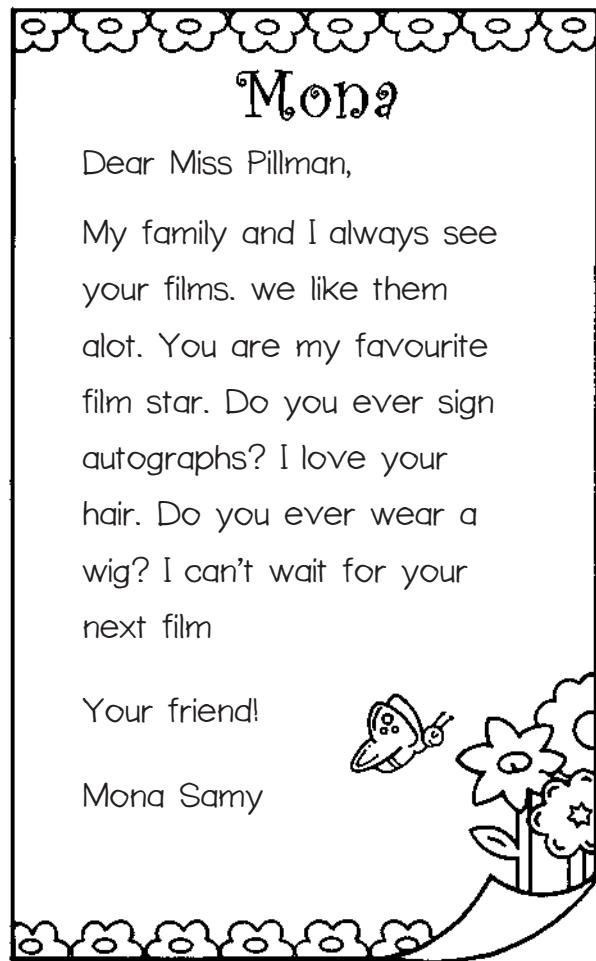


Do they ever sign autographs?



Unit 4, Worksheet 8: Film Stars

A. Read.



B. Read and write True or False.

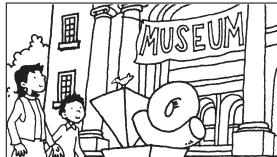
1. Miss Pillman never signs autographs _____.
2. Miss Pillman is Mona's favourite film star _____.
3. Mona and her family never watch miss pillman's films _____.
4. Mona doesn't love Miss Pillman's hair _____.
5. Miss Pillman is making her next film at the bank in Sunnyville _____.
6. Miss Pillman never wears a wig _____.
7. Mona can't wait for Miss Pillman's next film _____.

Unit 5, Worksheet 9: How Often?

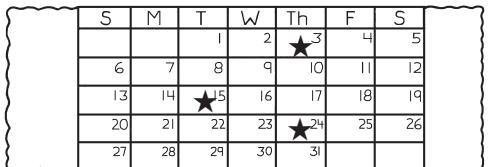
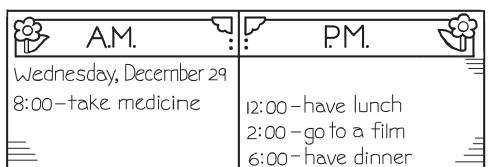
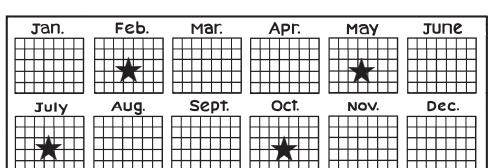
Pairwork.

Student 1

Ask the question. Listen and circle.

1.  a. once a week
b. twice a week
2.  a. four times a day
b. twice a day
3.  a. once a year
b. three times a year

Answer the question.

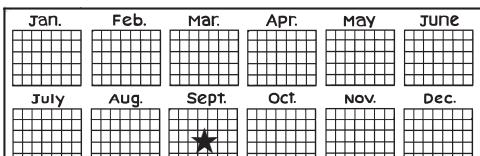
4.  a. three times a month
b. four times a month
5.  a. once a day
b. three times a day
6.  a. twice a year
b. four times a year

Student 2

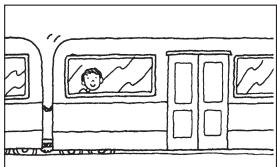
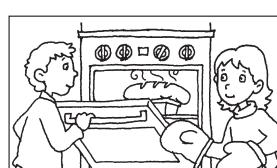
Answer the question.

1. 

2. 

3. 

Ask the question. Listen and circle.

4.  a. three times a month
b. four times a month
5.  a. once a day
b. three times a day
6.  a. twice a year
b. four times a year

Unit 5, Worksheet 10: Am I a Pest?

A. Read.



Hi, I'm Ben. I follow my older brother Bill and his friends all the time. I go into Bill's room once a day and take his comic books. One day Bill invited his friend Kareem over to play. When Bill and Kareem went outside to play basketball, I went to Bill's room and took a comic book.

When I finished reading, I followed Bill and Kareem into the basement to listen to music. Bill said, "You always bother me! You are a pest." I didn't know what a pest was. I found my mum and asked, "What's a pest?" My mom said, "A pest bothers people." Then I asked, "Am I a pest?"

B. Read the question. Write the answer.

1. How often does Ben take comic books from Bill?

2. Where did Ben follow Bill and Kareem?

3. What did Bill call Ben?

4. Is Ben a pest?

C. Read and match.

1. He takes his brother's comic books.

-
-



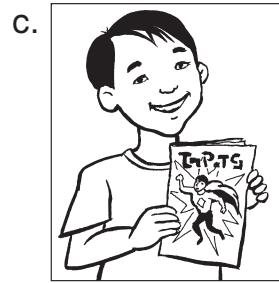
2. He's Bill's friend.

•



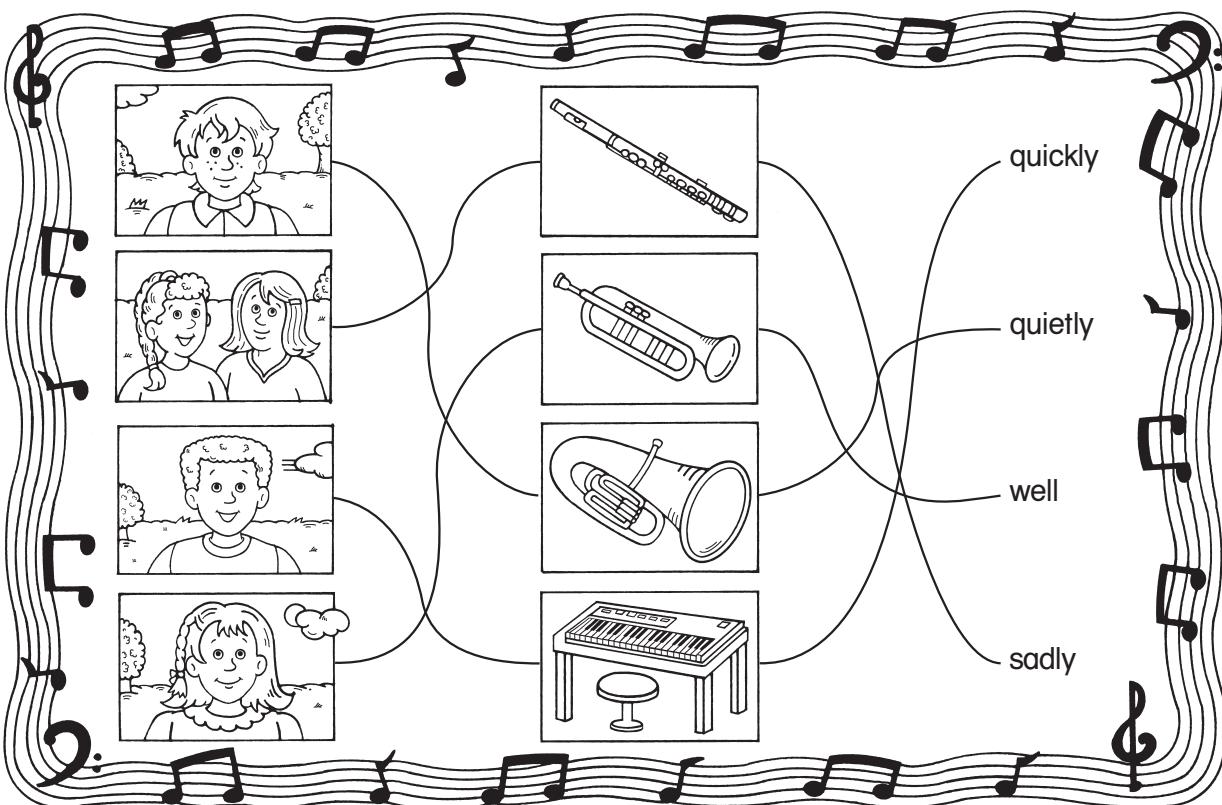
3. He thinks his brother is a pest.

-
-



Unit 6, Worksheet 11: Instruments

Look. Then read and write.



1.  How did he play the electric keyboard?

2.  How did she play the trumpet?

3.  He _____ quietly.
4.  They _____ sadly.

Unit 6, Worksheet 12: Spring Performance

A. Read.

Dear Grandpa,

I'm sorry you missed our spring performance. It was a great show. The play was called **!Wake Up! Spring Is Here**. The actors were good. The chorus sang a lot of songs. They sang very loudly. The soloist, Amira Mohamed, sang well.

I played the recorder in the orchestra. Because I was next to the cymbals, I couldn't hear my recorder! Youssef Hamdy played the violin happily. My parents had a good time. We had a pizza party at Grandpa Ali's after the performance. It was fun. I'm sad the performance is finished, but we will perform again next autumn. Please come!

Love,
Doaa

B. Read the question. Write the answer.

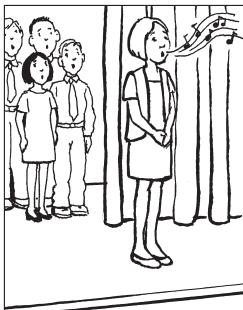
1. How did the chorus sing? _____
2. Why couldn't Doaa hear her recorder? _____
3. Did Doaa's grandpa see the performance? _____

C. Look and match.

1.



2.



3.



4.



I couldn't hear
my recorder.

youssef Hamdy
played the violin
happily.

We had a pizza
party after the
performance.

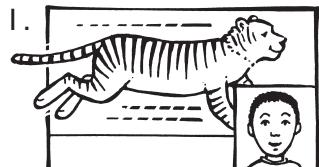
The soloist, Amira
Mohamed, sang well.

Unit 7, Worksheet 13: What Were You Doing?

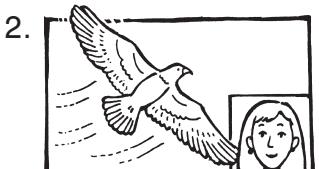
Pairwork.

Student 1

Ask the question. Listen and circle.



- 1. a. taking a nap
- b. chopping vegetables



- 2. a. putting on make-up
- b. climbing a tree



- 3. a. talking on the phone
- b. watching TV

Answer the question.



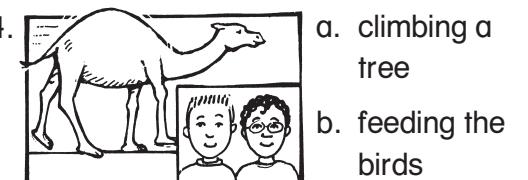
Student 2

Answer the question.

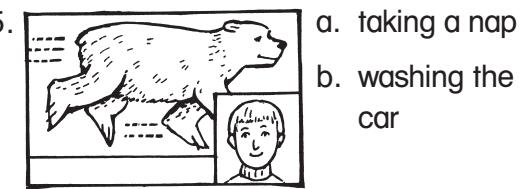


FOLD

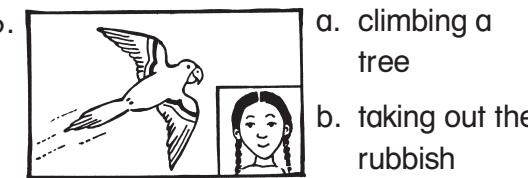
Ask the question. Listen and circle.



- 4. a. climbing a tree
- b. feeding the birds



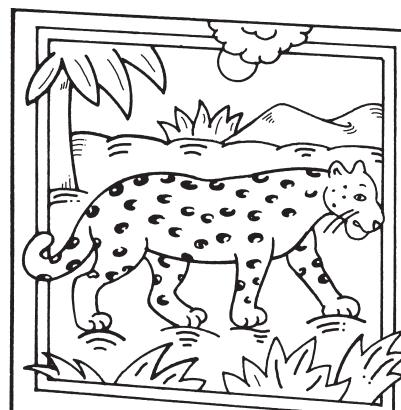
- 5. a. taking a nap
- b. washing the car



- 6. a. climbing a tree
- b. taking out the rubbish

Unit 7, Worksheet 14: Animal Facts

A. Read.



Leopards usually weigh 25 to 140 kilos.

Leopards eat meat.

Leopards walk and run on all four legs. They can climb trees.

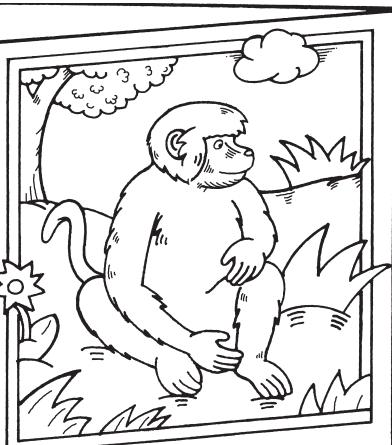
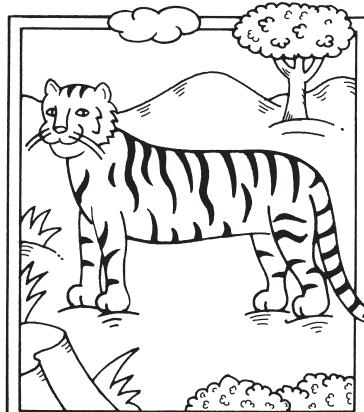
Leopards live in Africa and Asia. They are endangered.

Tigers weigh 90 to 180 kilos.

Tigers eat meat. They eat four kilos of meat every day.

Tigers walk and run on all four legs.

Tigers live in Asia. They are endangered.



Baboons weigh 15 to 40 kilos.

Baboons eat fruit, plants, and small animals.

Baboons walk and run on all four legs. They can stand on two legs.

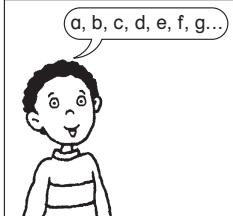
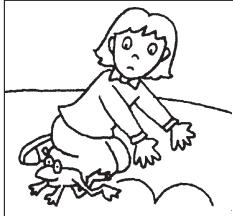
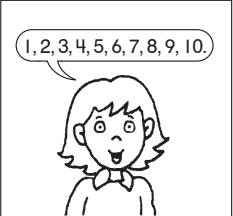
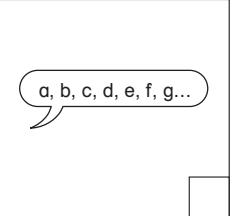
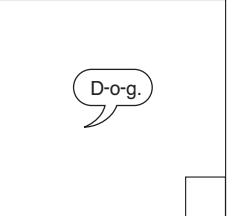
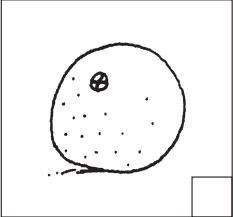
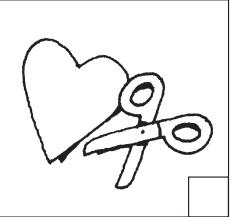
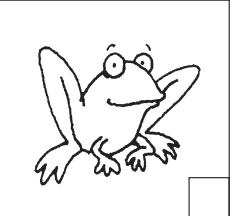
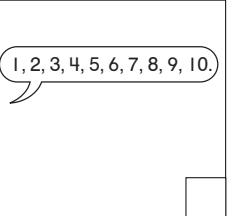
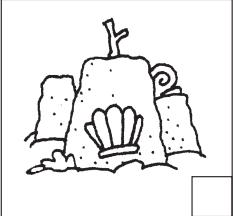
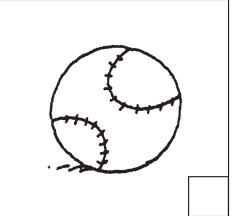
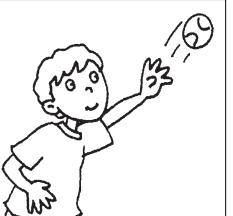
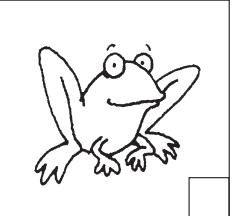
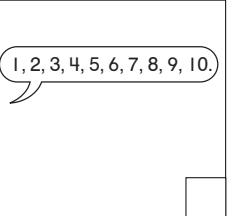
Baboons live in Africa. They are not endangered.

B. Read and write.

	Leopards	Tigers	Baboons
How much do they weigh?			
What do they eat?			
On how many legs do they walk and run?			
Where do they live?			
Are they endangered?			

Unit 8, Worksheet 15: When I Was Little

A. Pairwork.

Student 1		Student 2	
Say the sentences.			
1.			Listen and write ✓ and X.
2.			1.  
Listen and write ✓ and X.			
3.			2.  
4.			3.  
Say the sentences.			
4.			4.  

B. Choose two from A. Write the sentences.

1. _____
2. _____

Unit 8, Worksheet 16: New Friends

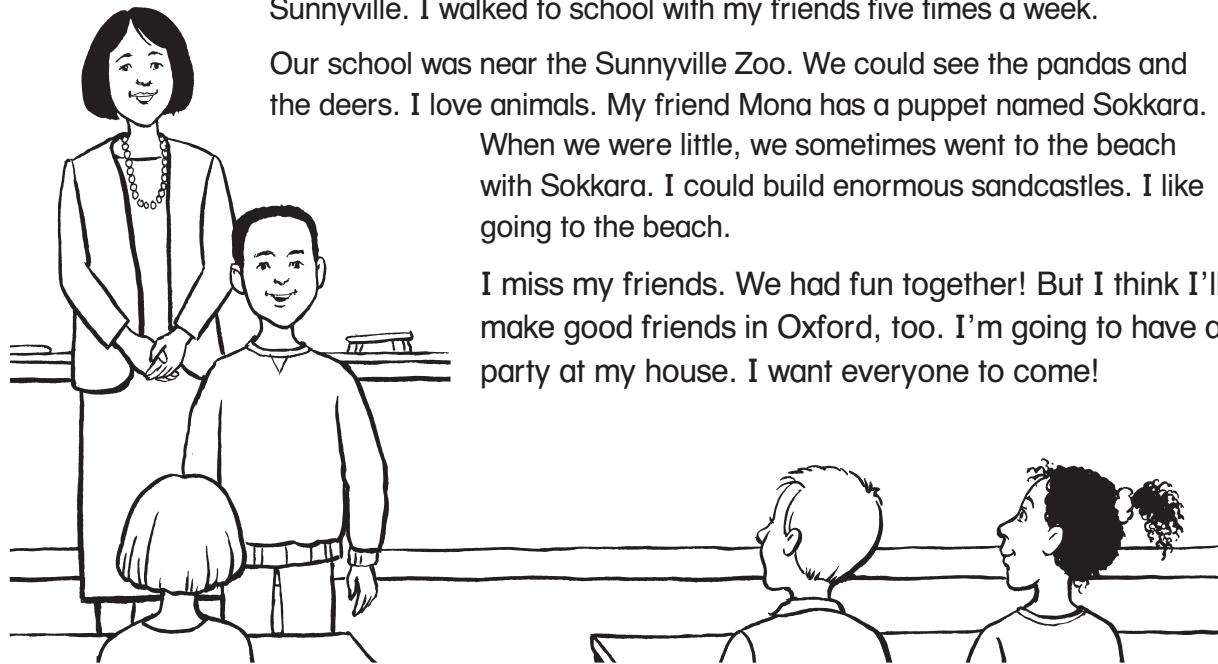
A. Read.

Hi, class! My name is Adam Abo baker. I'm from a small town called Sunnyville in Egypt. I moved to Oxford last week. I had a lot of friends in Sunnyville. I walked to school with my friends five times a week.

Our school was near the Sunnyville Zoo. We could see the pandas and the deers. I love animals. My friend Mona has a puppet named Sokkara.

When we were little, we sometimes went to the beach with Sokkara. I could build enormous sandcastles. I like going to the beach.

I miss my friends. We had fun together! But I think I'll make good friends in Oxford, too. I'm going to have a party at my house. I want everyone to come!



B. Read and match. Then write.

1. When did Adam move to Oxford? • It was near the _____
2. Does Adam like to go to the beach? • No, _____
3. Where was Adam's school? • He moved to _____ Oxford
4. Did Adam walk to school by himself in Sunnyville? • Yes, he likes to _____

C. Your turn. Write about yourself.

My name is _____ . I live in _____ . I like to

_____ . I don't like to _____ . My house is near

_____ . I go to school by _____ . When I was

little I could _____ . I couldn't _____ .

Unit 9, Worksheet 17: Cities of the World

Pairwork.

Student 1

Ask the questions, listen, and write. Then answer your partner's questions.

Name	City	When?	How Long?
Mona	Seoul		two weeks
Kim	Hong Kong	September	one year
Bill	Honolulu		
Mai	San Francisco	October	
Kareem	Rome	January	
Samy	Cairo		four weeks

FOLD

Student 2

Answer your partner's questions. Then ask the questions, listen, and write.

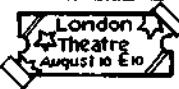
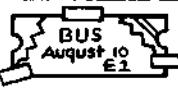
Name	City	When?	How Long?
Mona	Seoul	April	
Kim	Hong Kong		
Bill	Honolulu	August	nine days
Mai	San Francisco		five days
Kareem	Rome		one month
Samy	Cairo	June	

Unit 9, Worksheet 18: Kareem's Trip to London

A. Read.

August 10

Kareem

There is so much to do in London! It's a big city. Millions of people live here. In the morning I went shopping at Harry's Department Store. Then I took a bus. When I got off the bus it was getting cloudy. I took a walk and looked at all the shops, restaurants, and museums. I ate lunch at a restaurant and sat outside. It started to rain. I ran into a museum. I went on a tour of the museum. I saw the bird exhibition. In the evening I had dinner at a restaurant called Neptune. After dinner I went to the theatre and saw a play. I had a great day!

B. Put the sentences in order.

- _____ Kareem took a walk and looked at shops, restaurants, and museums.
- _____ Kareem saw a play.
- _____ Kareem went shopping at Harry's Department Store.
- _____ It started to rain.

C. Read and match.

1. Kareem ate lunch at a restaurant

and sat outside. •

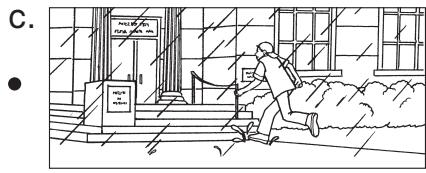


2. Kareem ran into a museum. •



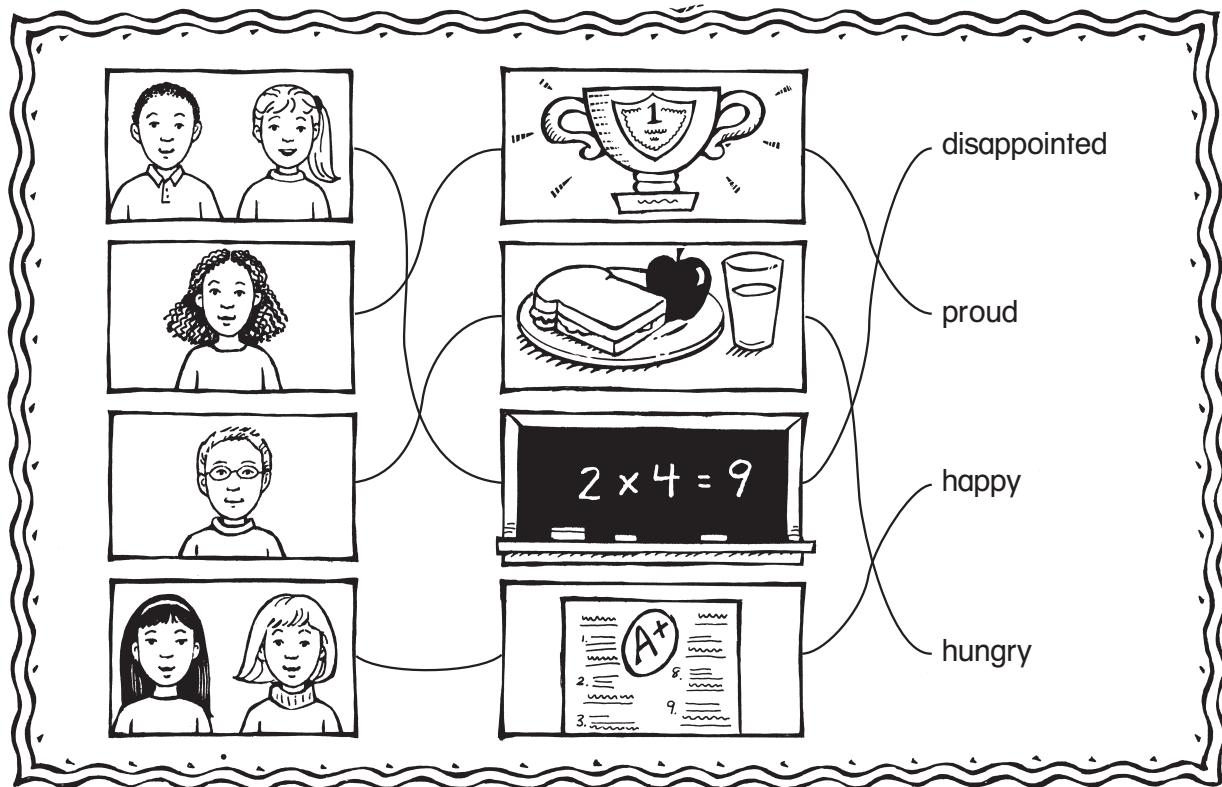
3. Kareem had dinner at a restaurant

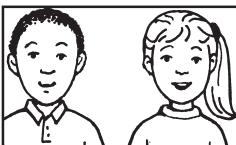
called Neptune. •



Unit 10, Worksheet 19: If....

Look. Then read and write.



1.  If he _____
2.  If they _____
3.  _____
4.  _____

Unit 10, Worksheet 20: My Grandmother

A. Read.

This is a story about my grandmother. Her name is Nan. She was born in 1930 in Cairo. When she was little, she could listen to music, but she couldn't watch TV. Why couldn't she watch TV? Because TVs didn't go on sale until 1939 and Public broadcasting began in Egypt in 1960.

Grandma Nan liked listening to music. But she really liked watching TV. She watched her favourite shows with her brothers and sisters. She watched Neil Armstrong walk on the moon in 1969. All the shows were in black and white. They couldn't watch TV in colour.

Then colour broadcasting began in 1975. My grandmother Nan loved seeing the green grass, blue rivers, and white snow.

B. Put the sentences in order.

- _____ Neil Armstrong walked on the moon.
- _____ Colour broadcasting began in Egypt.
- _____ Nan was born.
- _____ The first televisions went on sale.

C. Your turn. Answer the questions.

1. Are you a TV fan?

2. Do you ever use a remote control?

3. What's your favourite TV show?

Test Instructions and Answer Key

For each listening exercise, read the script as many times as necessary for students to complete the task.

Unit 1 Test

A. Listen and match.

Read the script. For each number, students listen and match the question to the corresponding response.

Teacher:

A. Listen and match.

1. How much does it cost to get in?/It's three pounds for adults and two pounds for children.
2. What are your hours?/We're open from 9:00 to 6:00.
3. Are you open on Sundays?/Yes. We're open daily, except on holidays.

Answer Key

1. How much does it cost to get in?/It's three pounds for adults and two pounds for children.
2. What are your hours?/We're open from 9:00 to 6:00.
3. Are you open on Sundays?/Yes. We're open daily, except on holidays.

B. Listen and put the sentences in order.

Read the script. Students listen and number the sentences in chronological order.

Teacher:

B. Listen and put the sentences in order.

Ice cream has a long history in the United States. In 1843, Nancy Johnson invented the first ice cream churn. The first ice cream factory opened in Baltimore in 1851. The first ice cream shop opened in New York in 1876. Today there is an ice cream shop in every town. A man in St. Louis made the first ice cream cone in 1896. Ice cream is now one of America's favorite desserts.

Answer Key

- 2
- 4
- 1
- 3

C. Read and write.

Students look at the picture and write the missing words to complete the questions and answers.

Answer Key

1. Was there a library across from the bank?
Yes, there was.
2. Was there a library near the school?
Yes, there was.
3. Was there a hotel beside the bank?
Yes, there was.
4. Was there a bank behind the library?
No, there wasn't.
5. Was there a school above the hotel?
No, there wasn't.
6. Was there a pavement in front of the bank?
Yes, there was.

Unit 2 Test

A. Listen and write.

Read the script. Students listen and write the missing words to complete the conversation. If students need additional support, write the following on the board:

Thanks have today's . mood Here Spaghetti

Teacher:

A. Listen and write.

1. What's today's special?
2. Spaghetti and meatballs.
3. Good! I'm in the mood for spaghetti. I'll have that.
4. Here you are.
5. Thanks. It looks delicious.

Answer Key

1. What's today's special?
2. Spaghetti and meatballs.
3. Good! I'm in the mood for spaghetti. I'll have that.
4. Here you are.
5. Thanks. It looks delicious.

B. Listen and ✓ the sentences you hear.

Read the script. Students listen and write ✓ next to each sentence they hear.

Teacher:

B. Listen and ✓ the sentences you hear.

Grandpa Ali's is a new Italian restaurant in downtown Sunnyville. It opened on May 5th. Who is Grandpa Ali? Is it the owner, owner's grand? No! The real Grandpa Ali is the father and the chef at Grandpa Ali's Restaurant.

Answer Key

Numbers 1 and 3 are checked.

C. Read and write.

Students look at each picture and write the corresponding question and/or answer.

Answer Key

1. How much lemonade did she have? or How many cans of lemonade did she have? She had two cans of lemonade.
2. How many pieces of apple pie did he have?
He had one piece of apple pie.
3. How much roast beef did they have? or How many slices of roast beef did they have?
They had two slices of ham.
4. How much coffee did they have? or How many cups of coffee did they have? They had three cups of coffee.

Unit 3 Test

A. Listen and write ✓ or X.

Read the script. For each number, students look at the picture and listen to the line(s) of conversation. If the picture illustrates the line(s) of conversation, students write ✓ in the space provided. If it does not, students write X.

Teacher:

A. Listen and write ✓ or X.

1. Good morning. Can I help you?/Yes, please. What kinds of pie do you have today?
2. We have lemon, pineapple, and blueberry.
3. Do you have any cherry pies?

Answer Key

1. ✓
2. X
3. X

B. Listen and put the sentences in order.

Read the script. Students listen and number the sentences in chronological order.

Teacher:

B. Listen and put the sentences in order.

Rawy arrived at the grocery store. "Oh, no!" Rawy said. "I forgot the list!" He went home and got the list. Then he ran back to the store. Rawy put the groceries in the cart. Then he went to the checkout. "Oh, no!" he said. "I forgot the money!" He ran home, got the money, and ran back to the store. Then he paid for the groceries and went home. "Hi, Rawy," said his mother. "Where are the groceries?" "Oh, no!" he said. "I left them at the store!"

Answer Key

- 1 4
- 2 3

C. Read and write.

Students look at each picture and complete the corresponding sentence.

Answer Key

1. He washed his hair by himself.
2. They bought groceries by themselves.
3. I didn't iron a shirt by myself.
4. She didn't take a bus by herself.

Unit 4 Test

A. Listen and circle.

Read the script. For each number, students listen to the question and circle the corresponding response.

Teacher:

A. Listen and circle.

1. Hello. May I speak to Ahmed, please?/He's not in right now.
2. What time will he be back?/I'm sorry. I don't know.
3. What's your number?/023-555-1839.

Answer Key

1. a
2. b
3. a

B. Listen and put the pictures in order.

Read the script. Students listen and number the pictures in chronological order.

Teacher:

B. Listen and put the pictures in order.

Hi, Mona! I'm having a good time in California with my family. Yesterday we went to a film studio. Today we visited Hollywood. It was fun! Tonight we're going to eat dinner at a nice restaurant. We're going to go to the beach tomorrow. I can't wait! See you on Sunday!

Love, Kim

Answer Key

- 2 3 1

C. Look and write.

For each number, students write the target question and answer based on the picture cues and information from the chart.

Answer Key

1. Does he ever listen to music? Yes, he always listens to music.
2. Does he ever talk on the phone? Yes, he usually talks on the phone.
3. Does he ever sign autographs? No, he never signs autographs.
4. Does he ever drive a sports car? No, he hardly ever drives a sports car.

Unit 5 Test

Midterm Test

A. Listen and match.

Read the script. For each number, students match the two parts of the conversation they hear.

Teacher:

A. Listen and match.

1. Hi, Mr Saber./Hello, Kamel. Have a seat.
2. Oh! It's cold today./That's right. It's 23 degrees!
3. Do you think it's going to rain?/Maybe. It's getting cloudy.
4. How's your family?/They're fine. But my sister has the flu.
5. Take care, Charlie./Bye, Mr. Saber.

Answer Key

1. Hi, Mr. Saber./Hello, Kamel. Have a seat.
2. Oh! It's cold today./That's right. It's 23 degrees!
3. Do you think it's going to rain?/Maybe. It's getting cloudy.
4. How's your family?/They're fine. But my sister has the flu.
5. Take care, Kamel./Bye, Mr. Saber.

B. Listen and ✓ the words you hear.

Read the script. Students listen and write ✓ next to each word they hear.

Teacher:

B. Listen and ✓ the words you hear.

Dear Sarah,

I am thirteen years old and I have a big problem. My little brother is a pest! He follows me all the time and always bothers me and my friends. He goes into my room and takes my things without asking. My mum tells me to be patient because I am older. It's not fair! What can I do?

Going Crazy

Answer Key

Numbers 2, 3, 6, 7, and 8 are checked.

C. Read and write.

Students look at each picture and write the corresponding question and answer.

Answer Key

1. How often does she visit a museum? She visits a museum twice a year.
2. How often does he take the underground? He takes the underground five times a week.
3. How often do they read the news paper? They read the news paper fifteen times a month.

A. Listen and circle.

Read the script. For each number, students listen and circle the response they hear.

Teacher:

A. Listen and circle.

1. Oh! It's cold today./That's right. It's 23 degrees!
2. Does that include the special photo exhibition of old Sunnyville?/Yes, it does.
3. What time will he be back?/I'm sorry. I don't know.
4. How much are the peach pies?/They're five pounds each.
5. What's today's special?/Spaghetti and meatballs.
6. Can you take a message?/Sure. Who's calling?

Answer Key

1. b
2. a
3. b
4. b
5. a
6. b

B. Listen and number the pictures.

Read the script. For each number, students listen and find the picture that corresponds to those lines of conversation. They then write that number in the space provided.

Teacher:

B. Listen and number the pictures.

1. Hi! What are your hours?/We're open from 9:00 to 6:00.
2. Okay, I'll take one./Great! I'll get you a fresh pie.
3. Hello. Are you ready to order?/I think so. I'll have a steak.
4. Okay. I'll give him your message./Thanks./You're welcome.
5. Look! It's starting to rain./I'd better go home.

Answer Key

- 4
- 5
- 1
- 2
- 3

C. Circle and write.

For each number, students circle and write the word to complete the sentence.

Answer Key

1. b
2. a
3. c
4. c
5. a
6. a

D. Read and write.

Students look at each picture and write the missing words to complete the corresponding sentences.

Answer Key

1. How many cans of lemonade did he have? He had two cans of lemonade.
2. Was there a hotel across from the bank? or Was there a bank across from the hotel? Yes, here was.

3. He did the laundry by himself. He didn't slice fruit by himself.
4. She washed her hair by herself. She didn't walk to school by herself.

E. Read and match. Then write.

For each number, students match the question in the left-hand column to the corresponding picture. Then they write the answer to the question.

Answer Key

1. Does he ever take a nap? (fourth picture) No, he hardly ever takes a nap.
2. How often do they give a speech? (first picture) They give a speech twice a week.
3. Does she ever get a sunburn? (second picture) Yes, she always gets a sunburn.
4. How often does he feed the birds? (third picture) He feeds the birds once a month.

F. Read and write.

Students look at each picture and write the corresponding question and answer.

Answer Key

1. How many bottles of water did she have? She had one bottle of water.
2. How much fruit salad did they have? They had two bowls of fruit salad.

G. Write the question and the answer.

Students use the word cues to write the questions. Then they look at the picture and write the answers.

Answer Key

1. Was there a library beside the train station? Yes, there was.
2. Was there a bank above the theatre? No, there wasn't.
3. Was there a post office behind the bank? No, there wasn't.

H. Write the questions.

Students look at the answers and write the question that corresponds with each answer.

Answer Key

1. How many slices of turkey did he have? He had three slices of turkey.
2. Does she ever drive a sports car? Yes, she usually drives a sports car.
3. How often do you take a bus? I take a bus once a day.
4. Does he ever have an accident? No, he never has an accident.
5. How often do they visit a museum? They visit a museum twice a year.

Unit 6 Test

A. Listen and match.

Read the script. For each number, students listen and match the question to the corresponding response.

Teacher:

A. Listen and match.

1. *Do you want some help?/Sure. You can move the bass.*
2. *It's so heavy./Here. I'll take it.*
3. *What's going on in here?/We're cleaning up.*

Answer Key

1. Do you want some help?/Sure. You can move the bass.
2. It's so heavy./Here. I'll take it.
3. What's going on in here?/We're cleaning up.

B. Listen and match.

Read the script. Students listen and match each picture to the corresponding words.

Teacher:

B. Listen and match.

The students at Sunnyville School gave their spring performance last night. Students in the first and second years wrote and performed a play. The chorus sang a lot of songs. Amira Mohamed was the soloist. The orchestra performed music by Bach and Beethoven. Youssef Hamdy was the soloist on the violin.

Answer Key

1. the orchestra
2. Amira Mohamed
3. the chorus

C. Look and write.

Students look at each picture and write the corresponding question and answer.

Answer Key

1. How did she play the cymbals? She played the cymbals loudly.
2. How did he play the harp? He played the harp happily.
3. How did he play the drums? He played the drums quickly.
4. How did she play the flute? She played the flute sadly.

Unit 7 Test

A. Listen and write ✓ or X.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture illustrates the conversation, students write ✓ in the space provided. If it does not, students write X.

Teacher:

A. Listen and write ✓ or X.

1. Is this the wild animal?/Sorry, officer. I'll take him./
Oh, my dog!
2. What is it?/I think...I think it's a wild animal! I can see its eyes!
3. Look out! There's a box behind you!

Answer Key

1. ✓
2. X
3. X

B. Listen and write ✓ or X.

Read the script. Students listen. For each number, students write ✓ if the sentence is true and X if it is false.

Teacher:

B. Listen and write ✓ or X.

Welcome to Sunnyville Zoo's Giant Panda Home! Bob and Lili are our giant pandas. Bob is 15 years old. Lili is 20 years old. When giant pandas are born, they weigh 80 to 140 grams. Adults usually weigh 80 to 125 kilos. Giant pandas eat bamboo. They eat for 12 to 16 hours daily.

Answer Key

1. X
2. ✓
3. ✓
4. X

C. Read and match. Then write.

For each number, students read the question and match it to the corresponding picture. They then write the corresponding answer.

Answer Key

1. What were they doing when the deer ran by?
(c) They were watching TV when the deer ran by.
2. What was she doing when the bear walked by?
(d) She was talking on the phone when the bear walked by.
3. What was he doing when the kangaroo hopped by?
(a) He was taking a nap when the kangaroo hopped by.
4. What were they doing when the eagle flew by?
(b) They were climbing a tree when the eagle flew by.

Unit 8 Test

A. Listen and number the pictures.

Read the script. For each number, students listen and find the picture that corresponds to those lines of conversation. They then write that number in the space provided.

Teacher:

A. Listen and number the pictures.

1. Mona, please come to the front. Write the letter "d" on the board./I don't know how.
2. I'm sorry, Miss Dina./That's okay. Let me show you how. It's easy.
3. Judy, please help me hand out the homework. Hassan, clean the board, please.
4. What did you get?/I got a hundred!/Yay! So did I!

Answer Key

- 2
- 4
- 1
- 3

B. Listen and ✓ the words you hear.

Read the script. Students listen and write ✓ next to each word they hear.

Teacher:

B. Listen and ✓ the words you hear.

Dear Adam,

How are you? When you moved away, we were sad. We miss you very much. Do you miss us? Last Saturday, we saw Miss. Dina. She was our kindergarten teacher. Do you remember her? Mona and I went to her house for lunch. She said when you were little, you could build enormous sandcastles. Do you like Oxford? Please write soon.

Your friend,
Kareem Ahmed

Answer Key

Numbers 2, 5, 6, 7, and 9 are checked.

C. Look and write.

Students look at each picture and write the words to complete the corresponding sentence.

Answer Key

1. When he was little, he couldn't say the alphabet.
2. When she was little, she could cut out a heart.
3. When they were little, they couldn't build a sandcastle.

Unit 9 Test

A. Listen and match.

Read the script. For each number, students listen and match the question to the corresponding response.

Teacher:

A. Listen and match.

1. How many female pilots work for your airline?/I think one third of the pilots are female.
2. Do you ever fly abroad?/Yes. I have an overseas flight once a month.
3. Do you fly the plane by yourself?/No. I always have a co-pilot.
4. Do you like being a pilot?/Yes, very much!

Answer Key

1. How many female pilots work for your airline?/I think one third of the pilots are female.
2. Do you ever fly abroad?/Yes. I have an overseas flight once a month.
3. Do you fly the plane by yourself?/No. I always have a co-pilot.
4. Do you like being a pilot?/Yes, very much!

B. Listen and ✓ the sentences you hear.

Read the script. Students listen and write ✓ next to each sentence they hear.

Teacher:

B. Listen and ✓ the sentences you hear.

Over 30 million people visit New York City every year. Why? Because it's one of the world's most exciting places. There are 18 thousand restaurants, 10 thousand shops, and 150 museums. Basketball, opera, theatre, jazz...New York City has it all! For information, call us at 1 (800) 555-2112.

Answer Key

Numbers 2 and 3 are checked.

C. Read and write.

Students look at each picture and write the corresponding question or answer.

Answer Key

1. When did she go to London? She went in October. How long was she there? She was there for five days.
2. When did they go to Tokyo? They went in February. How long were they there? They were there for one week.

Unit 10 Test

A. Listen and write. Then match.

Read the script. Students listen and write the missing words to complete the conversation. They then match each number to its corresponding picture. If students need additional support, write the following on the board:

on good house about cool ? were TV . it

Teacher:

A. Listen and write. Then match.

1. Where were you yesterday afternoon?/At Mona's house. We were watching TV.
2. What was on?/A programme about animals in Africa.
3. Aw, I missed it. Was it good?/Yeah, it was. The gorillas were really cool.

Answer Key

1. Where were you yesterday afternoon?/At Mona's house. We were watching TV. (c)
2. What was on?/A programme about animals in Africa. (a)
3. Aw, I missed it. Was it good?/Yeah, it was. The gorillas were really cool. (b)

B. Listen and put the sentences in order.

Read the script. Students listen and number the sentences in chronological order.

Teacher:

B. Listen and put the sentences in order.

1939 The first televisions go on sale.
1956 The first televisions with remote control go on sale.
1960 public broadcasting begins in Egypt.
1969 720 million cwatch Nile armstrong walk on the moon.
1975 Colour broadcasting begins in the Egypt.
1998 The first Egyption Satellite (Nile sat 101) was launched.

Answer Key

3	1
4	2

C. Read and write.

Students look at each picture and use the word cues to write the target statements.

Answer Key

1. If he turns off the fan, he'll be hot.
2. If she takes off her jacket, she'll be cold.
3. If they skip lunch, they'll be hungry.

Final Test

A. Listen and number the pictures.

Read the script. For each number, students listen and find the picture that corresponds to the lines of the conversation they hear. Then they write that number in the space provided.

Teacher:

A. Listen and number the pictures.

1. Good morning. Can I help you?/Yes, please. What kinds of pie do you have today?/We have lemon, peach, and apple.
2. Do you ever fly abroad?/Yes. I have an overseas flight once a month./Do you fly the plane by yourself?/No. I always have a co-pilot.
3. Is this the wild animal?/Sorry, officer. I'll take him./Oh, My dog!
4. Do you want some help?/Sure. You can move the bass. Put it over there, by the window./Ugh! I can't lift it by myself.
5. Hi, Mr Saber./Hello, Kamel. Have a seat./Thanks. Oh! It's cold today./That's right. It's 23 degrees!
6. What was on?/A programme about animals in Africa./Aw, I missed it. Was it good?/Yeah, it was. The gorillas were really cool.

Answer Key

5	6	1
2	4	3

B. Listen and ✓ the sentences you hear.

Read the script. For each number, students write ✓ by the sentences they hear.

Teacher:

B. Listen and ✓ the sentences you hear.

1. Hello. Are you ready to order?/I think so. I'll have a steak./Rare, medium, or well done?/Medium, please. And a baked potato.
2. Hello. May I speak to Omar, please?/He's not in right now./What time will he be back?/I'm sorry. I don't know./Can you take a message?/Sure. Who's calling?
3. 122. What's the emergency?/Help! There's something in my garden!/What is it?/I think...I think it's a wild animal! I can see its eyes!
4. I'm sorry, Miss Dina./That's okay. Let me show you how. It's easy./No, I can't. It's too hard./Come on, Mona. Don't give up./Hey! I can do it!/Good work, Mona. Please sit down.

Answer Key

1. b
2. a
3. b
4. b

C. Listen and write ✓ or X.

Read the script. For each number, students listen and write ✓ if the sentence describes the picture, and X if it does not.

Teacher:

C. Listen and write ✓ or X.

1. I didn't walk to school by myself.
2. When I was little, I could throw a ball.
3. If she gets a good mark, she'll be happy.
4. He had three bottles of water.
5. I never listen to music.
6. She was washing the car when the eagle flew by.

Answer Key

1. X
2. ✓
3. ✓
4. ✓
5. X
6. ✓

D. Look and write.

Students look at each picture and write the corresponding word(s).

Answer Key

1. bridge
2. cello
3. coffee
4. panda
5. San Francisco
6. eagle
7. recorder
8. Tokyo

E. Read and match.

For each number, students match the sentence in the left-hand column to the most logical response in the right-hand column.

Answer Key

1. What's going on in here?/We're cleaning up.	7. What should I do?/Stay calm.
2. What did you get?/I got a hundred!	6. Do you want to come over?/I can't. My mum won't let me watch TV on a school night.
3. Could we ask you a few questions?/Sure. Go ahead.	5. Okay, I'll take one./Great! I'll get a fresh pie for you.
4. How can I help you?/Hi! What are your hours?	4. I'm sorry, Miss Dina./That's okay. Let me show you how. It's easy./No, I can't. It's too hard./Come on, Mona. Don't give up./Hey! I can do it!/Good work, Mona. Please sit down.
5. Okay, I'll take one./Great! I'll get a fresh pie for you.	3. 122. What's the emergency?/Help! There's something in my garden!/What is it?/I think...I think it's a wild animal! I can see its eyes!
6. Do you want to come over?/I can't. My mum won't let me watch TV on a school night.	2. Hello. May I speak to Omar, please?/He's not in right now./What time will he be back?/I'm sorry. I don't know./Can you take a message?/Sure. Who's calling?
7. What should I do?/Stay calm.	1. Hello. Are you ready to order?/I think so. I'll have a steak./Rare, medium, or well done?/Medium, please. And a baked potato.

F. Write and match.

For each number, students fill in the missing words to complete the question and answer. They then match them to the corresponding picture.

Answer Key

1. How did they play the violin? They played the violin badly. (c)
2. Was there a hotel near the bridge? Yes, there was. (b)
3. What was she doing when the tiger ran by? She was taking out the rubbish when the tiger ran by. (d)
4. How much lemonade did he have? He had four cans of lemonade. (a)

G. Read and match. Then write.

For each number, students match the question in the left-hand column to the most logical response in the right-hand column. They then write the missing words to complete each sentence.

Answer Key

1. What were they doing when the deer walked by?/They were doing the laundry when the deer walked by.
2. How long were they there?/They were there for one month.
3. Do they ever drive a sports car?/Yes, they always drive a sports car.
4. When did they go to Paris?/They went in December.
5. How did they play the drums?/They played the drums slowly.
6. Was there a library near the hotel?/No, there wasn't.

H. Look and write.

Students look at each picture and write the corresponding questions and answers.

Answer Key

1. When did she go to Rome? She went in September.
How long was she there? She was there for five days.
2. When did they go to Paris? They went in July.
How long were they there? They were there for one week.

I. Read and match.

For each number, students read the story and match it to the corresponding picture.

Answer Key

1. b
2. c
3. a

J. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

1. Do you ever have an accident?
No, I never have an accident.
2. How often do they take a maths test?
They take a maths test two times a month.

K. Circle the mistakes and write. Then match.

Students circle the mistake(s) in each sentence. They then rewrite the sentence using the correct word(s) and match it to the corresponding picture.

Answer Key

1. She ironed a shirt to herself.
She ironed a shirt by herself. (d)
2. For I was little, I couldn't speak English.
When I was little, I couldn't speak English. (a)
3. If he go to bed late, he be tired.
If he goes to bed late, he'll be tired. (f)
4. He went to the dentist with himself.
He went to the dentist by himself. (c)
5. If she'll win a prize, she'll be happy.
If she wins a prize, she'll be happy. (e)
6. When I want little, I could catch a butterfly.
When I was little, I could catch a butterfly. (b)

Unit 1 Test

A.

1. How much does it cost • to get in?
2. What are your hours? •
3. Are you open on Sundays? •

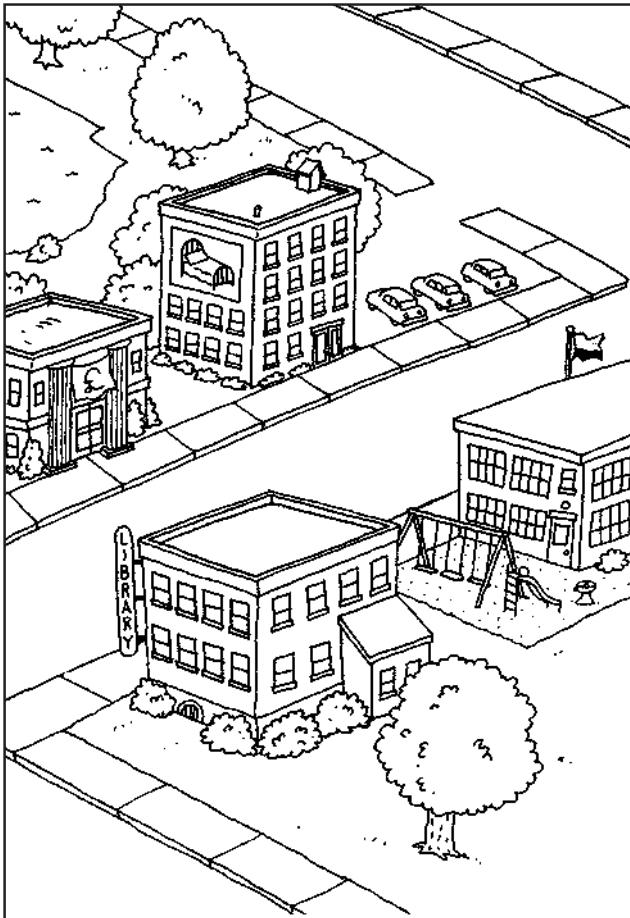
Listen and match.

- Yes. We're open daily, except on holidays.
- We're open from 9:00 to 6:00.
- It's three pounds for adults and two pounds for children.

B. Listen and put the sentences in order.

_____ The first ice cream factory opened in Baltimore.
_____ A man in St. Louis made the first ice cream cone.
_____ Nancy Johnson invented the first ice cream churn.
_____ The first ice cream shop opened in New York.

C. Read and write.



1. Was there a _____ across from the bank?
Yes, _____
2. Was there a library near the school? _____
3. Was there a hotel the bank?
Yes, _____
4. Was there a bank behind the library?

5. Was there a school above the hotel?

6. Was there a pavement in front of the bank? _____

Unit 2 Test

A. Listen and write.

1. What's special? _____
2. and meatballs. _____
3. Good! I'm in the _____ for spaghetti.
I'll _____ that.
4. _____ you are.
5. _____ It looks delicious.

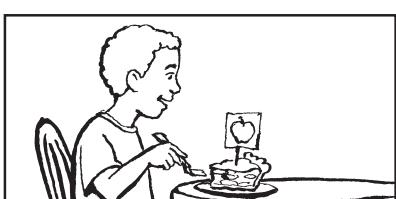


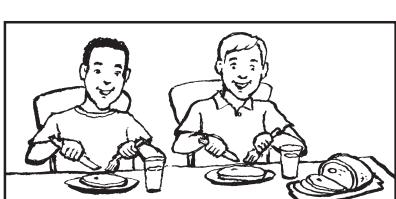
B. Listen and ✓ the sentences you hear.

1. Grandpa Ali's is a new Italian restaurant in downtown Sunnyville.
2. Who is Mama Joe? Is she a woman? Yes!
3. Grandpa Ali is the chef at Grandpa Ali's Restaurant.

C. Read and write.

1.  How _____ lemonade did she have?
She _____

2.  How many _____ of apple pie did he have?

3.  _____
They had two slices of roast beef.

4.  _____
They had three cups of coffee.

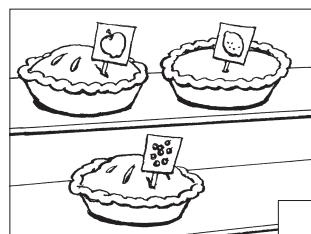
Unit 3 TEST

A. Listen and write ✓ or X.

1.



2.



3.



B. Listen and put the sentences in order.

_____ Ramy forgot the grocery list.

_____ Ramy forgot the groceries.

_____ Ramy went home and got the list.

_____ Ramy forgot the money.

C. Read and write.

1.



2.



He _____ by _____

They _____

3.



4.



I didn't _____

She didn't _____

Unit 4 TEST

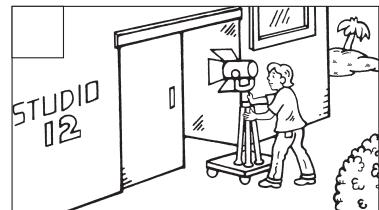
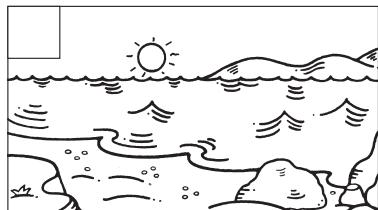
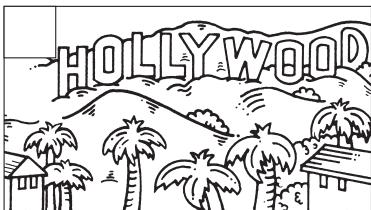


A. Listen and circle.

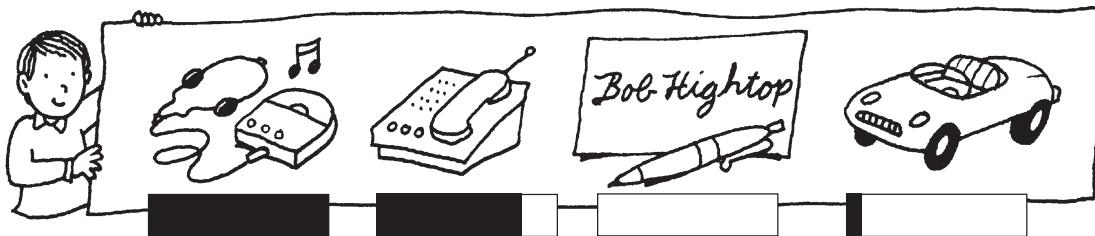
1. Hello. May I speak to Ahmed, please?
 - a. He's not in right now.
 - b. I'm sorry. I don't know.
2. What time will he be back?
 - a. I'll see him at one o'clock.
 - b. I'm sorry. I don't know.
3. What's your number?
 - a. 023-555-1839.
 - b. 023-555-1855.

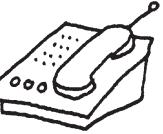


B. Listen and put the pictures in order.



C. Look and write.



1.  Does he ever _____
Yes, _____
2.  _____
3.  _____
4.  _____

Unit 5 TEST

A. Listen and match.

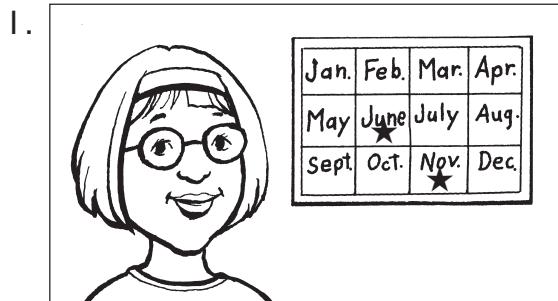
1. Hi, Mr Samy. •
2. Oh! It's cold today. •
3. Do you think it's going to rain? •
4. How's your family? •
5. Take care, Kamal. •

- That's right. It's 23 degrees!
- They're fine. But my sister has the flu.
- Hello, Kamal. Have a seat.
- Maybe. It's getting cloudy.
- Bye, Mr. Samy.

B. Listen and ✓ the words you hear.

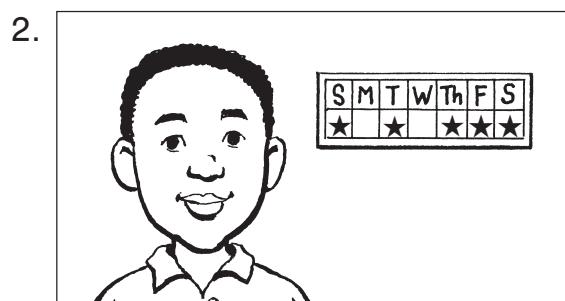
1. <input type="checkbox"/> twelve	2. <input type="checkbox"/> brother	3. <input type="checkbox"/> pest
4. <input type="checkbox"/> helps	5. <input type="checkbox"/> sometimes	6. <input type="checkbox"/> friends
7. <input type="checkbox"/> room	8. <input type="checkbox"/> patient	9. <input type="checkbox"/> talk

C. Read and write.

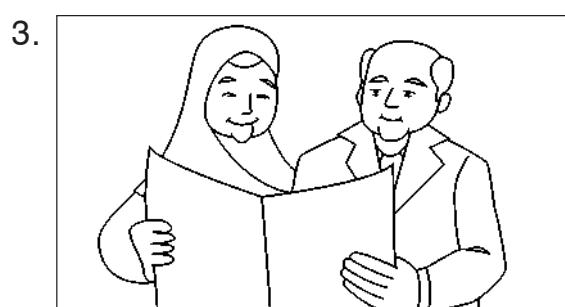


How often does she visit a museum?

She



take the underground?



read the newspaper?

MIDTERM TEST

A. Listen and circle.

1. Oh! It's cold today.
 - a. They're fine. But my sister has the flu.
 - b. That's right. It's 23 degrees!

3. What time will he be back?
 - a. He's not in right now.
 - b. I'm sorry. I don't know.

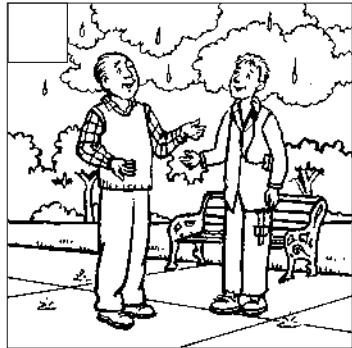
5. What's today's special?
 - a. Spaghetti and meatballs.
 - b. How about a salad?

2. Does that include the special photo exhibition of old Sunnyville?
 - a. Yes, it does.
 - b. You're welcome.

4. How much are the peach pies?
 - a. Oh, that's too expensive.
 - b. They're five pounds each.

6. Can you take a message?
 - a. I'm sorry, I can't.
 - b. Sure. Who's calling?

B. Listen and number the pictures.



MIDTERM TEST

C. Circle and write.

1. She had two _____ of coffee.

- a. plates
- b. cups
- c. slices

2. We walked to school by . _____

- a. ourselves
- b. yourselves
- c. themselves

3. They had three _____ of apple pie.

4. He didn't drive a sports car by _____.

- a. loaves
- b. glasses
- c. pieces

- a. myself
- b. herself
- c. himself

5. I had one _____ of roast beef.

6. I sliced fruit by _____.

- a. slice
- b. bottle
- c. bowl

- a. myself
- b. herself
- c. himself

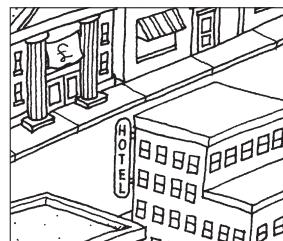
D. Read and write.



How many _____

He _____

2.



Was there _____

Yes, _____

3.



He _____ himself.

He didn't _____

4.



She _____

She _____

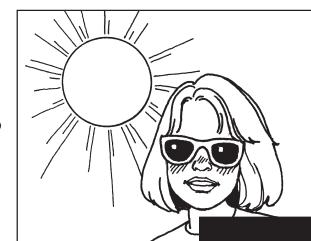
MIDTERM TEST

E. Read and match. Then write.

1. Does he ever take a nap? •



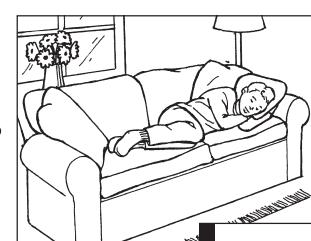
2. How often do they give a speech? •



3. Does she ever get a sunburn? •



4. How often does he feed the birds? •



No, _____

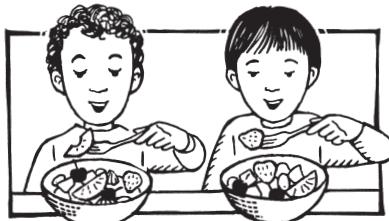
F. Read and write.

1.



How many _____
She _____

2.



How much _____

MIDTERM TEST

G. Write the question and the answer.



1. library/beside/train station

2. bank/above/theatre

3. post office/behind/bank

H. Write the questions.

1. _____ slices of _____

He had three slices of turkey.

2. _____

Yes, she usually drives a sports car.

3. _____

I take a bus once a day.

4. _____

No, he never has an accident.

5. _____

They visit a museum twice a year.

UNIT 6 TEST

A. Listen and match.

1. Do you want some help? •
2. It's so heavy. •
3. What's going on in here? •

- Here. I'll take it.
- We're cleaning up.
- Sure. You can move the bass.



B. Listen and match.



•

Amira Mohamed



•

the chorus



•

the orchestra

C. Look and write.



How did she play _____

She _____

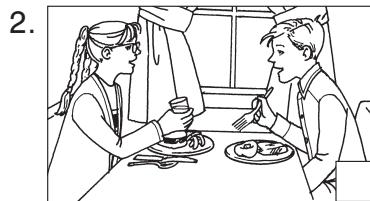






UNIT 7 TEST

A. Listen and write ✓ or X.

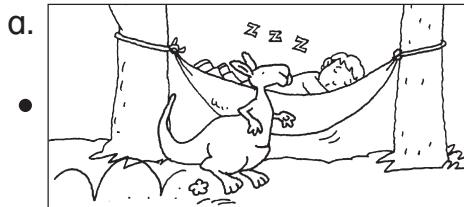


B. Listen and write ✓ or X.

1. Bob is 15 years old. Lili is 22 years old. _____
2. When giant pandas are born, they weigh 80 to 140 grams. _____
3. Adults usually weigh 80 to 125 kilos. _____
4. They eat for 24 hours daily. _____

C. Read and match. Then write.

1. What were they doing when the deer ran by?



2. What was she doing when the bear walked by?



3. What was he doing when the kangaroo hopped by?



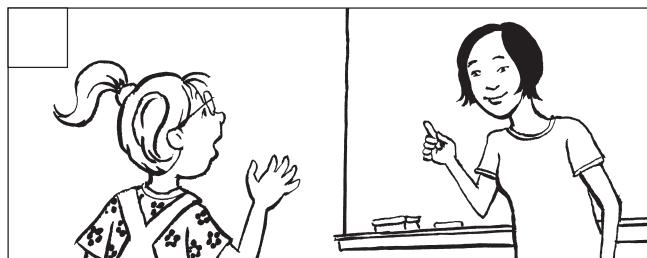
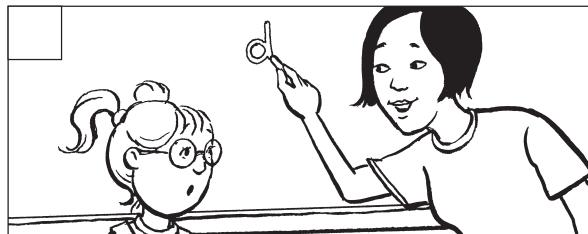
They were _____

4. What were they doing when the eagle flew by?



UNIT 8 TEST

A. Listen and number the pictures.



B. Listen and ✓ the words you hear.

1. <input type="checkbox"/> hello	2. <input type="checkbox"/> moved away	3. <input type="checkbox"/> happy
4. <input type="checkbox"/> tired	5. <input type="checkbox"/> miss	6. <input type="checkbox"/> kindergarten
7. <input type="checkbox"/> lunch	8. <input type="checkbox"/> listen	9. <input type="checkbox"/> little

C. Look and write.



When _____ little, he _____



little, she _____



UNIT 9 TEST

A. Listen and match.

1. How many female pilots work for your airline? •
2. Do you ever fly abroad? •
3. Do you fly the plane by yourself? •
4. Do you like being a pilot? •

- Yes, very much!
- No. I always have a co-pilot.
- Yes. I have an overseas flight once a month.
- I think one third of the pilots are female.

B. Listen and ✓ the sentences you hear.

1. Over 30 ~~Samyon~~ people visit San Francisco every year. _____
2. Because it's one of the world's most exciting places. _____
3. There are 18 thousand restaurants, 10 thousand shops, and 150 museums. _____
4. Basketball, opera, theatre, jazz...San Francisco has it! _____

C. Read and write.



When did she go to London?



They went in February.

They were there for one week.

UNIT 10 TEST



A. Listen and write. Then match.

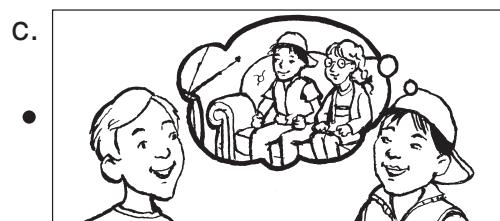
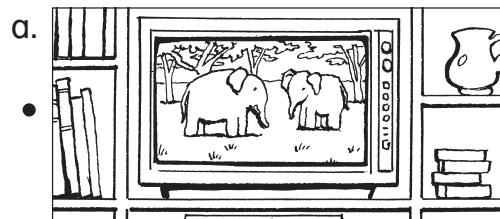
1. Where _____ you
yesterday afternoon? •

At Mona's _____

We were watching _____

2. What was _____? •
A programme _____
animals in Africa.

3. Aw, I missed _____? •
Was it _____?
Yeah, it was. The gorillas were
really _____



B. Listen and put the sentences in order.

- Colour broadcasting begins in Egypt.
- The first televisions go on sale.
- The first Egyptian satellite was launched.
- Neil Armstrong walks on the moon.

C. Read and write.

1.



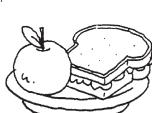
he/turn off the fan/hot

2.



she/take off her jacket/cold

3.

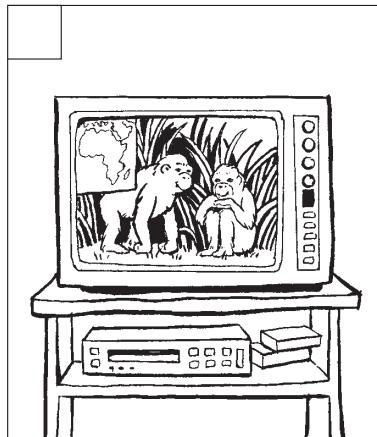
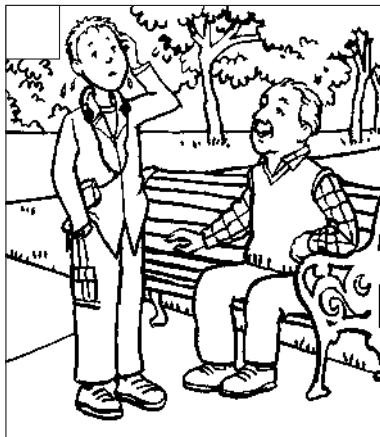


they/skip lunch/hungry

FINAL TEST



A. Listen and number the pictures.



B. Listen and ✓ the sentences you hear.

1. a. How about a salad?

Sounds good. _____

b. Rare, medium, or well done?

Medium, please. _____

2. a. Can you take a message?

Sure. _____

b. Got it! What's your number?

023-555-1859.

3. a. Are your parents home?

No. They went to a film. _____

b. I think...I think it's a wild

animal! _____

4. a. That's okay.

Let him show you how. It's hard. _____

b. Hey! I can do it!

Good work, Mona. _____

FINAL TEST



C. Listen and write ✓ or X.

1.



2.



3.



4.



5.

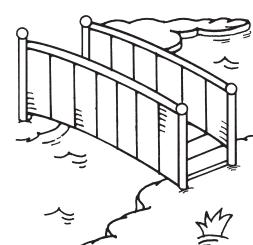


6.



D. Look and write.

1.



2.



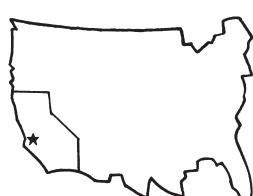
3.



4.



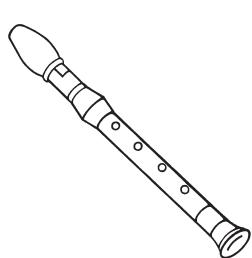
5.



6.



7.



8.



FINAL TEST

E. Read and match.

1. What's going on in here? •
2. What did you get? •
3. Could we ask you a few questions? •
4. How can I help you? •
5. Okay. I'll take one. •
6. Do you want to come over? •
7. What should I do? •

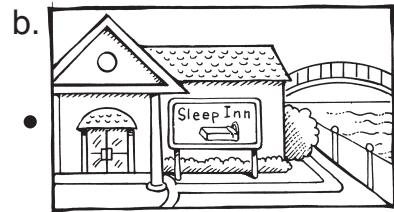
- I can't. My mum won't let me watch TV on a school night.
- We're cleaning up.
- Stay calm.
- Sure. Go ahead.
- I got a hundred!
- Hi! What are your hours?
- Great! I'll get a fresh pie for you.

F. Write and match.

1. How did they _____
They _____ the violin badly.



2. _____ a hotel near
_____ bridge?
Yes, _____



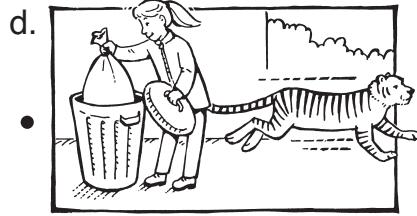
3. What was she _____

taking out the rubbish
tiger ran _____



4. How much _____

He _____ four _____
of lemonade.

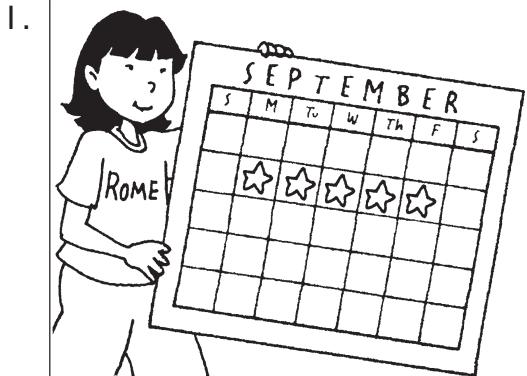


FINAL TEST

G. Read and match. Then write.

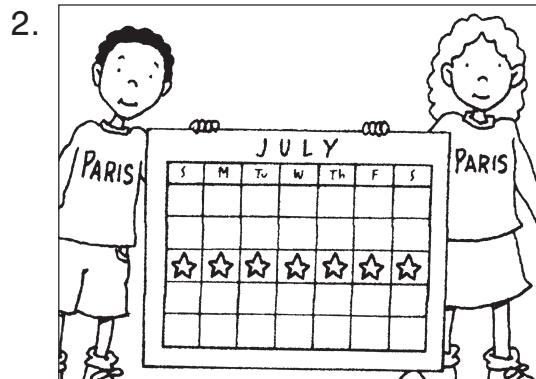
1. What were they doing when the deer walked by? • _____ in December.
2. How long were they there? • They played _____ slowly.
3. Do they ever drive a sports car? • They for one month.
4. When did they go to Paris? • _____ always drive a sports car.
5. How did they play the drums? • _____ there wasn't.
6. Was there a library near the hotel? • They were doing the laundry when the deer _____

H. Look and write.



When did _____

How long _____



FINAL TEST

I. Read and match.

1. Last Saturday, Laila Abdallah and her friend DeeDee Smith had lunch at Grandpa Ali's. "Their pizza is the best pizza in town," Laila said. DeeDee said, "I'm going to bring my children here. Kids under five eat free!"

2. The students at Sunnyville School gave their spring performance last night. The chorus and orchestra were very good. After the performance, the school had a pizza party at Grandpa Ali's for the students, their families, and the teachers.

3. Last night Mona and Kareem ate dinner with their kindergarten teacher. They ate at a deli that serves the best sandwiches in town. Kareem ate a vegetable sandwich, and Mona had a cheese sandwich.



J. Unscramble and write.

1. accident Do ? you have ever an

never . I an have accident No ,

2. test do often a How they ? take math

a take They math two month a test times .

FINAL TEST

K. Circle the mistakes and write. Then match.

1. She ironed a shirt to herself.

_____ •



2. For I was little, I couldn't speak English.

_____ •



3. If he go to bed late, he be tired.

_____ •



4. He went to the dentist with himself.

_____ •



5. If she'll win a prize, she'll be happy.

_____ •



6. When I want little, I could catch a butterfly.

_____ •



Card List

Unit 1: Pages 1–4

school
library
barber's shop
bank
hotel
train station
post office
pavement
bridge
theatre
beside
behind
across from
in front of
near
above

Unit 4: Pages 13–16

wear a wig
drive a sports car
put on make-up
get a sunburn
listen to music
take a nap
talk on the phone
sign autographs
have an accident
always
usually
often
sometimes
hardly ever
never

Unit 2: Pages 5–8

water
lemonade
roast beef
roast turkey
chicken soup
fruit salad
orange juice
coffee
apple pie
garlic bread
a bottle of water
a can of lemonade
a slice of turkey
a piece of apple pie
a bowl of chicken soup
a glass of orange juice
a cup of coffee
a loaf of bread

Unit 3: Pages 9–12

walk to school
go to the dentist
do the laundry
chop vegetables
iron a shirt
slice fruit
take a bus
wash my hair
stay home
buy groceries
by myself
by himself
by herself
by yourself
by yourselves
by themselves
by ourselves

Unit 5: Pages 17–20

feed the birds
read a newspaper
take medicine
meet a friend
take the underground
give a speech
take a maths test
bake bread
get a haircut
once a day
twice a week
three times a month
four times a year

Unit 6: Pages 21–24

tuba
flute
cymbals
drums
xylophone
electric keyboard
harp
cello
recorder
trumpet
well
badly
quietly
loudly
quickly
slowly
happily
sadly

Unit 7: Pages 25–28

tiger
eagle
panda
bear
kangaroo
parrot
deer
camel
camel
lion
run → ran
walk → walked
fly → flew
hop → hopped

Unit 8: Pages 29–32

say the alphabet
throw a ball
blow a bubble
count to ten
build a sandcastle
spell a word
catch a butterfly
cut out a heart
peel an orange
speak English
Mona **is** tall.
Mona **was** short.
Kareem **can** play basketball.
Kareem **could** play basketball.

Unit 9: Pages 33–38

Rome	July
Cairo	August
Tokyo	September
London	October
Seoul	November
New York City	December
Paris	
Honolulu	
San Francisco	
Hong Kong	
January	
February	
March	
April	
May	
June	

Unit 10: Pages 39–42

skip lunch
forget my homework
go to bed late
fall off my chair
get a good mark
lose my favourite pencil
make a mistake
take off my jacket
win a prize
turn off the fan
hungry
nervous
tired
embarrassed
happy
sad
disappointed
cold
hot
proud

Word List

The numbers to the right of the entries indicate the page on which the word is introduced.

A		chicken soup	8	film studio	23	hotel	2	newspaper	26
children	1	first	5	hours	1	hours	1	number	viii
a lot of	5	flavour	5	I		I		O	
above	3	flu	25	in front of	3	in front of	3	often	21
accident	20	foreigners	1	include	1	include	1	once	27
across from	3	forgot	17	invent	5	invent	5	open	1
actor	23	free	1	iron a shirt	14	iron a shirt	14	orange juice	8
adventure	23	fresh	13	ironed	15	ironed	15	order	7
always	21	fruit salad	8	Italian	11	Italian	11	ourselves	15
A.M.	11	G		K		K		owner	11
apple pie	8							P	
arrive	17	get a haircut	26	get a sunburn	20	get in	1	paid	17
attention	29	get a sunburn	20	get in	1	gets	21	parents	viii
autographs	20	get in	1	give	19	give	19	patient	29
B		give	19	give a speech	26	give a speech	26	pavement	2
bake bread	26	glass	9	go home	17	go home	17	permission	
baked potato	7	go to the		go to the		go to the		form	viii
bank	2	dentist	14	dentist	14	dentist	14	pest	29
barber's shop	2	due	viii	got	17	got	17	piece	9
behind	3	E		grocery list	17	grocery list	17	P.M.	11
beside	3	Egyptians	1	grow up	29	grow up	29	post office	2
best	11	electric		H		H		price	11
better	25	ever	21	hardly ever	21	hardly ever	21	projects	viii
bother	29	every	5	have a good		have a good		put on make-up	
bottle	9	expensive	13	time	23	time	23	message	19
bowl	9	F		have a seat	25	have a seat	25	month	27
bridge	2	factory	5	have an		have an		mood	7
buy groceries	14	fair	29	accident	20	accident	20	mummy rooms	1
C		falls	21	hear	25	hear	25	museum	1
calling	19	family	23	help	1	help	1	myself	15
can	9	feed the birds	26	herself	15	herself	15	N	
cart	17	field trip	viii	himself	15	himself	15	near	3
CD player	viii	film star	23	history	5	history	5	never	21
checkout	17			holidays	1	holidays	1	new	11
chef	11							R	
cherry	13							rare	7
								read a	
								newspaper	26
								ready	7
								real	11
								rehearse	23
								roast beef	8

S	starting	25	take the		turn on	viii	wear a wig	20	
school	2	stay home	14	underground	26	twice	27	wears	21
serious	25	stayed	15	takes	21		U	week	27
serve	11	steak	7	talk on the				weekend	viii
sign		sunburn	20	phone	20	usually	21	well done	7
autographs	20	supermarket	17	talks	21		V	what's going	
signs	21			tell	29			wig	20
slice	9			theatre	2			without	29
slice fruit	14	take a bus	14	themselves	15	vanilla	5		Y
sliced	15	take a maths		times	27	visit a museum	26	year	27
sometimes	21	test	26	today	23			yesterday	23
speech	26	take a nap	20	today's	7	W		yourself	15
spelling test	viii	take care	25	tonight	23			yourselves	15
spend time	29	take medicine	26	tour	1	walk to school	14		
sports car	20	take off my		track	viii	walked	15		
				train station	2	wash my hair	14		

A		catch a butterfly	20	February	21	hop	9	M	
about	11	cello	2	feeding	9	hopped	9	I	
abroad	19	chopping	9	female	19	hot	27	make a	
after	5	chorus	5	few	19	hundred	13	mistake	
airline	19	climbing	9	find out	29	hungry	27	make friends	
alive	11	cold	27	flew	9	March		17	
alphabet	14	come on	13	flight	19	mark		26	
April	21	come over	25	flute	2	if	27	May	
around	11	concert	1	forget my		information	23	million	
August	21	copilot	19	homework	26	interview	19	miss	
available	23	could	15	front	13	mistake		26	
B		couldn't	15	funny	17	most exciting		23	
C		count to ten	14	January		move		1	
D		cut out a heart	14	February		move away		17	
badly	3	cymbals	2	G		July		N	
bass	1	D		June		January		21	
bear	8	E		garden	7	July		21	
begin	29	December	21	get a good		June		21	
being	19	deer	8	mark	26	K		neither	
bell	25	disappointed	27	giant	11	Kangaroo		25	
besides	25	drums	2	give up	13	July		27	
blow a bubble	14	F		go ahead	19	June		New York City	
board	13	E		go on sale	29	20		news	
born	11	eagle	8	go to bed late	26	November		25	
break	17	electric		good work	13	O		October	
break	17	keyboard	2	gorilla	25	October		21	
broadcasting	29	embarrassed	27	grams	11	one third		one third	
bubble	14	emergency	7	L		one third		19	
build a sand		endangered	11	H		opera		23	
castle	14	enormous	17	happily	3	orchestra		5	
C		F		happy	27	overseas		19	
Cairo	20	fact	11	harp	2	P		panda	
calm	7	fall off my		heart	14	Paris		8	
camel	8	chair	26	helping	1	Paris		20	
captain	19	fan	26, 29	hibernate	11	lion		8	
				hit	5	parrot		8	
				Hong Kong	20	peel an orange		14	
				Honolulu	20	pass out		13	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange		14	
						peel an orange			

percent	29	R	sending	7	T	weigh	11
perform	5		Seoul	20		well	3
performance	5	ran	9	September	21	what's going	
pilot	19	recorder	2	should	7	on	1
play	5	remote control	29	show	17	wild	7
pleasure	19	rent	23	sit down	13	win a prize	26
pound	11	Rome	20	skip lunch	26	word	14
programme	25	S		skips	27	work	19
proud	27			slowly	3	world	23
public	29	sad	27	soloist	5	X	
putting	9	sadly	3	San Francisco	20		
				something	7		
questions	19	sand castle	14	soon	17	W	
quickly	3	say the		speak English	14	washing	9
quietly	3	alphabet	14	spell a word	14	web site	29
		second	5				

Book size : 20 x 28
Number of pages : 238
Weight of paper sheet : 80 gm
Weight of cover sheet : 300 gm
Print colour : 4 colours
Registration No. :