



MINISTRY OF  
EDUCATION



NATIONAL CENTRE  
FOR CURRICULA AND  
EDUCATIONAL  
RESEARCH (NCCER)



# SMILE

## SERIES

SUDAN  
MODERN  
INTEGRATED  
LEARNING OF  
ENGLISH

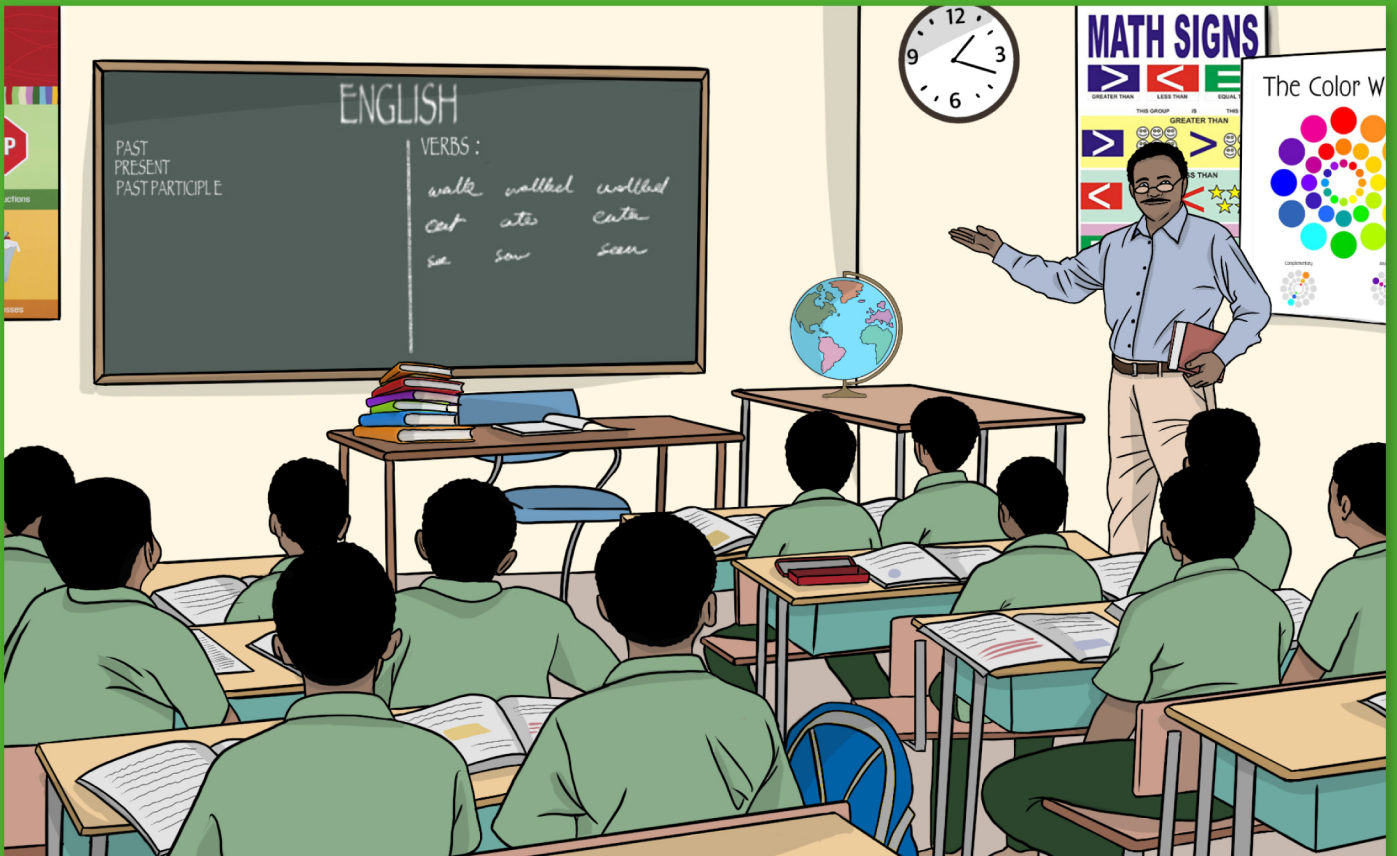
# 4

## FOUR

# TEACHER'S BOOK

## GRADE 6

### BASIC LEVEL





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



# **Sudan Modern Integrated Learning of English**

## **SMILE Series: Book 4**

**Teacher's Book**

**Grade 6: Basic Level**

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## Introduction

More than 20 years have passed since the publication of SPINE, the current English curriculum taught at basic and secondary stages in Sudan. Since the publication of SPINE, a lot has changed in terms of methodologies, learning trends and educational guidelines.

This new English language curriculum, SMILE (Sudan Modern Integrated Learning of English), is specially tailored to Sudanese pupils in general education and it is intended to replace the SPINE Curriculum. It is a response to the decision made at the 2012 Educational Policy Conference to introduce Sudanese pupils to the English language earlier to improve the English language standard in Sudan.

The Federal Ministry of Education and the NCCER-Bakhter-Ruda in partnership with the World Bank Basic Education Recovery Project (BERP) and in collaboration with the British Council in Khartoum, worked to produce the SMILE Curriculum.

The SMILE Curriculum is the result of collective work done by national and international material writers, consultants, special advisors and artists, all under the supervision and administration of the NCCER.

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

The SMILE series is comprised of the following components:

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

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

are introduced from the very beginning of the course. The SMILE Curriculum intends to develop a positive attitude towards English as a foreign language and teaches the four language skills (listening, speaking, reading and writing) simultaneously.

The SMILE Curriculum adopts communicative approaches for teaching English as a foreign language at the basic level in Sudan. Communicative mechanisms such as Total Physical Response (TPR), storytelling, guessing games, roleplays, body language, problem solving drills, spelling practice, phonic drills and the incorporation of cross-curricular material ensure that pupils are exposed to many ways to practise English communicatively.

The SMILE Curriculum's evaluation and assessment methods utilise both formative and summative approaches. At all levels, assessment emphasises the achievement of both standards and their indicators for each grade, aiming to attain and guarantee a high quality assurance curriculum and to confirm a High Stake Standards Benchmark (HSSB) syllabus. Moreover, at all levels, a cross-curricular dimension that also includes life skills, morals, traditions and values has been incorporated thoroughly into the content of the syllabus; adding relevance and cohesion with the rest of the basic level curricula subjects.

By the end of the basic level at grade 9 pupils should:

1. have developed a positive attitude towards the English language.
2. have participated in enjoyable pupil-centred learning, which employs the use of interactive drills, simple stories, rhymes, chants, language games, phonic activities, arts, project work and integrated language skills development.
3. have built their confidence and self-esteem through active use of the language.
4. have acquired a strong foundation for the four linguistic skills: listening, speaking, reading and writing.
5. be able to understand, reply to and participate in dialogues, roleplays and interviews using a variety of lexical sets and formulaic expressions.
6. be able to read and write a variety of different text types for a variety of purposes suitable to their age group.
7. have developed various life skills, including critical thinking, problem solving and decision making.

8. have received positive input about their own Sudanese culture and that of English speaking countries.
9. have raised their awareness about the diversity of cultures within Sudan.
10. have developed cross-curricular skills.
11. be able to read and understand national and international supplementary readers in later grades.
12. have received inclusive teaching and encouragement regardless of linguistic aptitude and performance through the use of special educational teaching strategies.
13. have been exposed to examples of modern technology.
14. have achieved level B1 of the Common European Framework (CEF).

SMILE textbooks consist of twelve units which follow a consistent format: every unit has eight lessons. Lesson 8 is always a revision of the previous lessons of the unit. Most units include two recordings; these are of dialogues, chants and/or stories. Most units also include a story. Unit 12 revises learning from previous units, while for Books 2 – 7, Unit 1 consolidates learning from the previous year's book.

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

With best regards,

**Dr Hamdan Ahmed Hamdan Abuanja**  
**Head of the English Language Department – NCCER**  
**Bakht-er-Rudha, November 2016.**

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**Sudan**  
**Modern**  
**Integrated**  
**Learning of**  
**English**

**SMILE Series: Book 4**

**Teacher's Book**

**Grade 6: Basic Level**



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# Guidance Notes for SMILE Book 4

## SMILE Book 4 – components

Teacher’s Book  
Pupil’s Book  
Activity Book  
Posters  
Audio recordings

### The Teacher’s Book

The Teacher’s Book shows teachers how to present the language materials and teaching activities which appear in the Pupil’s Book and Activity Book. It is a guide to help teachers and gives step-by-step instructions for each lesson, the answers to all of the activities and the tapescripts for the audio recordings.

At the start of each lesson in the Teacher’s Book there is a **lesson overview**. Lesson overviews give teachers a summary of the learning content of each lesson. They provide a breakdown of the standards, grammar, functions and vocabulary of that lesson.

Icons are included within the teaching notes to indicate if the activity should be done individually, in pairs, groups or with the full class. When other materials are required, such as a notebook or audio track, this is shown with an icon.

### Some important things to remember are:

- SMILE is based on the national Sudanese standards as drawn up by the National Centre for Curricula and Educational Research (NCCER).
- The standards and indicators are shown in a table in Appendix III on page 199.
- The lesson overview links the language and skills of each individual lesson to this document.
- Each activity has an aim. The aim is shown at the start of each activity. They help the teacher understand the main focus of that particular activity and its relevance to the lesson as a whole.

At the end of each lesson are **checkpoints**. The checkpoints tell teachers what the pupils should be able to do by the end of each lesson. See the *Assessment for learning* section for more ideas on how to use these. It is important that teachers read the Teacher’s Book and plan the lesson **before** going into class.

### The Pupil’s Book

The Pupil’s Book gives inputs and activities for the pupils. The design is bright and colourful to motivate pupils. Teachers need to look at the Teacher’s Book to understand how each activity works.

Pupils should **not write** in the Pupil’s Book; the course has been designed so that all of the written work is completed either in the Activity Book or in the pupils’ own notebook.

There are many different types of activities in the Pupil’s Book. See the *Activities* section for more idea about how to use the different activities in class. Some activities are linked between the Pupil’s Book and the Activity Book. Many lessons will switch between the two books.

Book 4 includes **Look!** boxes which highlight the grammar targeted in the lesson. These boxes include examples of the grammar found in the activities and stories in a clear way to help pupils understand how to apply what they are learning. The Teacher’s notes include explanations and allot time to go over these

points.

## The Activity Book

The Activity Book gives pupils more practice of the contents of the Pupil's Book. Each lesson includes a vocabulary box at the end of the lesson that highlights the new targeted words from the lesson.

Some of the exercises in the Activity Book can also be used as homework. Remember:

- If the Activity Book is used as homework, then at the end of the lesson spend five minutes making sure the pupils understand the exercises.
- Spend five minutes at the beginning of the next lesson, going through the exercises with the pupils. This can be done instead of the suggested starter activity if time is short.
- For more homework ideas, see the *Ideas for class of different levels* section.

## Activities

### Storytelling

There are many stories presented in the SMILE books. Stories are very motivating for pupils. They show pupils new language in context and give pupils a chance to practise listening and speaking skills. Stories encourage creativity as well as give pupils new knowledge about the world.

There are audio recordings for most of the stories. If the audio is not available, the stories can be read by the teacher or by stronger pupils from the class.

Use the following ideas to help pupils understand the stories:

- Before you play the audio (or read it yourself), pupils look at the pictures on the page. Ask them questions and encourage them to guess what is happening, what the story is about and how the story will end.
- If you are reading the story, practise and exaggerate the tone of voice and try to use a different voice for each character.
- If pupils are reading the story, encourage the pupils to say their parts expressively and with actions.

### Role plays, games and dialogues

In many lessons, pupils are asked to act out or role play stories and dialogues, there are notes for each story to help teachers.

Role plays, games and dialogues are an important technique for developing pupils' speaking skills. To give all pupils a chance to participate, dialogues should take place with all pupils talking at the same time in small groups or pairs, not with one or two pupils speaking while the rest of the class is silent. Some ideas to help are:

- Divide the class into the same number of groups as there are characters. Point and say, for example, *These three rows are character (A), these three rows are character (B)*, and so on. Pupils don't need to move. Each part is spoken by the whole group together.
- For more individual practice, pupils work in small groups. Each group has the same number of pupils as there are characters in the dialogue. The quickest way to do this is by numbering off. If the dialogue has five characters, then count along the row *1, 2, 3, 4, 5 – Group A; 1, 2, 3, 4, 5, Group*

*B* – and so on. There will be pupils left at the end. These should be sent to join other groups, and double up with the pupil in that group with the same number. They speak together. Try to make sure that it isn't the same pupils each time.

- If the class is too large for small groups to be practical, each part can be spoken by two or more pupils.

## Posters

The SMILE series comes with posters. These are used to help support the content of the lesson and provide visual aid. When posters are used, they are listed under the activity materials along with the number of the poster that will be needed. Specific notes on how to use the posters are included in the lessons.

## Audio recordings

The audio component of Book 4 aims to expose pupils to authentic English pacing, intonation and pronunciation. Unlike SMILE Books 1-3, Book 4 does not include chants or rhymes but instead focuses on dialogues and monologues. They are available in MP3 format to ensure easy transfer to different players, especially smart phones. They require speakers. Directions on how to use each audio recording is explained in the teacher's notes. For example, the audio should be stopped at certain points to give pupils a chance to respond.

In the absence of audio recordings, teachers can read the **Tapescripts** which are listed in Appendix I at the back of the book. It is worthwhile for teachers to familiarise themselves with the scripts before playing them to the class.

## Teaching tips

### Classroom management

Spend some time at the beginning of the year training pupils to move quickly and quietly into different arrangements for learning. This is very important. While this takes time at the beginning of the school year, it imposes discipline on the class and saves time during the rest of the year.

Most group work and pair work will be mixed ability but if you know your classes well, you can also think about pairing or grouping pupils in groups of similar ability. Both systems of organising classes have advantages and disadvantages.

Some other ideas for class management:

- Pair work can be done between pupils sitting next to each other, they do not have to move or stand up.
- In large classes, where pupils sit in rows, groups can be formed by one row turning their chairs to work with the pupils in the row behind.
- Give groups names. Let the groups decide their own names, or choose a class theme and make a list of names for them to choose from. Make moving quietly into groups a competition.
- Give points or stars for the groups that are the best behaved. Involve the pupils in deciding which groups were the best.
- As well as named groups, practise moving into groups of different sizes. Tell all the pupils to stand. Say: *Get into groups of (3)*. Pupils quickly form groups of (3) with those nearest to them, and sit down. Give points and praise for those who are quick and quiet. Step in quickly to sort

out any confusion. Allocate groups to those who are not quick enough to sort themselves.

## Assessment of learning

One of the important purposes of assessing learning is to understand how well your class is learning the materials you teach. (This purpose is different from awarding pupils marks for their learning.) This understanding of what the pupils are and aren't learning helps teachers to plan next lessons (for example teachers may decide to recycle or consolidate a piece of learning before moving on to a new piece of learning).

Here are some ideas for this process:

- At the end of the lesson or unit, read the list of checkpoints. Make a note of any points that the pupils have found difficult, and plan to continue to practise them.
- At the end of each unit, in the Activity Book, there is a **Can do box** which lists the skills the pupils should have learned through the unit in a pupil-friendly way. Go through the list with the pupils and have them evaluate if this has been achieved.
- Set exercises for homework. Use the listed homework activities in the lessons.
- Use particular exercises from the Activity Book.
- Fit in extra revision instead of the suggested starter activity where this would help.
- Make a note of any pupils who are finding the learning hard, or very easy, and plan to give them more support or more independence as necessary (see the *Ideas for different levels* section below.)

## Ideas for classes at different levels

It is not an easy task for teachers to deal with classes which contain pupils who have large differences in levels of linguistic knowledge or their motivation for or ability to learn a language. For example, a pupil might find it difficult to follow an English class because they have been ill and missed a lot of English classes and therefore have a low level of knowledge in English. Or another pupil might find the class boring because it is below their level of English knowledge because they have received private tuition in English or previously have attended an English course. Here are some brief suggestions for such situations:

For classes or pupils who are above level:

- Offer less support and encourage more independence. Move quickly to pair work, after whole class presentation.
- Encourage pupils to create their own examples, as well as those presented in the lesson.
- Give new vocabulary (or structures) if the pupils ask for them, but do not expect them to learn and remember all the new words. The purpose is to help them say what they want to say, in English, at the time.
- Tell pupils to keep a list of any words they want to learn. Pupils can be allowed to decide for themselves which words go on their list.
- Encourage pupils to use English as much as possible, even if they make mistakes. It is important that they see English as a way of communicating. See the *Use of Arabic* section for more information.
- If the pupils do not need the extra practice in the Activity Book, then substitute some or all of the exercises with less structured writing or speaking activities. Tell individuals, pairs or groups to prepare a talk, or write a few sentences, on the topic of the lesson, for example. Be prepared

to give them some class time to work together, as it may be difficult for them to get together outside of class.

For lower level classes/pupils:

- Offer as much help and support as the pupils need. Have plenty of whole-class practice before pair, group or individual practice.
- Do not try to move through the materials too fast, but do not continue trying to teach a point past the pupils' attention span. Present and practise a structure. If pupils are still making mistakes, leave it and come back to revise it later, perhaps at the end of the lesson; or do a quick revision at the beginning of the next lesson, instead of the suggested starter activity.
- Praise and encourage pupils for trying.

### **Use of Arabic**

There are icons throughout the teacher's notes to indicate when Arabic can be used to check understanding or explain an activity. Arabic should be kept to a minimum and only used when necessary. How often Arabic is used depends on the class level. Some activities will become known to the pupils and can be introduced in English. It is important to ensure that speaking exercises are conducted in English and pupils do not try to use Arabic. All spelling and writing activities should be done in English.

# Book Map

Unit 1	Grammar	Vocabulary	Function	Materials
Lesson 1	present simple; questions words: <i>Who, What, Where, Why, How</i>	company, New Zealand, office	personal information: make introductions	
Lesson 2	present simple of <i>to be</i> and <i>have</i>	daughter, husband, grandchild(ren), grandparent, only child	personal information: ask and respond to questions about personal and other information	audio track 1.2
Lesson 3	<i>like/love + ing</i> verb (e.g. <i>I like cooking</i> ); <i>such as</i> for examples	such as	preferences: talking about likes and dislikes	
Lesson 4	expressions of quantity: <i>many, much, lots of</i> ; quantifiers with <i>too</i> for countable and uncountable; adverb of frequency: <i>usually</i>	fizzy, fresh	numbers and amounts: express quantity and countability	
Lesson 5	compound nouns; <i>Wh-</i> question words	dial, hourglass, Nigeria, still (adv), sundial, tell the time	date and time: talk about the time	
Lesson 6	adverbs of frequency: <i>never, often, always, usually</i>	earn, mean (v), saying (n), useful, wealth	actions and events: talk about habits and frequency	
Lesson 7	modal verb: <i>can / can't</i> (for ability, requests)	dead, scorpion, sting, surprised	advice: make suggestions and requests	audio track 1.7 poster 1.7
Lesson 8	<i>like/love + ing-verb</i> ; adverbs of frequency	nearly, similar	personal information: ask and respond to questions about personal and other information	

Unit 2	Grammar	Vocabulary	Function	Materials
Lesson 1	passive ( <i>It's made of...</i> ); question words	block (n), floor (level), hut, type, modern, mud, upstairs	describe physical appearance: describe what things are made from/of	poster 2.1
Lesson 2	adjectives (opposites); possessive: <i>my, your</i>	advantage, difficult, disadvantage, electricity, expensive, light (adj)	make comparisons: talk about advantages and disadvantages	audio track 2.2

<b>Lesson 3</b>	<i>there is / there are</i>	rug, sofa, toilet, wardrobe	identify common objects around the home	
<b>Lesson 4</b>	prepositions of place; questions and affirmative and negative answers in present simple		describe location: say where objects are	
<b>Lesson 5</b>	passive ( <i>It's made of, It's used to</i> )	iron, microwave, remote control	identify common objects around the home	audio track 2.5
<b>Lesson 6</b>	prepositions of place and direction	bank, bookshop, car park, city hall, conversation, police station	describe location: give directions	
<b>Lesson 7</b>	imperatives (to give warnings)	accident, gas cylinder, lock, unlock	talk about rules and obligations	audio track 2.7
<b>Lesson 8</b>	(1) passive ( <i>It's made of, It's used to</i> ), (2) <i>there is / there are</i> , (3) prepositions of place		make comparisons: talk about advantages and disadvantages; describing houses	

<b>Unit 3</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Function</b>	<b>Materials</b>
<b>Lesson 1</b>	prepositions of time ( <i>on Sunday</i> ); no article before school subjects	ancient, experiment, P.E., religion, shape	date and time: talk about time	
<b>Lesson 2</b>	adverbs of frequency and expressions of time (e.g. <i>on Sunday, in the afternoon, at 9 o'clock</i> )	capital, cricket, kiwi (bird), rugby, strange	actions and events: talk about habits and routines	audio track 3.2
<b>Lesson 3</b>	modal verb + infinitive: <i>must / mustn't</i> ; imperatives	definition, on time, property, school grounds	talk about rules and obligations	
<b>Lesson 4</b>	modal verb + infinitive: <i>must</i> ; impersonal <i>you</i>	active, (have a) break, writing board	talk about rules and obligations	
<b>Lesson 5</b>	conjunction: <i>because; like + ing-verb</i>	poetry	information: ask for and give reasons	
<b>Lesson 6</b>	present simple to talk about facts; adverbs of frequency	mobile, (radio) programme, tent	talk about different types of school	audio track 3.6



<b>Lesson 7</b>	<i>need to</i> + infinitive	broken, caretaker, empty (v), fix, headmaster, noticeboard, put back, replace, sweep	talk about rules and obligations	poster 3.7
<b>Lesson 8</b>	modal verbs <i>must</i> / <i>mustn't</i> + infinitive		actions and events: talk about habits and routines; talk about rules and obligations; talk about different types of school	

<b>Unit 4</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Function</b>	<b>Materials</b>
<b>Lesson 1</b>	Question word: <i>How much...?</i> ; quantifier <i>too</i>	digital, headphones, mobile phone, wire, wireless	identify common objects; numbers and amounts: express quantity and countability	audio track 4.1
<b>Lesson 2</b>	modal verb + infinitive: <i>could</i> / <i>couldn't</i>	(make a) phone call, probably	ability: talk about ability in the past	
<b>Lesson 3</b>	possessive adjectives ( <i>my</i> etc.) and possessive pronouns ( <i>mine</i> etc.)	camera, latest, model, SAT-NAV, webcam	talk about possession	
<b>Lesson 4</b>	<i>I'd like</i> / <i>I wouldn't like</i>	e-learning, education, online, project	make comparisons: talk about advantages and disadvantages	
<b>Lesson 5</b>	imperative (for instructions)	cardboard, end (n), image, lid, pin, stick, sticky tape, tracing paper	directions: follow written instructions	poster 4.5
<b>Lesson 6</b>	modal verb + infinitive: <i>should</i> / <i>shouldn't</i>	download, movie, surf (the Internet)	personal information: express an opinion	audio track 4.6
<b>Lesson 7</b>	modal verbs + infinitive: <i>could</i> and <i>can</i>	favour, interested, plan (v)	advice: make suggestions and requests	
<b>Lesson 8</b>	modal verbs + infinitive: <i>could</i> and <i>can</i>		identify common objects; advice: make suggestions and requests	

Unit 5	Grammar	Vocabulary	Function	Materials
Lesson 1	past simple of <i>to be</i> : <i>was(n't) / were(n't)</i>	blind, electronics, grow up, set up (v)	actions and events: talk about past activities, events and experiences	
Lesson 2	past simple: regular / irregular forms, questions	attack, hero/ heroine, Nobel Peace Prize, shoot (v)	actions and events: talk about past activities, events and experiences	audio track 5.2
Lesson 3	past simple: regular / irregular forms, questions, negative	flamingo, (mountain) gorilla, hunter, kill	actions and events: talk about past activities, events and experiences	
Lesson 4	past simple: <i>was(n't) / were(n't), could(n't)</i> , regular / irregular past forms	Braille, disabled, get around, injury, stupid, wheelchair	make comparisons: make comparisons between the past and the present	
Lesson 5	past simple	role model	personal information: describe people	audio track 5.5
Lesson 6	conjunction: <i>because</i>	award, enter (a competition), local	information: ask for and give reasons	
Lesson 7	conjunction: <i>because</i>	become, computer scientist, develop, scholarship	information: ask for and give reasons	
Lesson 8	past simple: regular / irregular forms, questions, negative		actions and events: talk about past activities, events and experiences	poster 5.8

Unit 6	Grammar	Vocabulary	Function	Materials
Lesson 1	<i>like, enjoy</i> + ing verb	bead, dance, include, jewellery, paint (n), play (n), string	preferences: talk about likes and dislikes	audio track 6.1
Lesson 2	<i>sound / look</i> + adjective (e.g. <i>sound beautiful, look dangerous</i> )	musical instrument, sound (like), stamp (v), sword	describe physical appearance: describe appearance and sound of musical instruments	

<b>Lesson 3</b>		actor, cartoon, character, comedian, French, poet	personal information: describe people and their hobbies or jobs	
<b>Lesson 4</b>	past simple: regular / irregular forms	once upon a time, suddenly	actions and events: tell a story; personal information: describe feelings	poster 6.4
<b>Lesson 5</b>	question words	appear, crayon, drawing (n), title, watercolours	preferences: talk about likes and dislikes	
<b>Lesson 6</b>	passive in simple form ( <i>be made of, be used for</i> )	earring, handicraft, tool	describe physical appearance: describe what things are made from/of and used for	
<b>Lesson 7</b>	<i>sound / look + adjective; sound like / look like + noun</i>	both, guitar, shake, wind (instrument)	describe physical appearance: describe what things are made from/of and used for	audio track 6.7
<b>Lesson 8</b>	past simple: regular / irregular forms		personal information: describe feelings; preferences: talk about likes and dislikes	

<b>Unit 7</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Function</b>	<b>Materials</b>
<b>Lesson 1</b>		celebration, feast, get together, religion	actions and events: talk about celebrations	
<b>Lesson 2</b>	adverbs of frequency	bonfire, breathe, delicious, dragon, fireworks, Independence Day, turkey	actions and events: talk about celebrations	
<b>Lesson 3</b>	adverbs of frequency	event, high jump, long jump, rope, three-legged race, tug-of-war	preferences: talk about likes and dislikes	
<b>Lesson 4</b>	question tags with <i>to be</i>	fantastic, parade	personal information: describe feelings	audio track 7.4
<b>Lesson 5</b>	modal verb + infinitive: <i>should / shouldn't</i>	Canada, factory, international, servant	talk about rules and obligations	
<b>Lesson 6</b>	expressions of quantity ( <i>lots of, many, much</i> )	get married, groom, henna, suit (n)	make comparisons: make comparisons between different types of weddings	audio track 7.6

<b>Lesson 7</b>	present continuous (to talk about future plans)	choose, hope, meeting, (family) member, midday	actions and events: talk about future plans	
<b>Lesson 8</b>	(1) question tags, (2) present continuous (to talk about the future)		talk about familiar topics; actions and events: talk about future plans	poster 7.8

<b>Unit 8</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Function</b>	<b>Materials</b>
<b>Lesson 1</b>	<i>be going to</i> + infinitive	antelope, Ethiopia, national park	actions and events: talk about future plans	audio track 8.1
<b>Lesson 2</b>	comparative adjectives (e.g. <i>faster; less / more comfortable</i> )	brochure, four-wheel drive car, hot-air balloon, (railway) line, railway, up to (number)	make comparisons: make comparisons between types of transport	
<b>Lesson 3</b>	verb + infinitive: <i>would like to</i>	Eritrea, sea life, take it easy, well (n)	describe location: say where places are	
<b>Lesson 4</b>	present perfect (to talk about something that started in the past and continues to the present)	grassland, protected, sadly, (go on) safari	actions and events: distinguish between events in the past and present	
<b>Lesson 5</b>	<i>be going to</i> + infinitive	truck	actions and events: talk about future plans	audio track 8.5
<b>Lesson 6</b>	present perfect: <i>Have you ever ...?</i>	pizza, stadium	actions and events: talk about experiences	
<b>Lesson 7</b>	past simple	(river) bank, daily, decide, join, might, pineapple	actions and events: talk about past activities, events and experiences	poster 8.7
<b>Lesson 8</b>	(1) <i>be going to</i> + infinitive, (2) comparative adjectives	imagine	actions and events: talk about future plans; make comparisons: make comparisons between types of transport	

<b>Unit 9</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Function</b>	<b>Materials</b>
<b>Lesson 1</b>	expressions of quantity and intensifiers: <i>too (much), (not) enough</i>	drought, environment, flood, lucky	actions and events: talk about past activities, events and experiences	audio track 9.1

<b>Lesson 2</b>	superlative adjectives (e.g. <i>biggest, highest</i> etc.)	few, oxygen, percent, Sahara, Tanzania	make comparisons: make comparisons between the weather in different areas	
<b>Lesson 3</b>	comparative adjectives (e.g. <i>cleaner, healthier</i> )	disease, litter, society	make comparisons: talk about ways to help the environment	
<b>Lesson 4</b>	verb + infinitive: <i>need to</i>	Bangladesh, wild	personal information: express opinions relating to the environment	audio track 9.4
<b>Lesson 5</b>	question words	burn (down), cause (v), destroy, fall down, frightened, last (v), lightning, tornado	weather: talk about sandstorms	
<b>Lesson 6</b>	adverbs of sequence (e.g. <i>first, then, finally</i> etc.)	lay (eggs), life cycle, lose, tadpole	actions and events: describe a sequence or process	poster 9.6
<b>Lesson 7</b>	verb + infinitive: <i>need to</i>	(in) danger, gazelle, horn, panda	personal information: express opinions relating to the environment	
<b>Lesson 8</b>	(1) <i>too (much), (not) enough</i> , (2) superlative adjectives, (3) adverbs of sequence	Antarctica, gas, natural, storm	personal information: express opinions relating to the environment; describe a sequence or process	

<b>Unit 10</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Function</b>	<b>Materials</b>
<b>Lesson 1</b>	conjunctions: <i>before, after, when</i>	bacteria, hygiene, illness, the (runs), simple	advice: make simple suggestions and requests about health	
<b>Lesson 2</b>	adverbs of frequency	hardly ever	advice: make simple suggestions and requests about health	audio track 10.2
<b>Lesson 3</b>	(1) countable and uncountable nouns, (2) expressions of quantity: <i>many, much, lots of, some</i>	canned, diet, frozen, grown	numbers and amounts: express quantity and countability	
<b>Lesson 4</b>	modal verb + infinitive: <i>should</i>	cough, headache, stomachache, tongue, toothache	advice: make simple suggestions and requests about health	audio track 10.4
<b>Lesson 5</b>	adverbs of sequence (e.g. <i>first, after that, next, finally</i> )	bleed, cream, fall over, first aid, ice, nosebleed	actions and events: describe a sequence or process	poster 10.5

<b>Lesson 6</b>	modal verb + infinitive: <i>should / shouldn't</i>	fever, sick	talk about rules and obligations	
<b>Lesson 7</b>	present and past tenses	fall off, pass (a ball)	actions and events: tell a story	
<b>Lesson 8</b>	expressions of quantity: <i>many, much, some</i> ; modal verb + infinitive: <i>should</i>		actions and events: talk about habits or routines; advice: make simple suggestions and requests about health; numbers and amounts: express quantity and countability	

<b>Unit 11</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Function</b>	<b>Materials</b>
<b>Lesson 1</b>	present perfect: <i>Have you been to ...?</i>	souvenir	actions and events: talk about activities, events and experiences	audio track 11.1
<b>Lesson 2</b>	verb + infinitive: <i>would like to</i>	ceiling, cloth, pistol, turban, trip (n), visitor	identify people and name a range of common objects; preferences: express	
<b>Lesson 3</b>	relative clauses with relative pronouns: <i>where, who, that</i>	solar panel, view (n)	identifying and referring to people and objects	
<b>Lesson 4</b>	past simple (questions)	postcard, roof, straw	actions and events: talk about past activities, events and experiences	audio track 11.4 poster 11.4
<b>Lesson 5</b>	past simple	light (a fire), remains	make comparisons: comparing the past and present	
<b>Lesson 6</b>		coral reef, meaning, location, mainland, (elephant) trunk	describe location: say where places are	
<b>Lesson 7</b>	past simple / present perfect tenses	bridge, buried	describe location: say where places are	
<b>Lesson 8</b>	question words; relative pronouns ( <i>where, who, that</i> )	state, traditional	describe location: say where places are; identify people and name a range of common objects	

Unit 12	Grammar	Vocabulary	Function	Materials
<b>Lesson 1</b>	prepositions of place; imperatives; <i>there is / are</i>	fill, notice	describe location: say where places are; identify people and name a range of common objects	audio track 12.1
<b>Lesson 2</b>	adverbs of frequency; modal verb + infinitive: <i>must / mustn't</i>	exam	actions and events: talk about habits and routines, talk about rules and obligations	
<b>Lesson 3</b>	past simple: regular / irregular forms	bionic, injured, pick up, radio, successful, wind-up radio	ability: talk about ability in the past; name a range of common objects	
<b>Lesson 4</b>	descriptive adjectives	disability, scientist	describe physical appearance: describe people; ability: talk about ability	
<b>Lesson 5</b>	present continuous (to talk about the future); question tags with <i>to be</i>	toffee apple	actions and events: talk about future plans	
<b>Lesson 6</b>	<i>be going to</i> + infinitive; comparative and superlative adjectives	nature	describe location: say where places are	audio track 12.6
<b>Lesson 7</b>	adverbs of sequence; intensifiers: ( <i>not</i> ) <i>enough, too (much)</i>	root, shoot (n)	actions and events: describe a sequence or process	
<b>Lesson 8</b>	modal verb + infinitive: <i>should / shouldn't</i> ; expressions of quantity: <i>many / much</i>	stay in touch	advice: make suggestions; personal information: say goodbye	

# Table of Contents

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Unit	Title	Page
1	Welcome Back!	01
2	Home Sweet Home	17
3	Learning New Things	33
4	Technology	49
5	Amazing People	65
6	The Arts	81
7	Celebrations	97
8	Travelling	113
9	Environment	129
10	Stay Healthy	145
11	Amazing Places	161
12	Looking Back	177

Vocabulary

193

Glossary

195

Standards and  
Indicators

199

Tapescripts

205

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### Lesson overview:

Reading focus:	understand details of an email exchange between a Sudanese boy and a boy from New Zealand
Speaking focus:	ask for and give basic personal information
Grammar:	present simple
Functions:	making introductions
New language:	company, New Zealand, office

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

#### Starter activity [3 mins]



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

**Aim:** to prepare for reading.

- Point to each picture and ask: *What is happening?* Pupils give their ideas. They may use Arabic.

#### PB 2. Read the emails. Answer the questions. [5 mins]



**Aim:** to read and follow an email exchange between a Sudanese boy and a boy from New Zealand.

- Explain that the texts are two emails. Tell pupils that the first email is written by a boy called Tim. Ask: *Who is Tim writing to?* (Amien)
- Read the first email aloud. Pupils follow in their books. Explain that Tim is from New Zealand. His dad works for a big company and they want to open a new office in Khartoum.
- Teach / elicit these words: *New Zealand, company, office.*
- Explain that the second email is for Tim. It's written by a boy called Amien. Read the second email aloud. Pupils follow in their books. Ask: *Who is Amien?* (Amien is a boy from Sudan).

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

**Aim:** to read and understand the main points of an email exchange.

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

- In pairs, pupils read the emails again. They read the questions and answer them orally together.

- Read each question and elicit the answers.

**Answers:** A. Tim is going to Sudan. B. He's going with his family (mum, dad, sister Claire). C. He is staying for eight months. D. Because Tim is coming to Sudan. E. Sudan is a beautiful country with lots to see and do. F. They both like playing football.

#### AB A. Complete the sentences. Write the correct name. [5 mins]

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

- Read the example aloud and explain the activity. Pupils must read each sentence and decide which name goes in the gap: *Tim* or *Amien*. They can look at the emails in the Pupil's Book to find the answers.
- Read sentence 2 aloud: *\_\_\_ is twelve years old.* Elicit the name (Tim). Read sentence 3 aloud: *\_\_\_ lives in Sudan now.* Elicit the name (Amien).
- Pupils complete the gaps with the name *Tim* or *Amien*. Remind them to look in the emails for the answers. They check their answers together.
- Choose different pupils to read each completed sentence aloud. Pupils check their answers.

**Answers:** 1. Tim, 2. Tim, 3. Amien, 4. Amien, 5. Tim, 6. Amien, 7. Tim, 8. Amien, 9. Tim

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

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




- Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
- Pupils write the questions with words in the correct order. They check their answers together.
- Choose different pupils to read the questions aloud. Pupils check their answers.

**Answers:** 1. What is your name? 2. How old are

you? 3. Where do you come from? 4. What do you like doing? 5. What does your dad do? 6. What is your favourite hobby?

**AB C. Write the question number from Activity B next to the correct answer. [5 mins]**




**Aim:** to practise asking for and giving basic personal information.

-  Use the example to explain the activity. Pupils must read each sentence and find the matching question in Activity B. They must write the number of the matching question next to each sentence.
-  Pupils read the sentences, and choose the matching questions. They write the number of the question in the gap.
-  Read each sentence. Choose different pupils to read the matching question. Pupils check their answers.

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

**PB 4. Introduce yourself to pupils in the class. [8 mins]**

**Aim:** to practise asking for and giving basic personal information.

-  Read each question in the Questions box. Pupils repeat. Check pronunciation.
- Choose two pupils. Pupil 1 asks the questions in the box; Help Pupil 2 to answer. Repeat with two more pairs.
-  Pupils take turns to ask and answer the questions. Remind them to answer the questions with information about themselves. Walk around the room, listening and helping.
-  Have a couple pairs ask and answer the questions in front of the class.

**Homework**

Pupils write answers to the questions in their notebooks (e.g. My name is Halima. I'm 11 years old. I'm from Sudan. I like painting).

**Vocabulary box [3 mins]**



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




**End of Lesson 1 Checkpoints:**

- Pupils can read and understand details of an email exchange.
- Pupils can read and understand questions and sentences with basic personal information.
- Pupils can ask for and give basic personal information (name, age etc.).



### Lesson overview:

Listening focus:	listen and understand details of a short description of a family
Speaking focus:	ask and answer simple questions about your family members
Grammar:	present simple
Functions:	exchanging personal information
New language:	daughter, husband, grandchild(ren), grandparent, only child

-  Tell pupils to look at the wordsearch. Point to the word 'mum'. Explain they must find seven more words about family. Words can go from top to bottom, left to right or diagonally.
-  Pupils find the words about family together and draw a circle around them.
-  Pupils compare their answers in small groups.

### Homework 1

Pupils make a wordsearch in their notebooks, with eight words about family.

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


#### Starter activity [4 mins]

**Aim:** to teach / review words about family.

- Tell pupils you will say words for people in the family. If the word describes a boy or man, pupils must wave their hands in the air; if the word describes a girl or woman, pupils must put their hands on their heads.
- Say these words slowly, one by one. Pupils wave their hands in the air or put them on their heads: *father, sister, grandmother, husband, uncle, son, mother, grandfather, aunt, brother, wife, daughter*. Review the words if pupils do not know them.
- Write these words on the board: *parent, grandparent, grandchild, cousin*. Teach / elicit the meaning of each word. Explain that we can use these words to talk about girls, boys, men or women.

#### PB 1. Look at the picture. What can you see? [3 mins]

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

- Point to Tim in the picture.  Ask pupils to say what they can remember about him.
- Explain that the picture shows Tim's family. Point to the people in the picture. Tell pupils to guess who each person is. Don't give the answers.


#### AB A. Find and circle ten words about family. [5 mins]

**Aim:** to review the spelling of words about family.

#### PB 2. Listen to Tim. Point to the people in the picture. [3 mins]

**Aim:** to listen and follow a short description of a family.





**Materials:** audio track 1.2

- Tell pupils they will listen to Tim talking about the picture and his family. They must listen and point to the people in the picture.
-  Play audio track 1.2. Pupils listen and point.

#### PB 3. Listen again. Are the sentences true or false? [5 mins]

**Aim:** to listen and understand the main points of a description of a family.

**Materials:** audio track 1.2



-  Pupils read the sentences together and decide or guess if each one is true or false. They write T or F in their notebooks.
-  Play audio track 1.2 again. Pupils listen to check their answers. They discuss each answer in pairs.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
-  Pupils take turns to say the sentences to each other. If a sentence is false, they correct it (e.g. He has no brothers. He has one sister).

**Answers:** A. false (He has no brothers. He has one sister), B. true, C. true, D. false (His grandfather is called George), E. false (Nicola is John's wife), F. true, G. true

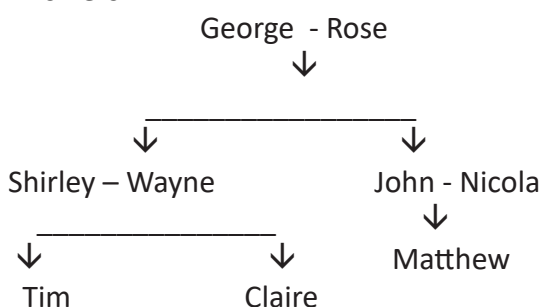
**AB B. Listen. Complete Tim's family tree with the names in the box. [6 mins]**

**Aim:** to listen and understand details of a short description of a family.

**Materials:** audio track 1.1

-  Quickly draw the family tree on the board. Explain that it is a family tree. It shows Tim's grandparents at the top; then his parents and aunt / uncle; then Tim, his sister and his cousin at the bottom. Explain who the people are (George = grandfather; Nicola = aunt; Claire = sister).
- Tell pupils they will listen to Tim again. They must complete the family tree with names from the box. Read the names in the box.
-  Play audio track 1.1. Pupils write the names in their notebooks. If necessary, play the track again.
- Elicit the names and write them in the family tree on the board. Pupils check their answers.

**Answers:**






**Homework 2**

Pupils can draw their family tree at home. They can write who the people are in English (e.g. my father, my mother etc.)

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




**Aim:** to understand and write words about family.

-  Choose pupils to read the words in the box aloud. Check pronunciation. Elicit or give the meanings in Arabic.
- Read sentence 1. Explain that pupils must look at the family tree, and complete the sentence with a word from the box. Elicit the correct word (husband).
-  Pupils complete the sentences with words from the box.
-  Choose different pupils to read the



completed sentences. Pupils check their answers.  
**Answers:** 1. husband, 2. children, 3. father, 4. daughter, 5. grandchild, 6. grandma, 7. aunt, 8. cousins

**PB 4. Talk about people in your family. [6 mins]**

**Aim:** to practise asking and answering simple questions about your father.

-  Read each question in the Questions box. Pupils repeat. Check pronunciation. Elicit the meaning of each question in Arabic.
- Choose two pupils. Pupil 1 asks the questions in the box; Help Pupil 2 to answer. Repeat with two more pairs.
-  Pupils take turns to ask and answer the questions. Remind them to answer the questions with information about themselves. Walk around the room, listening and helping.
-  If there is time, tell a couple pairs to ask and answer the questions in front of the class.

**Vocabulary box [3 mins]**

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

**End of Lesson 2 Checkpoints:**

- Pupils can understand, write and say words about family with clear pronunciation.
- Pupils can listen and understand details of a short description of a family.
- Pupils can ask and answer simple questions about their family members.



### Lesson overview:



Reading focus:	understand the main points of an information text about games and hobbies
Writing focus:	write an email with basic personal information
Grammar:	<i>like + ing</i> verb (e.g. <i>I like cooking</i> )
Functions:	talking about likes and dislikes
New language:	such as

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

#### Starter activity [3 mins]




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

**Aim:** to review words for games and hobbies.

-  Tell pupils you will say sentences about the pictures. Pupils must listen and say the letter of the picture you are talking about.
- Say *I like playing football*. Pupils say the letter 'C'.
- Continue with the other pictures: *I like flying a kite* (F); *I like cooking* (B); *I like swimming* (E); *I like playing computer games* (A); *I like riding a bike* (D)
-  In pairs, pupils say sentences about pictures A-F in the Pupil's Book.

##### AB A. Look at the pictures. Write sentences. [5 mins]

**Aim:** to write sentences using *like + ing* verb.

-  Choose a pupil to read the sentence (*I like playing computer games*). Explain that we can use 'like' + *ing* verb (e.g. playing) when we are talking about our hobbies and things we like doing.
- Explain the activity. Pupils must write a sentence beginning 'I like' or 'we like'.
-  Pupils write a sentence about each picture.
-  Choose different pupils to read the sentences. Write them on the board. Pupils check their answers.

**Answers:** A. I like playing computer games. B. I like cooking. C. We like playing football. D. I like riding a bike. E. I like swimming. F. We like flying a kite.

### Homework 1

Pupils write some sentences about things they like doing (e.g. I like flying a kite. I like reading).

### PB 2. Read the text. Point to the pictures. [4 mins]



**Aim:** to read and follow an information text about games and hobbies.




- Tell pupils you will read a text about games and hobbies. They must follow the text and point to the pictures in PB Activity 1 (e.g. when they read *computer games* they point to picture A).
- Read the text aloud. Pupils follow and point to pictures.
- Check pupils understand the meanings of these hobbies (e.g. say the hobbies and pupils do the actions): watching TV, playing basketball, working on the farm.

### Homework 1

Pupils read the text again at home.

### AB B. Read the text again. Match the start and end of the sentences. [5 mins]

**Aim:** to read and understand the main points of an information text about games and hobbies.

-  Use the example to explain the activity. Pupils must read the text again. Then they must match the beginnings of the sentences (1-6) with the endings (A-F).
-  In pairs, pupils read the text again. They draw lines to match the beginnings and endings of the sentences.
-  Read the beginning of each sentence and choose different pupils to say the correct endings.

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

### PB 3. Read the sentences. What is the game and hobby? [3 mins]



**Aim:** to read and understand simple sentences about games and hobbies.

- Divide the class into three teams.
- Read sentence 1 aloud (*You play this with two teams and a ball*). The first team to give the correct answer wins a point.




- Continue with sentences 2-5. The team with the most points wins.

**Answers:** A. football / basketball (or other sport), B. computer games, C. flying a kite, D. cooking, E. swimming





### Look! [2 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use *such as* when we want to give examples.

### AB C. Answer the questions about you. [7 mins]



**Aim:** to review and practise answering questions about personal information.


-  Read each question aloud. Elicit example answers. Teach 'I'm an only child' as a possible answer for question 4 and question 5. Remind pupils to use 'I like' + *ing*- verb for question 6.
-  Pupils read the questions again and write answers. Remind them to write about themselves.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to ask and answer some of the questions.

**Example answers:** 1. My name is (answer). 2. I'm 11 (years old). 3. I'm from / I come from Kassala / Sudan. 4. I have 3 brothers and 2 sisters / I'm an only child. 5. They are 4, 5, 10 (years old) / My brother is 15 / I'm an only child. 6. I like reading.

### AB D. Write an email about you. Use your answers from Activity C. [7 mins]

**Aim:** to write an email with basic personal information.

-  Explain the activity. Tell pupils to imagine that they are writing an email to a new friend. They must tell the friend about themselves. They can use some of the answers from AB Activity C.
- Write on the board: *Dear \_\_\_\_\_, Write soon \_\_\_\_\_.* Explain that we can use these words to begin and end an email to a friend.
-  Pupils write the email. Walk around the room and help.

-  If there is time, choose some pupils to read their emails in front of the class.

### Homework 2

Pupils can finish writing the email at home.

### PB 4. Ask and answer questions about free time. [4 mins]



**Aim:** to practise talking about the things you like doing in your free time.

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

- Choose two pupils to read the question and answer. Check pronunciation. Elicit the Arabic.
- Throw the ball to Pupil 1. Ask: *What do you like doing in your free time?* Help the pupil to answer correctly (e.g. I like swimming in the river).
- Tell Pupil 1 to ask the question and throw the ball to another pupil. Pupil 2 answers. Pupil 2 then asks the question and throws the ball to Pupil 3.
- Pupils continue throwing the ball and asking / answering the question.
- If there is time, pupils can continue in large groups.

### Homework 3

Pupils choose five words from the lesson to review. They learn the spellings.

#### End of Lesson 3 Checkpoints:

- Pupils can say, read and write the names of common games and hobbies.
- Pupils can read and understand the main points of an information text about games and hobbies.
- Pupils can write an email with basic personal information.
- Pupils can talk about the things that they like doing in their free time.



### Lesson overview:

Reading focus:	understand a simple leaflet about staying healthy
Speaking focus:	ask and answer questions about healthy habits
Grammar:	expressions of quantity: <i>many, much, lots of</i>
Functions:	talking about quantity
New language:	fizzy, fresh

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

#### Starter activity [4 mins]

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

**Aim:** to prepare for the topic of staying healthy.

- Explain that this lesson is about 'staying healthy'. Elicit what 'staying healthy' means.
- Point to each picture. Ask: *Is this healthy? Why? Why not?* (e.g. we should do exercise, crisps are not healthy, we should eat fruit and vegetables, we should go outside.)
- Teach / review these words: *exercise, fresh fruit and vegetables, crisps, junk food, fizzy drink, fresh air.*

##### PB 2. Read the poster. Point to the pictures. [4 mins]

**Aim:** to read and understand a simple leaflet about staying healthy.



- Explain that the text is a poster with information. Tell pupils you will read the poster. They must listen and follow the words.
- Read the poster aloud. Elicit what the poster is about (5 ways to stay healthy).
- Tell pupils you will read each instruction again. If they do what the instruction says, they should raise their hands (e.g. if they eat lots of fresh fruit and vegetables, they raise their hands).
- Read each line again. Pupils raise their hands if relevant.

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

**Aim:** to review words for food and drink.

-  Point to each picture. Elicit the words.



Correct pronunciation problems.

- Explain the activity. Pupils must make a tick [✓] or cross [x] under each picture.
-  Pupils work together to check the words.
-  Choose different pupils to write the words on the board. Correct spelling problems. Pupils check their spellings.

**Answers:** A. mango, B. egg, C. fizzy drink, D. sugar, E. chocolate, F. crisps, G. fish, H. orange juice, I. tomato, J. burger

##### AB B. Read the text again. Complete the chart. [6 mins]

**Aim:** to learn about more and less healthy food.

-  Read the first three lines of the text in PB activity 2 again.
- Draw the chart on the board. Read the headings (You should eat / lots of / not too much / not too many). Elicit the meanings.
  - Point to Picture 1 in Activity A and ask: *Should you eat lots of mangoes, or not too many?* Help pupils to answer (You should eat lots of mangoes). Write 'mangoes' in the first column.
  - Point to Picture 4 and ask: *Should you eat lots of sugar, or not too much?* Help pupils to answer (You should not eat too much sugar). Write 'sugar' in the second column.
  - Point to Picture 6 and ask: *Should you eat lots of crisps or not too many?* Help pupils to answer (You should not eat too many). Write 'crisps' in the third column.
- Continue with the other pictures. Complete the chart on the board.
- Choose pupils to say sentences about the chart (e.g. *You should not eat too many burgers*).
-  If there is time, pupils say sentences about the chart in groups of three or four.

**Answers:**


You should eat...		
lots of	not too much	not too many
mangoes	sugar	crisps
eggs	chocolate	fizzy drinks
fish	orange juice	burgers
tomatoes		

## Homework 1

Pupils use the completed chart to write sentences (e.g. You should eat lots of mangoes etc.)





### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use 'many' with things that we can count (e.g. fizzy drinks, crisps, burgers). Explain that we use 'too much' with things that we can't count (e.g. junk food, sugar, chocolate, orange juice). Explain that we use 'lots of' with things we can count and things we can't count (e.g. healthy drinks, healthy food, mangoes, fish).

### AB C. Read the questions and answers. Circle the correct word. [5 mins]





**Aim:** to practise using *much* / *many* / *lots of* correctly.


-  Read question 1 aloud. Elicit the correct answer (much). Elicit from pupils why (because we can't count chocolate).
- Explain the activity. Pupils must read the questions and answers and choose the correct word for each one.
-  Pupils read the questions and answers. They draw a circle around the correct words.  They check their answers together.
-  Elicit the answers. Have pupils give reasons for their choices.

**Answers:** 1. much / much, 2. Many / lots of, 3. Lots of / many

### AB D. Match the start and the end of the questions. [5 mins]




**Aim:** to practise asking questions about healthy habits.

-   Use the example to explain the activity. Pupils must match the beginning of each question with the correct ending.
-  Pupils draw lines to match the beginnings and endings of the questions.  They check their answers together.

-  Choose different pupils to read the completed questions.
  - Read each completed question aloud. Pupils repeat. Check pronunciation.
- Example answers:** 1 = E, 2 = C, 3 = G, 4 = F, 5 = B, 6 = H, 7 = A, 8 = D

### PB 3. Ask and answer questions about ways to stay healthy. [5 mins]



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

-  Read the question in the speech bubble. Choose pupils to answer. Help them to answer in English. Continue with more of the questions from Activity C.
-  Pupils take turns to ask and answer the questions from AB activity C. Remind them to answer the questions with information about themselves. Walk around the room, listening and helping.
-  Choose some pairs to ask and answer the questions in front of the class.

### Homework 2

Pupils keep a diary for one or two days of what they eat and drink.

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 4 Checkpoints:




- Pupils can understand a simple leaflet about staying healthy.
- Pupils can say what we should and should not eat to be healthy.
- Pupils can use *many*, *much*, *lots of* with countable and uncountable nouns.
- Pupils can ask and answer questions about their healthy habits.



### Lesson overview:

Reading focus:	understand the main points of an information text about sundials
Speaking focus:	ask about and say the time in different cities around the world
Grammar:	compound nouns
Functions:	telling the time
New language:	dial, hourglass, Nigeria, still (adv), sundial, tell the time

information text about sundials.

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


**Answers:** A. Four thousand years ago. B. They needed the sun for telling the time. C. They were made of tall stones. D. The hourglass.

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

#### Starter activity [3 mins]

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

**Aim:** to prepare for the topic of telling the time.

- Explain that the pictures show different ways of telling the time.
- Point to each picture and say the word (A = sundial, B = hourglass, C = water clock, D = watch).
- Elicit from pupils to say what they know about the different ways of telling the time.  They may use Arabic.

#### PB 2. Read the text. Which picture is it about? [5 mins]

**Aim:** to read and follow an information text about sundials.

- Tell pupils you will read a text. It is about one of the pictures in PB Activity 1. They must follow the text and decide which picture.
- Read the text aloud. Pupils follow and choose a picture.
- Ask: *What picture is it about?* (Picture A) *What other pictures are in the text?* (Picture B, Picture C)
- Read the text again. Elicit the meanings of these words: *telling the time, stones, Egyptians, still.*


#### Homework 1

Pupils read the text again at home.

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




**Aim:** to read and understand the main points of an

#### Look! [3 mins]

- Read the words 'foot' and 'ball' and elicit the meanings. Explain that these two words can go together to make a new word 'football'. Repeat with the other example(s).
-  Explain that these are compound nouns. They can help pupils to understand and make words in English.
- Elicit some other examples (e.g. basketball, blackboard, policeman etc.)

#### AB A. Write the numbers as words. [5 mins]

**Aim:** to practise writing big numbers.

-  Write these numbers on the board: 1,000 / 1, 500. Choose a pupil to say the numbers. Elicit the spellings and write them on the board (one thousand / one thousand five hundred).
-  Pupils write the numbers.
-  Write the numbers on the board. Pupils check their answers.

**Answers:** 1. one thousand, 2. four thousand, 3. ten thousand, 4. one thousand five hundred, 5. four thousand six hundred, 6. ten thousand nine hundred

#### AB B. Look at the picture. What is the time in New Zealand? [4 mins]

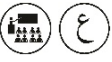


**Aim:** to understand the idea of different times in different places.

- Explain that the girls in the picture are Claire and Fadia. Claire is Tim's sister and she is in New Zealand. Fadia is her friend. She is in Sudan.

- Point to the girl sitting in front of the computer and ask: *Who is this?* (Fadia) *Where is she?* (At home in Sudan) *What's she doing?* (She's talking to Claire on the computer) *Where is Claire?* (New Zealand)
- Choose a pupil to read the text. Explain that when it is 10 o'clock in Sudan, it can be a different time in other countries. Elicit from pupils if they know of any time differences in other countries (e.g. Kenya is one hour ahead).

### AB C. Write the times under the clocks. [6 mins]

**Aim:** to review telling the time.

-  Tell pupils that when it is half past eleven in Khartoum, it can be a different time in other cities around the world. Read the cities and countries. Check pupils understand them.
- Pupils must write a sentence under each time and city, like the example.
-  Pupils write sentences under each time and city.
-  Ask: *What time is it in London / Wellington / New York / New Delhi / Abuja?* Choose different pupils to answer (*It's half past eight in London etc.*) Write the answers on the board. Pupils check their answers and spelling.

**Answers:** It's half past eleven in Khartoum. / It's half past eight in London. / It's half past nine (in the evening) in Wellington. / It's half past three in New York. / It's two o'clock in New Delhi. / It's half past nine (in the morning) in Abuja.


### Homework 2

Pupils choose a different time for Khartoum (e.g. 10:00). Then they write the times for London / Wellington / New York / New Delhi / Abuja.


### PB 4. Ask and answer questions about the time in different countries. [5 mins]

**Aim:** to practise asking about and saying the time in different cities around the world.

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

-  Read the names of the cities. Tell pupils to say where they are (London = UK, New York = USA, Shanghai = China, Dubai = UAE).
- Throw the ball to Pupil 1. Ask: *What time is it in London?* Help the pupil to answer (*It's half past nine in the morning*).
- Tell Pupil 1 to ask the question about a different




place and throw the ball to another pupil. Pupil 2 answers. Pupil 2 then asks a different question and throws the ball to Pupil 3.

- Pupils continue throwing the ball and asking / answering the question.
-  Pupils ask and answer questions about the cities and times (New York = It's half past four in the morning; Shanghai = It's half past four in the afternoon; Dubai = It's half past twelve in the afternoon).

### AB D. Put the instructions in the correct order.

**[Optional extra activity]**

**Aim:** to read and understand instructions for making a sundial.

-  Explain that the sentences are instructions for making a sundial. Explain that they are in the wrong order. Pupils must read the instructions and put them in the correct order.
- Elicit the first instruction (You will need a paper plate, a pen and a pencil).
-  Pupils work together to read and put the instructions in the correct order. They write numbers 1 – 7 in the boxes.
-  Choose different pupils to read instructions in the correct order. Elicit the Arabic for each instruction.

**Answers:** [1] You will need ... [2] Take the paper plate ... [3] Use the pen ... [4] Make a hole ... [5] The pencil should ... [6] Put your sundial ... [7] Turn the plate ...

### Vocabulary box [3 mins]



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

### End of Lesson 5 Checkpoints:

- Pupils can read and understand the main points of an information text about sundials.
- Pupils can say and write big numbers.
- Pupils can write, ask about and say the time in different cities around the world.



### Lesson overview:


Reading focus:	understand the main points of a short text about helping people
Writing focus:	write sentences about how often we help people
Grammar:	adverbs of frequency
Functions:	talking about habits and frequency
New language:	earn, mean (v), saying (n), useful, wealth

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

#### Starter activity [3 mins]

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

**Aim:** to prepare for reading.

- Explain that the topic of this lesson is 'helping people'.
- Point to each picture and ask how the people in the picture are helping others.  Pupils may use Arabic.

##### PB 2. Read the text. Point to the pictures. [3 mins]



**Aim:** to read and follow a short text about helping people.




- Tell pupils you will read a text about helping people. They must follow the text and point to the pictures in PB Activity 1 (e.g. when they read *helping our parents* they point to picture A).
- Read the text aloud. Pupils follow and point to pictures.
- Teach / elicit the meanings of these words: *a famous saying, mean, useful*.

#### Homework 1

Pupils read the text again at home.

### PB 3. Read the text again. Are the sentences true or false? [7 mins]

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

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

**Answers:** A. false (*Helping people starts at home*), B. true, C. true, D. false (*We can do small jobs for other people*), E. false (*Helping our neighbours is a good thing to do*), F. false (*Small things are important too*)


### AB A. Read the sayings. What are they about? [4 mins]

**Aim:** to guess the meanings of words.

- Explain that there are many sayings about helping people. Read the first one (*Every good act is charity*). Give the meaning in Arabic. Have pupils give some examples of 'good acts'.
- Read the other sayings. Elicit the meanings. Elicit examples from pupils.
- Choose a pupil to read the last saying again. Check pupils understand and can say the word 'wealth'. Explain that this saying is from the Prophet Mohammed, Peace Be Upon Him.

### AB B. Complete the chart. Answer the questions. [4 mins]





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

-  Read the first question aloud (*How often do you help at home?*). Elicit the meaning in Arabic.
- Read the adverbs (*always, usually, sometimes, never*) and elicit the meanings. Ask the first question again, and tell pupils to draw a tick (✓) in the relevant column (e.g. if a pupil usually helps at home, they draw a tick in the 'usually' column).
- Read the other questions. After each question, elicit the meaning, and tell pupils to draw a tick

in the relevant column.

### AB C. Write about what you do. Use your answers from the chart. [8 mins]

**Aim:** to write sentences about how often we help other people.



-  Choose different pupils and ask the questions in AB Activity B. Help pupils to answer (e.g. I always help at home. I sometimes give money to charity. I sometimes help a neighbour etc.)
- Explain that we put the adverbs *always*, *usually*, *sometimes* and *never* between the person and the verb (e.g. I **always** help...)
- Explain the activity. Pupils must write three sentences about how often they help other people. They can write about their answers in the chart in Activity B.
-  Pupils write their sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read their sentences in front of the class.

### Homework 2



Pupils write more sentences about themselves in their notebooks (e.g. *I always help my grandmother in the morning*).

### PB 4. Ask and answer questions about helping at home. [6 mins]

**Aim:** to practise asking and answering questions about how often we help other people.

-  Read each question in AB activity B aloud. Pupils repeat.
- Choose two pupils. Pupil 1 asks the questions; Pupil 2 answers. Encourage pupils to give more information (e.g. I always help at home. I always help my mother with the cooking).
-  Pupils take turns to ask and answer the questions. Walk around the room, listening and helping.

### Vocabulary box [5 mins]

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

### End of Lesson 6 Checkpoints:

- Pupils can read and understand the main points of a short text about helping people.
- Pupils can write sentences about how often they help other people.
- Pupils can ask and answer questions about how often they help other people.



### Lesson overview:

Listening focus:	predict and understand what happens in a short story about a scorpion and a frog
Speaking focus:	act out a dialogue with clear pronunciation
Grammar:	modal verb: <i>can / can't</i> (for ability, requests)
Functions:	making requests
New language:	dead, scorpion, sting, surprised



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

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What happens next?

**Aim:** to predict what happens in a story.




**Materials:** poster 1.7

- Put the poster in the front of the room. Point to Picture A. Ask: *What animals can you see?* (a scorpion, a frog) *Where are they?* (By the river) *What does the scorpion say?* Elicit the meaning in Arabic.
- Point to Picture B. Ask: *What does the frog say?* *Why does he say this?* (Because he's afraid of the scorpion and his sting). Teach the word *sting*.
- Point to Picture C. Ask: *What does the scorpion say?* Elicit the meaning in Arabic.  Tell pupils to say what will happen if the scorpion stings the frog (the frog will die from the sting, the scorpion will die because he can't swim).
-  Point to Picture D. Explain that the frog has agreed to help the scorpion. He will carry him across the river. Tell pupils to say what will happen in the story. Encourage different ideas.



#### PB 2. Listen to the story. Were you correct? [5 mins]

**Aim:** to listen and understand the main points of a short story about a scorpion and a frog.

**Materials:** audio track 1.7, poster 1.7

-  Tell pupils they will listen to a story about a scorpion and a frog. They must listen and hear what happens.
-  Play audio track 1.7. Pupils listen.  In




pairs, pupils discuss what they understand about the story.

-  Play the audio track again. Pupils listen. Ask: *Did the scorpion sting the frog?* (Yes) *What will happen?* (They will both die)
-  Tell pupils to say if the story was the same as their ideas.

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





**Aim:** to listen and understand details of a short story about a scorpion and a frog.

**Materials:** audio track 1.7

-  In pairs, pupils read the questions and discuss the answers.
  -  Play audio track 1.7. Pupils listen.
  -  Read the questions. Elicit the answers. Explain the meaning of the answer for question D (I can't stop myself).
- Answers:** A. The scorpion wants to cross the river. B. The frog is afraid of the sting. C. The scorpion says he will not sting the frog. He can't swim. D. He says, 'I can't stop myself!'

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

**Aim:** to review words from the story.



-  Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. surprised, 2. dead, 3. river, 4. scorpion, 5. frog

#### AB B. Listen again. Write the sentences again as true sentences. [5 mins]



**Aim:** to read and find mistakes in sentences from a story.

**Materials:** audio track 1.7

-  Explain that the sentences are from the story. Explain that there are mistakes in each one.
-  Pupils read the sentences together. They say






what they think the mistakes are.

-  Play audio track 1.7. Pupils listen and find the mistakes.
-  Choose different pupils to read the correct sentences. Tell pupils to cross out the wrong words and write the correct words.

**Answers:** 1. road / river, 2. bite people / sting frogs, 3. I am happy / I can't swim, 4. we must both swim / we are both dead / we will both die, 5. I want to stop but I can't / I can't stop myself

### AB C. Answer the questions. Use the words in the box. [5 mins]

**Aim:** to write sentences about what animals can / can't do.

-  Use the example to explain the activity. Pupils must write a sentence about each animal. They must say one thing the animal can and can't do. They must use the verbs in the box.
-  Pupils work together to write sentences. Remind them that we use an infinitive verb after 'can' and 'can't'.
-  Read the questions. Choose 2-3 pupils to answer each one. They may have different answers.


**Example answers:** 1. They can sting, but they can't swim. 2. They can jump, but they can't fly. 3. They can sting, but they can't run. 4. They can fly, but they can't sting. 5. They can swim, but they can't run.

### Homework 1



Pupils can write similar sentences about different animals (e.g. hippos can swim but they can't fly).

### PB 4. Act out the story. [10 mins]

**Aim:** to act out a dialogue.

-  Write this dialogue on the board. As you write, pupils can say the lines.

Scorpion	Frog
Can you help me cross the river?	No, sorry. I don't want to help you because you sting frogs.
Don't worry. I won't sting you because I can't swim.	Ow! Why did you do that? Now we are both dead!
I'm sorry. It's what I do. I can't stop myself!	

- Say the dialogue (you can use a different voice for the scorpion and the frog). Pupils repeat. Check pronunciation.
- Divide the class into halves. Point to the words of the dialogue. One half reads the scorpion's lines; the other half reads the frog's lines.
-  Pupils act out the dialogue in pairs. Walk around the room, listening and helping with pronunciation.
-  If there is time, choose pairs to act out the dialogue in front of the class.

### Homework 2

Pupils tell their families the story of the scorpion and the frog.

#### Vocabulary box [3 mins]

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

#### End of Lesson 7 Checkpoints:

- Pupils can listen and understand details of a short story about a scorpion and a frog.
- Pupils can write sentences about what animals can / can't do.
- Pupils can act out a dialogue with clear pronunciation.



### Lesson overview:

Reading focus:	understand details of a text message exchange between two girls
Writing focus:	write a short paragraph giving personal information about another person
Grammar:	(1) <i>like + ing-verb</i> , (2) adverbs of frequency
Functions:	exchanging personal information
New language:	nearly, similar

(they are both 11 years old, they both like computer games, they both do exercise).



- Read the messages aloud again.

### Homework 1

Pupils read the messages again at home.

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





**Aim:** to read and understand details of a text message exchange between two girls.

-  In pairs, pupils read the messages again. They take turns to ask and answer the questions.
-  Read the questions and elicit the answers.

**Answers:** A. Fadia, B. Claire, C. Fadia, D. Claire and Fadia (both), E. Fadia

### AB A. Match the questions with the answers. [5 mins]



**Aim:** to read and understand questions and answers about personal information.

-  Use the example to explain the activity. Pupils must read the questions and match them with the correct answers.
-  Pupils draw lines to match the questions and answers.  They check their answers together.
-  Choose a pupil to read question 2 aloud (*How old are you?*) and a different pupil to read the matching answer (A) *I'm 12 years old.*
- Continue with the other questions and answers. Check pronunciation.

**Answers:** 1 = F, 2 = A, 3 = B, 4 = E, 5 = g, 6 = H, 7 = G

### AB B. Choose four questions from Activity A. Write answers about you. [6 mins]

**Aim:** to practise asking and answering questions about personal information.

-  Read one of the questions in Activity B. Choose 2-3 pupils to answer. Help them to answer in English. Continue with more of the questions.
-  Pupils take turns to ask and answer the questions from AB Activity A. Remind them to answer the questions with information about

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

### Starter activity [5 mins]


#### PB 1. Look at the pictures. Who are the girls?

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


- Point to the picture of Claire. Ask: *Who is the girl?* Point to the other people in the picture and ask pupils to say who they are and what they can remember about them (Tim = Claire's brother, aged 11, likes playing computer games, playing football and swimming; Wayne = Claire's dad, works for a big company and they want to open an office in Khartoum, has a brother John; Shirley = Claire's mum.)
- Remind pupils that Claire and her family are from New Zealand. They are going to live in Sudan for eight months.
- Point to the picture of Fadia. Ask: *Who is the girl?* Explain that she is Claire's friend in Sudan. Ask pupils to guess who the people in the picture are (e.g. mother, father, grandparents, brothers, sisters).

#### PB 2. Read the messages. What is the same about Claire and Fadia? [5 mins]

**Aim:** to read and follow a text message exchange between two girls.





- Tell pupils you will read messages between Claire and Fadia.  Tell pupils they must follow and find things that are similar.
- Read the messages aloud. Pupils follow in their books.
- Tell pupils to say how Claire and Fadia are similar

themselves. Walk around the room, listening and helping.

-  Choose pairs to ask and answer the questions in front of the class.

### AB C. Write sentences about your friend. Use some of the words in the box. [10 mins]



**Aim:** to write a short paragraph giving personal information about another person.

-  Explain the activity. Pupils must write sentences about their partner.
- Write some example sentences on the board:  
*My friend's name is Faisal. He likes swimming. He plays football. He usually helps his father and uncle at home. He doesn't eat too much junk food.*
- Remind pupils that we add the letter 's' at the end of the verb when we are talking about the facts or habits of another person (e.g. likes, helps, doesn't like).
-  Pupils write about their partner. Walk around the room and help.
-  Pupils read each other's paragraphs, and check spelling and grammar.
-  If there is time, choose pupils to read their paragraphs in front of the class.

### Homework 2

Pupils can finish writing the paragraph at home.

#### Can do box [3 mins]

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

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:

- Pupils can read and understand details of a text message exchange between two girls.
- Pupils can read and understand questions and answers about personal information.
- Pupils can ask and answer question about personal information.
- Pupils can write a short paragraph giving personal information about another person.



### Lesson overview:

Reading focus:	understand the main points of short descriptions of houses
Speaking focus:	ask and answer questions about your own houses
Grammar:	passive ( <i>It's made of...</i> )
Functions:	describing houses
New language:	block (n), floor (level), hut, type, modern, mud, upstairs

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

#### Starter activity [3 mins]



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

**Aim:** to learn words for materials.

**Materials:** poster 2.1

- Point to each picture and ask questions: *What can you see? What is this house made of?* Teach the words *blocks* and *mud*.

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

**Aim:** to practise words for materials.

- Read each word in the box aloud. Pupils repeat.
- Explain the activity. Pupils must write a word from the box under each picture.
- Pupils write the words under the pictures.
- They check their answers together.
- Elicit the word for each picture. Check pronunciation.

**Answers:** 1. wood, 2. mud, 3. hair, 4. block

#### PB 2. Read about the houses in the pictures.

#### Answer the questions. [5 mins]



**Aim:** to read and follow short descriptions of houses.

- Read descriptions A-D aloud. Pupils follow in their books. Tell pupils to guess the meanings of the words *modern* and *upstairs*.
- Read the first question: *Which house is made of bricks?* Tell pupils to choose one of the descriptions A-D. Tell pupils to write the letter in

the air (they write the letter B in the air).

- Continue with the other questions (*Which house is made of blocks / mud / animal hair?*).

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

#### Homework 1

Pupils read descriptions A-D again at home.

#### PB 3. Read the texts again. Ask and answer the questions. [6 mins]

**Aim:** to read and understand the main points of short descriptions of houses.

- Choose different pupils to read each question aloud (e.g. *Whose house has more than one floor?*). Elicit what the questions mean in Arabic.
- Pupils read descriptions A-D again together. They read the questions and answer them orally together.
- Read the questions and elicit the answers.

**Answers:** A. Reimaz, B. Yasir, C. Asma, D. Babikir

#### AB B. Match questions and answers. [5 mins]

**Aim:** to read and understand questions and sentences about houses.

- Explain the activity. Pupils must read questions 1-4 and match each one with the correct answer. Give an example. Read the first question and elicit the answer (d).
- Pupils draw lines to match the questions and answers.
- Choose different pupils to read the questions and matching answers. Pupils check their answers.


**Answers:** 1. d, 2. c, 3. a, 4. b

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

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

- Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
- Pupils write the questions with words in the correct order. They check their answers

together.

-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Read the questions aloud. Pupils repeat. Check pronunciation.




#### Answers:

1. What type of house do you live in?
2. What does your house look like?
3. What is your house made of?
4. How would you describe your house?



#### PB 4. Ask and answer questions about your house.

[6 mins]

**Aim:** to practise asking and answering questions about your own houses.

-  Ask questions 1-4 from AB activity C. After each question, elicit some answers. Help pupils to answer in English. Write some examples on the board:
  1. *I live in a modern house / an old villa / a shepherd hut / a mud house.*
  2. *It's big / small / round / square. It's painted white. It looks like a tent.*
  3. *My house is made of bricks / blocks / animal hair / mud / wood.*
  4. *It's modern / old / comfortable / warm / cool. There are three floors / rooms. There is only one room. It has a garden. The bedrooms are upstairs.*
-  Pupils take turns to ask and answer the questions from AB activity C. Remind them to answer the questions with information about their own houses. Walk around the room, listening and helping.
-  Have a few pairs to ask and answer the questions in front of the class.

#### Vocabulary box [5 mins]

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

#### Homework 2

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

#### Homework 3

Pupils draw a picture of their house. They label the picture, or write some sentences about it (e.g. *My house is modern. It's painted white. It has four rooms*).

#### End of Lesson 1 Checkpoints:

- Pupils know the names of different materials, and they can say and write what a house is made of.
- Pupils can read and understand the main points of short descriptions of houses.
- Pupils can ask and answer questions about their own houses.




### Lesson overview:

Listening focus:	understand the main points of a conversation about a house
Reading focus:	understand sentences about the advantages and disadvantages of different houses
Grammar:	adjectives (opposites)
Functions:	talk about advantages and disadvantages
New language:	advantage, difficult, disadvantage, electricity, expensive, light (adj)

### PB 3. Listen to Tim and Ameen. Which house does Ameen live in? [3 mins]

**Aim:** to follow a conversation about the advantages and disadvantages of a house.

**Materials:** audio track 2.2




- Explain that pupils will listen to a conversation between Tim and Ameen. They must listen and decide which house Ameen lives in (from PB Activity 2).
-  Play audio track 2.2. Pupils listen and decide.
- Elicit which house Ameen lives in. (He lives in the modern house.)

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

#### Starter activity [6 mins]

**PB 1. Look at the words. Say the opposite.**

**Aim:** to learn and review adjectives (opposites).

-  Point to the example and explain the activity. Pupils must draw lines to match adjectives on the left with their opposites on the right.
-  Pupils draw lines to match the adjectives.
-  Choose pupils to read the matching adjectives. Check pronunciation. Elicit the meaning of each word in Arabic.
- Tell pupils to close their books. Say any of the adjectives (e.g. *easy*). Pupils say the opposite. Repeat with more adjectives.

**Answers:** comfortable / uncomfortable, cool / warm, easy / difficult, expensive / cheap, heavy / light, modern / old-fashioned, nice / horrible





#### PB 2. Look at the pictures. What can you see? [3 mins]

**Aim:** to practise using adjectives to describe houses.

- Point to the pictures and ask questions about each one:
  - *What is the house made of?*
  - *Is the house comfortable / uncomfortable / cool / expensive / cheap / modern / old?*
  - *Is the house easy / difficult to build?*

#### PB 4. Listen again. Are these sentences true or false? [6 mins]

**Aim:** to listen and understand details of a conversation.

-  Read each sentence aloud. After each sentence, elicit the meaning in Arabic. Then tell pupils to raise their right hands if they think it's true; or their left hands if they think it's false.
-  Play audio track 2.2 again. Pupils listen.
-  Pupils read each sentence and draw a circle around the word 'true' or 'false'.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
- Elicit the advantages (it's comfortable, it's big, it's cool in the summer) and disadvantages (it's very expensive, sometimes there's no electricity). Write the word *electricity* on the board.

**Answers:** A. true, B. false (It's made of bricks), C. false (It was built 5 years ago), D. true

#### AB A. Listen again. Are the sentences true or false?

**Aim:** to talk about advantages and disadvantages.

- Read the first sentence aloud. Ask pupils to read the rest of the sentences.
- Play the audio track again. Elicit the answers.



**Answers:** 1. F, 2. F, 3. T, 4. F, 5. F

#### AB B. Complete the chart. [8 mins]

**Aim:** to read and understand sentences describing advantages and disadvantages.

-  Elicit from pupils the meanings of

'advantage' and 'disadvantage' in Arabic. Explain the activity. Pupils must read the sentences in the box and find one advantage and one disadvantage for each type of house.

-  Pupils work together to read the sentences and complete the chart.
-  Point to the pictures and elicit the advantage / disadvantage of each type of house.




picture 1	picture 2
They can move from place to place.	It's very comfortable.
There is only one room.	It's very expensive.
picture 3	picture 4
It's warm in the winter and cool in the summer.	It has a garden.

### Homework 1

Pupils read the sentences again. They draw a circle around the sentences which are true about their own house.

### PB 5. Talk about your house. [6 mins]

**Aim:** to practise talking about your house.

-  Read each question aloud and elicit some answers. Help pupils to answer in English (see example answers below).
-  Pupils take turns to ask and answer the questions. Remind them to answer the questions with information about their own houses. Walk around the room, listening and helping.
-  Have a few pairs to ask and answer the questions in front of the class.

**Example answers:** It's made of bricks. It's painted white. It was built 20 years ago. My grandmother, father, mother and sisters live there.

### Homework 2

Pupils can write answers to the questions in their notebooks.

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 2 Checkpoints:

- Pupils can say the opposites of some common adjectives.
- Pupils can listen and follow a short conversation about the advantages and disadvantages of a house.
- Pupils can read and understand sentences about the advantages and disadvantages of different houses.



### Lesson overview:

- Reading focus: understand the main points of short descriptions of rooms in a house
- Writing focus: write a paragraph about your own house and its rooms
- Grammar: *there is / there are*
- Functions: identifying and referring to objects around the home
- New language: rug, sofa, toilet, wardrobe

### Answers:



y	c	b	a	t	h	i	v
s	o	m	g	o	q	m	e
o	o	e	n	i	u	i	o
f	k	l	a	l	j	r	x
a	e	b	s	e	i	r	i
m	r	u	g	t	p	o	r
u	w	u	u	j	i	r	n
i	b	e	d	o	z	k	s
o	g	f	r	i	d	g	e
w	a	r	d	r	o	b	e

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

#### Starter activity [3 mins]

##### PB 1. Match the words with the pictures.




**Aim:** to review / learn words for furniture and objects around the home.

-  In pairs, pupils read the words and point to the pictures.
-  Point to each picture. Elicit the words. Say each word again. Pupils repeat. Check pronunciation.

**Answers:** A. bed, B. cooker, C. toilet, D. sofa, E. mirror, F. wardrobe, G. bath, H. fridge, I. rug

##### AB A. Find nine words in the puzzle. [6 mins]

**Aim:** to review the spellings of furniture and objects around the home.

-  Tell pupils to look at the puzzle. Point to the word *cooker*. Explain they must find eight more words for objects around the home. Words can go from top to bottom or left to right.
-  Pupils find the words together and draw a circle around them.
-  Pupils compare their answers in small groups.

##### PB 2. Look at the pictures. Say the room they are in. [4 mins]

**Aim:** to practise saying words for rooms and furniture.

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

- Choose pupils to read the question and the words in the box. Check pronunciation. Elicit the meanings in Arabic.
- Throw the ball to Pupil 1. Ask: *In which room do you find (a bath)?* Help the pupil to answer accurately (*In the bathroom*).
- Tell Pupil 1 to ask the question about a different piece of furniture (they can use the objects from PB activity 1). Pupil 1 throws the ball to another pupil. Pupil 2 answers. Pupil 2 then asks a different question and throws the ball to Pupil 3.
- Pupils continue throwing the ball and asking / answering the question.

##### PB 3. Read the two texts. Point to the household items in the pictures. [4 mins]

**Aim:** to read and follow descriptions of rooms in a house.

- Tell pupils you will read two descriptions of a room. They must follow and find words for furniture or objects in a room.
- Read Text A aloud. Elicit the words for furniture or objects in the text (bed, wardrobe, desk, window, lamp). Elicit the room (bedroom).
- Read Text B aloud. Elicit the words for furniture or objects in the text (table, cooker, fridge, bowl). Elicit the room (kitchen).






### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- Explain that we use 'there is' or 'there's' when we talk about one thing (e.g. a table). Have a few pupils to say some sentences about the classroom using 'there is' or 'there's' (e.g. *There's a blackboard*).
- Explain that we use 'there are' when we talk about more than one thing (e.g. two beds). Have a few pupils to say some sentences about the classroom using 'there are' (e.g. *There are lots of desks*).

### AB B. Read the texts again. Write the answer for these questions. [6 mins]





**Aim:** to read and understand the main points of descriptions of rooms in a house.

-  Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
-  Pupils read the text again together and write answers.
-  Read questions 1-5 and choose pupils to read their sentences. Write them on the board if necessary.

**Answers:** 1. There are two beds in the (first) room. 2. They put them in the wardrobe. 3. They use it to do (their) homework. 4. There's a table, a cooker, a fridge and a bowl. 5. They wash the dishes.

### AB C. Complete the paragraph about you. [8 mins]

**Aim:** to practise writing a paragraph about your own house and its rooms.

-  Read each sentence. Pause at each gap and elicit different words (see example answers below). If pupils suggest new words, teach them and write them on the board.
-  Pupils complete the text. Remind pupils to write about their own houses. Walk around the room, listening and helping.
-  Pupils read each other's paragraphs, and check spelling and grammar.
-  If there is time, choose a few pupils to read their paragraphs in front of the class.

**Example answers:** My house has one room / four rooms. It is made of blocks / bricks / wood / mud. It was built five / twenty years ago. I sleep in the bedroom / main room. The house is very small / big / nice / comfortable. My favourite room is the living room. There is a rug, a sofa and a television.

### Homework 1

#### AB D. Rewrite the text in your own words. [3 mins]



**Aim:** to practise writing a paragraph about your own house and its rooms.

- Explain the activity. Pupils must write the paragraph from AB Activity C again. Pupils write the paragraphs again at home.

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to say more words for furniture and objects around the house. Write the words on the board.

### Homework 2

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

### Homework 3

Pupils write a list of furniture or objects they can see in their bedroom or around their home.

### End of Lesson 3 Checkpoints:

- Pupils can identify rooms and objects around the home and say them with clear pronunciation.
- Pupils can write words for objects around the home with accurate spelling.
- Pupils can understand the main points of short descriptions of rooms in a house.
- Pupils can write a paragraph about their own houses and its rooms.



### Lesson overview:

Speaking focus:	ask and answer questions about where things are in a room
Writing focus:	write simple sentences about where things are in a room
Grammar:	prepositions of place
Functions:	identifying and expressing location
New language:	-

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

#### Starter activity [4 mins]




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

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

- Tell pupils to look at the picture for 20 seconds. After 20 seconds, tell them to close their books.
- Ask: *What's in the room?* Pupils answer using 'there is' or 'there are' (e.g. *There's a bed, there are some shoes*).
- Tell pupils to open their books again and look at the picture.
- Read the words on the labels in the picture aloud (*behind, between* etc.). Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.

#### PB 2. Ask and answer in pairs. [6 mins]

**Aim:** to ask and answer questions about where things are in a room.



-  Read the question in the speech bubble (*Where's the bed?*). Pupils look at the picture from PB activity 1 again, and answer (e.g. *It's in front of the window*).
- Ask the same question about the objects in the box (*Where's the book, wardrobe etc.?*) Pupils answer using different prepositions (see example answers below).
- Choose two pupils to ask / answer the question in front of the class (e.g. *Where's the picture? It's next to the window*).
-  Pupils take turns to ask and answer the question (*Where's the ...?*) using the objects in the box. Walk around the room, listening and helping.
-  Have a few pairs to ask and answer the

questions in front of the class.

**Example answers:** (other answers are possible) the bed is in front of the window, the book is on the table, the wardrobe is , the window is behind the bed, the chair is next to the table, the ball is on the bed, the table is between the bed and the chair, the shoes are under the bed, the picture is next to the window, the rug is on the floor, the lamp is on the table

#### PB 3. Ask and answer in pairs. [6 mins]






**Aim:** to practise asking questions with question tags.

-  Read the question in the speech bubble. Explain that we can add a short question to the end of the sentence. We often do this when we speak.
- Explain the activity. Pupils will work in pairs. Pupil 1 will read a question, Pupil 2 will look at the picture in PB Activity 1 and answer 'Yes, it is' or 'No, it isn't'.
- Choose two pupils. Pupil 1 reads question 1, Pupil 2 answers (No, it isn't). Then pupil 2 reads question 2 and Pupil 1 answers (Yes, it is).
-  Pupils take turns to ask and answer the questions. Walk around the room, listening and helping.

**Answers:** 1. No, it isn't. 2. Yes, it is. 3. Yes, they are. 4. Yes, it is. 5. No, it isn't. 6. Yes, it is. 7. Yes, it is. 8. No, it isn't.

#### AB A. Write the words from the box next to the correct sentence. [5 mins]

**Aim:** to read and understand sentences about where things are in a room.

-  Choose pupils to read the words in the box aloud. Check pronunciation.
- Read the first sentence aloud.  Explain that the sentence describes one of the words in the box, and describes where it is in the picture in PB activity 1. Elicit the word (shoes). Tell pupils to write the word 'shoes' next to the sentence.
-  Pupils read the sentences and write the correct word next to each one.  They check their answers together.
-  Choose pupils to read the sentences and say the words.




**Answers:** 1. shoes, 2. book, 3. clothes, 4.rug, 5. table, 6. ball

### Homework 1

Pupils review the spellings of the words in the box.

### AB B. Draw a picture of a room with things in it. [6 mins]





**Aim:** to prepare for writing and speaking activities.

-  Explain the activity. Pupils must draw a picture of a room. Elicit objects that you can find in a room (e.g. sofa, table, chair, book, lamp etc.).
-  Point to the word box. Explain that one object should be **in front of** something, another **next to** something, another **between** something, another **behind** something, and another **under** something.
-  Pupils draw a simple picture of a room. They may draw the objects they want in the room. Encourage pupils to draw quickly. Walk around the room to check. After 5 minutes of drawing, end the activity.

### AB C. Write three sentences about your picture.

**Use words from the box. [7 mins]**

**Aim:** to write simple sentences about where things are in a room.


-  Explain the activity. Pupils must write three sentences about their picture. They should use some of the prepositions from the box.
-  Pupils write three sentences.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose a few pupils to read their sentences in front of the class.

### Homework 2


Pupils can write or finish writing the sentences at home.

### PB 4. Your turn. Talk about your pictures in pairs. [6 mins]

**Aim:** to ask and answer questions about where things are in a room.

-  Choose two pupils. Pupil 1 shows Pupil 2

their picture of a room. Pupil 1 asks a question about the picture (e.g. *Where's the television?*) Pupil 2 looks at the picture and answers (e.g. *It's on the table*). Continue with more questions.

-  In pairs, pupils show each other their pictures. They take turns to ask and answer questions about the picture using *Where is / are the...?* Walk around the room, listening and helping.

### Homework 3

Pupils write some sentences about a room at home in their notebooks. They say where things are in the room (e.g. *The television is on the table*).





#### End of Lesson 4 Checkpoints:

- Pupils can say and write words for common objects in the bedroom.
- Pupils can read and understand simple sentences describing where things are.
- Pupils can ask and answer questions about where things are in a room.
- Pupils can write three simple sentences about where things are in a room.



### Lesson overview:

Listening focus:	understand details of two short information texts about technology understand details of two short information texts about technology
Reading focus:	understand sentences describing what machines are used for
Grammar:	passive ( <i>It's made of, It's used to</i> )
Functions:	identifying and referring to technology around the house
New language:	iron, microwave, remote control

-  Point to the example. Explain the activity. Pupils must find the word for each object in the box, and write it under the picture.
  -  Pupils find and write the words.  They check their answers together.
  -  Elicit the word for each picture. Check pronunciation.
- Answers:** 1. fridge, 2. iron, 3. microwave, 4. television (TV), 5. washing machine, 6. mixer, 7. mobile phone



### Homework 1

Pupils write a list of technology they have in their own houses.

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

#### Starter activity [4 mins]

**Aim:** to review words for objects around the house.

-  Give pupils one minute. In pairs, they must write down as many words as they can for objects around the house.
-  Tell pupils to stand up. Tell them to sit down if they have fewer than 8 words, then 10 words, then 12 words etc. The pupils with the most words remain standing. Tell the class to clap.

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

**Aim:** to review / learn words for technology around the house.

- Point to each picture. Teach / elicit the word. Say each word. Pupils repeat. Check pronunciation.
- Point to each picture again. Don't say the word. Pupils say the word.
- Teach the meaning of the title of the lesson: *Technology in our houses.*

**Answers:** a. fridge, b. iron, c. microwave, d. television (TV), e. washing machine, f. mixer, g. mobile phone, h. remote control


#### AB A. Write the words from the box under the correct picture. [5 mins]

**Aim:** to practise words for technology around the house.

#### PB 2. Listen to a text and point to the pictures. [3 mins]

**Aim:** to listen and follow a short information text about technology around the house.





**Materials:** audio track 2.2

- Tell pupils they will listen to a text about technology in our houses. They must listen and point to the pictures in PB activity 1 (e.g. when they hear *fridges* they point to the picture of a fridge).
-  Play audio track 2.2. Pupils listen and point to the pictures.
- Elicit from pupils which pictures they pointed to (fridge, washing machine, iron, microwave).

#### AB B. Listen again to text 1. Match to make sentences. [5 mins]

**Aim:** to read and understand sentences describing what machines are used for.

**Materials:** audio track 2.2








-  Explain the activity. Pupils must draw lines to match the first parts of the sentences on the left with the endings on the right.
-  Pupils draw lines to match the first parts and endings of the sentences.
-  Play audio track 2.2. again. Pupils listen and check their answers.
-  Choose pupils to read the complete sentences. Elicit the meanings in Arabic.

**Answers:** 1 = b, 2 = d, 3 = c, 4 = a

### PB 3. Listen to a text and answer the questions. [10 mins]

**Aim:** to listen and understand details of a short information text about a mixer.





**Materials:** audio track 2.3

-  Tell pupils they will listen to a text about a piece of technology.  Play audio track 2.3. Pupils listen.  In pairs, pupils say what they understood about the text.
-  Choose different pupils to read the questions. Elicit the meanings in Arabic.
-  Play audio track 2.3 again. Pupils listen.  In pairs, pupils read the questions again and answer them orally. If necessary, play the audio track again.
-  Read each question and elicit the answers. Write the word 'metal' on the board. Say the word and give the meaning in Arabic.

**Answers:** a. It's called a mixer. b. It's made of metal, plastic and glass. c. to mix the juice, d. It's used to mix fruit or make it smaller. e. They use it to make orange juice.

### AB C. Read the descriptions in pairs and guess the answers. [6 mins]

**Aim:** to read and understand descriptions of machines.

-   Explain the activity. Pupils will work in pairs. Pupil 1 will read the first two descriptions, Pupil 2 will listen and guess the machine. Then Pupil 2 will read the second two descriptions, Pupil 1 will listen and guess the machine.
-  Pupils take turns to read the descriptions and guess the answers. Walk around the room, listening and helping.
-  Read the descriptions and elicit the answers.

**Answers:** Pupil 1: 1. fridge, 2. remote control, Pupil 2: 1. microwave, 2. iron

### Homework 2

Pupils choose a machine and write a description in their notebooks (e.g. *It's made of metal and plastic. It's used to watch TV programmes.*)

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 5 Checkpoints:

- Pupils can say and write words for different machines.
- Pupils can listen and understand details of a short information text about a mixer.
- Pupils can read and understand descriptions of machines and what they are used for.



### Lesson overview:

Reading focus:	understand a conversation between a man and a boy and follow directions on a map
Speaking focus:	act out a conversation about directions with clear pronunciation
Grammar:	prepositions of place and direction
Functions:	giving directions
New language:	bank, bookshop, car park, city hall, conversation, police station

### Homework 1

Pupils write a list of places in their village / town / city in their notebooks (e.g. school, market, mosque etc.).

### PB 2. Read the beginning of the conversation.

**Where is the man? [3 mins]** 

**Aim:** to read and follow a conversation asking for and giving directions.

- Explain that the text is a conversation between a man and a boy. They are in the city. Read the first three lines of the conversation. Pupils listen:  
*Man: Excuse me. Can you tell me how to get to the hotel?*


*Boy: Of course. We are here at the bus station.*

*Man: Yes, we are.*

- Ask: *Where is the man?* Pupils answer (He's at the bus station). Tell pupils to point to the bus station on the map.

### PB 3. Read and follow the directions on the map. [7 mins]

**Aim:** to read and understand details of a conversation asking for and giving directions.

-  Tell pupils you will read the complete conversation aloud. They must listen and follow the directions on the map.
- Read the complete conversation. Pause after each line to give pupils time to find the places on the map and follow the directions.
- Write these words on the board: *opposite, turn left / right, go straight on, walk past*. Say the words. Pupils repeat. Elicit the meanings.
- Give instructions to check understanding. Examples: *Look left. Look right. Look at the person opposite you. Stand up. Go left. Go right. Go straight on.* (Pupils do this on the spot at their desks.)

### Homework 2

Pupils read the conversation again at home.

### AB B. Match the words in the box to the pictures. [5 mins]


**Aim:** to learn / review prepositions of place and direction.

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

#### Starter activity [4 mins]



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

**Aim:** to review and learn the names of places in a town / city.





- Explain that this is a map of a city. Say the names of the places (park etc.). Pupils repeat. Elicit / teach the meaning of each word in Arabic.  Explain what a *city hall* is (the main building for the city government).
- Say the names of a place on the map in Arabic (e.g. *بنك*). Pupils say the word in English (bank). Check pronunciation. Repeat with all the names of the places.
- Elicit the names of the streets (West, North, East, South).

#### AB A. Write the name of the place next to each sentence. [5 mins]

**Aim:** to review words for places in a town / city.






-  Divide the class into two teams.
- Explain that you will read sentences about places in a town or city. Read each sentence aloud, and say 'beep' or clap for each gap. The first team to give the correct answer wins a point.
- Write the missing words on the board.
-  Pupils complete the sentences.

**Answers:** 1. bookshop, 2. zoo, 3. hotel, 4. supermarket, 5. bus station, 6. hospital

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
  -  Pupils find and write the words.  They check their answers together.
  -  Elicit the word for each picture. Check pronunciation. Elicit the meanings in Arabic.
- Answers:** 1. turn right, 2. go straight, 3. turn left, 4. opposite, 5. next to, 6. between, 7. behind

### AB C. Complete the conversation. [7 mins]





**Aim:** to practise prepositions of place and direction.

-  Explain that the text is another conversation between the man and the boy. Read the first line aloud, and explain the activity. Pupils must complete the gaps with words from the box.
-  Pupils complete the conversation.  They check their answers together.
-  Choose two pupils to read the completed conversation. Pupils check their answers. Check pronunciation.
- Choose two pupils to read the conversation in front of the class. Pupil 1 is the man, Pupil 2 is the boy.
-  In pairs, pupils read the conversation. Walk around the room, listening and helping.

**Answers:** 1. library, 2. here, 3. right, 4. left, 5. straight, 6. between

### PB 4. Your turn. Role play a conversation at the bus station. [6 mins]

**Aim:** to practise asking for and giving directions.

-  Tell pupils to imagine that they are at the bus station on the map. Read the question aloud (*Excuse me, can you tell me how to get to the park?*). Help pupils to answer (e.g. *Turn left and walk past the hospital, the bookshop and the office. The park is opposite*).
- Ask the question about some other places on the map. Help pupils to answer.  Explain the activity. Pupils will work in pairs. They must ask for and give directions to the places in the box.
-  Pupils take turns to ask for and give directions. Walk around the room, listening and helping.
-  Choose a few pairs to ask for and give

directions in front of the class.

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 6 Checkpoints:

- Pupils can say and read the names of common places in a town / city, and prepositions of place and direction.
- Pupils can read and follow simple directions on a map.
- Pupils can ask for and give simple directions.



### Lesson overview:


Reading focus:	understand details of a poster about safety at home
Listening focus:	understand details of a story about a girl's accident at home
Grammar:	imperatives (to give warnings)
Functions:	talking about obligation and prohibition
New language:	accident, gas cylinder, lock, unlock

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

#### Starter activity [3 mins]


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

**Aim:** to prepare for the topic of safety at home.

- Point to each picture. Elicit what pupils can see. Teach / review these words: *toys, iron, knives, gas cylinder.*
-  Elicit how each situation could be dangerous. Encourage pupils to give different ideas. They may use Arabic.

##### PB 2. Listen and read the poster. Then listen and point to the pictures. [6 mins]

**Aim:** to read and follow a poster about safety at home.





- Point to the poster. Read the title (*Stay safe at home*). Elicit the Arabic. Read the first paragraph aloud. Pupils follow. Tell pupils to guess the meanings of the words 'accidents' and 'rules'.
-  Explain that the poster has rules to help people stay safe at home. Read the rules. Pupils follow.
- Tell pupils you will read the poster again. They must follow the text and point to the pictures in PB activity 1 (e.g. when they read *keep knives away from children* they point at the picture of knives).
- Read the complete text aloud. Pupils follow and point to pictures.
- Elicit the meanings of these words / phrases: *medicines, gas cylinder, locked, don't leave the iron on*. Explain that the opposite of 'locked' is 'unlocked'.

### Homework 1

Pupils read the poster again at home.

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

**Aim:** to read and understand advice about safety at home.

-  Read the first sentence (*Turn off the iron when you finish*). Give the meaning in Arabic.  Elicit from pupils if this is a 'do' (we should do this), or a 'don't' (we should NOT do this). (It's a 'do')
- Explain the activity. Pupils must read the sentences and decide if they are 'do' or 'don't'. Pupils should write the numbers of the sentences in the correct column of the chart.
-  In pairs, pupils read each sentence together and decide if it is a 'do' or a 'don't'. They complete the chart.
-  Read each sentence aloud and elicit the answer (*do* or *don't*). Pupils check their answers. Elicit the Arabic for each sentence.



**Answers:** Do: (1) turn off the iron when you finish, (2) put medicines away, (5) tidy your toys away  
Don't: (3) leave gas cylinders unlocked, (4) climb on chairs, (6) leave knives out

### Homework 2

Pupils share the rules about safety at home with their families.


#### PB 3. Listen to the story about Aisha. What happened to her? [5 mins]

**Aim:** to listen and follow a story about a girl's accident at home.

-  Ask questions about the picture. *Who is this? (Aisha) What's the matter with her? (She broke her arm). How did she break her arm?*  Encourage pupils to give different ideas. Don't tell them the answer.
- Read this story aloud. Pupils listen.  
*Hi! My name's Aisha. Last week I had an accident at home. I wanted something from a cupboard in the kitchen but it was too high. So I climbed on a chair. I was on the chair and my brother came in with a ball. He didn't see me and kicked the ball*






against the wall. But then the ball hit me and I fell off the chair. I fell on the floor and hurt my arm. My mum took me to the hospital and they said it was broken! Now I can't write!

-  In pairs, pupils discuss what happened to Aisha. They may use Arabic.

### AB B. Listen and match the answers to the questions. [6 mins]

**Aim:** to read and understand questions and answers about a story.

-  Read the story about Aisha again. Pupils listen.
- Choose pupils to read questions 1-5. Check pronunciation. Elicit the meanings in Arabic.
- Explain the activity. Pupils must find the answer for each question in the box, and write it below the question.
-  Pupils find and write the answers.  They check their answers together.

**Answers:** 1. last week. 2. to get something. 3. her brother. 4. the ball hit her. 5. she broke it.



### AB C. Listen to the story again and check your answers. [3 mins]

**Aim:** to listen for details of a story about a girl's accident at home.




- Read the story aloud again. Pupils listen and check their answers.
- Choose different pairs to read the questions and answers in front of the class.

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



**Aim:** to share warnings about safety at home.

-  In groups of six, pupils read their sentences about safety at home beginning with 'please' and 'please don't'.
-  Have some pairs to read their sentences in front of the class.

### Look! [5 mins]

-  Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use 'please' + infinitive verb (e.g. put) or 'please don't' + infinitive verb (e.g. climb) to give warnings.
- Elicit some examples and write them on the board (e.g. *Please turn the iron off when you finish, Please don't leave knives out*).
-  Pupils write two sentences together (one beginning with 'please', one beginning with 'please don't'). The sentences should give warnings about safety in the home. Walk around the room and help.

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 7 Checkpoints:

- Pupils can read and understand a poster about safety at home.
- Pupils can understand sentences saying what you should / shouldn't do to be safe at home.
- Pupils can listen and understand the main points of a simple story about an accident.



### Lesson overview:

Reading focus:	understand a short description of where things are in a bedroom
Speaking focus:	prepare and present a description of your home and bedroom
Grammar:	(1) passive ( <i>It's made of, It's used to</i> ), (2) <i>there is / there are</i> , (3) prepositions of place
Functions:	talking about advantages and disadvantages, describing houses
New language:	-

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

#### Starter activity [4 mins]

**Aim:** to review language from Unit 2.

- Slowly write these letters on the board: *b-l-o-c-k*. Tell pupils to raise their hands when they can guess the word. Write the complete word on the board.
- Repeat with more words from the vocabulary boxes of Unit 2 (e.g. *mud, upstairs, electricity, expensive, sofa, microwave, metal, hotel, opposite, accident, medicine*)
- Elicit the Arabic for each word.

#### PB 1. Look at the pictures. Talk about these

questions. [3 mins] 

**Aim:** to review talking about different types of houses.

- Point to the pictures and read the questions about each one. Elicit answers. Encourage pupils to give different ideas. Help pupils to use as much English as possible.

**Example answers:** Picture A: 1. It's a hair house. It's made of animal hair. Advantage: They can move from place to place. Disadvantage: There is only one room.

Picture B: It's a mud house. It's made of mud and wood. Advantage: It's warm in the winter and cool in the summer. Disadvantage: There are problems when there is heavy rain.




#### PB 2. Read the description. Which house is it? [3 mins]

**Aim:** to read and follow a short description of a family house.

- Tell pupils you will read a description of a house. They must follow and decide which house it is about (Picture A or B).
- Read the text aloud. Pupils follow in their books.
- Tell pupils to choose a picture and then write the letter with their fingers in the air. (Answer: Picture A)

#### PB 3. Read the description again. Then ask and answer in pairs. [5 mins]

**Aim:** to read and understand the main points of a description of a house.

-  Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
-  In groups of three or four, pupils read the text again. They read the questions and answer them orally together.
-  Read each question and elicit the answers.





**Answers:** a. It's made of camel hair. b. It's nice and warm in winter. It's easy to move. c. Yes. There is only one room. When it rains, it's difficult for the mother to cook. d. She cooks outside. e. No, his uncle lives in a modern house. f. Yes, he does.

#### Homework 1

Pupils read the description again at home.

#### AB A. Complete the words for the gadgets. [5 mins]

**Aim:** to review the names of machines used around the house.





-  Point to the example, and explain the activity. Pupils must find words in the box and complete the names of the machines.
-  Pupils write the missing words in the gaps.
-  They check their answers together.
-  Pupils read the words. Check pronunciation. Elicit the meanings in Arabic.
- Elicit what each machine is used for. (An electric iron is used to make clothes look nice, A food

mixer is used to mix fruit or make it smaller, A mobile phone is used to make calls and talk to people, A washing machine is used to clean clothes)

**Answers:** 1. electric, 2. remote, 3. mobile, 4. washing

### AB B. Complete the sentences. [4 mins]




**Aim:** to write sentences about what machines are used for.

-  Read the example. Elicit the meaning in Arabic.
-  Pupils complete the sentences.  They check their answers together.
-  Choose pupils to read the completed sentences. Write them on the board. Pupils check their answers.

**Answers:** 1. This is a mobile phone. It's used to make calls and talk to people.  
2. This is an electric iron. It's used to make clothes look nice.  
3. This is a remote control. It's used to turn things on and off.


### AB C. Read the text. Draw the picture. [6 mins]

**Aim:** to understand a description of where objects are in a bedroom.




-  Explain the activity. Pupils must read the text and draw the picture.
-  In groups of 3, pupils read the text together. Each pupil draws a picture of the room in their Activity Books. Encourage pupils to draw quickly. Walk around the room and help.
-  Choose different pupils to read the description. Quickly draw the picture on the board. Pupils compare their pictures to the one on the board.

### PB 4. Your turn. [7 mins]

**Aim:** to present a description of your family house.

-  Read the speech bubbles. Elicit as many possible endings to each sentence as possible. Write some ideas on the board (see example answers below).
- Explain the activity. Pupils must prepare some sentences about their house and bedroom. They will tell other pupils and the class about them.

They can use the example sentences, or prepare other sentences if they like.

-  Give pupils two minutes to prepare. Walk around the room and help.
-  In small groups of four or five, pupils talk about their houses and bedrooms.
-  Choose some pupils to tell the class about their house and bedroom.

**Example answers:** My house is made of bricks / blocks / mud / wood / animal hair.



There are four rooms in my house. A living room, a bedroom, a kitchen, a bathroom. There is only one room in my house.

In my bedroom there is a bed, a wardrobe, and a table / lamp / mirror / bookcase / chair / rug / picture etc.

### Homework 2

Pupils write sentences about their house and bedroom in their notebooks.

### Can do box [3 mins]

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

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:

- Pupils can read and understand the main points of a description of a house.
- Pupils can say and write the names of machines and say what they are used for.
- Pupils can understand a description of where objects are in a bedroom.
- Pupils can tell others about their house and bedroom.



### Lesson overview:


Speaking focus:	ask and answer questions about your school timetable
Writing focus:	write simple sentences about your school timetable
Grammar:	prepositions of time ( <i>on Sunday</i> )
Functions:	talking about time
New language:	ancient, experiment, P.E., religion, shape

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

#### Starter activity [3 mins]

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





**Aim:** to review / learn words for school subjects.

- Point to picture A. Elicit the school subject (Maths).  Tell pupils to say what they learn about in Maths (e.g. numbers and shapes).
- Repeat with pictures B-D.

**Answers:** A. Maths, 2. Geography, 3. P.E, 4. Science

##### PB 2. Read the sentences. What's the subject? [5 mins]




**Aim:** to read and understand sentences about school subjects.

-  Read the subjects in the box. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.
- Read the first sentence. Ask: *What's the subject?* (Maths). Explain the activity. Pupils must read the sentences and choose the subject.
-  Pupils read the sentences and write the subjects in their notebooks.  They check their answers together.
-  Read each sentence. Choose different pupils to say the subject.
- Elicit the meanings of these words: *shapes, ancient, inventions, experiments, religion*

**Answers:** A. Maths, B. History, C. Geography, D. Science, E. P.E., F. Islamic Studies

### AB A. Complete the sentences. [6 mins]

**Aim:** to write sentences about school subjects.

-  Read the first sentence. Explain the activity. Pupils must complete each sentence, saying what we learn in each subject.
- Read sentences 2-6. Elicit ideas and help pupils to suggest ways to complete the sentences.
-  Pupils work together to complete the sentences.
-  Choose pupils to read each sentence. Pupils may have different ideas.

#### Example answers:

- In Maths we learn about numbers and shapes.
- In Science we learn about inventions and experiments.
- In Islamic Studies we learn about our religion and the Quran.
- In Geography we learn about different places around the world and the weather.
- In P.E. we learn to play different sports.
- In History we learn about the past.




### PB 3. Look at the school timetable. [4 mins]

**Aim:** to understand a school timetable.

- Explain that this is a school timetable. It shows when you have different lessons. Point to the days across the top (e.g. Sun, Mon) and elicit them (e.g. Sunday, Monday).
- Tell pupils to look at the subjects. Tell them to find the two subjects that are not in PB activity 2 (English, Computers).
- Ask questions about the timetables. Choose pupils to answer. Examples:
  - How many lessons of Islamic Studies / English / Science / Maths / Computers / History / Geography / P.E are there each week?*
  - What's the first / second / third / fourth lesson on Tuesday / Sunday etc.?*
  - What's the last lesson on Tuesday / Sunday etc.?*
  - What subject is after / before History on Monday?*

### AB B. Look at the timetable again. Answer the questions. [5 mins]





**Aim:** to understand and answer questions about a school timetable.

-  Explain the activity. In teams, pupils must read the questions and write the answers as quickly as they can. The first team to write the correct answers wins.
-  In groups of three, pupils work together to read the sentences and write the answers in their notebooks. They raise their hands when they have finished.
-  Elicit the answers and write them on the board. Pupils check their answers.

**Answers:** 1. Islamic Studies, 2. Computers, 3. Three, 4. P.E., 5. Two, 6. History, 7. Tuesday



### AB C. Make your timetable. [5 mins]

**Aim:** to understand how to write a timetable.

-   Explain that pupils must write their own timetable. The timetable should have times in the first column, and days across the top in the first row. Pupils can add rows for times. They complete it with their lessons.
- Write English words on the board for any subjects which are not in the lesson.
-  Pupils write their timetables. Walk around the room and help.
-  Pupils compare their timetables, and check spellings.

### PB 4. Talk about your school timetable. [4 mins]

**Aim:** to practise asking and answering questions about a school timetable.

-  Ask different pupils questions: *When do you have Maths / Islamic Studies / English / P.E. / History / Geography / Science / Computers etc?* Help pupils to answer (e.g. *We have Maths every day. We have Computers on Monday.*). Explain that we use 'on' for days (e.g. *on Monday*), and 'at' for times (e.g. *at nine o'clock*).
- Choose pairs to ask and answer questions in front of the class.
-  Pupils take turns to ask and answer questions about their timetables. Walk around the room, listening and helping.





### Homework 1

Pupils show their timetables to their family. They

talk about them using as much English as possible.

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

**Aim:** to write simple sentences about your timetable.

-  Write the sentences on the board. Elicit some examples for the gaps (e.g. *My first lesson of the week is Science*). Remind pupils that we use 'on' for days (e.g. *on Tuesday*).
-  Pupils complete the sentences. Walk around the room and help. Remind pupils that they should write about their own timetables.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read their sentences in front of the class.

**Example answers:** My first lesson of the week is Islamic Studies. I have English every week. I have P.E. on Thursday. My last lesson on Sunday is Maths.

### Homework 2

Pupils write or finish writing the sentences at home. They can write more sentences.

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 1 Checkpoints:

- Pupils can say school subjects with clear pronunciation and write them with accurate spelling.
- Pupils can read and understand a school timetable.
- Pupils can ask and answer questions about a school timetable.
- Pupils can write some simple sentences about their school timetable.



### Lesson overview:


Listening focus:	understand details of a boy describing his school in New Zealand
Speaking focus:	ask and answer questions about your school and school routines
Grammar:	adverbs of frequency and expressions of time (e.g. <i>on</i> Sunday, <i>in</i> the afternoon, <i>at</i> 9 o'clock)
Functions:	talking about habits and routines
New language:	capital, cricket, kiwi (bird), rugby, strange

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

#### Starter activity [3 mins]

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

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


- Point to each picture. Elicit from pupils what they can see. Elicit the meaning of the word *exam*. Teach the word *cricket*.
-  Have pupils say what is similar and different between these pictures and their own school.

#### PB 2. Listen to Tim. Point to the pictures. [3 mins]



**Aim:** to listen and understand the main points of a description of a school.





**Materials:** audio 3.1

- Explain that the pictures show Tim's school in New Zealand. Tell pupils they will listen to Tim talking about his school. They must listen and point to the pictures that he talks about.
-  Play audio track 3.1. Pupils listen and point.
- Point to each picture. Ask: *Does Tim talk about this picture?* (Tim talks about pictures A, B, D)

#### AB A. Listen again. Write answers to the questions. [8 mins]

**Aim:** to listen and understand more details of a description of a school.

**Materials:** audio 3.1





-  Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
-  Play audio track 3.1 again. Pupils listen. Play the audio again.
-  Pupils work together to write answers. They may write notes (e.g. New Zealand, 9 o'clock).
-  Elicit answers. Write full sentences on the board (see below). Underline the present simple verbs. Explain that we use this when we talk about routines or facts.

#### Answers:

1. Tim is from New Zealand.
2. He usually starts school at nine o'clock.
3. He finishes school at half past three.
4. No, he doesn't have school on Saturday and Sunday.
5. Yes, girls go to his school.
6. He studies Maths, English and Science.
7. His favourite subject is P.E.

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

**Aim:** to understand common verbs.

-  Explain the activity. Pupils must read the sentences and complete the gaps with verbs from the box.
-  Pupils complete the sentences.  They check their answers together.
-  Choose different pupils to read the completed sentences. Elicit the meanings in Arabic.
- Remind pupils that these sentences all use present simple verbs. They all talk about routines or facts.

**Answers:** 1. study, 2. start, 3. go, 4. play, 5. have




#### Homework 1

Pupils read the completed sentences again. They decide if they are true or false for their school. Example:

1. In my school we all study Maths. *True.*
2. Classes start at nine o'clock in the morning. *False. In my school classes start at half past seven.*


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

**Aim:** to practise asking and answering questions about school.

-  Read each question aloud. Choose different pupils and help them to answer. If you like, you can write useful words and phrases on the board.
-  Pupils take turns to ask and answer questions 1-5. Remind them to answer the questions with information about themselves. Walk around the room, listening and helping.
-  Choose pairs to ask and answer the questions in front of the class.

#### Look! [4 mins]







- Read the question and sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use words like 'usually' to talk about our routines and habits. Elicit more adverbs of frequency and write them on the board (e.g. sometimes, often, always, never).
- Choose pupils to say some sentences about their routines using one of the adverbs of frequency (e.g. *I never go to school on Friday, I sometimes have exams*).

#### Homework 2

Pupils write 2-3 sentences about their routines using adverbs of frequency (e.g. *I never go to school on Friday, I sometimes have exams*).

### AB C. Write about your school. [8 mins]



**Aim:** to write simple sentences about your school.

-  Read the sentences aloud. Elicit answers for each gap. (Sentence 3: *In my school there are boys / girls / boys and girls.*)
-  Pupils complete the sentences. Walk around the room and help. Remind pupils that they should write about themselves and their school.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read their sentences in front of the class.

### AB D. Read the information about New Zealand.

#### Are these sentences true or false? [8 mins]

**Aim:** to read and understand the main points of a text about New Zealand.

-  Pupils read the text again together. In pairs, they read sentences 1-7 and decide if they are true or false. They draw a circle around the word 'True' or 'False'.
-  Elicit the answers. If a sentence is false, have pupils to give the true answer.

**Answers:** 1. T, 2. F (There are two islands), 3. T, 4. T, 5. T

#### Vocabulary box [3 mins]



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

#### Homework 3

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

#### End of Lesson 2 Checkpoints:

- Pupils can understand details of a boy talking about his school in New Zealand.
- Pupils can ask and answer simple questions about their school and school routines.
- Pupils can write simple sentences about their school and subjects.
- 



### Lesson overview:

Reading focus:	understand the details of a poster about school rules
Writing focus:	make a poster about school rules
Grammar:	modal verb + infinitive: <i>must / mustn't</i>
Functions:	talking about obligation and prohibition
New language:	definition, on time, property, school grounds

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

#### Starter activity [3 mins]

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

**Aim:** to prepare for the topic of school rules.

- Point to each picture. Elicit what pupils can see. Teach / review these words: *shout, uniform, homework, property*.

##### PB 2. Read the school rules. Point to the pictures.

[4 mins] 

**Aim:** to read and follow a poster about school rules.

**Materials:** poster


- Point to the poster. Read the title (*School Rules*). Elicit the Arabic.
- Tell pupils you will read the poster. They must follow the text and point to the pictures in PB activity 1 (e.g. when they read *Arrive on time* they point to Picture D).
- Read the text aloud. Pupils follow and point to pictures.
- Read the rules again. Elicit the meaning of each rule in Arabic.

#### Homework 1




Pupils read the school rules again at home. They practise saying the rules with clear pronunciation.

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

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

-  Read words 1-4 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of





each word in Arabic.

- Explain the activity. Pupils must match the words and the definitions (a-d).
-  Pupils draw lines to match words and definitions.  They check their answers together.
-  Elicit the answers. Pupils check their answers.
- Tell pupils to say / guess the meanings of these words: *own, land, building*.

**Answers:** 1 = d, 2 = a, 3 = b, 4 = c

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


**Aim:** to understand the meaning of vocabulary from the lesson.

-  Explain the activity. Pupils must complete the rules with words from the box. They must not look at the Pupil's Book.
-  Pupils complete the rules.
-  Choose pupils to read the completed rules. Check pronunciation.
- Tell pupils to close their books. Read the first word of a rule (e.g. *Arrive...*) Pupils say the complete rule (*Arrive on time*). Repeat with the first words of other rules.
-  If there is time, pupils can do the activity in pairs. Pupil 1 (with book open) says the first word of a rule. Pupil 2 says the complete rule. Pupils swap roles.

**Answers:** time, uniform, shouting, run, grounds, homework, property

#### AB C. Complete the chart. Use the school rules from Activity B. [6 mins]

**Aim:** to understand and use modal verbs *must / mustn't* correctly.

-  Draw the table on the board. Explain the meaning of the words *must* and *mustn't*.
- Tell pupils to look at the school rules in AB activity B. Ask: *What must pupils do?* Write the answers in the first column. Ask: *What mustn't pupils do?* Write the answers in the second column.
- Explain that we use infinitive verbs after 'must'



and 'mustn't'. Infinitive verbs have no endings (e.g. the letter 's' or 'ing'). Underline the infinitive verbs.

-  Pupils complete the chart.



**Answers:**

Must	Mustn't
<u>Arrive</u> on time	<u>Run</u> in the corridor
<u>Wear</u> the correct uniform	<u>Shout</u>
<u>Do</u> your homework	<u>Go</u> outside the school grounds during breakfast
<u>Look</u> after your property	

**AB D. Make a 'School Rules' poster. Use must and mustn't. [8 mins]**

**Aim:** to write sentences about school rules.

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

-  Write on the board:  
**Rules in our school**  
*Pupils must*  
 \_\_\_\_\_ and  
 \_\_\_\_\_.  
*Pupils mustn't*  
 \_\_\_\_\_ or  
 \_\_\_\_\_.
- Elicit examples of things that pupils must / mustn't do at your school. These may be the same rules as this lesson or other rules (e.g. eat in the classroom, keep the school clean). Write pupils' ideas on the board.
-  In groups of three or four, pupils make a poster about school rules. They can use chart paper or paper from their notebooks. They write sentences about things pupils must / mustn't do at school. If they like, they can draw pictures.

**Example sentences**

Pupils must help each other and keep the school clean.

Pupils mustn't eat in the classroom or throw rubbish in the school grounds.


**PB 3. Say some school rules. Use must and mustn't.**


**[3 mins]** 

**Aim:** to say some school rules.

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

look at.



**Look! [3 mins]** 

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Remind pupils that we use *must* + infinitive verb (e.g. arrive) and *mustn't* + infinitive verb (e.g. shout) to talk about rules.

**Homework 2**

Pupils review the **Look!** boxes in Lesson 1 and Lesson 2 of Unit 3.

**Vocabulary box [3 mins]**

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

**Homework 3**

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

**End of Lesson 3 Checkpoints:**

- Pupils can read and follow simple school rules.
- Pupils can work together to make a poster about school rules.
- Pupils can use modal verbs *must* and *mustn't* correctly.





### Lesson overview:

- Reading focus: read and understand the main points of a text about the Khalwa
- Speaking focus: ask and answer questions about your school day
- Grammar: modal verb + infinitive: *must*
- Functions: talking about obligation and no obligation
- New language: active, (have a) break, writing board

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





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

-  Pupils read the text again together. In pairs, they read sentences 1-7 and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, have pupils give the true answer.

**Answers:** 1. T, 2. F (They have a break in the middle of the day), 3. T, 4. F (There are one hundred and fourteen Surah), 5. F (They must learn all of these), 6. T, 7. F (They are active)

### AB A. Complete the sentences with the words from the box. [5 mins]





**Aim:** to learn / review words from a text about the Khalwa.

-  Read the words in the box aloud. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.
- Use the example to explain the activity. Pupils must read the sentences and complete the gaps with words from the box.
-  Pupils complete the sentences.  They check their answers together.
-  Choose different pupils to read the completed sentences.

**Answers:** 1. prayer, 2. meal, 3. break, 4. copy, 5. active

### AB B. Match the answers (a – e) to the correct questions (1 – 5). [5 mins]

**Aim:** to read questions and answers about a text.

-  Read the example question and answer, and explain the activity. Pupils must draw lines to match the questions and answers.
-  Pupils read and match the questions and answers.  They check their answers together.
-  Choose different pairs to read the questions and answers aloud. Check pronunciation.


**Answers:** 1 = e, 2 = d, 3 = a, 4 = c, 5 = b

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

#### Starter activity [3 mins]






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

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

- Point to each picture and ask questions:  
*What can you see? What are the boys doing? Where are they? What are the Khalwa? What do boys learn there?*
-  Have pupils say what else they know about these schools.

**PB 2. Read the text. What is it about? [6 mins]**

**Aim:** to read and follow a text about the Khalwa.





-  Read the text aloud. Pupils follow in their books.
-   Tell pupils to discuss what the boys at the Khalwa do in pairs.
-   Have pupils say what the boys do. (They learn the Quran, they copy and learn the words, they study hard, they clean their rooms, they cook their food.)
- Tell pupils to guess the meanings of these words:  
*prayer, have a break, a writing board, copy, active.*

#### Homework 1

Pupils read the text again at home.

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

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

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

#### Answers:




1. What time do you start school?
2. When do you have a break?
3. Do you have a rest?
4. What do you do after school?

### Homework 2



Pupils write answers for questions 1-4 in their notebooks.

### PB 4. Your turn. Ask and answer questions about your school day. [5 mins]

**Aim:** to practise asking and answering questions about the school day.

-  Ask questions 1-4 from AB activity C. After each question, elicit some answers. Help pupils to answer in English. You can write examples on the board. You can also ask the questions in the question box.
-  Pupils take turns to ask and answer the questions from AB activity C. Walk around the room, listening and helping.
-  If there is time, choose pairs to ask and answer the questions in front of the class.

### Vocabulary box [5 mins]

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

### Homework 3

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

#### End of Lesson 4 Checkpoints:

- Pupils can read and understand the main points of a text about the Khalwa.
- Pupils can write questions with words in the correct order.
- Pupils can write answers to questions about a short cultural text.



### Lesson overview:




Reading focus:	understand the main points of an informal letter about school subjects
Speaking focus:	act out an interview about school subjects
Grammar:	conjunction: <i>because</i>
Functions:	asking for and giving reasons
New language:	poetry

- Elicit the meaning of these words: *language, poetry, Internet, email*

**Answers:** A. Science, B. English, C. Arabic, D. Computer Studies




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

**Aim:** to write sentences about school subjects.

-  Read the first sentence. Explain the activity. Pupils must complete each sentence, saying what we learn in each subject.
-  Pupils work together to write the sentences. They must not look at the Pupil's Book.
-  Tell pupils to open their Pupil's Books. They check their answers with PB activity 2.

### AB B. Match the sentence halves. [5 mins]

**Aim:** to read and understand sentences giving reasons for liking a subject.

-  Read the example. Explain the activity. Pupils must match the beginning of each sentence on the left with the correct ending on the right.
-  Pupils draw lines to match the beginnings and endings of the sentences.
-  Choose different pupils to read the complete sentences. Pupils check their answers. Explain that we use the word 'because' when we want to give a reason.

**Answers:** 1. e, 2. c, 3. d, 4. b, 5. a

### PB 3. Read Amien's letter. What does he say about school? [4 mins]

**Aim:** to read and understand the main points of an informal letter about school subjects.


- Explain that you will read a text. In it, Amien talks about his school subjects.
- Read the text aloud. Pupils follow in their books.
- Ask questions: *Does Amien like studying?* (Yes) *Does he like all his subjects?* (No) *What is his favourite subject?* (P.E.) *Why does he like P.E.?* (Because it's fun and active) *What subject doesn't he like?* (Maths) *Why doesn't he like it?* (Because it's difficult)
- Choose some pupils and ask: *What do you like studying?* Help pupils to answer (e.g. I like studying English).

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

#### Starter activity [4 mins]




**PB 1. Look at the cartoon. What are the children talking about?**

**Aim:** to read and follow a cartoon.

-  Read the text in the speech bubbles aloud. Pupils follow in their books.
  - Ask: *What are the girls talking about?* (Their favourite subjects).
  - Point to a girl. Ask: *What is her favourite subject?* (Arabic) *Why does she like it?* (She likes poetry.) Have pupils to guess the meaning of the word 'poetry'.
  - Point to the other girl. Ask: *What is her favourite subject?* (Science)
- Read each line again. Pupils repeat. Check pronunciation.
- Divide the class into two halves. One half reads one girl's lines, the other half reads the other girl's lines.

#### PB 2. Read the sentences. What's the subject? [4 mins]

**Aim:** to read and understand sentences about more school subjects.

-  Read the first sentence. Ask: *What's the subject?* (Science). Explain the activity. Pupils must read the sentences and choose a subject from the box.
-  Pupils read the sentences and write the subjects in their notebooks.
-  Read each sentence. Choose different pupils to say the subject.

## Homework 1






Pupils read the text again at home.

### Look! [2 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- Explain that the sentences are all different ways to talk about things you like or don't like. Explain that the verb after 'like' and 'don't like' is an ing-verb (studying).

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

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


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



### Answers:

1. Do you like studying at school?
2. What's your favourite subject?
3. Why do you like it?
4. What subject do you find difficult?

## PB 4. Interview Amien. [6 mins]

**Aim:** to act out an interview about school subjects with a boy.

-  Tell pupils to imagine that they are Amien. Ask the first question from AB activity C (*Do you like studying at school?*). Elicit the answer (*Yes, I do / Yes, I like studying at school*).
- Continue with questions 2-4. Remind pupils to use the word 'because' when they answer question 3. If pupils need help, you can write the answers on the board.
- Choose two pupils. Pupil 1 is the interviewer, Pupil 2 is Amien. Pupil 1 asks questions from AB activity B, Pupil 2 answers them (with Amien's answers). Check pronunciation.

-  Pupils act out the interview in pairs. Walk around the room, listening and helping.
-  If you have time, choose pairs to act out the interview in front of the class.


### Example answers:

1. Do you like studying at school? Yes, I do / Yes, I like studying at school.
2. What's your favourite subject? My favourite subject is P.E.
3. Why do you like it? Because it's fun and active.
4. What subject do you find difficult? Maths / I find Maths difficult.

## Homework 2

### AB C. Write. [3 mins]

**Aim:** to write simple sentences saying why you like / don't like school subjects.

-  Write the sentences on the board. Elicit some examples for the gaps (e.g. *My favourite subject is Science because it's interesting. I don't like studying History because it's difficult*).
- Pupils complete the sentences at home.

### Vocabulary box [2 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.

## Homework 3

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

### End of Lesson 5 Checkpoints:

- Pupils can read and follow different texts about school subjects (a cartoon, simple sentences, a short text).
- Pupils can write sentences about the subjects they like / don't like and why (using because).
- Pupils can act out a dialogue and interview with clear pronunciation.



### Lesson overview:

Listening focus:	listen and understand details of a description of a mobile school in Sudan
Writing focus:	write a paragraph describing your school
Grammar:	present simple to talk about facts
Functions:	talking about different types of school
New language:	mobile, (radio) programme, tent

If pupils are not sure, explain (The teacher travels by camels to different places in Sudan. He teaches under trees or in a tent.)




- Elicit / teach the meanings of these words: *programme, radio, mobile school, tent.*

### Homework 1

Pupils read the texts again at home.

### AB A. Complete the chart. [6 mins]

**Aim:** to read and understand simple sentences about different types of schools.

-  Read the first phrase (*In Darfur and Kordofan*). Elicit if this is about *Home schooling*, or *Camel Schools* (Answer: Camel Schools).
- Explain the activity. Pupils must read the phrases / sentences and decide which type of school they are about. Pupils then write the phrases / sentences in the correct column of the chart. If you don't have much time, they can write the numbers of each sentence in the chart.
-  In pairs, pupils read each sentence together and decide which type of school it is about. They complete the chart.
-  Read each sentence aloud and choose different pupils to say the type of school. Pupils check their answers. Elicit the Arabic for each sentence.

**Answers:** Home schooling: They listen to radio programmes, They study at home


Camel Schools: In Darfur and Kordofan, They study in tents or under a tree, The teacher comes to the village

### PB 3. Listen to Aisha. Which school does she go to?

[3 mins] 

**Aim:** to listen and understand which school a girl goes to.

**Materials:** audio 3.6

- Tell pupils they will listen to a girl talking about her school. They must listen and decide if she is talking about *Home schooling* or *Camel Schools*.
-  Play audio track 3.6. Pupils listen and decide.
- Ask: *Which school does she go to?* (Camel School)

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

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 5.

- Choose pupils to read their sentences saying why they like / don't like school subjects.



#### PB 1. Look at the pictures. What can you see? [3 mins]

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

- Point to picture A. Ask questions: *Who can you see?* (A girl) *Where is she?* (At home) *What is she doing?* (She's listening to the radio)
- Point to picture B. Ask questions: *Who can you see?* (A man / a teacher) *Where is he?* (In Sudan) *What is he doing?* (He's teaching Maths) *Is he outside?* (Yes)

#### PB 2. Read the two texts. Match them to the pictures. [5 mins]





**Aim:** to understand and follow two short texts about different types of schools.

- Read the first text aloud. Pupils follow in their books. Elicit pupils which picture (Picture A).
-  Elicit from pupils why the girl is listening to the radio. If pupils are not sure, explain (She lives a long way from school. She studies at home. She listens to lessons on the radio).
- Read the second text aloud. Pupils follow in their books. Elicit pupils which picture (Picture B).
-  Elicit from pupils why the man has a camel.

## AB B. Listen again. Complete sentences about Aisha. [5 mins]

**Aim:** to listen and understand details of a girl talking about her school.

**Materials:** audio 3.6





-  Explain the activity. Pupils must complete the sentences about Aisha. Read the sentences aloud. Pause at each gap.
-  Play audio track 3.6 again. Pupils listen.  Pupils work together to complete the sentences.
-  Elicit answers. Write them on the board. Pupils check spellings.

### Answers:

1. Aisha is fifteen years old.
2. She goes to a Camel school in her village.
3. She studies Maths, History and Geography (and other subjects).
4. She feels happy because there is a school in her village now.

## AB C. Write about your school. Think about... [8 mins]

**Aim:** to write a short description of your school.

-  Read each point aloud (e.g. *where it is*). Elicit ideas for each one. Encourage as many ideas as possible. Write some ideas on the board. Remind pupils that we use the present simple to write about facts.
-  Pupils use the ideas and write a paragraph about their school. Walk around the room and help.
-  Pupils read each other's descriptions, and check spelling and grammar.
-  If there is time, choose pupils to read their descriptions in front of the class.

### Example answers:

My school is in a village / town / city.

It's big / small. It's a tent. It's under a tree. It has four classrooms. It's a mobile school.

We study Islamic Studies, English, Maths etc.

I like my school because I can learn my favourite subjects here.

### Homework 2

Pupils write or finish writing the description at home.

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

**Aim:** to review words from the unit.

- Tell pupils to close their books, and to make groups of three.
- Explain the activity. You will read some questions about the lessons in the unit. They must discuss the answer, then raise their hands.
- Read questions A-D. After each question, choose a group to answer. If it's correct, they win a point.

**Answers:** 1. New Zealand, B. a uniform, C. History, D. the Holy Quran

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to say the names of as many school subjects as they can.

### Homework 3

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

### End of Lesson 6 Checkpoints:

- Pupils can read and understand texts about different types of schools.
- Pupils can listen and understand details of a girl's description of a school.
- Pupils can write a short paragraph about their school.



### Lesson overview:

Reading focus:	understand a list of jobs to do to tidy a classroom
Speaking focus:	say what a school caretaker needs to do to tidy a classroom
Grammar:	<i>need to</i> + infinitive
Functions:	talking about obligations
New language:	broken, caretaker, empty (v), fix, headmaster, noticeboard, put back, replace, sweep

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


#### Starter activity [4 mins]

**PB 1. Look at this picture. What problems can you see?** 


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

**Materials:** poster 3.7

- Tell pupils you will say some words. They must point at the object in the picture. Say these words: *window, floor, rubbish bin, blackboard, chair, noticeboard, wall*. Pupils point to the picture.
- Elicit the problems (the window / chair is broken, there is rubbish on the floor, the bin is full, the blackboard / walls are dirty, the noticeboard is on the floor).
- Say: *The chair is broken*. Write the word 'broken' on the board. Elicit the meaning.





**PB 2. Read the text. What is it about? [5 mins]** 

**Aim:** to read and follow a list of jobs.


- Read the text aloud. Pupils follow in their books.
- Ask: *What is it about?*  Pupils give their ideas. (It's a list of jobs for the school caretaker to do).
- Tell pupils you will read each line of the text again. They must read and point to the objects in the picture in PB activity 1 (e.g. When you read *Clean the blackboard*, they point to the blackboard).
- Read each line. Pupils point. Tell them to say or guess the meanings of these verbs: *clean, sweep, replace, paint, empty, fix, put (the noticeboard) back*.
- Read each line again. Pupils repeat. Check pronunciation.

**AB A. Complete with the words from the box. [5 mins]**



**Aim:** to review words for repairing and tidying.

-  Read the example and explain the activity. Pupils must complete the sentences with words from the box. They must not look at the Pupil's Book.
-  Pupils complete the sentences.
-  Choose pupils to read the completed sentences. Check pronunciation.
- Tell pupils to close their books. Say a verb from the box (e.g. *Clean...*) Pupils say the sentence (*Clean the blackboard*). Repeat with other verbs in the box.
-  If there is time, pupils can do the activity in pairs. Pupil 1 (with book open) says a verb. Pupil 2 says the complete sentence. Pupils swap roles.

**Answers:** 1. Clean, 2. Empty, 3. Sweep, 4. Fix, 5. Replace, 6. Put, 7. Paint


**PB 3. Read the conversation. What do they need to do? [3 mins]** 

**Aim:** to understand how to use the verb *need to* correctly.

-  Elicit the people in the conversation. Write the words 'headmaster' and 'caretaker' on the board. Check pupils understand the words.
- Read the text in the speech bubbles aloud. Pupils follow in their books. Translate the text into Arabic.
- Write on the board: *I need to replace the broken chair*. Give the meaning of 'need to'.  Explain that we use the infinitive verb after 'need to' (e.g. replace).

**AB B. Look at the picture. Which jobs are complete? [5 mins]**

**Aim:** to practise using the verb *need to* correctly.

-  Tell pupils you will say sentences about the picture. If the sentence is true, they must wave their hands in the air; if it is false, they must put their hands on their heads.
- Say these sentences:



The school caretaker needs to clean the blackboard. (F)

He needs to put the noticeboard back on the wall. (T)

He needs to replace the broken chair. (F)

He needs to fix the broken window. (F)

He needs to empty the rubbish bin. (T)

He needs to sweep the floor. (F)

He needs to paint the walls. (F)





- Write on the board: *He needs to empty the rubbish bin. He doesn't need to fix the window.* Elicit the meaning of the sentences. Pupils can copy the sentences.
- Elicit from pupils what the caretaker needs to do. (He needs to empty the rubbish bin and put the noticeboard back on the wall)

### Homework 1

Pupils write sentences saying what the school caretaker needs to do or doesn't need to do.

### AB C. Look at the picture and complete the note. [4 mins]






**Aim:** to practise using words for repairing and cleaning.

-  Explain that this is a note from the caretaker. Pupils must read the note and complete the gaps with jobs that he needs to do.
-  Pupils complete the gaps.  They check their answers together.
-  Choose a pupil to read and complete the note. Write the answers on the board.

**Answers:** empty the rubbish bin / put the noticeboard

### AB D. Write. What problems are there in your school? [7 mins]

**Aim:** to write sentences about things we need to do to tidy the school.

-   In small groups of three or four, pupils talk about things that we need to do to make the classroom or school tidy.
-  Write on the board: *In my school we need to...* Elicit some ideas, and encourage pupils to think of different ones. Write new ideas on the board (e.g. sweep the yard, plant flowers etc.)
-  Pupils complete the sentence.
-  Pupils read each other's sentences, and



check spelling and grammar.

### Homework 2

Pupils write more sentences at home.

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

**Aim:** to say things we need to do to tidy the school.

-  In groups of four or five, pupils read their sentences from AB activity D to each other.
-  Choose some pupils to read their sentences in front of the class.

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 7 Checkpoints:



- Pupils can understand, say and write verbs for repairing and tidying (e.g. clean, sweep, fix etc.)
- Pupils can read and understand short notes from a caretaker about jobs he needs to do.
- Pupils can write sentences saying what we need to do to tidy the school.
- Pupils can say what we need to do to tidy the school.



### Lesson overview:

Reading focus:	read a text about schools in Sudan and understand the main points
Writing focus:	write a letter to a friend about you and your school
Grammar:	modal verbs <i>must</i> / <i>mustn't</i> + infinitive
Functions:	(1) talking about habits and routines, (2) talking about obligation and prohibition, (3) talking about different types of school
New language:	-

points.





-  Pupils read the text silently. Allow one minute for this.
-  Read the text aloud. Pupils follow and point to the pictures (e.g. when they read 'experiments in Science' they point to Picture C.)

### Homework 1

Pupils read the text again at home.




### PB 3. Read the text again. What are the differences between the schools? [5 mins]

**Aim:** to read and talk about a text about schools in Sudan.

-  Read the text aloud again. Pupils follow in their books.
-  In pairs, pupils talk about the differences between schools in towns and cities and villages.
-  Ask questions: *What are schools like in towns and cities? What are schools like in villages?*  Encourage pupils to give more ideas and to talk about their own ideas and experience. They may use Arabic.

### AB A. Choose the correct word to complete each sentence. [5 mins]

**Aim:** to review how to use *must* and *mustn't* correctly.

-  Read 'School Rules' and elicit the meaning. Explain the activity. Pupils must read each sentence, then choose 'must' or 'mustn't' to make a good school rule. Point to the answer to the first sentence as an example (must).
  -  Pupils read the sentences and draw circles to choose the correct word.
  -  Choose different pupils to read the sentences. Check pronunciation. Elicit the meanings in Arabic.
- Answers:** 1. must, 2. must, 3. mustn't, 4. mustn't, 5. must, 6. mustn't, 7. must

### AB B. Read Tim's letter. Listen and circle the differences. [8 mins]

**Aim:** to read and listen to a text, and find the differences.

### Pupil's Book (PB) page 24 / Activity Book (AB) page 24

#### Starter activity [4 mins]

**Aim:** to review school subjects.

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

- Throw the ball to Pupil 1. Ask: *What is your favourite subject?* Help Pupil 1 to answer: *My favourite subject is (History).*
- Pupil 1 throws the ball to another pupil and asks: *What is your favourite subject?* Pupil 2 answers. Pupil 2 then throws the ball to another pupil and asks the question.
- Pupils continue throwing the ball and asking / answering the question.
- If you like, you can add a second question: *Why do you like this subject?* Pupils answer (e.g. *Because it's interesting*).

#### PB 1. Look at the pictures. What can you see? [3 mins]







**Aim:** to review words for describing different types of schools.

- Point to each picture and elicit from pupils what they can see.
- Tell pupils to say what they know about each type of school. Encourage them to use as much English as they can.

#### PB 2. Read the text and point to the pictures. [4 mins]

**Aim:** to read a text silently and understand the main





## Materials: audio 3.1

-   Remind pupils that they listened to Tim talking about his school in Lesson 2. Elicit from pupils what they can remember about his school. They may use Arabic.
- Tell pupils you will read a text about Tim's school, but some things are different. Read the text aloud. Pupils follow in their books.
-  In pairs, pupils discuss any different things they have found.
-  Tell pupils they will listen to Tim again. They must read the text, and find the different things.
-  Play audio track 3.1. Pupils listen. If necessary, play the audio track again.
-  Elicit the differences.

**Answers:** Australia / New Zealand, eight / nine, a quarter past / half past, Sunday and Monday / Saturday and Sunday, Geography / English, History / P.E., learn about the past / play sports, football / cricket

## AB C. Write to a friend about you and your school. [8 mins]



**Aim:** to write a short letter to a friend about you and your school.

-  Explain the activity. Pupils must write a letter to a friend about their school. Read the text and pause at the gaps. Elicit some examples for each gap. Pupils can write what they like in the last sentence of the letter.
-  Pupils write about their school. Walk around the room and help.
-  Pupils read each other's letters, and check spelling and grammar.
-  If there is time, choose pupils to read their letters in front of the class.

## Homework 2

Pupils write or finish writing the email at home.

## Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 3 again.

## Homework 3

Pupils look again at lessons they would like to review.

## End of Lesson 8 Checkpoints:

- Pupils can use the verbs must / mustn't correctly.
- Pupils can read and listen to a short text and find the differences.
- Pupils can write a letter to a friend about themselves and their school.





### Lesson overview:

Listening focus:	understand the main points of a conversation between a shop assistant and a customer
Speaking focus:	ask about and say the price of things
Grammar:	question word: <i>How much...?</i>
Functions:	(1) describing and identifying objects, (2) talking about number and quantity
New language:	digital, headphones, mobile phone, wire, wireless

### PB 2. Listen to the conversation. What picture are they talking about? [3 mins]

**Aim:** to follow a conversation between a shop assistant and a customer.

**Materials:** audio track 4.1

-  Explain that pupils will listen to a conversation between a shop assistant and a customer. Pupils must listen and decide which gadget they are talking about.
-  Play audio track 4.1. Pupils listen. Elicit which gadget they are talking about (Picture D - headphones).

### Pupil's Book (PB) page 25 / Activity Book (AB) page 25

#### Starter activity [3 mins]

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





**Aim:** to review / learn words for different gadgets.

- Point to the pictures and elicit / teach the name of each gadget in English. Give the meaning of the word 'wireless'.
- Point to each picture again and say the names again. Pupils repeat.
- Say a word (e.g. mobile phone). Pupils say the matching letter (B). Repeat with other words.
- Say a letter (e.g. D). Pupils say the matching word (e.g. headphones). Check pronunciation.

**Answers:** A = digital radio, B = mobile phone, C = watch, D = headphones

#### AB A. Label the pictures with the words from the box. [5 mins]

**Aim:** to write words for different gadgets.





-  Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. mobile phone, 2. watch, 3. headphones, 4. digital radio,

#### AB B. Listen to the conversation. Are these sentences true or false? [6 mins]

**Aim:** to understand the main points of a conversation between a shop assistant and a customer.


**Materials:** audio track 4.1



-  Read each sentence aloud. After each sentence, elicit the meaning in Arabic. Then tell pupils to raise their right hands if they think it's true; or their left hands if they think it's false. Don't give the answers.
-  Play audio track 4.1 again. Pupils listen.
-  Pupils discuss each answer in pairs, and draw a circle around 'true' or 'false'.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. T, 2. F (The red ones are wireless), 3. T, 4. F (The red headphones are more expensive than the black headphones), 5. T

#### PB 3. Read the conversation in pairs. [8 mins]

**Aim:** to read and understand details of a conversation between a shop assistant and a customer.

-  Explain that the text is a conversation between a shop assistant and a customer. Read the text aloud. Elicit the meaning of each line.
- Read each line of the text again. Pupils repeat.
- Divide the class into halves. One half reads the shop assistant's lines; the other half reads the customer's lines.




-  Pupils act out the conversation in pairs. Walk around the room, listening and helping with pronunciation.
-  Choose pairs to act out the conversation in front of the class.

### Homework 1

Pupils read the conversation again at home.

### AB C. Write a conversation. [6 mins]



**Aim:** to practise the language of asking about and saying the price of things.

-  Explain that the text is another conversation between a shop assistant and a customer. They are talking about the headphones. Pupils must read and complete the conversation.
-  Pupils read and complete the conversation.
-  Choose a pair to read the completed conversation. Pupils check their answers.
- Point to each gadget in the picture and ask: *How much is it?* For the headphones ask: *How much are they?* Pupils answer. Check that pupils say the prices correctly.

**Answers:** headphones / They're / they / 250 pounds / too / headphones (ones) / 150 pounds

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



**Aim:** to practise asking about and saying the price of things.

-  Pupils take turns to point to the labels and ask and answer *How much is it? How much are they?* Walk around the room, listening and helping.
-  Choose pairs to ask and answer the question in front of the class.

### Homework 2

Pupils write ten numbers between 100-1000 in their notebooks (e.g. 400). They say the numbers.

### Vocabulary box [4 mins]

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

### Homework 3

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



### End of Lesson 1 Checkpoints:

- Pupils can say and write the names of some gadgets.
- Pupils can understand the details of a conversation between a shop assistant and a customer.
- Pupils can ask about and say the price of things.



### Lesson overview:

Reading focus:	understand the main points of an information text about phones in the past
Writing focus:	write a text message to a friend
Grammar:	modal verb + infinitive: <i>could / couldn't</i>
Functions:	talking about ability in the past
New language:	(make a) phone call, probably

-  Pupils read the sentences and draw circles to choose the correct word.
-  Choose different pupils to read the sentences. Check pronunciation. Elicit the meanings in Arabic.

**Answers:** 1. couldn't, 2. could, 3. couldn't, 4. couldn't

### Pupil's Book (PB) page 26 / Activity Book (AB) page 26

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What do the pictures show?

**Aim:** to prepare for reading.

- Point to Picture A. Ask: *What can you do with this phone?* Elicit as many answers as possible, and teach / review English words: make a phone call, send a text message, take a photo etc.
- Point to Picture B. Ask: *What can you do with this phone?* (Make a phone call only).


##### PB 2. Read the text and answer the question. [3 mins]

**Aim:** to read and follow an information text about phones in the past.


- Explain that you will read a text about phones in the past. Read the text aloud. Pupils follow in their books.
- Ask: *What does the writer say about text messages?* (They couldn't send text messages). Elicit the meaning of the sentence.

##### AB A. Choose the correct word in each sentence. [4 mins]

**Aim:** to practise using *could / couldn't* to talk about ability in the past.



-  Read 'Before mobile phones' and elicit the meaning. Explain the activity. Pupils must read the sentences and decide what people could or couldn't do before mobile phones. Read the first sentence and elicit the answer (couldn't).

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that *could* is the past form of the verb *can*. We use it to talk about things that we could or couldn't do in the past. Explain that we use the same form for all people (I / you / he / she / we / they could).
- Explain that we use an infinitive verb after *could / couldn't* (e.g. make, send).

##### PB 3. Read the text again. Are these sentences true or false? [5 mins]

**Aim:** to understand the main points of an information text about phones in the past.

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


**Answers:** a. T, b. F (They could make phone calls from their home or a telephone in the street), c. T, d. F (Life wasn't all bad), e. F (Sometimes it is nice to be alone)

#### Homework 1



Pupils talk to their parents / grandparents / aunts and uncles about how technology has changed in their lifetime.

##### AB B. Choose the correct answer. [4 mins]

**Aim:** to read and understand questions about life before mobile phones.

-  Explain the activity. Pupils must read the beginning of each sentence, and choose the





correct ending (a), (b) or (c). If you like, do the first one with the class as an example.

-  Pupils work together to read and choose the best answers.
-  Read the first part of each sentence and elicit the correct ending. Pupils check their answers.

**Answers:** 1. b, 2. b, 3. b, 4. b



### AB C. Choose an age. Complete the sentences with *could* or *couldn't* for you. [6 mins]

**Aim:** to write sentences using *could* / *couldn't* to talk about ability in the past.

-  Write on the board: *When I was five years old... Say When I was five years old, I couldn't speak English.* Elicit the meaning. Say *When I was five years old, I could touch my nose.* Elicit the meaning.
-  Explain the activity. Pupils must choose an age and complete the sentences with 'could' or 'couldn't'.
-  Pupils complete the sentences. Sentences should be true about themselves.
-  Choose some pupils to read their sentences.
- Remind pupils that we use the infinitive verb after the verbs 'could' and 'couldn't'. Elicit the infinitive verb of each sentence (speak, touch, ride, play, use, read, cook, count). Pupils underline them.






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

**Aim:** to talk about past ability.

-  Choose two pupils to read the text in the speech bubbles. Elicit the meanings.
- Write these verbs and phrases on the board: read a book, write a poem, speak Arabic, swim, count to ten in English, say 'Hello', use a computer. Elicit the meanings.
- Point to a verb on the board (e.g. swim). Choose a pupil. Help the pupil to say *When I was five I could (or couldn't) swim.* Point to different verbs and choose different pupils to say sentences.
-  In small groups of three or four, pupils choose verbs and say sentences (e.g. *When I was five, I could speak Arabic / When I was five, I couldn't write a poem.*) Walk around the room, listening and helping.

### AB D. Write a text message to a friend. [5 mins]

**Aim:** to practise writing a text message to a friend.

-   Elicit from pupils when people send text messages to a friend (e.g. to send good wishes, to make arrangements to meet etc.) Encourage lots of different examples.
- Choose a reason for sending a text message, and write an example on the board:  
*Hi Patrick! How are you? Would you like to play football later? Kamal.*
-  Tell pupils to write a short text message to a friend. In the message, they should greet their friend, and say why they are writing (e.g. to arrange to meet, to ask about homework etc.).
-  Pupils write a message. Walk around the room and help.
-  In pairs, pupils read each other's messages.

### Homework 2

Pupils write or finish writing the text message at home.

### Vocabulary box [2 mins]

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

### Homework 3

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

### End of Lesson 2 Checkpoints:

- Pupils can understand the main points of an information text about phones in the past.
- Pupils can write sentences using *could* / *couldn't* to talk about ability in the past.
- Pupils can use *could* and *couldn't* correctly to talk about ability in the past.







### Lesson overview:

Reading focus:	to understand an advert for a mobile phone
Writing focus:	to write an advert for a gadget
Grammar:	possessive adjectives ( <i>my</i> etc.) and possessive pronouns ( <i>mine</i> etc.)
Functions:	talking about possession
New language:	camera, latest, model, SAT-NAV, webcam

(camera), D = A (mobile phone), E = B (webcam)

### AB A. Label the pictures with the words from the box. [4 mins]

**Aim:** to write words for different gadgets.

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


**Answers:** 1. SAT-NAV, 2. camera, 3. webcam, 4. wireless headphones, 5. mobile phone

### Pupil's Book (PB) page 27 / Activity Book (AB) page 27

#### Starter activity [3 mins]

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




**Aim:** to review / learn words for more gadgets.

- Point to each picture and elicit / teach the name in English. Say each name again. Pupils repeat.
-  Elicit or explain what each gadget is used for. (mobile phone – to make phone calls / send text messages, webcam – to see somebody far away, SAT-NAV – to find directions, headphones – to listen to music, camera – to take photos)
- Say a word (e.g. webcam). Pupils say the matching letter (B). Repeat with other words.
- Say a letter (e.g. D). Pupils say the matching word (e.g. headphones). Check pronunciation.

**Answers:** A = mobile phone, B = webcam, C = SAT-NAV, D = headphones, E = camera



##### PB 2. Read the five descriptions. Which picture does each one describe? [4 mins]

**Aim:** to read and understand short descriptions of gadgets.

-  Explain the activity. Pupils must read the sentences and choose one of the gadgets in PB Activity 1. Read the first sentence aloud. Elicit the gadget (Picture C – SAT-NAV). Tell pupils to guess the meaning of 'get lost'.
-  Pupils read the sentences together and write the picture letter in their notebooks.
-  Read each sentence aloud, and choose pupils to say the picture letter and gadget. Pupils check their answers.




**Answers:** A = C (SAT-NAV), B = D (headphones), C = E

#### Look! [3 mins]

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use *my, your, his, her, our, their* with an object (e.g. *this is my mobile phone*). Elicit examples from pupils (*This is his chair* etc.).
-  Explain that we use *mine, yours, his, hers, ours, theirs* to replace an object (e.g. *this is mine*). Tell pupils to hold up objects and give examples (*This is his* etc.).

### AB B. Choose the correct word in each sentence. [5 mins]

**Aim:** to use possessive adjectives (e.g. *my*) and possessive pronouns (e.g. *mine*) correctly.

-  Read the first sentence. Elicit the answer (*my*). Explain that we use 'my' because there is an object (*father's car*).
-  Pupils read each sentence and draw a circle around the correct word.
-  Choose different pupils to read each sentence with the correct word. Pupils check their answers.

**Answers:** 1. my, 2. hers, 3. yours, 4. our, 5. your, mine, 6. theirs







## Homework 1

Pupils write sentences about objects at home (e.g. This is my grandfather's chair. It's his.)

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




**Aim:** to practise talking about possession.

-  Explain the activity. Pupils must complete the sentences with words from the box.
-  Pupils complete the sentences.  They check their answers together.
-  Choose different pupils to read the sentences. Pupils check their answers.

**Answers:** 1. Whose / mine, 2. her, 3. Is / one, 4. aren't my / ones.

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




**Aim:** to read and understand an advert for a mobile phone.


-  Tell pupils you will read an advert for the latest model of a gadget. Teach the words 'advert' and 'latest model'. Pupils must follow and guess what the gadget is.
- Read the advert aloud. Pause at the gap. Don't give the answer. Ask: *What's the gadget?* (mobile phone). Ask pupils to say how they know (phone and text your friends / comes with good camera).
-  Pupils read the questions together and answer them orally.
-  Read each question. Elicit the answers.

**Answers:** a) make a call, send a message, take a photo. b) **429**. c) Three colours. d) A good camera.

### PB 4. Choose something and write your own advert. [6 mins]

**Aim:** to write an advert for a gadget.

-   Explain the activity. Pupils will work in groups. Each group must choose a gadget and write an advert for it. The advert must say what the gadget is, the price, and features (e.g. colours, what it can do etc.).
-  In groups of three or four, pupils choose a gadget and write an advert. They can use words and phrases from the box. Walk around the room, listening and helping.

-  Choose groups to read their adverts in front of the class. Encourage pupils to act out the advert.

### AB D. Project work. (3 mins)

**Aim:** to write a report about gadgets at home.

- Read the text aloud. Elicit the meanings in Arabic. Pupils must write answers to the questions at home in their notebooks. Tell pupils to bring their reports to the next class.

## Homework 2

Pupils write a report about gadgets at home.

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Ask pupils to say more words for machines and gadgets.

## Homework 3

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

### End of Lesson 3 Checkpoints:

- Pupils can say and write the names of more gadgets.
- Pupils can use possessive adjectives (e.g. my) and possessive pronouns (e.g. mine) correctly.
- Pupils can read and understand an advert for a mobile phone.
- Pupils can work together to write an advert for a gadget.



### Lesson overview:

Reading focus:	understand the main points of a text about ways of educating children who cannot go to school in Sudan
Speaking focus:	talk about the advantages and disadvantages of different types of education
Grammar:	-
Functions:	talking about advantages and disadvantages
New language:	e-learning, education, online, project




*e-learning* (learning with laptops / computers / mobile phones etc.), *project*, *online*.

### Homework 1

Pupils read the text again at home.

### PB 3. Read the text again. Put the sentences in order. [8 mins]





**Aim:** to read and understand the main points of a text about ways of educating children who cannot go to school.

-  Explain that the sentences summarise the text in PB Activity 2. But the sentences are in the wrong order. Pupils must read the sentences and put them in the correct order.
- Read sentence (f). Explain that this is the first sentence. Pupils must write the letters of the sentences in order in their notebooks.
-  Pupils read the text again together. They read sentences a – f and write the letters in the correct order in their notebooks.
-  Elicit the correct order.

**Answers:** The correct order is: f, d, a, e, c, b

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


**Aim:** to review language from the text.

-  Read the first sentence aloud. Elicit if it is true or false (true). Tell pupils to draw a circle around the word 'true'.
-  Pupils read the sentences and draw a circle around 'true' or 'false'.  They check their answers together.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. T, 2. T, 3. T, 4. F, 5. T

### AB B. Complete the chart. [8 mins]

**Aim:** to understand sentences about different types of education.

-  Draw the table on the board. Read the first phrase (*Can study at home*). Ask if this is about a 'usual school' or 'e-learning' (e-learning). Write the phrase (or number 1) in the column.
- Explain the activity. Pupils must read the phrases

### Pupil's Book (PB) page 28 / Activity Book (AB) page 28

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 3.

- Choose pupils to read their reports about gadgets at home.

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

**Aim:** to prepare for the topic of e-learning.



- Ask: *What can you see?* (children, young people) *Where are they?* (outside, in a classroom, at home) *What are they doing?* (they're using laptops / computers)
- Elicit advantages of laptops / computers (you can do many things – read, write, listen, watch videos etc., you can study when you like, you can study where you like)

#### PB 2. Read the text. Is it about: [4 mins]

**Aim:** to read and follow a text about ways of educating children who cannot go to school.

- Tell pupils you will read a text. Pupils must follow and decide if the text is about computers, education or both.
- Read the text aloud. Pupils follow in their books. Elicit what the text is about (computers and education).
- Elicit what pupils can remember about Camel schools (teachers travel to villages on a camel). Teach / elicit the meanings of these words:



/ sentences and decide which type of education they are about. Pupils then write the phrases / sentences in the correct column of the chart. If you don't have much time, they can write the numbers of each sentence in the chart.

-  In pairs, pupils read each sentence together and decide which type of education it is about. They complete the chart.
-  Read each sentence aloud and elicit the answer. Complete the chart on the board. Pupils check their answers.

**Answers:** Usual school: the same as most other children, always have a teacher, study with other children, use books, study in classrooms  
e-Learning: can study at home, use computers, study online, don't go to a school building, don't always have a teacher

#### PB 4. Your turn. [6 mins]

**Aim:** to practise talking about the advantages and disadvantages of different types of education.

-  Read the first speech bubble (*I'd like to study at home*). Elicit why children would like to study at home. Encourage different ideas and write some on the board (e.g. *I like using computers. I don't like walking to school. I can study when I like* etc.).
- Draw a speech bubble on the board with this sentence (*I wouldn't like to study at home*). Elicit why children wouldn't like to study at home. Encourage different ideas and write some on the board (e.g. *I like going to school with my friends. I like my teacher* etc.).
- Choose some pupils and ask: *Would you like to study at home?* Pupils answer and say why or why not.
-  In groups of three or four, pupils say whether they would like to study at home and why or why not. Walk around the room, listening and helping.

#### Homework 2

Pupils write a sentence saying why they would like / would not like to study at home in their notebooks.

#### Vocabulary box [3 mins]



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

#### Homework 3

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

#### End of Lesson 4 Checkpoints:

- Pupils can read and understand the main points of a text about ways of educating children who cannot go to school in Sudan.
- Pupils can understand sentences describing the advantages and disadvantages of different types of education.
- Pupils can talk about the advantages and disadvantages of different types of education.




### Lesson overview:





Reading focus:	understand instructions for making a pinhole camera
Writing focus:	complete a text giving instructions
Grammar:	imperative (for instructions)
Functions:	following written instructions
New language:	cardboard, end (n), image, lid, pin, stick, sticky tape, tracing paper

- Elicit from pupils what the text is about (making a camera).

### AB A. Read the instructions. Put the pictures in the correct order. [8 mins]

**Aim:** to describe and order pictures.

-  Tell pupils you will describe a picture. Pupils must point to the picture. Say these sentences:
  - Somebody's holding a box. They're pointing it at a window.*
  - There is some black paper. Somebody is pushing a pin through the paper.*
  - There is an image of a tree on the tracing paper.*
  - There is a box with some black paper and some sticky tape.*
  - There are some scissors. You use these to make a hole in the box.*
  - There is some black paper.*

-  Pupils take turns to describe and point to the pictures.
-  Explain the activity. Pupils must read the text from PB Activity 2, and then write letters A-F next to the picture to put them in the correct order. Point to the letter 'A' and explain that this is the first picture.
-  Pupils read the text together. They write letters next to each picture.
-  Elicit the correct order.



**Answers:** The correct order: scissors, black paper, black paper and sticky tape, pin pushed through black paper, holding box at the window, image of tree on paper

### Homework 1

Pupils read the text again at home.

### AB B. Read the instructions again and answer these questions. [6 mins]

**Aim:** to read and understand the main points of instructions for making a pinhole camera.

-  Read the first question aloud. Elicit the answer (two). Tell pupils to write the word 'two' in the gap after the question. Explain that each gap is a word.
-  Pupils read the texts again together. They

### Pupil's Book (PB) page 29 / Activity Book (AB) page 29

#### Starter activity [3 mins]

**Aim:** to review gadgets and what they are used for.

- Say: *What's the gadget? It's used to listen to radio programmes.* (digital radio)
- Continue with these descriptions:
  - It's used to see the time* (watch) / *It's used to make phone calls and send text messages* (mobile phone) / *It's used to find directions when you are in the car* (SAT-NAV) / *You put these on your head to listen to music* (headphones) / *It's used to see somebody who is far away* (webcam) / *It's used to take photos* (camera)

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

**Aim:** to prepare for reading.

**Materials:** poster 4.5


- Point to each picture and ask pupils what they can see. Teach / review these words: *cardboard box, lid, sticky tape, tracing paper, hole, pin.*

#### PB 2. Read the text. What is it about? [6 mins]

**Aim:** to read and follow instructions for making a pinhole camera.

- Read the first part of the text (list of items you need to make a camera). Elicit the meanings in Arabic.
- Read the second part of the text (instructions). Elicit the meaning of each instruction in Arabic. Explain that we can use the imperative when we give instructions (*make, cover, use, point*).





read the questions and write simple answers.

-  Read questions 1-6 and elicit the answers.

**Answers:** 1. Two (one at each end), 2. Yes (one with black paper, the other with tracing paper), 3. Sticky tape, 4. To make a hole (in the black paper), 5. The end with the black paper, 6. An image

### AB C. Write instructions. [8 mins]

**Aim:** to complete a text giving instructions.



-  Read the first sentence and pause at the gap. Elicit the words (a lid). Explain the activity. Pupils must complete the instructions. They should write one word in each gap.
-  Pupils complete the text. They can look at the pictures and instructions in the Pupil's Book for help.
-  Choose different pupils to read the completed sentences. If you like, you can write the answers on the board.
- Tell pupils to close their Activity Books. Read the instructions again and pause at each gap. Pupils say the missing words.
-  If you have time, pupils can do the same activity in pairs. Pupil 1 reads the instructions and pauses, Pupil 2 says the missing words.

**Answers:** Take a cardboard box with a **lid**. Close the **box**. Use your **scissors** to make a **hole** in each end. Then cover **one hole with** tracing paper using the **sticky tape**. Cover the **other hole** with black paper. Make a small hole **in the** black paper with a **pin**. You are now ready!

### Homework 2

If possible, pupils can make a pinhole camera at home. They show family members how to use the camera.

### Vocabulary box [5 mins]

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

### Homework 3

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

### End of Lesson 5 Checkpoints:

- Pupils can read and follow instructions for making a pinhole camera.
- Pupils can describe pictures showing how to make a pinhole camera.
- Pupils can complete a text giving instructions.



### Lesson overview:


Listening focus:	read a text about schools in Sudan and understand the main points
Speaking focus:	give an opinion about what people should and shouldn't do on the Internet
Grammar:	modal verb + infinitive: <i>should / shouldn't</i>
Functions:	giving an opinion
New language:	download, movie, surf (the Internet)

### Pupil's Book (PB) page 30 / Activity Book (AB) page 30

#### Starter activity [4 mins]

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

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


- Elicit what the pictures are about. (The Internet)
-  Ask questions: *What is the Internet?* (A network of computers around the world), *How can you get on the Internet?* (With a computer / laptop / tablet, with some phones), *What can you do on the Internet?* (talk to friends and family, send emails, find information on websites, download music, do homework, play games, learn English etc.) Pupils may use Arabic.
- Write the phrase 'surf the Internet' on the board. Elicit what this means (look for information on different websites).

##### PB 2. Listen to Clare and Fadiya talking. What

##### doesn't Fadiya understand? [3 mins]

**Aim:** to understand the main points of a conversation about using the Internet.





**Materials:** audio track 4.6

- Tell pupils they will listen to a conversation between Clare and Fadiya. Explain that Fadiya doesn't understand something.
-  Play audio track 4.6. Pupils listen.
- Ask: *What doesn't Fadiya understand?* (She doesn't understand what 'surf the Internet' means)

### AB A. Listen again. Think about the answers. Then ask and answer in pairs. [8 mins]

**Aim:** to understand more details of a conversation about using the Internet.

**Materials:** audio track 4.6

-  Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
-  Play audio track 4.6 again. Pupils listen. If necessary, play the audio track again.
-  Pupils work together to answer the questions orally.
-  Elicit answers.

**Answers:** 1. A computer, 2. No, it's her dad's, 3. She does her homework, she plays games, she surfs the Internet, 4. Three hours a day, 5. She shouldn't spend that much time on the Internet.

### PB 3. Here are things people do on the Internet.

#### What do you think? [6 mins]

**Aim:** to give an opinion about things people can do on the Internet.

- Read the text in the speech bubbles. Elicit the meanings in Arabic. Explain that these are ways we can give an opinion about something.
- Read the first activity on the list (*send emails*). Check pupils understand. Choose pupils to give an opinion about the activity (e.g. *I think it's a good idea to send emails to family*). Help them to say it in English.
- Read the second activity on the list (*play games*). Choose pupils to give an opinion (e.g. *I think you shouldn't play too many games*).
- Repeat with the other activities in the list. Always check pupils understand the activity in the list (e.g. *download music*). Help them to give their opinions in English.




**Answers:** Pupils may give different answers.

#### Homework 1

Pupils read the list again at home.

### AB B. Complete the chart. [8 mins]

**Aim:** to practise using *should / shouldn't* to give an opinion.

-  Draw the chart on the board. Read the phrases: *I think children should / shouldn't.* Explain that we use 'should' and 'shouldn't' to give advice or an opinion. We use infinitive verbs after 'should' and 'shouldn't' (e.g. watch, talk, play).
- Explain the activity. Pupils must read the activities on the list and decide if children should or shouldn't do these things.
- Read the first phrase on the list (*watch lots of films*). Ask: *Should children watch lots of films?* Choose the most popular answer and write the phrase in the chart on the board. Explain that there is no right or wrong answer. Pupils can decide.
-  Pupils work together to complete the chart.
-  Read each activity on the list. Choose different groups to give their opinions about each one. Examples: *I think children should do school projects. I think children shouldn't talk to friends late at night.* Write them in the columns on the board.

### Homework 2

Pupils write sentences about the table (e.g. *I think children should do school projects. I think children shouldn't talk to friends late at night.*)



### Look! [3 mins]




- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- Remind pupils that we use an infinitive verb after *should / shouldn't* and *I think it's a good idea to*. Remind pupils that we can use these phrases to give an opinion.

### PB 4. Your turn. What should you use the internet for? What shouldn't you use the Internet for? [5 mins]



**Aim:** to practise different ways of giving an opinion about what people should and shouldn't do on the Internet.

-  Read each speech bubble. Elicit some ideas for finishing the sentences.
-  In groups of three or four, pupils take turns to give their opinion about what you should and

shouldn't do on the Internet. Walk around the room, listening and helping.

-  Choose some pupils to give their opinions.

### Vocabulary box [3 mins]

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

### Homework 3

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




### End of Lesson 6 Checkpoints:

- Pupils can understand the details of a conversation about using the Internet.
- Pupils can use *should / shouldn't* correctly to give advice or an opinion.
- Pupils can use different ways to give an opinion about what people should and shouldn't do on the Internet.



### Lesson overview:

Reading focus:	understand the main points of an email from a woman making a request
Speaking focus:	make and respond to polite requests
Grammar:	modal verbs + infinitive: <i>could</i> and <i>can</i>
Functions:	making requests
New language:	favour, interested, plan (v)

-  Read the first sentence. Pause at the gap. Elicit the end of the sentence (*Samiya is writing to Asma*).
- Explain the activity. Pupils must read the letter again and complete the sentences.
-  Pupils read the letter again together. They read and complete the sentences.
-  Choose pupils to read the completed sentences. Pupils check their answers.




**Answers:** 1. Huda, 2. Nadia, 3. Nadia, 4. Nadia's aunt

### Pupil's Book (PB) page 31 / Activity Book (AB) page 32

#### Starter activity [4 mins]

**PB 1. Look at the pictures. What do you think the story is?**

**Aim:** to prepare for reading.

-  In pairs, pupils look at the pictures and talk about the story.
-   Ask: *What do you think the story is?* Pupils give their ideas.

#### PB 2. Read the letter. Why does Nadia need a new camera? [4 mins]

**Aim:** to read and follow an email from a woman making a request.

- Point to Picture A. Tell pupils that the woman is called Asma. She is on holiday in Malaysia. Point to Picture B. Tell pupils that the woman is Asma's sister. She is called Samiya. She has written a letter to Asma. It is about her daughter Nadia. The girl in Picture D is Nadia.
- Read the letter aloud. Pupils follow in their books.
- Ask: *Why does Nadia need a new camera?* (She is interested in photography).
- Tell pupils to guess the meanings of these words: *planning, favour, interested in*.

#### Homework 1




Pupils read the letter again at home.

#### AB A. Read the letter again and complete the gaps. [5 mins]

**Aim:** to understand the main points of a letter from a woman making a request.

#### AB B. Read the letter again. Then put the sentences in the order you think they happen. Write a-g. [8 mins]





**Aim:** to understand the details of a letter from a woman making a request.

-  Explain the activity. Pupils must read the sentences. They must write letters a-g next to them to show the order that the events happened. Read sentence 3 (*Asma goes to Malaysia on holiday*), and explain that is the first thing that happened.
-  In pairs, pupils read the letter again. They read the sentences and write letters a-g next to them.
-  Ask: *What's the first / second sentence etc?* Pupils give the number of the sentence.

**Answers:** The correct order is: 3, 6, 7, 2, 4, 1, 5

#### AB C. Match the requests (1 – 6) with the correct reply (a – f). [5 mins]

**Aim:** to read and understand questions and answers using *could you* and *can I*.




-  Read the example question and answer, and explain the activity. Pupils must draw lines to match the questions and answers.
-  Pupils read and match the questions and answers.  They check their answers together.
-  Choose a pupil to read question 2 aloud (*Can I come in?*), and a different pupil to read the matching answer (c) *Just a minute and I'll open the door*.
- Continue with the other questions and answers. Check pronunciation.



**Answers:** 1 = d, 2 = c, 3 = b, 4 = a, 5 = f, 6 = e

**AB D. These sentences are NOT polite. Write polite sentences. [5 mins]**

**Aim:** to write polite requests.

-  Read the first request (*Buy me a new camera*). Explain that this is correct but it is not polite. Explain that we add 'Could you' at the beginning to make it polite. We can add 'please' at the end.
- Explain the activity. Pupils must change the requests to make them polite.
-  Pupils work together to make the sentences polite. Remind pupils to use a comma before 'please', and a question mark at the end.
-  Choose different pupils to read the sentences. Pupils check their answers.

**Answers:**



1. Could you buy me a new camera, please?
2. Could you get me a cup of tea, please?
3. Could you help me with my homework, please?
4. Could you show me how to get there, please?
5. Could you tell me the answer, please?

**Homework 2**

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

**PB 3. Your turn. Make polite requests. [6 mins]**

**Aim:** to practise making and responding to polite requests.

-  Write these phrases on the board: *Excuse me, could you ..., please? Yes, of course. I'm sorry, I can't.* Read the phrases aloud. Pupils repeat. Check pronunciation.
- Make some polite requests using the phrases in the Pupil's Book (e.g. *Excuse me, could you tell me the answer?*). After each request, nod your head to indicate 'yes' or shake your head to indicate 'no'. Pupils respond with *Yes, of course* or *I'm sorry, I can't.*
-  Pupils do the activity in groups of three or four. They take turns to make a polite request and nod / shake their head. The other pupils in the group give the appropriate response. Walk around the room, listening and helping.

**Vocabulary box [3 mins]**



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

**Homework 3**

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

**End of Lesson 7 Checkpoints:**

- Pupils can understand the main points of a letter from a woman making a request.
- Pupils can read and understand questions and answers using *could you* and *can I*.
- Pupils can make and respond to polite requests.



### Lesson overview:

- Reading focus:** understand the main points of an email with questions about technology
- Writing focus:** write an email to a friend about technology you have
- Grammar:** modal verbs + infinitive: *could* and *can*
- Functions:** (1) identifying and referring to gadgets (2) making requests
- New language:** -

### Answers:




s	d	a	i	m	g	f	d	u	j	p	a
m	o	b	i	l	e	p	h	o	n	e	i
u	l	r	o	e	h	g	e	v	u	x	n
w	e	b	c	a	m	w	a	i	q	s	t
i	a	r	a	k	j	p	d	r	o	k	e
m	j	i	m	c	o	m	p	u	t	e	r
k	r	i	e	m	e	o	h	v	u	t	n
l	e	o	r	a	d	i	o	b	s	t	e
f	a	z	a	k	y	a	n	l	n	l	t
o	o	g	r	m	o	u	e	r	i	e	l
n	o	q	t	h	u	x	s	e	y	j	i

### Pupil's Book (PB) page 32 / Activity Book (AB) page 32

#### Starter activity [4 mins]

**PB 1. Look at the pictures. Can you remember the gadgets?**




**Aim:** to review the names of gadgets.

-  Tell pupils to look at the pictures for 15 seconds. After 15 seconds, tell them to close their books.
-  In pairs, pupils say the names of the gadgets they can remember.
-  Tell pupils to open their books. Point to each gadget, and tell pupils to say the name. Elicit the spelling of each gadget (e.g. r-a-d-i-o), and write the words on the board.

**Answers:** A. digital radio, B. camera, C. webcam, D. headphones, E. mobile phone, F. SAT-NAV


#### AB A. Find six words about technology. [6 mins]

**Aim:** to review the spellings of words about technology.

-  Tell pupils to look at the puzzle. Point to the word 'mobile phone'. Explain they must find six more words about technology. Words can go from top to bottom, or left to right.
-  Pupils find the words together and draw a circle around them.
-  Elicit the words (webcam, camera, computer, headphones, Internet). Check pronunciation.

#### PB 2. Read the email. How many questions are there? [5 mins]

**Aim:** to read and follow an email with questions about technology.




-  Point to the text. Elicit from pupils what kind of text it is (an email). Elicit from pupils who wrote the email (Ben).
- Read the email aloud. Pupils follow. Ask: *How many questions are there?* (5)
- Ask: *What's question 1?* Choose a pupil to read question 1 aloud (*What are you interested in?*) Elicit the meaning in Arabic. Repeat with questions 2-5.

#### Homework 1

Pupils read the email again at home.

#### PB 3. Reread the email. Match questions and answers. [5 mins]





**Aim:** to understand the main points of an email with questions about technology.

-  Explain the activity. Pupils must read the email again. Then they must find the correct answer for each question. They must write the question numbers and matching letters in their notebooks (see answers below).
-  Pupils read the email again together. They read the questions together and find the matching answers.
-  Read each question and elicit the answers.

**Answers:** 1 = c, 2 = e, 3 = a, 4 = d, 5 = b

### AB B. Reread the email and complete the sentences. [5 mins]




**Aim:** to use language from an email correctly.

-  Read the first sentence. Pause at each gap, and elicit the words. Explain the activity. Pupils must complete the sentences using information from the email.
-  Pupils complete each sentence.  They check their answers together.
-  Choose different pupils to read the sentences. Pupils check their answers.

**Answers:** 1. interested /books, 2. text messages (texts) / my, 3. don't / computer / one (a computer), 4. great

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

**Aim:** to review ways of making requests.

-  Write on the board: *Can I go out tonight? Could you help me?* Read each sentence aloud and elicit the meanings. Remind pupils that we use 'can I' and 'could you' to make requests.
- Explain the activity. Pupils must read the sentences and write a request. Read the first sentence (*You are thirsty*). Elicit the request (*Can I have a drink, please?*) Write it on the board.
-  Pupils read the sentences and write requests.
-  Choose different pupils to read the requests. Pupils may write different sentences. Write an example of each request on the board.



**Example answers:**




1. Can I have a drink, please?
2. Can I use your mobile phone?
3. Can / Could you smile, please?
4. Can / Could you send me a picture?
5. Can / Could you tell me about your school?

### AB D. Now write a reply to the email from Ben.

**Answer his questions. [7 mins]**

**Aim:** to practise writing an email about the technology you have.

-   Tell pupils to imagine they received the email from Rob. They must reply and answer his questions.
- Write on the board: *Dear Rob, Thanks for your email.* Read each question from the email. Elicit some answers. Write some ideas on the board.

-  Pupils write an email to Ben and answer questions. They do not need to answer all the questions. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read their sentences in front of the class.

**Example answer:**

Dear Rob,

Thanks for your email.

I love football. I often play with my friends. I don't have a mobile phone. My father has a phone, and I can use it. I don't have a camera. My uncle has a computer. I use it to do my homework.



Write back soon.

Patrick.

### Homework 2

Pupils write or finish writing the email at home.

#### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 4 again.

### Homework 3

Pupils look again at lessons they would like to review.

#### End of Lesson 8 Checkpoints:

- Pupils can say and spell the names of different gadgets.
- Pupils can understand the main points of an email with questions about technology.
- Pupils can make requests.
- Pupils can write an email to a friend about technology you have.



### Lesson overview:

Reading focus:	understand the main points of a text about the life of a blind man from Sudan
Speaking focus:	ask and answer questions about a person (using <i>was</i> and <i>were</i> )
Grammar:	past simple: <i>was(n't) / were(n't)</i>
Functions:	talking about past events
New language:	blind, electronics, grow up, set up (v)




- Read the text aloud. Pupils follow and point to pictures.
- Tell pupils to guess the meanings of these words: *clever, electronics, grew up, set up.*

### Homework 1

Pupils read the text again at home.

### PB 3. Read the text again. Match the questions and the answers. [6 mins]




**Aim:** to answer questions about the past using *was / were*.

-  Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
-  In pairs, pupils read the text again. They read each question and choose an answer from the box. They write the answers in their notebooks. They may use an answer more than once.
-  Choose pupils to read the questions and answers. Check pronunciation. Pupils check their answers.

### Pupil's Book (PB) page 33 / Activity Book (AB) page 33


#### Starter activity [3 mins]

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

-  Tell pupils that the topic of this unit is 'amazing people'.
-  In groups of four or five, pupils talk about people they think are amazing. They may be friends, people in the family or community, or famous people.
-  Choose pupils to say who they think is amazing, and why. They may use Arabic.

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

**Aim:** to prepare for reading.

- Write the word 'blind' on the board. Say the word. Pupils repeat. Check pronunciation.
-  Ask pupils questions: *How can life be difficult for a child who is blind? How can life be difficult for an adult who is blind?* Encourage pupils to give ideas.
- Point to each picture. Ask: *What can you see?*

#### PB 2. Read the text. Point to the pictures. [4 mins]



**Aim:** to read and follow a text about the life of a blind man from Sudan.

- Tell pupils you will read a text about a blind man. They must read and point to the pictures in PB activity 1 (e.g. when they read about him fixing radios, they point to picture C).

#### Look! [3 mins]

- Read each question and answer aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each question / answer.
- Explain that we use 'was' with *I, he, she, it*. Explain that we use 'were' with *you, we, they*.


**Answers:** A. Yes, he was. B. No, he wasn't. C. Yes, they were. D. Yes, he was. E. Yes, they were. F. No, they weren't.



### Homework 2


Pupils write sentences about themselves and people in the family using *was* and *were* (e.g. *I was born in Omdurman. My parents were born in Khartoum.*)

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

**Aim:** to use words from the text correctly.

-  Use the example to explain the activity. Pupils must complete each gap in the text with one of the words in the box.





-  Pupils complete the text.  They check their answers together.

-  Elicit the answers (e.g. *What's number 1?*).

**Answers:** 1. blind, 2. clever, 3. education, 4. electronics, 5. grew up, 6. surprised

### AB B. Complete the sentences and questions with *was* or *were*. [5 mins]





**Aim:** to use *was* and *were* correctly in sentences and questions.

-  Read the first sentence. Pause at the gap. Elicit the answer (*was*). Remind pupils that we use '*was*' with 'I, he, she, it'; and that we use '*were*' with 'you, we, they'.
-  Pupils complete the sentences / questions.
-  They check their answers together.
-  Elicit the answers (e.g. *What's number 1?*).

**Answers:** 1. *was*, 2. *were*, 3. *were*, 4. *was*, 5. *were*, 6. *was*.

### AB C. Match the answers to the questions. [5 mins]



**Aim:** to read and understand questions and answers using *was* and *were*.

-  Read the first question aloud. Elicit the answer (*d*). Tell them to draw a line between the question and answer. Explain the activity. Pupils must match the questions and answers.
-  Pupils draw lines to match the questions and answers.  They check their answers together.
-  Choose pairs to read the questions and answers. Check pronunciation.

**Answers:** 1. *d*, 2. *e*, 3. *a*, 4. *b*, 5. *c*

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

**Aim:** to practise asking and answering questions about a person (using *was* and *were*).

-  Read questions about Mohammed Atta (from PB activity 3). Pupils give short answers.
- Choose two pupils. Pupil 1 has the Pupil's Book and asks questions about Mohammed Atta; Pupil 2 gives short answers (without looking at the Pupil's Book).
-  Pupils take turns to ask and answer questions about Mohammed Atta They give short

answers with '*was*' and '*were*'. Walk around the room, listening and helping.

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 1 Checkpoints:

- Pupils can read and understand the main points of a text about the life of a blind man from Sudan.
- Pupils can use short answers using *was* and *were* correctly (e.g. Yes, she *was*. No, they *were*'t).
- Pupils can ask and answer questions about a person (using *was* and *were*).



### Lesson overview:









Listening focus:	understand details of a text about the life of a heroine
Writing focus:	write sentences about the past events of a person's life
Grammar:	past simple: regular / irregular forms, questions
Functions:	talking about past events
New language:	attack, hero/heroine, Nobel Peace Prize, shoot (v)

- Write these words on the board: *attack, shoot / shot, prize*. Say the words. Pupils repeat. Give the meanings in Arabic. Tell them to say / guess how the words on the board are related to her.

### PB 2. Listen and answer the questions. [6 mins]

**Aim:** to listen and understand details of a text about the life of a heroine.

**Materials:** audio track 5.2


-   Play audio track 5.2. Pupils listen. Tell pupils to say what they know about Malala.  They may use Arabic.
- Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
-  Play audio track 5.2 again. Pupils listen. 
-  Pupils discuss the answers.
-  Read each question, and choose pupils to give the answers.  Explain that Malala won the *Nobel Peace Prize* (write the phrase on the board). This is awarded every year to a person who has helped to create peace in the world.

**Answers:** A. She's from Pakistan. B. Some men attacked her and shot her. C. She was on a bus. D. They were angry because she was at school. E. She won a prize (the Nobel Peace Prize).

### PB 3. Read about Malala. Why did she start

**collecting money? [3 mins]** 

**Aim:** to read and understand notes about a person's life.

- Explain that the text has notes about Malala's life.
- Choose different pupils to read each line. Check pronunciation of the dates. Elicit the meanings in Arabic.  Explain that the Malala Fund is a charity. It raises money to help girls around the world go to school.

**Answer:** to help girls get an education.

### Homework 2

Pupils read the profile again at home. They tell people in their family about Malala Yousafzai.




**AB B. Read about Malala and write the questions.**

### Pupil's Book (PB) page 34 / Activity Book (AB) page 34

#### Starter activity [5 mins]

#### AB A. Write the past form of the verbs.

**Aim:** to review the past forms of some common verbs.

-  Read each verb and elicit the meaning.
- Divide the class into two teams. Turn to team 1 and say a verb (e.g. *do*). Tell them to say the past form (*did*). If it is correct, they win a point. Turn to team 2 and say a different verb (*write*). If they say the correct past form (*wrote*), they win a point. If you like, you can add more verbs.
-  Pupils write the past forms.
-  Elicit the past form of each verb. Tell pupils to give the spellings. Write past forms on the board. Pupils check their answers.


**Answers:** 1. was, 2. attacked, 3. did, 4. won, 5. wrote

#### Homework 1

Pupils review the spellings of the past forms of the verbs. They can write a sentence using some of the verbs.






#### PB 1. Look at the photos. What do you know about this person? [4 mins]

**Aim:** to prepare for listening.

- Explain that this lesson is about a heroine. Give the meaning of the word 'heroine'.
-  Explain that the girl in the picture is called Malala Yousafzai. Elicit from pupils what they know about her. If they don't know anything, say that they will learn about her in the lesson.

[5 mins]

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




-   Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.

**Answers:**

1. When was Malala born?
2. Where was she born?
3. Who attacked her in 2012?
4. What happened in 2013?
5. What did she win in 2014?

**AB C. Read about Malala again. Answer the questions from Activity B. [6 mins]**


**Aim:** to write sentences about the past events of a person's life.


-  Explain the activity. Pupils must read the questions in AB Activity B and write answers here. Read the question (*When was Malala born?*) and example answer (*She was born in 1997*).
-  Pupils work together to write answers to the questions. If they need help, they can look at the notes in the Pupil's Book
-  Read the questions in AB Activity B. Choose different pupils to read their answers. Write the answers on the board.

**Example answers:** 1. She was born in 1997. 2. She was born in Pakistan. 3. Some men attacked her in 2012. 4. She started collecting money in 2013 to help girls get an education. 5. She won the Nobel Peace Prize in 2014.

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

**Aim:** to ask and answer questions about the past events in a person's life.

-  Point to the notes about Malala's life in the Pupil's Book. Ask questions e.g. *When was she born? Where was she born? What happened in 2012 / 2013 / 2014?* Choose pupils to answer.

-  Pupils take turns to ask and answer questions about Malala's life. Walk around the room, listening and helping.


**Homework 3**

**AB D. Write about your hero or heroine. Answer**

**the questions. [3 mins]** 

**Aim:** to write some sentences about a person.

- Explain the homework. Pupils must choose a hero or heroine. It can be a person in their family, a person in the community or a famous person. They must answer the questions and write some sentences about the person.

**Vocabulary box [3 mins]** 

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

**End of Lesson 2 Checkpoints:**

- Pupils can say and write the past forms of common regular / irregular verbs.
- Pupils can listen and understand the details of a text about the life of a heroine.
- Pupils can write questions and sentences about the past events in a person's life.
- Pupils can ask and answer questions about the past events in a person's life.





### Lesson overview:

Reading focus:	understand the main points of a text about the life of a famous woman
Speaking focus:	ask and answer questions about the past events of a person's life
Grammar:	past simple: regular / irregular forms, questions, negative
Functions:	talking about past events
New language:	flamingo, (mountain) gorilla, hunter, kill

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

**Aim:** to read and understand the main points of a text about the life of a famous woman.

-  In pairs, pupils read the text again together. They read the questions and answer them orally.
  -  Read each question and elicit the answers.
- Answers:** A. She started riding horses. B. She went to Africa in 1963. C. She saw flamingos. D. She saw them in Uganda. E. She spent 19 years studying gorillas. F. Some hunters killed her.

### Pupil's Book (PB) page 35 / Activity Book (AB) page 35

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 2.

- Choose pupils to read their sentences about a hero or heroine.

#### PB 1. Look at the pictures. What can you see? [2 mins]

**Aim:** to prepare for reading.

- Point to each picture and ask *What can you see?* Teach / elicit these words: *flamingo, mountain gorilla, hunter*

Answers A. a photographer, B. flamingoes, C. a gorilla D. weapons




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

**Aim:** to read and follow a text about the life of a famous woman.

- Tell pupils you will read a text about the woman in picture A.
- Read the text aloud. Pupils listen and follow in their books.
- Tell pupils to say what the text is about (a woman who studied gorillas in Africa).
- Tell pupils to guess / say the meanings of these words: *riding horses, travelled, Tanzania, Uganda, returned, spent 19 years, hunting, hunter, kill, life.*




#### AB A. Read the sentences. Circle the incorrect information. [5 mins]

**Aim:** to find factual mistakes in sentences.

-  Read the first sentence (*Dian Fossey started riding camels when she was six*). Tell pupils there is a mistake. Elicit the mistake (She started riding **horses**). Tell pupils to cross out 'camels' and write 'horses'.
  -  Pupils read the sentences and find the mistake in each one. They change each sentence to make it correct.
  -  Choose pupils to read the correct sentences.
- Answers:** 1. camels = horses, 2. Asia = Africa, 3. birds = gorillas, 4. eating = hunting, 5. story = movie / film

#### AB B. Write the past form. [4 mins]

**Aim:** to review the spellings of past forms of some common verbs.

-  Explain the activity. Pupils must write the past forms of the verbs. When they finish, they raise their hands. The pair to finish first (with correct past forms) wins.
  -  Pupils write the past forms.
  -  When the first pair finishes, ask them to read the past forms aloud. Write them on the board. If they are correct, the pair wins.
- Answers:** 1. loved, 2. started, 3. saw, 4. travelled, 5. stopped, 6. spent, 7. shot, 8. made

#### Homework 1

Pupils review the spellings of the past forms of the



verbs. They can write a sentence using some of the verbs.





### Look! [3 mins]



- Read each question / sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- Explain the forms of the past simple (i.e. question = *did* + infinitive; negative = *didn't* + infinitive).

### AB C. Complete the questions and sentences. Use the correct form of the verbs [4 mins]

**Aim:** to write questions and sentences using the past simple tense.

-   Explain the activity. Pupils must complete the questions and sentences using the verb in brackets. They must write the correct form of the verb. Read the first sentence and elicit the answer (saw).
-  Pupils complete the questions and sentences.
-  Choose pupils to read the questions and sentences. Pupils check their answers.

**Answers:** 1. saw, 2. make, 3. travel, 4. loved, 5. return, 6. spend

### Homework 2

#### AB D. Write sentences about the pictures. [3 mins]




**Aim:** to write sentences about the past events of a person's life.

- Explain the activity. Pupils must look at the pictures and write sentences about them at home.





**Example answers:** (a) Dian Fossey was born in the USA / in America. (b) She started riding horses when she was six (years old). (c) She travelled to Africa in 1963. (d) She saw mountain gorillas in Uganda.

### PB 4. Ask and answer questions about Dian Fossey. [4 mins]

**Aim:** to ask and answer questions about the past events in a person's life.

-  Tell pupils to write 1-2 questions about Dian Fossey (e.g. *Where was she born? Did she like animals? What did she do when she was six?*)

*When did she go to Africa? Etc.)*

-  Pupils write their questions.  Pupils read each other's sentences, and check spelling and grammar.
-  In groups of five or six, pupils take turns to ask their questions. Other pupils in the group answer.
-  Choose pupils to ask their questions to the rest of the class.

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 3 Checkpoints:

- Pupils can read and understand the main points of a text about a person's life.
- Pupils can say and write the past forms of common regular / irregular verbs.
- Pupils can write questions and sentences about the past events in a person's life.
- Pupils can ask and answer questions about the past events in a person's life.



### Lesson overview:

Reading focus:	understand the main points of texts about children with disabilities
Speaking focus:	describe how life is difficult for children with disabilities
Grammar:	past simple: <i>was(n't) / were(n't), could(n't)</i> , regular / irregular past forms
Functions:	comparing the past and the present
New language:	Braille, disabled, get around, injury, stupid, wheelchair

### Pupil's Book (PB) page 36 / Activity Book (AB) page 36

#### Starter activity [3 mins]




**Aim:** to review homework from Lesson 3.

- Choose pupils to read their sentences about Dian Fossey.

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

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

- Say: *Look at Mustafa / Ibrahim / Amna. What can you see?* Review / teach these words: *Braille, injury, wheelchair.*
- Ask questions: *Why is Mustafa reading a Braille book? Why is Ibrahim in bed? What happened to him? Why is Amna in a wheelchair? How is life difficult if you are in a wheelchair?* Encourage pupils to give as many ideas as possible.  Pupils may use Arabic.

#### PB 2. Read the texts and point to the correct

##### person. [6 mins]



**Aim:** to read and follow short texts about children with disabilities.

- Tell pupils you will read texts about each of the three children. They must read and point to the child that each text is about.
- Read each text aloud. Pupils follow and point to the children. Tell pupils to say which child each text is about.
- Teach / elicit the meaning of these words: *get*

*around, special school, injuries, stupid.*

- Point to the pictures and ask these questions: *Why is Mustafa using a Braille book?* (He's blind) *Why is Ibrahim in bed?* (He had head injuries) *What happened to him?* (A car hit him) *Why is the girl in a wheelchair?* (She was ill when she was young) *How is life difficult if you are in a wheelchair?* (It can be difficult to get around)





**Answers:** A. Amna, B. Mustafa, C. Ibrahim

#### Homework 1

Pupils read the texts again at home.

#### AB A. Complete the sentences with the words from the box. [5 mins]




**Aim:** to review words from texts about children with disabilities.

-  Read the words in the box aloud. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.
- Explain the activity. Pupils must read the sentences and complete the gaps with words from the box.
-  Pupils complete the sentences.  Pupils check their answers together.
-  Choose different pupils to read the completed sentences.

**Answers:** 1. disabled, 2. blind, 3. wheelchair, 4. injury, 5. stupid

#### AB B. Read the three texts again and complete the sentences. [6 mins]




**Aim:** to read and understand the main points of texts about children with disabilities.

-  Read the first sentence. Pause at the gaps. Elicit the words for the gaps (Amna uses a wheelchair because she **was ill** when she was young).
- Explain the activity. Pupils must read the texts again and complete the sentences.
-  Pupils read the texts again together. They read and complete the sentences.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. was ill, 2. Braille, 3. he was born, 4. head injuries, 5. stupid

### AB C. Read the texts again. Write the correct name. [5 mins]






**Aim:** to read and understand sentences about different children's lives.

-  Explain the activity. Pupils must read each sentence and match it to the correct child (Mustafa, Ibrahim or Amna).
- Read the first sentence. Elicit the answer (Ibrahim).
-  Pupils read the sentences and write the names.
-  Choose different pupils to say the names. Pupils check their answers.

**Answers:** 1. Ibrahim, 2. Mustafa, 3. Amna, 4. Mustafa, 5. Amna, 6. Ibrahim

### PB 3. Your turn. [6 mins]



**Aim:** to describe how life is difficult for children with disabilities.

-   Read the speech bubbles. Tell pupils they will work in small groups. Each group must choose one of the children in the pictures. They should talk about this question: *What is difficult for this child?*
-  Pupils choose a child, and talk about how life is difficult for them.
-  Point to the picture of Mustafa and ask: *What is difficult for Mustafa?* Groups who chose Mustafa give their ideas (e.g. *Reading is difficult. Travelling is difficult etc.*)  Pupils may use some Arabic. Help them to use as much English as possible.
- Repeat with Ibrahim / Amna (*What is difficult for Ibrahim / Amna?*)

### Homework 3

Pupils can write some sentences about the difficulties for one of the children (e.g. *Reading is difficult for Mustafa.*)

### Vocabulary box [5 mins]

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

### Homework 3

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

### End of Lesson 4 Checkpoints:

- Pupils can understand the main points of texts about children with disabilities.
- Pupils can describe how life is difficult for children with disabilities.
- Pupils can say and write some common words related to disability.



### Lesson overview:


Listening focus:	understand details of three children talking about their role models
Writing focus:	write a short paragraph about your role model
Grammar:	past simple
Functions:	referring to and describing people
New language:	role model

### Pupil's Book (PB) page 37 / Activity Book (AB) page 37

#### Starter activity [3 mins]

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

**Aim:** to prepare for the topic of role models and for listening.


- Point to each picture and ask: *What can you see?* (A teacher, a mother, a blind man)
- Explain that the topic of this lesson is 'role models'. Give the meaning in Arabic. Tell pupils to say how the people in the pictures could be role models.  Pupils give their ideas. They may use Arabic.

##### PB 2. Listen to the children. Point to the pictures.

[3 mins] 

**Aim:** to understand the main points of three children talking about their role models.






**Materials:** audio track 5.5

- Tell pupils they will listen to three children talking about their role models. Each child will talk about one of the people in the pictures in PB Activity 1. They must listen to each child, and point to the person they are talking about.
-  Play audio track 5.5. Pupils listen and point to the pictures.
- Elicit which person the children talked about first, second and third (Picture B, Picture C, Picture A).

##### PB 3. Listen again. Answer the questions. [7 mins]

**Aim:** to understand details of three children talking about their role models.

**Materials:** audio track 5.5





-  Explain that the pictures show the children who talk about their role models. Explain the activity. Pupils must read the questions, and choose the child.
-  In pairs, pupils read the questions and discuss the answers.
-  Play audio track 5.5 again. Pupils listen.
-  Pupils discuss the answers again. They write the names in their notebooks.
-  Read the questions. Elicit the answers.

**Answers:** (A) 1. Huma, 2. Fatma, 3. Muntasir. (B) 1. Muntasir, 2. Fatma, 3. Huma

#### AB A. Listen again. Complete the sentences. [7 mins]

**Aim:** to understand more details of three children talking about their role models.

**Materials:** audio track 5.2

-  In pairs, pupils read the text together and try to remember words to complete the gaps.
-  Play audio track 5.2 again. Pupils listen.
-  Pupils work together to complete the gaps.
-  Choose pupils to read the complete texts.




**Answers:** 1. mother, 2. large, 3. nine, 4. grandfather, 5. blind, 6. amazing, 7. twelve, 8. teacher

#### Homework 1

Pupils read the texts again at home.

#### AB B. Read the texts in Activity A again. Correct these sentences. [5 mins]




**Aim:** to find factual mistakes in sentences.

-  Use the example to explain the activity. Pupils must find a mistake in each sentence. They must cross out the mistake and write the correct word.
-  Pupils read the sentences and find the mistake in each one. They change each sentence to make it correct.
-  Choose pupils to read the correct sentences.

**Answers:** 1. father = mother, 2. three = nine, 3. ill = blind, 4. big = village, 5. doctor = teacher, 6. never = always

### AB C. Write about your role model. Answer the questions. [10 mins]

**Aim:** to write a short paragraph about your role model.

-  Tell pupils they will write a short paragraph about a role model.
- Read the questions and elicit answers. Encourage pupils to give different ideas. They may use Arabic, but write ideas on the board in English. (Possible answers: the role model could be a person in the family, at school or in the community, or someone famous; the person may look after people, teach, help people; perhaps the person had a disability; the person may be amazing, happy, kind etc.)
-  Pupils write a short paragraph about their role models. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.

#### Example answer




My role model is my aunt. She is a nurse. She helps people when they are ill. She is very kind, and she is always smiling.

#### Homework 2

Pupils write their paragraphs neatly on a clean piece of paper, and draw a picture of their role models. They can bring the papers to class. If possible, stick them around the room.

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

**Aim:** to talk about your role model.

-  Choose some pupils and ask: *Who is your role model? Why is he / she your role model?*
-  In groups of three or four, pupils tell each other about their role models.
-  Choose pupils to talk about their role models in front of the class.

#### Homework 3

Pupils talk about their role models with their families.

#### End of Lesson 5 Checkpoints:

- Pupils can listen to three children talking about their role models and understand details.
- Pupils can write a short paragraph about their role model.
- Pupils can tell others who their role model is, and give some information about the person.



### Lesson overview:


Reading focus:	understand the main points of three short texts about children who help in the local community
Writing focus:	write about why a person should win an award
Grammar:	conjunction: <i>because</i>
Functions:	asking for and giving reasons
New language:	award, enter (a competition), local

### Pupil's Book (PB) page 38 / Activity Book (AB) page 38

#### Starter activity [3 mins]

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

**Aim:** to prepare for reading.

- Point to the pictures. Ask: *What can you see?*
- Ask questions: *What is the girl giving to the man? Why is the girl carrying a heavy shopping bag? Why is the boy pushing the wheelchair?* Encourage pupils to give as many ideas as possible.  Pupils may use Arabic.

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



**Aim:** to read and follow three short texts about children who help in the local community.

- Tell pupils you will read texts about each of the three children. They must read and point to the child that each text is about.
- Read each text aloud. Pupils follow and point to the pictures. Tell pupils to say which child each text is about.
- Tell pupils to guess the meanings of these words: *neighbour, collect, community, local.*
- Point to the pictures and ask these questions again: *What is the girl giving to the man?* (Money for the poor) *Why is the girl carrying a heavy shopping bag?* (Because she helps her neighbour) *Why is the boy pushing the wheelchair?* (Because he helps disabled children)




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

#### Homework 1

Pupils read the texts again at home.

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



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

-  Read words 1-5. Pupils repeat. Elicit the meanings.
- Explain the activity. Pupils must match words 1-5 with one of the words in the box. Read the example definition and word.
-  Pupils draw lines to match definitions and words.
-  Read the definitions. Choose pupils to read the words. Check pronunciation. Pupils check their answers.

**Answers:** 1 = c, 2 = d, 3 = e, 4 = a, 5 = b

#### AB B. Read the texts again. Are the sentences true or false? [5 mins]

**Aim:** to read and understand the main points of three short texts about children who help in the local community.

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



**Answers:** 1. F (Huda's neighbour is 87), 2. T, 3. F (Hassan helps after school), 4. T, 5. F (She collects money every weekend), 6. F (She gives money to the local mosque)

#### Homework 2


Pupils think about ways they can help people in their community.

#### AB C. Read the poster and answer the questions. [8 mins]

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

-  Read the title of the poster. Elicit the meaning in Arabic. Explain that the poster is for a competition. Teach the word 'competition'.
- Read the text aloud. Read the last sentence of the poster again. Elicit the meaning in Arabic.
-  In groups of three or four, pupils read the




questions and answer them orally.

-  Read the questions and elicit the answers.

**Answers:** 1. Young Person of the Year Award, 2. Three (Huda, Hassan, Rihab), 3. They do something special, they help other people



**AB D. Read the information about the three young people again and complete the sentence. [7 mins]**

**Aim:** to write about why a person should win an award.

-  Tell pupils to remember what they can about Huda, Hassan and Rihab.
- Tell pupils to raise their hands if they think Huda should win. Choose some pupils with raised hands to say why. Help them to give reasons in English (e.g. because she helps her neighbour). If you like, you can write some ideas on the board.
- Tell pupils to raise their hands if they think Hassan / Rihab should win. Tell pupils to give reasons. Write some ideas on the board.
- Read the sentence (*I think \_\_\_\_ should win the award because...*). Explain the activity. Pupils must write the name of the child they think should win, and complete the sentence with their reasons why.
-  Pupils complete the sentence. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.

**PB 3. Talk about who should be the 'Young Person of the Year'. [5 mins]**

**Aim:** to say why a person should win an award.

-  In groups of three or four, pupils tell each other about who they think should win and why.
-  Choose pupils to talk about who they think should win and why.

**Vocabulary box [3 mins]** 

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

**Homework 3**

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

**End of Lesson 6 Checkpoints:**

- Pupils can read and understand the main points of three short texts about children who help in the local community.
- Pupils can read and understand the main points of a poster about an award.
- Pupils can write a sentence about why a person should win an award.
- Pupils can say why a person should win an award.







### Lesson overview:

Reading focus:	understand the main points of a story about a famous African role model
Speaking focus:	ask and answer questions about a real person's life
Grammar:	conjunction: <i>because</i>
Functions:	asking for and giving reasons
New language:	become, computer scientist, develop, scholarship

**Answers:** A. He's from Nigeria. B. Because he had to get a job and earn some money. C. Because his father told him to study. He read books about Maths, Science and English. D. Because he won a scholarship. E. He invented very fast computers.

### AB A. Find and write six past tense verbs. [5 mins]

**Aim:** to find and write the past simple forms of some common verbs.

-  Tell pupils that there are six past tense verbs in the puzzle. Read the example (left). Pupils must find and write five more verbs.
-  Pupils find and write the verbs.  Pupils check their answers together.
-  Elicit the verbs and write them on the board.
- Point to each verb, and say it clearly. Pupils repeat. Check pronunciation.






**Answers:** 1. left, 2. told, 3. won, 4. became, 5. developed, 6. went

### Homework 2

Pupils review the spellings of the past forms of the verbs. They can write a sentence using some of the verbs.

### AB B. Read Tim's diary again. Put the pictures in the correct order. [8 mins]

**Aim:** to understand descriptions and order pictures.

-  Tell pupils you will describe a picture. Pupils must point to the picture. Say these sentences:
  - A boy is at school. He's studying Maths.*
  - A boy is in the library. He's reading a book about Maths.*
  - A man is working on a computer.*
  - A young man is going to university.*
-  Pupils take turns to describe and point to the pictures.
-  Explain the activity. Pupils must write numbers 1-4 next to the picture to put them in the correct order.
-  Pupils write numbers next to each picture. They can read the text in PB Activity 2 if they need help.
-  Elicit the correct order.

### Pupil's Book (PB) page 39 / Activity Book (AB) page 39

#### Starter activity [3 mins]

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

**Aim:** to prepare for reading.

- Point to each picture. Ask: *What can you see?*
- Explain that the pictures are all of an amazing man. Tell pupils to guess / say why the man is amazing. Encourage different ideas. Don't give the answer.

##### PB 2. Read Tim's diary. What is the name of the

##### amazing man? [5 mins]

**Aim:** to read and follow a story about a famous African role model.



- Read the text aloud. Pupils follow in their books. Tell pupils to say the name of the man (Dr Philip Emeagwali).
- Tell pupils to guess / say the meanings of these words: *left school, earn some money, library, scholarship, university, became, computer scientist.*

### Homework 1

Pupils read the text again at home.

##### PB 3. Read the diary again and answer these questions. [5 mins]

**Aim:** to read and understand the main points of a story about a famous African role model.




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



**Answers:** The correct order is: Picture B, Picture C, Picture A, Picture D

**AB C. Match the start and end of the sentences. [5 mins]**



**Aim:** to read and understand sentences giving reasons.

-  Explain the activity. Pupils must match the beginning of each sentence on the left with the correct ending on the right.
-  Pupils draw lines to match the beginnings and endings of the sentences.
-  Choose different pupils to read the complete sentences. Pupils check their answers. Explain that we use the word 'because' when we want to give a reason.

**Answers:** 1 = c, 2 = d, 3 = b, 4 = a

**PB 4. Ask and answer questions about Dr Phillip Emeagwali. [6 mins]**

**Aim:** to practise asking and answering questions about a real person's life.

-  Read questions about Dr Emeagwali (from PB Activity 3). Pupils answer. (Example: *Where is Dr Emeagwali from? He's from Nigeria.*)
- Choose 2 pupils. Pupil 1 has the Pupil's book and asks questions about Dr Emeagwali; Pupil 2 answers (without looking at the Pupil's book).
-  Pupils take turns to ask and answer questions about Dr Emeagwali. Walk around the room, listening and helping.

**Vocabulary box [3 mins]**



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

**Homework 3**

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

**End of Lesson 7 Checkpoints:**





- Pupils can read and understand a story about a famous African role model.
- Pupils can read and understand sentences giving reasons.
- Pupils can ask and answer questions about a real person's life.






**Lesson overview:**

Reading focus:	understand sentences about past events in real people's lives
Writing focus:	write a short paragraph about an amazing person
Grammar:	past simple: regular / irregular forms, questions, negative
Functions:	talking about past events
New language:	-



**Pupil's Book (PB) page 40 / Activity Book (AB) page 40****Starter activity [5 mins]****PB 1. Look at the pictures. What can you remember about these people?****Aim:** to review facts about real people.**Materials:** poster 5.8

-  Put the poster in the front of the room. Point to each picture and elicit the name of the person. The names are written on each picture in the Pupil's Book.
-  In groups of three or four, pupils say what they can remember about the people in the pictures.  They may use Arabic.
-  Point to each picture. Tell pupils to say what they can remember about the person.

**PB 2. Read the sentences. Point to the pictures? [6 mins]****Aim:** to read and understand sentences about past events in real people's lives.

-  Explain the activity. Pupils must read the sentences and decide which person from PB Activity 1 it is about.
- Read the first sentence. Elicit the answer (Mohammad Atta).
-  In pairs, pupils read the sentences and choose the picture. They write the picture letter in their notebooks.
-  Choose pupils to read the sentences and give the letter.


**Answers:** A. 2, B. 4, C. 3, D. 1, E. 3, F. 4, G. 2, H. 1**PB 3. Ask and answer questions about the people in this unit. [6 mins]****Aim:** to ask and answer questions about the past events in real people's lives.

-  Explain the activity. You will choose a person from the unit. They must ask questions to guess who the person is.
- Choose one of these people (Mohammed Atta, Malala Yousafzai, Dian Fossey, Dr Emeagwali). Don't tell the pupils which person you have chosen. Choose some pupils to ask questions (e.g. *Was the person born in 1984? Was the person born in Pakistan? Did the person invent fast computers?*) If necessary, help pupils to ask the questions in English. Pupils guess the person.
- Tell a pupil to come to the front of the class. Tell the pupil to choose a person. Other pupils ask questions and guess.
-  In groups of five or six, pupils take turns to choose a person from the unit. Other pupils ask questions and guess.



**Homework 1**

Pupils choose a person from the unit and they write some sentences about past events in the person's life.

**AB A. Play the 'Past tense Game'. [6 mins]****Aim:** to review the past forms of regular and irregular verbs.**Materials:** a soft ball (or a rolled-up piece of paper)






-  Elicit around twenty different regular and irregular verbs, and write them on the board (e.g. *be, grow, attack, shoot, do, win, write, have, return, travel, start, see, spend, make, get, leave, tell, become, invent, go* etc.)
- Point to a verb (e.g. *see*) and ask *What's the past of 'see'?* Throw the ball to Pupil 1. Help Pupil 1 to answer: *The past of 'see' is 'saw'.*
- Pupil 1 throws the ball to another pupil, chooses a different verb, and asks *What is the past of (make)?* Pupil 2 answers (*The past of 'make' is 'made'.*) Pupil 2 then throws the ball to another pupil and asks the question about a different verb.
- Pupils continue throwing the ball and asking

/ answering the question. Continue for two minutes.

-  Pupils take turns to choose verbs and ask and answer the question (e.g. *What's the past of 'attack'? The past of 'attack' is 'attacked'?*)
-  Tell pupils that we use the past simple when we talk about past events in people's lives.

### AB B. Make questions. [4 mins]

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





-   Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.

**Answers:**

1. Who is your role model?
2. What did the person do?
3. Why is the person special?

### AB C. Write about an amazing person. [10 mins]



**Aim:** to write a short paragraph about an amazing person.

-  Read the questions from AB Activity C. Write example answers on the board in a paragraph. (*My amazing person is my mother. She was born in Kassala. She had five children. She is special because she is kind.*)
-  Pupils choose an amazing person and write about them. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose pupils to read their paragraphs in front of the class.

### Homework 2

Pupils can finish writing the paragraph at home.

### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 5 again.

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:

- Pupils can read and understand sentences about past events in real people's lives.
- Pupils can say the past forms of common regular / irregular verbs.
- Pupils can ask and answer questions about the past events in real people's lives.
- Pupils can write a short paragraph about an amazing person.



### Lesson overview:

- Listening focus:** understand details of four children talking about the arts they like
- Reading focus:** understand the main points of a text about the arts
- Grammar:** *like, enjoy* + ing verb
- Functions:** talking about likes and dislikes
- New language:** bead, dance, include, jewellery, paint (n), play (n), string, tool

### Pupil's Book (PB) page 41 / Activity Book (AB) page 41

#### Starter activity [3 mins]

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


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

- Point to the pictures. Ask: *What can you see?* Teach / elicit these words: *beads, string*. Write the words on the board. Say the words. Pupils repeat. Check pronunciation.
- Point to pictures again. Ask: *What are the children doing?* Teach / elicit the answers (A = They are acting in a play; B = He's reading; C = They're dancing; D = She's making jewellery). Write these words on the board: *act, a play, jewellery*. Say the words. Pupils repeat. Check pronunciation.

#### PB 2. Listen and point to the pictures. [4 mins]

**Aim:** to listen and understand the main points of four children talking about the arts they like.





**Materials:** audio track 6.1

- Tell pupils they will listen to four children talking about their hobbies. They are Nafisa, Habib, Rana, Jalal. They must listen and decide what each child likes doing, and point to the picture (e.g. If Nafisa likes acting, they should point to Picture A).
-  Play audio track 6.1. Pupils listen and point to the pictures.
- Say each name and ask pupils to say the picture letter.

**Answers:** Nafisa – Picture D, Habib – Picture C, Rana – Picture A, Jalal – Picture B

#### AB A. Write the words from the box under the correct picture. [4 mins]

**Aim:** to write words for different arts.





-  Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. acting, 2. writing, 3. dancing, 4. jewellery making

#### AB B. Listen again to the four children and complete the sentences. [5 mins]

**Aim:** to listen and understand details of four children talking about the arts they like.

**Materials:** audio track 6.1

-  Explain the activity. Pupils must complete the sentences with one of the words in the box.
-  Pupils read and complete the sentences.
-  Play audio track 6.1 again. Pupils listen and check their answers.
-  Choose different pupils to read each completed sentence.

**Answers:** 1. string, 2. do, 3. in front of, 4. own

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

**Aim:** to read and follow a text about the arts.

- Read the questions. Elicit the meanings in Arabic.
- Read the text aloud. Pupils follow in their books. Ask questions (a) and (b) and elicit the answers (the writer talks about 5 arts: playing music, writing poetry, telling stories, taking photos, painting pictures). Check pupils understand the meaning of each art.
- Elicit / teach the meanings of these words: *equipment, artist, paint brush, paint, be good with words*.

#### Homework 1

#### AB C. Read the text again. [2 mins]





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

- Explain the activity. Pupils must read the text again at home. Then they must read the questions and choose one of the answers (a, b or c).

**Answers:** 1. b, 2. c, 3. b, 4, c

#### AB D. Write true sentences about yourself. [6 mins]

**Aim:** to write sentences about the arts you like.

-  Write on the board: *I \_\_\_\_\_ listening to music.* Elicit words that can go in the gap (like, don't like, love).
- Write on the board: *I love \_\_\_\_\_.* Elicit words that can go in the gap (e.g. telling stories, taking photos etc.). Explain that we use *ing* verbs (e.g. playing, making) after the verbs *like*, *love*.
-  Pupils complete the sentences. Walk around the room and help. Remind pupils that they should write about themselves.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose 2-3 pupils to read their sentences in front of the class.

#### Homework 2

Pupils can write or finish writing their sentences at home.

#### Look! [3 mins]




- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- Remind pupils that we use *ing* verbs after *like* / *love* (e.g. reading, dancing, acting). Explain that we use an infinitive verb after *want to* (e.g. be).


#### PB 4. Your turn. [6 mins]

**Aim:** to ask about and say the arts you like and want to do.

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

-  Tell pupils to say some arts (e.g. making jewellery, dancing, acting, writing, reading poetry, playing / listening to music, telling stories, taking photos, painting). Write them on the board if necessary.
- Throw the ball to Pupil 1. Ask: *What art do you like?* Pupil 1 answers: *I like (reading).* Ask: *What art do you want to do?* Help Pupil 1 to answer

(e.g. *I want to make jewellery*).

- Pupil 1 throws the ball to another pupil and asks: *What art do you like? What art do you want to do?* Pupil 2 answers. Pupil 2 then throws the ball to another pupil and asks the questions.
- Pupils continue throwing the ball and asking / answering the questions.
-  In groups of four or five, pupils say the arts they like and want to do.

#### Vocabulary box [3 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to say more words about the arts.

#### Homework 3

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

#### End of Lesson 1 Checkpoints:

- Pupils can listen and understand details of four children talking about the arts they like.
- Pupils can say and write the names of different arts.
- Pupils can read and follow a short text about the arts.
- Pupils can write and talk about the arts they like and want to do.



### Lesson overview:

Reading focus:	understand details of short texts about Sudanese arts
Speaking focus:	talk about the arts in different parts of Sudan
Grammar:	<i>sound / look</i> + adjective (e.g. <i>sound beautiful, look dangerous</i> )
Functions:	referring to and describing objects
New language:	musical instrument, sound (like), stamp (v), sword

### Pupil's Book (PB) page 42 / Activity Book (AB) page 42

#### Starter activity [3 mins]

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

- Read each question from AB Activity C. Elicit the answers.

#### Answers:

1. Which one is an art? (b – painting)
2. For poetry, you need... (c – to be good with words)
3. Music is something you usually (b – play)
4. What can everyone do? (c – do an art)


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

**Aim:** to prepare for reading.

- Point to each picture and ask: *What can you see?* Teach / elicit these words: a *rabab*, musical instrument, pot, bowl, shell
- Point to each picture again and ask questions. Encourage pupils to give their ideas. Don't give the answers.
  - Picture A: *What is the instrument made of? Where do people play it?*
  - Picture B: *What are the pots made of? What do people keep in the pots? Where do people make the pots?*
  - Picture C: *Where do people make the bowls?*

#### PB 2. Read the text and match paragraphs 2-4 with the pictures above. [8 mins]

**Aim:** to read and understand the main points of short texts about Sudanese arts.





- Read paragraph 1 aloud.  Explain that each part of Sudan does things in different ways, including art.
- Read paragraph 2. Tell pupils to say which picture the text is about (Picture B). Repeat with paragraph 3 (Picture C) and paragraph 4 (Picture A).
- Ask these questions again and elicit the answers:
  - Picture A: *What is the instrument made of? (wood) Where do people play it? (in the north of Sudan)*
  - Picture B: *What are the pots made of? (clay) What do people keep in the pots? (milk) Where do people make the pots? (Kordofan)*
  - Picture C: *Where do people make the bowls? (East Sudan)*
- Read paragraphs 2-3 again. Teach / elicit the meanings of these words: *clay, stamp the ground, sword, string.*
- Write on the board: *It looks dangerous. It sounds beautiful.* Say the sentences. Pupils repeat. Elicit the meanings. Explain that we can use 'sound' and 'look' + adjective (e.g. dangerous, beautiful) to describe things.

#### Homework 1

Pupils read the text again at home.

#### AB A. Complete the sentences with the words from the box. [5 mins]

**Aim:** to review words from the text.




-  Read the words in the box aloud. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.
- Explain the activity. Pupils must read the sentences and complete the gaps with words from the box.
-  Pupils complete the sentences.  They check their answers together.
-  Choose different pupils to read the completed sentences. Elicit the meanings of 'sharp' and 'cut yourself'.

**Answers:** 1. stamp, 2. bowl, 3. sword, 4. shells, 5. part

### AB B. Where do they do this? Write the part of Sudan. [5 mins]




**Aim:** to read and understand more details of a text about Sudanese arts.

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

-  Read the first sentence. Elicit the part of Sudan (East Sudan). Tell pupils to write 'East Sudan' next to the sentence.
-  Pupils read the sentences and find the answers in the texts. They write the parts of Sudan next to each sentence.
-  Read the sentences and elicit the answers. If you have a map of Sudan, show pupils where these places are. 1. East Sudan, 2. North Sudan, 3. Kordofan, 4. Kordofan, 5. East Sudan

### AB C. Tick the words you can use together. [4 mins]

**Aim:** to practise describing arts using different adjectives.

-  Read the adjective 'dangerous'. Tell pupils to say which word the adjective goes with. They can say more than one word (sword, dance). Pupils tick the adjective and words.
-  In pairs, pupils decide which adjective and words you can use together.
-  Read each adjective and ask pupils to say which words it goes with.

**Answers:** 1. sword, dance, 2. pot, 3. instrument, 4. pot, shell, sword, dance, instrument




### Homework 2

Pupils think of and write three more words that can go with each adjective (e.g. dangerous crocodile, knife, animal).



### PB 3. Your turn. [6 mins]

**Aim:** to talk about the arts in different parts of Sudan.

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

-   Tell pupils to think about different parts of Sudan (use a poster / map if you have one). Elicit what pupils know about the arts from different parts of Sudan (or from your area). 



Pupils may use Arabic, but write notes on the board in English.

- Elicit sentences about different parts of Sudan (e.g. *In Kordofan, people make pots. The pots are made of clay.*)
-  In groups of four or five, pupils take turns to say sentences. Walk around the room, listening and helping.
-  Choose a group to say sentences in front of the class.

### Homework 3

Pupils talk to older people in their families. They find out more about the arts in their part of Sudan.

### Vocabulary box [5 mins]

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

### End of Lesson 2 Checkpoints:

- Pupils can understand details of a text about Sudanese arts.
- Pupils can use adjectives to describe Sudanese arts.
- Pupils can talk about the arts in different parts of Sudan.



### Lesson overview:

Reading focus:	understand the main points of two short texts about two famous Sudanese people
Writing focus:	write a paragraph about the life of a famous Sudanese man
Grammar:	adjectives with prepositions
Functions:	referring to and describing people
New language:	actor, cartoon, character, comedian, French, poet

### Pupil's Book (PB) page 43 / Activity Book (AB) page 43

#### Starter activity [3 mins]

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

**Aim:** to prepare for reading.

- Point to each picture and ask: *What can you see?* Teach / elicit the words: poet, writer, cartoon character. Tell them to say what they know about the cartoon character 'Ammack Tango'.

##### PB 2. Read the two texts. Point to the correct

##### picture. [4 mins]

**Aim:** to read and follow two short texts about two famous Sudanese people.


- Tell pupils you will read two texts about two famous Sudanese people. They must read and point to the picture that matches each text.
- Read each text aloud. Pupils follow and point to the picture. Elicit the answers (Text A = Picture C; Text B = Picture A).
- Say the word 'prize'. Tell pupils to find the word in the text. Repeat with these words: character, famous, languages.

#### Homework 1




Pupils tell their families about one or more of the people in this lesson.

#### AB A. Match the words (1 – 4) with the definitions (a – d). [4 mins]

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

-  Read words 1-4 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of

each word in Arabic.


- Use the example to explain the activity. Pupils must match each word with one of the sentences.
-  Pupils draw lines to match words and sentences.  They check their answers together.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** a = 4, b = 2, c = 3, d = 1

#### PB 3. Read the two texts again. Look at these

#### sentences. Who are they about? [5 mins]




**Aim:** to read and understand the main points of short texts about two famous Sudanese people.

-  Tell pupils you will ask some questions. If they think the answer is Shurahbeel Ahmed, they must stand up; if they think the answer is Rawda Al-Haj, they must sit down.
- Ask question A: *Who is a famous artist?* Pupils should stand up. Choose a pupil to say the name (Shurahbeel Ahmed).
- Repeat with sentences B-F (e.g. *Who writes poetry? Who won a prize in 2008?* Etc.)

**Answers:** A. Shurabeel Ahmed, B. Rawda Al-Haj, C. Rawda Al-Haj, D. Shurabeel Ahmed, E. Shurabeel Ahmed, F. Rawda Al-Haj

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

**Aim:** to understand the profile of a famous Sudanese man.





-  Explain that the text is a profile of a famous Sudanese man. A profile has notes about a person's life.
- Point to the word 'name' and elicit the man's name (Jaleel Hassan Saeed). Explain the activity. Pupils must complete the profile with the words (e.g. education, family etc.).
-  Pupils complete the profile together.
-  Read the notes (e.g. actor, writer and comedian) and elicit the words (e.g. Job). Tell pupils to say the meanings of these words: actor, comedian, birth.

**Answers:** The words are (in order): Name, Job, Year of birth, Place of birth, Family, Famous TV shows



### AB C. Write about Jamal Hassan Saeed. [8 mins]

**Aim:** to write a paragraph about the life of a famous Sudanese man.



-  Explain the activity. Pupils must write a paragraph about Jamal Hassan Saeed. They can use the notes in the profile in AB Activity B.
-  Pupils write their paragraphs. Walk around the room and help.
-  Pupils read each other's paragraphs, and check spelling and grammar.
-  Choose pupils to read their paragraphs in front of the class.

### Homework 2

Pupils can write or finish writing the paragraph at home.

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

**Aim:** to ask and answer questions about the life of a famous Sudanese man.

-  Read each question. Help pupils to answer in English (e.g. A. He's a famous Sudanese man. He's from Omdurman. B. He's an actor, a writer and a comedian. He has famous TV shows.) Pupils may give different answers for question C (*What do you know about him?*)
-  In groups of three or four, pupils take turns to ask and answer the questions. Walk around the room, listening and helping.

### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- Explain that we use *ing* verbs after 'good at' (e.g. singing).
- Tell some pupils to say what they are good at (e.g. I'm good at painting, I'm good at Science).

### Vocabulary box [3 mins]



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

### Homework 3

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



### End of Lesson 3 Checkpoints:

- Pupils can read and understand the main points of two short texts about two famous Sudanese people.
- Pupils can read and understand the profile of a famous Sudanese man.
- Pupils can write a paragraph about the life of a famous Sudanese man.
- Pupils can ask and answer questions about a famous Sudanese man.



### Lesson overview:

Reading focus:	predict and understand what happens in a traditional story about a girl and a crocodile
Speaking focus:	act out a dialogue from a traditional story about a girl and a crocodile
Grammar:	past simple: regular / irregular forms
Functions:	(1) telling a story, (2) describing feelings
New language:	once upon a time, suddenly

- Tell pupils you will read a story about a girl and a crocodile.  Explain that stories sometimes begin with the phrase 'once upon a time'. Explain what this means.
- Read the story aloud. Pupils follow in their books.
- Elicit / teach the meanings of these words: *the Nile, suddenly, surprised, excited*.
-  Tell pupils to say if the story is the same as their ideas.

### Homework 1

Pupils read the story again at home.



### Pupil's Book (PB) page 44 / Activity Book (AB) page 44

#### Starter activity [4 mins]

#### PB 1. Look at the pictures. What do you think the story is about?

**Aim:** to predict what happens in a story.

**Materials:** poster 6.4




-  Tell pupils you will say sentences about the pictures. Pupils must listen and say the letter of the picture you are talking about.
- Say: *A crocodile is smiling. It's next to the river.* Pupils say the letter 'B'.
- Continue with these sentences:
  - *A girl is angry. She is hitting a crocodile with a stick.* (F)
  - *A girl is looking at a crocodile. She is afraid.* (E)
  - *A crocodile wants to bite a girl.* (D)
  - *A crocodile is swimming in the river. A girl has a stick.* (A)
  - *A girl has a bucket. She is getting some water.* (C)
- Put the poster in the front of the room. Use the pictures to review these words: *river, crocodile, afraid, bite, angry, stick, hit*. Explain that the pictures are from a story.
-  In pairs, pupils say what they think will happen in the story.

#### PB 2. Read the story. Put the pictures in the correct order. [4 mins]

**Aim:** to read and follow a traditional story about a girl and a crocodile.

#### AB A. Read the story. Write the correct order of the pictures. [5 mins]

**Aim:** to understand what happens in a story.

-  Explain that the pictures refer to the pictures in PB Activity 1 (e.g. Picture A is the picture of a crocodile swimming in the river, and a girl with a stick).
- Explain that the pictures are in the wrong order. Elicit the first picture of the story (Picture C). Tell pupils to write the number 1 next to 'Picture C'.
-  Pupils look at the pictures again. They write numbers 2-6 next to Picture A / Picture B etc. They can read the story again if they need help.
-  Ask: *What's the first / second / third etc. picture?* Pupils answer (e.g. Picture C etc.).



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


#### Homework 2

Pupils show the pictures to their family. They tell a simple version of the story and use as much English as they can.

#### AB B. Write the verbs in the past. [5 mins]

**Aim:** review the spellings of past forms of some common verbs.



-  Explain the activity. Pupils must write the past forms of the verbs. When they finish, they raise their hands. The pair to finish first (with correct past forms) wins.
-  Pupils write the past forms. They can look at story if they need help.

-  When the first pair finishes, ask them to read the past forms aloud. Write them on the board. If they are correct, the pair wins.

**Answers:** 1. lived, 2. asked, 3. heard, 4. looked up, 5. walked, 6. said, 7. jumped, 8. picked up, 9. hit, 10. swam




**PB 3. Read the story again. Say the sentences in the correct order. [8 mins]**


**Aim:** to read and understand sentences about a story.

-  Read the story again aloud.
- Tell pupils to read sentences A-F silently. Give them 1-2 minutes to do this.
- Explain that the sentences are in the wrong order. Elicit the correct order and write the correct order on the board (A, C, F, D, B, E).
- Read sentence A aloud. Pupils repeat. Read sentence C aloud. Pupils repeat. Continue with sentences F, D, B, E.
-  In pairs, pupils take turns to read the sentences in the correct order. Walk around the room, listening and helping.

**AB C. Complete the text with words from the box. [5 mins]**


**Aim:** to use adjectives describing feelings correctly.

-  Tell pupils to stand up. Read each word in the box (e.g. happy). Tell pupils to act out the feeling (e.g. smiling / laughing).
- Use the example to explain the activity. Pupils must write one of the words from the box in each gap.
-  Pupils complete the text.  Pupils check their answers together.

-  Say each number and elicit the answers.
- Answers:** 1. happy, 2. surprised, 3. excited, 4. afraid, 5. angry, 6. happy

**PB 4. Your turn. [6 mins]**

**Aim:** to act out a dialogue from a traditional story.

-  Read each line of the dialogue aloud. You can act surprised / afraid. Pupils repeat after each line.



Crocodile: *What are you doing?*

Nada (sounding surprised): *You can talk!*

Crocodile: *Yes, I can talk. Are you afraid of me?*

Nada (sounding afraid): *Yes.*

Crocodile: *It's OK. I don't eat children.*

- Divide the class into two big groups. Group 1 reads the crocodile's lines; Group 2 reads Nada's lines. The groups swap. Encourage pupils to act surprised / afraid.
-  In pairs, pupils act out the dialogue between the crocodile and Nada.
-  If you have time, ask 1-2 pairs to act out the dialogue in front of the class.

**Vocabulary box [3 mins]**

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

**Homework 3**

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

**End of Lesson 4 Checkpoints:**

- Pupils can use prediction to help them understand a story.
- Pupils can say and write the past forms of common regular / irregular verbs.
- Pupils can use adjectives describing feelings correctly.
- Pupils can act out a dialogue from a traditional story.



### Lesson overview:






Reading focus:	understand the main points of a text about an artist from Sudan
Speaking focus:	act out an interview with an artist from Sudan
Grammar:	question words
Functions:	talking about likes and dislikes
New language:	appear, crayon, drawing (n), title, watercolours

### Pupil's Book (PB) page 45 / Activity Book (AB) page 45

#### Starter activity [4 mins]

#### AB A. Match the words (a – e) with the pictures (1 – 5).

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

-  Read words a-e aloud. Pupils repeat each word. Check pronunciation. Elicit / teach the meaning of each word in Arabic.
-  Explain the activity. Pupils must draw lines to match the words and pictures.
-  Pupils match the words and pictures.  They check their answers together.
-  Say a picture number (e.g. *What's picture 1?*) and elicit the word (e.g. *crayons*). Check pronunciation.

**Answers:** 1 = crayons, 2 = watercolours, 3 = cartoon, 4 = drawing, 5 = painting

#### PB 1. Look at the pictures. What can you see? [3 mins]

**Aim:** to prepare for reading.

- Point to each picture. Elicit what pupils can see.

#### PB 2. Read the text. Then choose the headings. [4 mins]

**Aim:** to read and follow a text about an artist from Sudan.

- Explain that you will read three texts about an artist from Sudan. She is called Amani. Explain that one text is about something Amani did, one text is about Amani as a child, and one text is about Amani now. Give the meaning of the word

'heading'.



- Read text A aloud. Pupils follow in their books. Ask pupils to choose the heading (Amani as a child). Repeat with Text B (Amani now) and Text C (Something Amani did).
- Tell pupils to guess the meanings of these words: *enjoyed, appear*.

#### Homework 1

Pupils read the text again at home.

#### PB 3. Read the text again. Are these sentences *true* or *false*? [5 mins]





**Aim:** to read and understand the main points of a text about an artist from Sudan.

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

**Answers:** A. T, B. F (She liked drawing trees and flowers), C. F (She liked art at school), D. T, E. T, F. F (She went to Damazin to show her paintings and teach children), G. T

#### AB B. Make questions using the words from the box. [5 mins]




**Aim:** to use question words correctly.

-  Read the first question and explain the activity. Pupils must write one of the words from the box in each gap. They can only use each word once.
-  Pupils write words from the box in each gap.
-  They check their answers together.
-  Choose pupils to read the questions. Pupils check their answers.
- Read each question aloud. Pupils repeat. Check pronunciation and intonation.

**Answers:** 1. Do, 2. What, 3. Are, 4. Do, 5. When, 6. Why

#### AB C. Match the answers a – f to the questions in Activity B. [5 mins]



**Aim:** to practise asking and answering questions about an artist's work and likes.

-  Read sentence (a) (*A long time. I started when I was very young*). Tell pupils to give the meaning in Arabic. Explain that this is an answer. Tell pupils to choose the matching question from activity B. (Question 5: *When did you start painting?*)
-  Pupils read the sentences, and choose the matching questions. They write the number of the question next to each sentence.
-  Read each sentence. Choose different pupils to read the matching questions. Pupils check their answers.
- Read sentences a-f aloud. Pupils repeat. Check pronunciation.

**Answers:** a = 5, b = 6, c = 4, d = 2, e = 1, f = 3


#### PB 4. Your turn. [6 mins]

**Aim:** to act out an interview with an artist about her work.



-  Read the first question from AB activity B aloud (*Do you like painting?*). Pupils answer using the matching sentence from AB activity C (*Yes, I do. I love it*). Continue with the rest of the questions. Pupils answer with the matching sentences.
- Tell pupils to close their books. Ask the questions from AB activity B again. Help pupils to remember the answers.
- Choose two pupils. Pupil 1 is the interviewer and asks the questions from AB activity B (they can look at the book); Pupil 2 is the artist and answers the questions (without looking at the book).
-  In pairs, pupils take turns to be the interviewer (ask questions using the book) and the artist (answer questions without looking at the book). Walk around the room, listening and helping.

#### AB D. Listen and draw a picture. [5 mins]

**Aim:** to listen and draw a picture.

-  Tell pupils you will describe a picture from nature. They must listen and draw it. Read the text below aloud. Give pupils time to draw, and repeat sentences as many times as necessary.
- *This is a picture of a river. Draw a river in the bottom half of the picture. There are four fish in*



*the river. One of the fish is very large. There is a boat on the river. A woman is in the boat. Behind the boat, you can see the ground. There are lots of trees. One of the trees is very tall. There is a big sun in the sky.*

-  When they are ready, pupils compare their pictures.
-  If you have time, ask pupils to tell you about the picture. You can draw it on the board.

#### Homework 2

Pupils write sentences about the picture (e.g. *There are four fish in the river*). They colour it.

#### Vocabulary box [3 mins]

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

#### Homework 3

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

#### End of Lesson 5 Checkpoints:

- Pupils can read and understand the main points of a text about an artist from Sudan.
- Pupils can use question words correctly.
- Pupils can act out an interview with an artist from Sudan with clear pronunciation.
- Pupils can listen to a description of a picture and draw it.



### Lesson overview:

Reading focus:	understand the main points of a short text about handicrafts in Sudan
Writing focus:	write sentences saying what things are made of
Grammar:	passive in simple form ( <i>be made of, be used for</i> )
Functions:	referring to and describing objects
New language:	earring, handicraft

- Read headings A – C. Elicit the meanings of each one in Arabic.
- Tell pupils you will read a text. They must follow the text and decide what it is about.
- Read the text aloud. Ask: *What is about?* Pupils answer (C – Things that people make in Sudan).
- Tell pupils to guess the meanings of these words: *tools, tourists, presents, wonderful, gold.*

### Homework 1

Pupils read the text again at home.

### Pupil's Book (PB) page 46 / Activity Book (AB) page 46

#### Starter activity (optional)



**Aim:** to review / learn the names of materials.

**Materials:** objects made of different materials (e.g. wood, clay, silver, leather, palm leaves, animal skin / hair, plastic, metal, cardboard etc.)

- Show or point to an object (e.g. a clay pot). Ask: *What is this made of?* Pupils answer. Write the name of the material on the board (e.g. clay). Repeat with more objects.
- Read the names of the materials on the board. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.

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



**Aim:** to review the passive (*is / are made of...*).

- Point to each picture. Elicit what pupils can see (shoes, pot, earrings, mat). Ask about each picture: *What is it (are they) made of?* (shoes = leather, pot = clay, earrings = silver, mat = palm leaves).
- Write these words on the board: *leather, clay, silver, palm leaves.* Say the words. Pupils repeat. Check pronunciation.
- Explain that the pictures show handicrafts, things that people make. Write the word 'handicrafts' on the board. Teach the meaning.

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



**Aim:** to read and follow a short text about handicrafts in Sudan.

#### AB A. Match the words (1 – 6) with the correct definitions (a – f). [5 mins]

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

- Read words 1-6 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Read the example word and definition. Explain the activity. Pupils must match the words and definitions.
- Pupils draw lines to match words and definitions. They check their answers together.
- Read the words. Choose pupils to read the definitions. Pupils check their answers.

**Answers:** 1 = e, 2 = d, 3 = f, 4 = a, 5 = c, 6 = b

#### AB B. Read the text again. Complete the sentences. [5 mins]





**Aim:** to read and understand the main points of a short text about handicrafts in Sudan.

- Tell pupils to close their Pupil's Books. Explain the activity. Pupils must read the sentences and write a word from the box in the gap. Pupils complete the sentences.
- Tell pupils to open their Pupil's Books. Pupils read the text again together and check their answers.
- Choose different pupils to read the completed sentences.

**Answers:** 1. nice, 2. useful, 3. leather, 4. wonderful

#### AB C. What are they made of? Write sentences. [5 mins]


**Aim:** to write sentences saying what things are made of.

-  Point to the pictures and elicit the names of the objects. Write the words on the board: *shoes, pot, earrings, mat*.
- Point to the first picture (shoes) and read the sentence.  Explain that we use 'are made' for 'shoes' because there is more than one shoe. Point to the second picture (pot) and elicit the sentence (*The pot is made of clay*). Explain that we use 'is made' for 'pot' because there is only one pot.
-  In pairs, pupils look at the pictures and write sentences saying what the objects are made of.
-  Point to the pictures and choose pupils to read the sentences. Write them on the board. Pupils check their answers.

**Answers:** 1. The shoes are made of leather. 2. The pot is made of clay. 3. The earrings are made of silver. 4. The mat is made of palm leaves.




### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that these sentences are passive. A passive sentence has this structure: the subject (e.g. the pots, clay pots) + the verb *be* (e.g. is / are) + past participle (e.g. made, used).

### PB 3. Make sentences in pairs. Use the verbs in the box. [5 mins]

**Aim:** to use and understand simple passive sentences.

-  Read the first sentence and elicit the word for the gap (made). Explain the activity. Pupils must complete the sentences with 'used' or 'made'. Tell pupils to write the missing words in their notebooks.
-  Pupils read and complete the sentences. Remind pupils to write the words in their notebooks.
-  Choose different pupils to read the completed sentences. Pupils check their answers.




**Answers:** A. made, B. used, C. made, D. made, E.

used

### PB 4. Your turn. [6 mins]

**Aim:** to ask and say what things are made of.

**Materials:** (if possible) objects made of different materials

-  Point to Picture A in PB Activity 1. Ask: *What are the shoes made of?* Pupils answer (*They're made of leather*). Repeat with the other pictures.
- Choose two pupils. Pupil 1 chooses a picture and asks a question (e.g. *What is the mat made of?*); Pupil 2 answers (*It's made of palm leaves*). Choose more pupils to ask / answer questions about the pictures.
-  Pupils take turns to ask and answer the question in pairs.
-  If you have brought objects to class, put them on a table (or point to objects in the classroom). Choose different objects and ask: *What is this /are these made of?* Encourage pupils to give full correct answers (e.g. *The box is made of cardboard. The scissors are made of metal*).

### Homework 2

Pupils write sentences about objects at home, and what they are made of.

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 6 Checkpoints:

- Pupils can read and understand the main points of a short text about handicrafts in Sudan.
- Pupils can write sentences saying what things are made of and used for.
- Pupils can ask and say what things are made of.



### Lesson overview:

Listening focus:	understand details of a boy talking about traditional musical instruments
Speaking focus:	ask and answer questions about playing a musical instrument
Grammar:	<i>sound / look</i> + adjective; <i>sound like / look like</i> + noun
Functions:	referring to and describing objects (musical instruments)
New language:	both, guitar, shake, wind (instrument)

*instrument, blow air.*




**Answers:** A = C (*tabla*), B = B (*oud*), C = A (*riq*), D = D (*wazza*)

### Homework 1

Pupils read the descriptions again at home.

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

**Aim:** to learn words related to music.



-  Read the words in bold (shake, blow, wind, strings, both). Elicit the meanings. Explain the activity. Pupils must read each sentence and decide if it is true or false. Read the example.
-  Pupils read the sentences. They draw circles around 'true' or 'false'.
-  Read each sentence aloud. Elicit the meaning of each one in Arabic. Elicit the answer.

**Answers:** 1. F, 2. F, 3. T, 4. F, 5. T

### PB 3. Listen. What music is Tim talking about? [3 mins]

**Aim:** to understand the main points of a boy talking about traditional musical instruments.

**Materials:** audio track 6.7




-  Tell pupils they will listen to Tim talking about music. They must listen and decide what music he's talking about.
-  Play audio track 6.7. Pupils listen. Ask: *What music does Tim talk about?* (Sudanese music)

### Pupil's Book (PB) page 47 / Activity Book (AB) page 47

#### Starter activity [3 mins]

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

**Aim:** to prepare for reading.


-  Point to each picture. Elicit the name of each instrument (A = *riq*, B = *oud*, C = *wazza*, D = *tabla*).
-   In groups of three or four, pupils say what they know about each instrument. They can discuss what each instrument is made of, and how it is played.

#### PB 2. Read the descriptions and point to the correct picture. [4 mins]

**Aim:** to read and follow short descriptions of four different traditional musical instruments.

- Tell pupils you will read four descriptions. Each description is about one of the instruments in PB Activity 1. Pupils must follow each description, and point to the picture.
- Read the descriptions aloud. Pupils follow in their books, and point to the pictures.
- Read the first description again. Elicit the answer (D = *tabla*). Tell pupils to say how they guessed. What were the clues in the description? (E.g. using a stick).
- Read the other descriptions again. After each one, ask pupils to say what the clues in the descriptions are. Teach / elicit the meanings of these words: *both hands, shake, skin, wind*




#### Look! [3 mins]

- Explain that the sentences are what Tim says. Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Remind pupils that we can use 'sound' and 'look' + an adjective to describe things. We use 'look like' + a noun to say what something looks like.



## AB B. Answer the questions in pairs. [5 mins]

**Aim:** to understand and use *look like* / *sound like*.


-  Read each question and elicit the meaning in Arabic. Explain the activity. Pupils must read the questions and discuss the answer in pairs. Explain that pupils may have different answers.
-  Pupils read the questions together. They discuss the answers.
-  Read each question. Choose 2 different pairs to answer each one (e.g. *Yes, a cow looks like a horse. No, a cow doesn't look like a horse*). If you have time, you can ask pupils to give reasons for their answer (e.g. They both have four legs, and they're both big).

## Homework 2

Pupils write a question using 'sound like' or 'look like'. Tell pupils to bring the question to the next class.




## AB C. Ask and answer. [3 mins]

**Aim:** to prepare for speaking.

-  Tell pupils to choose a musical instrument, and to imagine that they can play it. Give pupils a few seconds to choose an instrument.
- Read questions 1-4 aloud, and elicit the meaning of each one. Give pupils some seconds to think of an answer. They don't need to say or write anything.

## PB 4. Your turn. [6 mins]

**Aim:** to ask and answer questions about playing a musical instrument.

-  Choose a pupil and ask the questions from AB Activity C. Help the pupil to answer.
-  In pairs, pupils take turns to ask and answer the questions. Walk around the room, listening and helping.
-  Choose 1-2 pairs to ask and answer the questions in front of the class.

**Example answers:** 1. I play the *tabla*. 2. It looks like two pots. 3. I started when I was six years old. 4. I play it in my house.

## Vocabulary box [3 mins]

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

## Homework 3

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

## End of Lesson 7 Checkpoints:

- Pupils can read and understand some words related to music.
- Pupils can understand details of a boy talking about traditional musical instruments.
- Pupils can understand and use look like / sound like.
- Pupils can ask and answer questions about playing a musical instrument.



### Lesson overview:

Reading focus:	understand the main points of a text about the arts and different skills
Speaking focus:	talk about your likes, dislikes and skills
Grammar:	past simple: regular / irregular forms
Functions:	(1) describing feelings, (2) talking about likes and dislikes
New language:	-

Pupil's Book (PB) page 48 / Activity Book (AB) page 48

### Starter activity [3 mins]



**Aim:** to review homework from Lesson 7.

- Choose pupils to read questions using 'sound like' or 'look like'. Other pupils in the class answer.

### PB 1. Look at the pictures. What can you see? [5 mins]



**Aim:** to review words related to the arts.

- Point to each picture and ask: *What can you see?*
- Point to each picture again and ask questions. Encourage pupils to give their ideas.
  - Picture A: *What is the dance?* (Sagriaa) *Where do people do this dance?* (East Sudan) *What do people dance with?* (swords)
  - Picture B: *What is the pot made of?* (clay) *Where do people make clay pots?* (Kordofan) *What are they used for?* (keeping milk)
  - Picture C: *What is this person holding?* *What is it made of?* (handicraft, shells)
  - Picture E: *How do you start a story?* (Once upon a time...)
  - Picture F: *What is the instrument?* *How do you play it?*
  - Picture G: *What equipment do you need?* (brushes, paint, crayons)

### AB A. Find seven words connected with the arts. [6 mins]

**Aim:** to review the spellings of words related to the

arts.

- Tell pupils they must find seven words about the arts in the puzzle. Words can go from top to bottom, or left to right.
- Pupils find the words together and draw a circle around them.
- Elicit the seven words (acting, drawing, dance, poetry, singing, story, prize). Check pronunciation. Elicit the meanings of each word.

### PB 2. Read the text. Point to the pictures. [3 mins]



**Aim:** to read and follow a text about the arts and different skills.

- Tell pupils you will read a text about the arts. They must follow the text and point to the pictures in PB activity 1 (e.g. when they read the word 'painting', they point at Picture G).
- Read the text aloud. Pupils follow and point to pictures. Tell pupils to guess the meaning of the word 'voice'.

### PB 3. Read the text again. Are these sentences *true* or *false*? [5 mins]

**Aim:** to understand the main points of a text about the arts and different skills.

- Pupils read the text again together.
  - In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
  - Elicit the answers. If a sentence is false, ask pupils to give the true answer.
- Answers:** A. T, B. F (playing an instrument is a type of art), C. F (You should try making jewellery or play an instrument), D. T, E. T

### Homework 1



Pupils read the text again at home.

### AB B. Choose the correct verbs to complete the sentences. Then write them in the past. [5 mins]

**Aim:** to review the past forms of some common verbs.

- Read the first sentence as an example (*Shurahbeel Ahmed enjoyed the arts when he*



*was young*). Explain the activity. Pupils must choose a verb from the box to complete each sentence. They must write the past form of the verb in the gap.

-  Pupils choose the verbs and complete the sentences.
-  Choose pupils to read the completed sentences. Write the past forms of the verbs on the board. Pupils check their answers.

**Answers:** 1. enjoyed, 2. won, 3. started / studied, 4. lived / went / saw / tried



### AB C. Show how you feel. [4 mins]

**Aim:** to review adjectives describing feelings.

-  Elicit some words for feelings and write them on the board (e.g. happy, sad, afraid, surprised, angry, excited).
- Choose a pupil to come to the front of the class. Tell the pupil to act one of the words (e.g. smiling / laughing). Other pupils must guess: *Are you happy?* Repeat with 3-4 more pupils.
-  In groups of three or four, pupils take turns to act out the words. The other pupils guess (e.g. *Are you afraid?*). Walk around the room, listening and helping.

### PB 4. Your turn. [6 mins]



**Aim:** to talk about your likes, dislikes and skills.

-  Read the beginnings of the sentences in the speech bubble. Elicit some endings. Examples:
  - *I'm good at / I'm not good at drawing.*
  - *I like / I don't like acting in front of people.*
  - *I can / can't play a musical instrument.*
- Choose some pupils to say some sentences about themselves (e.g. *I'm good at writing poetry. I don't like reading. I can play the tabla*).
-  In groups of three or four, pupils take turns to say sentences about themselves. Walk around the room, listening and helping.

### Homework 2

Pupils write sentences about their likes, dislikes and skills.

### Can do box [3 mins]

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

### Homework 3

Pupils look again at lessons they would like to review.


### End of Lesson 8 Checkpoints:

- Pupils can understand, say and spell words related to the arts.
- Pupils can understand the main points of a text about the arts and different skills.
- Pupils can use adjectives to describe feelings.
- Pupils can talk about their likes, dislikes and skills.




### Lesson overview:

- Reading focus:** understand the main points of a text about Eid El Fitr and Eid El Adha
- Writing focus:** write sentences about Eid El Fitr and Eid El Adha
- Grammar:** present simple
- Functions:** making comparisons
- New language:** celebration, feast, get together, religion

*people feel?*  Pupils may use Arabic, but help them to use English as much as possible.

### PB 2. Read the texts and point to the correct

**pictures. [4 mins]** 

**Aim:** to read and follow a text about Eid El Fitr and Eid El Adha.




- Tell pupils you will read a text about Eid El Fitr and Eid El Adha. They must follow and point to the pictures that they read about (e.g. when they read 'religion' they point to Picture A).
- Read the text again aloud.

### Homework 1

Pupils read the text again at home.

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

**Aim:** to read and understand the main points of a text about Eid El Fitr and Eid El Adha.


-  Explain the activity. Pupils must read the text again. Then they must write notes in the chart about Eid El Fitr and Eid El Adha. They must write notes about when each celebration happens, and what happens.
-  Pupils read the text again together. They write notes in the chart. While pupils do this, quickly draw the chart on the board.
-  Elicit answers. Write notes in the chart on the board.

### Answers:

	Eid El Fitr	Eid El Adha
When?	At the end of <i>Ramadan</i>	At the end of <i>Hajj</i>
What happens?	Families and friends get together, give each other presents (e.g. sweets, clothes), give money to the poor	Friends, family and neighbours visit each other, eat goat meat and sweets

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

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

-  Explain the activity. Pupils must put the words in the correct order to make a question.

### Pupil's Book (PB) page 49 / Activity Book (AB) page 49





### Starter activity [3 mins]

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

- Tell pupils that the topic of this unit is 'celebrations'. Give the meaning of the word 'celebrations' in Arabic. Ask pupils to say when they celebrate (e.g. Eid, weddings, Independence Day, a naming ceremony etc.) Explain that this lesson is about two celebrations.

### AB A. Write the words in the box under the pictures. [5 mins]

**Aim:** to review / learn words related to celebrations.




-  Read each word in the box. Pupils repeat. Check pronunciation. Teach / elicit the meaning of each word.
- Explain the activity. Pupils must write a word from the box under each picture.
-  Pupils write the words under the pictures.
-  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. celebrate, 2. present, 3. sweets, 4. religion, 5. feast

### PB 1. Look at the pictures. What can you see? [3 mins]

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

- Ask questions: *What can you see? When is Eid El Fitr? What happens during this time? When is Eid El Adha? What happens during this time? How do*

-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Read each correct question aloud. Pupils repeat. Check pronunciation.

#### Answers:





1. What's your favourite thing about Eid El Fitr?
2. When is Eid El Adha?
3. What usually happens in Eid El Adha?
4. Why do you like it?

#### Homework 2

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

#### AB D. Write answers to the questions from Activity C. [6 mins]

**Aim:** to write sentences about Eid El Fitr and Eid El Adha.

-  Read each question aloud. Elicit answers after each one (see example answers below). Explain the activity. Pupils must read the questions in AB activity C and write answers.
-  Pupils read the questions again and write answers. Remind them to write about themselves. Walk around the room, listening and helping.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose pupils to read their sentences in front of the class.

#### Example answers:



1. My favourite thing about Eid El Fitr is giving money to the poor.
2. It's at the end of *Hajj*.
3. People visit family and friends. / People eat goat meat and sweets.
4. I like it because I celebrate with my family and friends.

#### PB 3. Talk about what you like about Eid El Adha. [6 mins]

**Aim:** to ask and answer questions about Eid El Fitr and Eid El Adha.

-  Ask questions 1-4 from AB activity C. Choose

different pupils to answer each question.

-  Pupils take turns to ask and answer the questions from AB activity C. Walk around the room, listening and helping.
-  If there is time, choose pairs to ask and answer the questions in front of the class.

#### Vocabulary box [3 mins]

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

#### Homework 3

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

#### End of Lesson 1 Checkpoints:

- Pupils can understand, say and write words related to celebrations.
- Pupils can understand the main points of a text about Eid El Fitr and Eid El Adha.
- Pupils can write sentences about Eid El Fitr and Eid El Adha.
- Pupils can ask and answer questions about Eid El Fitr and Eid El Adha.



### Lesson overview:

Reading focus:	understand details of three short texts about celebrations from around the world
Speaking focus:	ask and answer questions about three different celebrations from around the world
Grammar:	adverbs of frequency
Functions:	talking about routines and customs
New language:	bonfire, breathe, delicious, dragon, fireworks, Independence Day, scary, turkey

celebrations around the world. Ask questions: *Where are the celebrations? What happens at the celebrations?* Encourage pupils to give as many ideas as possible. Don't give the answers.

### PB 2. Read the texts. Point to the pictures? [4 mins]



**Aim:** to read and follow three short texts about celebrations from around the world.

- Tell pupils you will read three short texts about celebrations from around the world. They must follow and point to the picture that matches each text.
- Read each text aloud. Pupils follow and point to the picture. Elicit the answers (Text 1 = Picture C; Text 2 = Picture A; Text 3 = Picture B).
- Tell pupils to guess the meanings of these words: *fireworks, party, delicious*.

### Pupil's Book (PB) page 50 / Activity Book (AB) page 50

#### Starter activity [3 mins]



**Aim:** to review the names of months of the year.

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

- Say the names of the months of the year. Pupils join in.
- Ask: *Which month is before March?* (February) *Which month is after March?* (April). Write the words 'before' and 'after' on the board. Check pupils understand the meanings.
- Ask another question (e.g. *Which month is before December?*) Throw the ball to Pupil 1. Pupil 1 answers (November). Pupil 1 throws the ball to another pupil and asks a question (e.g. *Which month is after May?*) Pupil 2 answers (June), and throws the ball to Pupil 3.
- Pupils continue throwing the ball and asking / answering the question.

#### Homework 1

Pupils review the spellings of the months of the year. They write them in their notebooks.

### PB 1. Look at the pictures. What can you see? [3 mins]



**Aim:** to prepare for reading.

- Point to each picture and ask: *What can you see?* Teach these words: *dragon, turkey, bonfire* (a large fire outside).
- Explain that the pictures show three different

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

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

- Read words 1-5 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Explain the activity. Pupils must match the words (1-5) with one of the definitions (a-e). Read the example definition and word. Elicit the meaning of the word 'outside'.
- Pupils draw lines to match definitions and words.
- Read the definitions. Choose pupils to say the matching words. Pupils check their answers.



**Answers:** 1 = b, 2 = e, 3 = c, 4 = d, 5 = a

### AB B. Complete the chart. [8 mins]

**Aim:** to read and understand details of three short texts about celebrations from around the world.

- Draw the empty chart on the board. Point to 'Bonfire Night' and elicit the names of the other celebrations. Write the names in the first column of the chart (Chinese New Year, Thanksgiving Day).
- Tell pupils you will complete the chart about Bonfire Night together. Ask: *When is Bonfire Night? Where is it? What happens?* Pupils

answer. Write notes in the first column (see below).


-  Pupils read the texts again. They complete the chart together.
-  Elicit answers. Write notes in the chart on the board.

**Answers:** Bonfire Night: 5th November, UK, There is a big bonfire and fireworks; People eat warm food; Chinese New Year: 23<sup>rd</sup> day of the last Chinese month, China, There is a big party in the streets and a special Dragon Dance; Thanksgiving: 4th Thursday in November, USA, Families get together for a feast, they eat turkey

## Homework 2





Pupils tell family members what they have learned about the celebrations in the lesson.

### Look! [3 mins]

- Read each phrase / word aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each phrase / word.
-  Explain that we use these words when we talk about routines or customs.

### AB C. Complete the sentences. Use the words in the box. [6 mins]


**Aim:** to use adverbs of frequency correctly.

-  Read the first sentence. Explain that pupils must use one of the adverbs in the gap. Ask 3-4 pupils to say the sentence with one of the adverbs. They may give different answers.
-  Pupils complete the sentences.
-  Pupils compare their sentences.
-  Choose pupils to read completed sentences.



### AB D. Make a poster about a famous celebration. [6 mins]

**Aim:** to make a poster about celebrations in Sudan or around the world.

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



-  Explain the activity. Pupils must work together to make a poster about a celebration in Sudan or around the world. They must say what

the celebration is, when it is and what happens.

-  In groups of three or four, pupils make a poster about a celebration. Walk around the room and help.
-  Choose groups to show and read their posters in front of the class.

### PB 3. Ask and answer questions about celebrations around the world. [5 mins]

**Aim:** to ask and answer questions about three different celebrations from around the world.

-  Ask questions about the different celebrations (e.g. *When is Chinese New Year? Where is Thanksgiving Day? What do people do on Bonfire Night?*) Encourage them to use adverbs of frequency (e.g. *They always have a big bonfire and watch fireworks*).
- Write on the board: *When is...? Where is ...? What do people do on ...?*
-  In groups of three or four, pupils take turns to ask and answer questions. Walk around the room, listening and helping.

### Vocabulary box [3 mins]

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

## Homework 3

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

### End of Lesson 2 Checkpoints:

- Pupils can understand, say and write words related to celebrations.
- Pupils can read and understand details of three short texts about celebrations from around the world.
- Pupils can use adverbs of frequency to talk about routines and customs.
- Pupils can ask and answer questions about three different celebrations from around the world.






### Lesson overview:

Reading focus:	understand the main points of an email between two friends about a school sports day
Speaking focus:	ask and answer questions about sports preferences and skills
Grammar:	adverbs of frequency
Functions:	talking about likes and dislikes
New language:	event, high jump, long jump, rope, three-legged race, tug-of-war

### Pupil's Book (PB) page 51 / Activity Book (AB) page 51


#### Starter activity [3 mins]

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

-  Tell pupils that they must write as many words as they can about sport in one minute.
-  In groups of three or four, pupils write words in their notebooks. After one minute, tell the class to stop writing.
-  Tell pupils to stand up. Tell them to sit down if they have fewer than 10 words, 12 words, 14 words etc. Continue until the group(s) with the most words is standing. Tell them to read their list of words.

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

**Aim:** to prepare for reading.

- Point to each picture and elicit what pupils can see. Teach / review these words: *jump, run, race, team, pull, rope, egg, spoon*.
- Teach these words: high jump (Picture A), three-legged race (Picture B), tug-of-war (Picture C), long jump (Picture D), egg and spoon race (Picture E).
- Explain that the pictures show different events at a school sports day. Ask questions: *What is a school sports day? (A day when pupils do different sports events) Which of these events looks the most fun?*  Pupils may use Arabic.

#### PB 2. Match the descriptions to the pictures. [5 mins]




**Aim:** to read and understand sentences describing school sports day events.

- Read the first sentence aloud (*You run and then jump as high as you can*). Pupils follow and point to the picture (Picture A).
- Repeat with sentences 2-5.
- Read each sentence again. Ask pupils to say each one in Arabic.

**Answers:** 1 = B (three-legged-race), 2 = D (long jump), 3 = A (high jump), 4 = C (tug-of-war), 5 = E (egg and spoon race).

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

**Aim:** to understand words describing school sports day events.

-  Explain the activity. Pupils must match the beginning of each sentence on the left with the correct ending on the right. Read the first beginning (*In the tug of war...*) and elicit the ending (C – there are two teams).
-  Pupils draw lines to match the beginnings and endings of the sentences.
-  Choose different pupils to read the complete sentences. Pupils check their answers.

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

#### PB 3. Read the email. Point to the pictures. [4 mins]

**Aim:** to read and follow an email between two friends about a school sports day.

- Tell pupils you will read an email. Explain that the email is to Tim, and it's from Ben, his friend in New Zealand. They must read and point to the pictures in PB Activity 1 (e.g. when they read about the 'long jump', they point to picture D).
- Read the text aloud. Pupils follow and point to pictures.



#### Homework 1

Pupils read the text again at home.

#### AB B. Read the text again. Are these sentences true or false? [5 mins]







**Aim:** to read and understand the main points of an email between two friends about a school sports day.

-  Pupils read the text again together. In pairs, they read the sentences and decide if they are true or false.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. T, 2. F (He likes it very much), 3. F (There is the egg and spoon race, and the three-legged race), 4. T, 5. F (his favourites are the fun ones), 6. T

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

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

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

**Answers:**



1. Which sports are you good at?
2. What is your favourite sport?
3. How often do you play sports?
4. Which sports do you like watching?
5. Can you do the high jump?


### Homework 2

Pupils write answers for each question (e.g. *I'm good at running*).

### PB 4. Ask and answer questions about sports. [6 mins]

**Aim:** to practise asking and answering questions about sports preferences and skills.

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

-  If there is time, choose pairs to ask and answer the questions in front of the class.

**Example answers:**

1. I'm good at running / jumping / football.
2. My favourite sport is basketball.
3. I play sports every week.
4. I like watching football and basketball.
5. Yes, I can do the high jump / No, I can't do the high jump.

### Vocabulary box [3 mins]



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

### Homework 3

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



### End of Lesson 3 Checkpoints:

- Pupils can understand, say and write words related to sport.
- Pupils can read and understand sentences describing school sports day events.
- Pupils can read and understand the main points of an email between two friends about a school sports day.
- Pupils can ask and answer questions about sports preferences and skills.



### Lesson overview:

- Listening focus:** understand details of two boys talking about the celebrations of Sudanese Independence Day
- Writing focus:** write about Sudanese Independence Day
- Grammar:** question tags with *to be*
- Functions:** describing feelings
- New language:** fantastic, parade

-  In pairs, pupils discuss the answers.
-  Read the questions. Elicit the answers.

**Answers:** 1. They're at a parade. 2. He enjoys the singing. 3. No, he doesn't. 4. He wants to eat some kofta. 5. Tim's watching the fireworks. 6. It's Independence Day.

### Pupil's Book (PB) page 52 / Activity Book (AB) page 52

#### Starter activity [3 mins]

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



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

- Point to each picture and ask: *What can you see?* Teach / elicit these words: kofta, parade, fireworks.
- Explain that the pictures are about Independence Day. Elicit the meaning in Arabic.

#### PB 2. Listen. Point to the pictures. [3 mins]

**Aim:** to understand the main points of two boys talking about the celebrations of Sudanese Independence Day.



**Materials:** audio track 7.1

-  Tell pupils they will listen to a conversation between Tim and Amien. When they hear them talking about something in one of the pictures, they must point to the picture.
-  Play audio track 7.4. Pupils listen and point to the pictures.
- Elicit which picture the children talked about first, second and third (Picture B, Picture A, Picture C).


#### AB A. Listen again and answer these questions. [6 mins]

**Aim:** to understand details of two boys talking about the celebrations of Sudanese Independence Day.

**Materials:** audio track 7.4





-  Read each question aloud. Elicit the meanings in Arabic.
-  Play audio track 7.4 again. Pupils listen.

#### Look! [3 mins]

- Read each question aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each question.
-  Explain that the short questions at the end of each sentence are called 'tag questions'. Explain the structure: the same auxiliary verb as the sentence (*is / are*) + *n't* if the sentence is positive + pronoun.





#### AB B. Complete the sentences with the question tags from the word box. [5 mins]

**Aim:** to practise using question tags with *to be*.

-  Use the example to explain the activity. Pupils must write one of the question tags from the box at the end of each sentence.
  -  Pupils complete the sentences with the question tags.  Pupils check their answers together.
  -  Choose different pupils to read the completed sentences. Pupils check their answers.
- Answers:** 1. isn't it? 2. isn't he? 3. isn't she? 4. aren't you? 5. aren't we? 6. aren't they?

#### PB 3. Read the text. What happens on the first of January? [4 mins]

**Aim:** to read and understand a short text about Sudanese Independence Day.

-  Read the text aloud. Pupils follow in their books.
-  In pairs, pupils discuss what happens on 1<sup>st</sup> January.  They may use Arabic.
-  Ask: *What happens on 1<sup>st</sup> January?* Pupils answer (Sudanese celebrate Independence Day; it's the first day of the new year in most parts of



the world; In Sudan, there are fireworks and a parade).

### Homework 1

Pupils read the text again at home.

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

**Aim:** to write some sentences about Sudanese Independence Day.

-  Pupils read the text again. Then they read the questions. They work together to write answers.
-  Read each question and choose different pairs to answer each one. Write the answers on the board. Pupils check their sentences.

**Example answers:** 1. It's on 1<sup>st</sup> January. 2. We have fireworks, celebrations and parades. 3. It became independent in 1956.

### Homework 2




### AB D. Write about Sudanese Independence Day. [3 mins]

**Aim:** to write a paragraph about Sudanese Independence Day.



- Read the beginning of each sentence and elicit answers. Pupils complete the sentences at home to make a paragraph about Sudanese Independence Day.

### PB 4. Talk about how you celebrate Independence day. [5 mins]

**Aim:** to say how you celebrate Independence Day.

-  Read the question in the speech bubble. Choose some pupils to answer. Help them to answer in English. You can write some ideas on the board (e.g. *I watch the parade. I watch the fireworks. I celebrate with my family. We have a feast.*)
-  In groups of three or four, pupils take turns to say how they celebrate Independence Day. Walk around the room, listening and helping.
-  If you have time, choose more pupils to say how they celebrate Independence Day.

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 4 Checkpoints:

- Pupils can understand details of two boys talking about the celebrations of Sudanese Independence Day.
- Pupils can use simple question tags correctly.
- Pupils can read and understand a short text about Sudanese Independence Day.
- Pupils can say how you celebrate Independence Day.



### Lesson overview:

Reading focus:	understand the main points of a poster about International Children's Day
Speaking focus:	talk about children's rights
Grammar:	modal verb + infinitive: <i>should / shouldn't</i>
Functions:	talking about obligation and prohibition
New language:	Canada, factory, international

understand the answers (e.g. ask them to translate these sentences into Arabic:

- *All children under 14 should play and go to school.*
  - *No child should have to work.*
  - *Children should have food, water and somewhere to live.*
- Tell pupils to guess the meanings of these words: *factories, servants.*

### Homework 1

Pupils read the poster again at home.

### Pupil's Book (PB) page 53 / Activity Book (AB) page 53

#### Starter activity [3 mins]


**Aim:** to review homework from Lesson 4.

- Choose pupils to read their paragraphs about Sudanese Independence Day.

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


#### about this day? [3 mins]

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

- Explain that some children don't go to school, and they must work. Point to the pictures and elicit the kind of work that children do (e.g. selling drinks, cleaning shoes, washing cars etc.)
-  Explain that this lesson is about International Children's Day. Tell pupils to say what they know about it. If they don't know, tell them they will learn about it in this lesson.




#### PB 2. Read the poster. Answer the questions. [5 mins]

**Aim:** to read and follow a poster about International Children's Day.

-  Read the questions. Elicit / give the meanings in Arabic.
- Point to the poster. Read the title (International Children's Day). Elicit the Arabic.
- Read the poster aloud. Pupils follow in their books.
- Ask questions A and B and elicit the answers (A = children should have food, water and somewhere to live; B = children should play and go to school / children shouldn't have to work). Check pupils

#### PB 3. Make sentences. Say what children should and shouldn't do. [6 mins]

**Aim:** to practise using *should / shouldn't* to talk about children's rights.

-  Read the first sentence and ask pupils to choose 'should' or 'shouldn't'. Elicit the answer (should). Explain the activity. Pupils must read each sentence and choose the best word.
-  In pairs, pupils read each sentence and choose the best word. They say the sentence with the word (e.g. *Young girls shouldn't work in factories*).
-  Choose different pupils to read each sentence with the correct word. Pupils check their answers.
- Explain that we use an infinitive verb after 'should' and 'shouldn't'. Elicit the infinitive verbs in the sentences (go, work, celebrate, have).
- Tell pupils to close their books. Write on the board: *Children should / shouldn't...* Ask pupils to say some sentences beginning with these words (e.g. *Children should play / have food / have water / have somewhere to live / go to school. Children shouldn't work in factories*).






**Answers:** A. should, B. shouldn't, C. should, D. shouldn't, E. should

### Homework 2

Pupils write sentences beginning with *children should / children shouldn't* in their notebooks.

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

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





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

**Answers:**

1. When is International Children's Day?
2. What should children under 14 do?
3. What do some young boys in cities do?
4. Who sometimes work in factories?

### AB B. Write the questions numbers from Activity A beside the correct answer. [5 mins]


**Aim:** to understand questions and answers about a text.




-  Read the first question of AB activity A aloud (*When is International Children's Day?*). Explain that the answer is in the box. Elicit the answer (June 1<sup>st</sup>). Tell pupils to write number 1 next to the answer.
-  Pupils read the questions in Activity A and choose the answers from the box. They write the question number next to the answer.  Pupils check their answers together.
-  Choose different pupils to read the questions in activity A. Elicit the answers.

**Answers:** 1. June 1<sup>st</sup>, 2. Play and go to school, 3. Sell drinks, clean shoes or wash cars, 4. Young girls

### AB C. Read the text. Answer the questions. [6 mins]

**Aim:** to read and understand a short text about International Children's Day around the world.



-  Write these on the board: *Canada, New Zealand*. Elicit the names of the countries in Arabic, and where they are in the world. Tell pupils they will read a short text about International Children's Day around the world.

-  Pupils read the text silently. Give them 1-2 minutes for this.
-  In pairs, pupils read the questions and find the answers in the text.
-  Read each question aloud. Elicit the answers. Explain that we use the word 'on' for dates (e.g. on November 20<sup>th</sup>).

**Answers:** 1. Canada. 3. 1<sup>st</sup> June. 4. 23<sup>rd</sup> December.

### PB 4. Ask and answer questions about your plans for the future. [4 mins]

**Aim:** to say what you want to do when you grow up.

-  Read the question (*What do you want to do when you grow up?*) Elicit some answers (e.g. I want to be a doctor, teacher etc. I want to work with computers etc.)
-  In groups of five or six, pupils take turns to say what they want to do when they grow up. If there is time, they can draw a picture.

#### Vocabulary box [3 mins]

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

### Homework 3

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

#### End of Lesson 5 Checkpoints:

- Pupils can understand the main points of a poster about International Children's Day.
- Pupils can use should / shouldn't correctly to talk about children's rights.
- Pupils can read and understand a short text about International Children's Day around the world.



### Lesson overview:


Listening focus:	understand details of two girls talking about a Sudanese wedding
Speaking focus:	talk about a text showing and describing British weddings
Grammar:	expressions of quantity ( <i>lots of, many, much</i> )
Functions:	making comparisons
New language:	get married, groom, henna, suit (n)

### Pupil's Book (PB) page 54 / Activity Book (AB) page 54

#### Starter activity [4 mins]




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

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

- Point to each picture and ask pupils what they can see. Teach / elicit these words: *bride, groom, henna*
- Explain that these photos show a wedding. Write the words 'wedding' and 'get married' on the board. Teach the meanings.
- Ask pupils questions about weddings: *When did you go to a wedding? What did the bride and groom wear? Did the bride have henna? What did you eat? What's your favourite food to eat at a wedding?*  Pupils may use Arabic, but encourage them to use as much English as possible.

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

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


-  Read the words in the box. Pupils repeat. Check pronunciation. Elicit the meanings in Arabic.
- Explain the activity. Pupils must read the sentences and write one of the words from the box in each gap.
-  Pupils complete the sentences.
-  Choose pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. groom, 2. bride, 3. delicious, 4. henna

##### PB 2. Listen to Claire and Fadia. Point to the pictures. [4 mins]

**Aim:** to understand the main points of two girls talking about a Sudanese wedding.





**Materials:** audio track 7.2

- Tell pupils they will listen to a conversation between Claire and Fadia. When they hear them talking about something in one of the pictures, they must point to the picture.
-  Play audio track 7.2. Pupils listen and point to the pictures.
- Elicit which picture the children talked about first, second and third (Picture B, Picture C, Picture A).

##### PB 3. Listen again. Answer these questions. [5 mins]

**Aim:** to understand details of two girls talking about a Sudanese wedding.

**Materials:** audio track 7.2




-  Read each question aloud. Elicit the meanings in Arabic.
-  Play audio track 7.6 again. Pupils listen.
-  In pairs, pupils discuss the answers.
-  Read the questions. Elicit the answers.

**Answers:** A. They are at a wedding. B. They are eating. C. She gives her some *kisera*. D. The henna on the bride's hands and feet. E. She's wearing red and gold.

##### AB B. Listen again. Complete the sentences. [5 mins]

**Aim:** to review *there is / there are*.

**Materials:** audio track 7.6

-  In pairs, pupils read the sentences and guess the words in each gap. Tell pupils there may be more than one word in each gap.
-  Play audio track 7.6 again. Pupils listen and check their answers. If necessary, play the audio track again.
-  Choose pupils to read the completed sentences. Write the missing words on the board. Pupils check their answers.

**Answers:** 1. are lots, 2. there's, 3. some drawings, 4. is wearing, 5. wear

**Look! [3 mins]**

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each sentence.
- ع Explain that we use 'there are / there aren't' with plural nouns; and we use 'there is / there isn't' with singular nouns, and things that we can't count (e.g. food).
- ع Explain that we can use 'lots of' with plural nouns, and things we can't count; we use 'many' with plural nouns, and 'much' with things we can't count.

**PB 4. Look at the pictures. What is happening? [6 mins]**

**Aim:** to talk about a text showing and describing British weddings.

- ع Read the heading (British weddings). Elicit the meaning in Arabic.
- Point to Picture A and read the text aloud. Elicit the meaning of the word 'suit'. Ask questions: *What can you see?* (There's a bride and groom) *What's the bride wearing?* (She's wearing a white dress) *What's the groom wearing?* (He's wearing a suit)
- Point to Picture B and read the text aloud. Ask: *What can you see?* (There are lots of people, There's lots of food, There's a big cake)
- Point to Picture C and read the text aloud. Ask: *What are they doing?* (They're driving in a car, They're going on holiday)
- ع In pairs, pupils take turns to talk about the pictures. Walk around the room, listening and helping. Encourage pupils to use the present continuous tense and 'there's / there are'.

**Homework 1**

Pupils read the text again at home.

**AB C. Read the sentences. Complete the chart. [6 mins]**

**Aim:** to compare Sudanese and British weddings.

- ع Draw the diagram on the board. Write 'Sudanese wedding' above the left circle, and 'British wedding' above the right circle.
- ع Explain that you will say some sentences

about Sudanese and British weddings. If the sentence is about a Sudanese wedding, pupils must write the number of the sentence in the left circle; if the sentence is about a British wedding, they must write the number in the right circle; if it's about both, they must write the number in the middle.

- Read this sentence aloud: *Number 1. The bride usually wears a white dress.* Elicit where pupils should write the number 1 (in the right circle).
- Continue with these sentences:
  2. *There are lots of people.* (Both)
  3. *The groom wears a Jalibiyah.* (Sudanese)
  4. *The bride and groom go on holiday after the wedding.* (British)
  5. *The bride has henna on her hands and feet.* (Sudanese)
  6. *The groom wears a suit.* (British)
  7. *There's lots of food.* (Both)
  8. *The bride wears red and gold.* (Sudanese)
  9. *There's a big cake.* (British)
- Choose pupils to say sentences about the diagram (e.g. *At a British wedding, the bride usually wears a white dress.*)

**Homework 2**

Pupils tell family members what they have learned about British weddings.

**Vocabulary box [3 mins]**

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Ask pupils to say more words related to celebrations.

**Homework 3**

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

**End of Lesson 6 Checkpoints:**

- Pupils can understand and say words related to getting married and weddings.
- Pupils can understand details of two girls talking about a Sudanese wedding.
- Pupils can talk about a text showing and describing British weddings.



### Lesson overview:

Reading focus:	understand the main points of an informal message about a naming ceremony
Speaking focus:	ask and answer questions about a future special day
Grammar:	present continuous (to talk about future plans)
Functions:	talking about future plans
New language:	choose, hope, meeting, (family) member, midday

### Pupil's Book (PB) page 55 / Activity Book (AB) page 55

#### Starter activity [3 mins]

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

**Aim:** to prepare for reading.

- Point to the pictures and ask pupils what they can see. Explain that the pictures are of a special day. Write 'naming ceremony' on the board and elicit the meaning.

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



**Aim:** to read and understand an informal message about a naming ceremony.


- Explain that the text is a message written by Fadia for Clare. Read the text aloud. Pupils follow in their books.
- Tell pupils to say what the message is about (Fadia's aunt is having a naming ceremony. She's inviting Clare to come).
- Teach the meaning of the word 'choose'.


#### Homework 1

Pupils read the message again at home.

#### PB 3. Read the message again and answer these questions. [5 mins]


**Aim:** to understand the main points of an informal message about a naming ceremony.

-  Pupils read the message again together. They read the questions and answer them orally together.

-  Read the questions and elicit the answers.  
**Answers:** A. A naming ceremony. B. Next week. C. He's getting a sheep. D. Baby clothes. E. The name of her grandmother, F. To come with her (to the naming ceremony).




#### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each sentence.
-  Explain that we can use the present continuous tense when we talk about future plans and arrangements, especially when they are already decided and organised.

#### AB A. Choose the correct verb form. [5 mins]

**Aim:** to use the correct verb form when talking about the present and future.

-  Explain that each sentence has two verb forms: the present simple (e.g. has) and the present continuous (e.g. is having). Remind pupils that we use the present simple to talk about routines and customs; we can use the present continuous to talk about a future plan or arrangement.
- Read the first sentence. Elicit the answer (has). Tell pupils to say why 'has' is the correct answer (Haseena has a new baby now). Tell pupils to draw a circle around the 'has'.
-  Pupils read each sentence together. They draw circles around the correct verb form.
-  Elicit the answers. Ask pupils to say why the answer is correct. Pupils check their answers.  
**Answers:** 1. has, 2. are having (future arrangement), 3. are coming (future arrangement), 4. is getting (future arrangement), 5. bring (talking about customs), 6. chooses (talking about customs), 7. are giving (future arrangement)



#### AB B. Read Claire's plan for Saturday. Complete the sentences. [5 mins]

**Aim:** to write sentences using the present continuous to talk about future plans.

-  Explain that the text is a page from a diary.








It has plans for next Saturday. Read the diary text aloud.

- Use the example to explain the activity. Pupils must complete the sentences using the *ing*-form of each verb.
-  Pupils complete the sentences.
-  Elicit the *ing*-verbs. Write them on the board. Pupils check the spellings.

**Answers:** 1. having, 2. going, 3. meeting, 4. buying, 5. visiting, 6. helping

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

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

-   Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.

**Answers:** 1. Whose naming ceremony are you going to? 2. Who is going to the ceremony? 3. What will you be eating? 4. What present will you be taking?

### AB D. Write the questions number from Activity C beside the correct answer. [3 mins]



**Aim:** to understand questions and answers about future plans.


- Explain that the sentences are answers for the questions in AB activity C. Tell pupils you will read each answer aloud. They must choose the matching question and write the number of that question next to the correct answer.

**Answers :** 1. 4, 2. 2, 3. 1, 4. 3

### PB 4. Imagine you are going to a celebration in Sudan. Ask and answer questions about it. [5 mins]

**Aim:** to practise asking and answering questions about a future special day.

-   Tell pupils to imagine that they are going to a celebration next week. Explain that you will ask some questions and they must imagine the answers.

- Read these questions aloud. Give pupils some seconds to think of an answer after each one. They don't need to say or write anything.
  - *What celebration are you going to?*
  - *Who is going to the celebration?*
  - *What are you eating?*
  - *What present are you taking?*
- Choose some pupils and ask the questions. Help the pupil to answer.
-  In groups of three or four, pupils take turns to ask and answer questions about their future imaginary naming ceremony. Walk around the room, listening and helping.

### Homework 2

Pupils write sentences about the imaginary future naming ceremony (e.g. *I'm going to a naming ceremony next week. My parents are going. We're eating delicious food. I'm taking new clothes for the baby*).

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 7 Checkpoints:

- Pupils can understand the main points of an informal message about a naming ceremony.
- Pupils can use the present continuous correctly to talk about future plans.
- Pupils can ask and answer questions about a future special day.



### Lesson overview:

Reading focus:	understand an informal message about a Sudanese wedding
Writing focus:	talk about your likes, dislikes and skills
Grammar:	(1) question tags, (2) present continuous (to talk about the future)
Functions:	(1) talking about familiar topics, (2) talking about future plans
New language:	-

- Ask questions: *Is the wedding fun? (Yes) Is there a lot of food? (Yes) What food does he like? (kisera). What does the bride have on her hands? (henna) What's the groom wearing? (a suit)*





### Homework 1

Pupils read the text again at home.

### PB 3. Listen to Claire and Fadia. What is different? [5 mins]




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

**Materials:** audio track 7.1

-  Remind pupils that Clare and Fadia were also at the wedding. Tell pupils they will listen to Clare and Fadia talking about the wedding. They must listen and find a difference.
-  Play audio track 7.1. Pupils listen.
-  Pupils read the message again and discuss what's different. If necessary, play the audio track again.
-  Elicit the difference (In the message, the groom is wearing a suit; in the conversation, the groom is wearing a *Jalibiyah*)

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

**Aim:** to read and understand sentences about special days.

-  Tell pupils to make teams of three. Explain the activity. Teams must read the sentences and decide if they are 'true' or 'false'. When they finish, they raise their hands. The team to finish first (with correct answers) wins.
-  Teams read the sentences and decide if they are true or false.
-  When the first team finishes, ask them to give the answers. If they are correct, they win. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. F (The groom wears the *Jalibiyah*), 2. F (Sometimes other family members name their children), 3. T, 4. F (the first day of the year), 5. T, 6. T, 7. F (1st of June)

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

**Aim:** to use questions tags correctly.

### Pupil's Book (PB) page 56 / Activity Book (AB) page 56

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What are the celebrations?

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

**Materials:** poster 7.8

- Put the poster in the front of the room. Point to each picture and ask these questions. Encourage pupils to use as much English as possible:
  - *What is the celebration?*
  - *Where is it?*
  - *What happens?*

**Answers:** A. Bonfire Night / UK / bonfires outside, eat warm food, watch fireworks





B. Independence Day / Sudan / watch parades, fireworks, eat delicious food




C. Chinese New Year / Sudan / dragon dance, party in the streets

D. Naming ceremony / Sudan / get together with family and friends / give presents

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

**Aim:** to read and understand an informal message about a Sudanese wedding.





-  Explain that Tim has written a message to his friend Ben. Read the message aloud. Pupils follow in their books.
-   In pairs, pupils discuss what the message is about.
-  Tell pupils to say what the message is about (a wedding in Sudan).

-  Read the example sentence aloud. Remind pupils how to make a question tag: the same auxiliary verb as the sentence (*is / are*) + *n't* if the sentence is positive + pronoun.
-  Pupils work together to write the question tags at the end of each sentence.
-  Choose different pupils to read the completed sentences. Check pronunciation. Pupils check their answers.

**Answers:** 1. isn't it? 2. aren't they? 3. isn't she? 4. aren't we? 5. isn't he? 6. aren't you?



### AB C. Write sentences about your plans for tomorrow. [5 mins]

**Aim:** to write sentences about future plans.

-  Read each sentence aloud, and elicit some ideas (e.g. *At nine o'clock I'm studying maths / doing an exam. In the evening I'm doing my homework / helping my father*). Write a few ideas on the board. Remind pupils we can use the present continuous to talk about future plans.
-  Pupils complete the sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  Choose pupils to read their sentences in front of the class. Make sure pupils use the present continuous.





### PB 4. Talk about your plans for tomorrow. [5 mins]

**Aim:** to ask and answer questions about future plans.

-  Read the question aloud (*What are you doing tomorrow morning?*) Pupils repeat. Check pronunciation. Elicit the meaning.
- Ask questions (e.g. *What are you doing at lunchtime / in the afternoon / in the evening?*) Choose different pupils to answer.
-  Pupils take turns to ask and answer questions about their plans. They can use the times / sentences in AB activity C.

### AB D. Write about your favourite celebration in Sudan. [5 mins]

**Aim:** to write sentences about their favourite celebration in Sudan.

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



#### Example answers:

My favourite celebration in Sudan is Eid El Fitr. On this day we get together with family and friends. We have a feast. I like it because I like celebrating with my family / we have delicious food.

#### Homework 2

Pupils write or finish writing the sentences at home.

#### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 7 again.

#### Homework 3

Pupils look again at lessons they would like to review.

#### End of Lesson 8 Checkpoints:

- Pupils can understand and use words related to celebrations.
- Pupils can use question tags correctly.
- Pupils can write and talk about their future plans.
- Pupils can write some sentences about their favourite celebration in Sudan, and why they like it.



### Lesson overview:

Listening focus:	understand details of a conversation about holiday plans
Speaking focus:	ask and answer questions about future holiday plans
Grammar:	<i>be going to</i> + infinitive
Functions:	talking about future plans and intentions
New language:	antelope, Ethiopia, national park


### Pupil's Book (PB) page 57 / Activity Book (AB) page 57

#### Starter activity [5 mins]

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

**Aim:** to prepare for listening.

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

- Tell pupils that the topic of this unit is 'travelling'. Point to the map. Point to North, South, West and East Sudan, and say these words: *north, south, west, east*. Pupils repeat. Write the words on the board. Point to each word and elicit the meaning.
- Point to Dongola, Kosti, Damazin. For each place, ask: *Where is it?* (Dongola = north of Sudan, Kosti, Damazin = south of Sudan)
- Point to Dinder National Park. Elicit the meaning in Arabic. Ask: *What animals can you see here?* Encourage pupils to say different animals. Teach the word 'antelope'.
- Point to the river. Ask: *Is this the Blue Nile or the White Nile?*
-  Elicit from pupils if they have ever been to these places. Tell them to say what they know about them.


#### PB 2. Listen to Halima and Abubakr. Which places doesn't Halima talk about? [3 mins]

**Aim:** to understand the main points of a conversation about holiday plans.

**Materials:** audio track 8.1

- Tell pupils they will listen to a conversation between Halima and her friend. Halima is talking about her holiday plans. She talks about some of the places on the map. Pupils must listen and






find the places that she does NOT talk about.

-  Play audio track 8.1. Pupils listen.
- Elicit from pupils which places Halima does NOT talk about (Khartoum, Dongola, Kosti).

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


**Aim:** to understand details of a conversation about holiday plans.

**Materials:** audio track 8.1

-   Read the first question aloud. Give the meaning in Arabic. Read questions B – E aloud. Elicit what the questions mean in Arabic.
-  Play audio track 8.1. Pupils listen. If necessary, play the audio track again.
-  Pupils work together to answer the questions orally.
-  Elicit answers.






**Answers:** A. Damazin. B. Her relatives / her mother's family. C. Dinder National Park. D. To see antelopes and other animals. E. The Blue Nile.

#### Look! [3 mins]

- Read each sentence / question aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we can use 'be going to' + infinitive (e.g. visit) when we talk about future plans or intentions.

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

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

-   Read the example question, and elicit the meaning. Explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.

**Answers:** 1. Where are you going to go? 2. When





are you going to visit? 3. Who are you going to visit? 4. What are you going to do there? 5. What else are you going to see?

### Homework 1

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

### AB B. Write the question number in Activity A next to the correct answer. [5 mins]




**Aim:** to understand questions and answers using *be going to*.

-  Read the first question of AB activity A aloud (*Where are you going to go?*). Elicit the answer (Damazin). Tell pupils to write number 1 next to the answer.
-  Pupils read the questions in activity A and choose the answers. They write the question number next to the answer.  They check their answers together.
-  Choose different pupils to read the questions in activity A. Elicit the answers.

**Answers:** 1. Damazin, 2. Next week, 3. My relatives, 4. I'm going to visit Dinder National Park, 5. Antelopes and other animals.

### AB C. Write answers to the questions in Activity A. [6 mins]

**Aim:** to write sentences using *be going to* + infinitive correctly.




-  Read the first sentence aloud. Elicit the meaning in Arabic. Explain that this is the full answer to question 1 in AB activity A (*Where are you going to go?*). Remind pupils that we use an infinitive after 'be going to' (e.g. visit).
- Explain the activity. Pupils must write full answers to questions 2-5 in AB activity A.
-  Pupils work together to write full answers.
-  Choose different pupils to read the sentences. Write them on the board.

**Answers:** 1. She's going to visit Damazin. 2. She's going to go next week. 3. She's going to visit her relatives. 4. She's going to visit Dinder National Park. 5. She's going to see antelopes and other animals.

### PB 4. Imagine you are going on holiday. Ask and answer questions about it. [5 mins]

**Aim:** to ask and answer questions about future

holiday plans and intentions.

-   Tell pupils to imagine that they are going to visit somewhere in Sudan on holiday.
- Read these questions aloud. Give pupils some seconds to think of an answer after each one. They don't need to say or write anything.
  - *Where are you going to go?*
  - *What are you going to do there?*
  - *When are you going to go?*
  - *Why are you going to go there?*
  - *Who are you going to visit?*
- Choose some pupils and ask the questions. Help the pupil to answer.
-  In groups of three or four, pupils take turns to ask and answer questions about their future imaginary naming ceremony. Walk around the room, listening and helping.

### Homework 2

Pupils write sentences about the imaginary future holiday plans and intentions (e.g. *I'm going to go to the Red Sea*).

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 1 Checkpoints:

- Pupils can understand details of a conversation about holiday plans.
- Pupils can use *be going to* + infinitive correctly.
- Pupils can write sentences about future holiday plans and intentions.
- Pupils can ask and answer questions about future holiday plans and intentions.



### Lesson overview:

Reading focus:	understand details of a brochure about different types of transport
Speaking focus:	say sentences comparing different types of transport
Grammar:	comparative adjectives (e.g. <i>faster; less / more comfortable</i> )
Functions:	making comparisons
New language:	brochure, four-wheel drive car, hot-air balloon, (railway) line, railway, up to (number)

train

### PB 2. Read the brochure. What type of transport is more comfortable than the others? [4 mins]

**Aim:** to read and follow a brochure about different types of transport.

- Explain that this is a brochure. Translate the word 'brochure' into Arabic. Explain that the brochure is about types of transport people can use to make a journey. Write 'journey' on the board. Give the meaning. Read the title (*How to get there*), and elicit the meaning.
- Read the text aloud. Pupils follow in their books.
- Read the question: *What type of transport is more comfortable than the others?* Elicit the meaning. Pupils answer (plane).
- Teach / elicit the meanings of these phrases: *up to eight hours, as cheap as*.

### Homework 1

Pupils read the brochure again at home.

### Pupil's Book (PB) page 58 / Activity Book (AB) page 58

#### Starter activity [4 mins]





#### PB 1. Look at the pictures. Name the different types of transport?

**Aim:** to review / learn words for different types of transport.

- Point to the pictures and elicit / say the names for each type of transport.
- Point to each picture again and say the names again. Pupils repeat.
- Say a word (e.g. donkey). Pupils say the matching letter (G). Repeat with other words.
- Say a letter (e.g. B). Pupils say the matching word (e.g. train). Check pronunciation.
- Explain these are all different types of transport. Write the word 'transport' on the board. Elicit the meaning.



#### AB A. Write the words in the box under the pictures. [5 mins]

**Aim:** to write words for different types of transport.

-  Use the example to explain the activity. Pupils must find the word for each type of transport in the box, and write it under the picture.
-  Pupils find and write the words.  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.



**Answers:** 1. four-wheel drive car, 2. boat, 3. bus, 4. donkey, 5. hot-air balloon, 6. motorbike, 7. plane, 8.

#### Look! [3 mins]

- Read each word aloud. Pupils repeat. Check pronunciation. Elicit the meaning of each word.
-  Explain that when an adjective is short (e.g. one syllable), we usually add the letters 'er' at the end when we want to compare two things (e.g. cheaper, faster).
-  Explain that when an adjective is longer (e.g. two or more syllables), we use the words 'more' or 'less' before the adjective when we want to compare two things.

#### AB B. Read the brochure again. Are these sentences true or false? [5 mins]

**Aim:** to read and understand details of a brochure about different types of a transport.





-  Pupils read the brochure again together. In pairs, pupils read the sentences and decide if they are true or false. They draw a circle around the word 'True' or 'False'.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. F (The bus takes 8 hours), 2. F (The plane

is more expensive than the bus), 3. F (The bus is less comfortable than the plane), 4. T, 5. T

### AB C. Complete true sentences. Circle the correct word. [7 mins]

**Aim:** to understand sentences using comparative adjectives.

-  Read the first sentence. Elicit the best word (faster). Explain the activity. Pupils must read the sentences and choose the word which they think is best. They must draw a circle around the word they choose.
-  Pupils read and complete the sentences.  Pupils check their answers together.
-  Choose pupils to say which word they have chosen. Pupils may choose different answers for some of these questions (e.g. Some pupils may think travelling in a hot-air balloon is more interesting than travelling in a boat; some may think it is less interesting).
- Tell pupils to close their books. Tell them to say sentences about different types of transport (e.g. *the plane is faster than the bus*).

**Answers:** 1. faster, 2. more, 3. more dangerous, 4. slower, 5. cheaper, 6. both answers are OK

### PB 3. Read the text. What's it about? [4 mins]

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

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

- Read the text aloud. Pupils follow in their books. Tell pupils to guess what the text is about (Railway lines in Sudan). Explain the meaning of the words 'railway' and 'railway line'.
- Read the text again. Tell pupils to say how many railway lines the text talks about (three). If you have a map of Sudan, show the places and lines (e.g. show Wadi Halfa and Khartoum).


### Homework 2

Pupils tell their families what they know about the railway in Sudan.




### AB D. Read the texts about railway lines again.

**Wrote answers to the questions. [5 mins]**

**Aim:** to remember information from a text and complete answers.

-  Tell pupils to close their Pupil's Books. Read

each question aloud. Elicit the meanings in Arabic.

- Explain the activity. Pupils must complete each answer with information from the text. They must NOT look at the text.
-  Pupils complete the answers.  They check their answers together.
-  Choose pupils to read the answers. Pupils check their answers.

**Answers:** 1. There are (almost) 5,000 kilometres of railway in Sudan. 2. It was built in (the late) 1890s. 3. It connected Wadi Halfa to Khartoum. 4. Yes, (there is).

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to say more words for transport.

### Homework 3

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

### End of Lesson 2 Checkpoints:

- Pupils can say and write the names of different types of transport.
- Pupils can understand sentences comparing different types of transport.
- Pupils can read and understand details of a brochure about different types of transport.
- Pupils can read and understand a text about the railway in Sudan.



### Lesson overview:

Reading focus:	understand details of a brochure about places to visit in Sudan and holiday activities
Writing focus:	write sentences about where you would like to go and why
Grammar:	past simple: regular / irregular forms
Functions:	verb + infinitive: <i>would like to</i>
New language:	Eritrea, sealife, take it easy, well (n)

### Pupil's Book (PB) page 59 / Activity Book (AB) page 59

#### Starter activity [5 mins]

#### PB 1. Look at the pictures. Do you know where these places are?

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

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

- Point to each picture. Explain that they are different places to visit in Sudan. Elicit what / where each place is (A = The Red Sea, East Sudan; B = Kassala, East Sudan, near Eritrea); C = The Nile, from the south to the north of Sudan). If you have a map of Sudan, point to the places.
- Write these holiday activities on the board and teach / elicit the meanings:
  - Drinking coffee in the café
  - Seeing coral, dolphins and other sealife
  - Shopping in the market
  - Visiting a well
  - Taking it easy
  - Diving
  - Visiting the mountains
  - Walking by the mango trees
  - Seeing old buildings
- Read each holiday activity on the board, and ask pupils to guess where you can do these things. Pupils say places (e.g. Picture A / The Red Sea). Don't give the answers.

#### PB 2. Read the brochure. Which two photos from activity 1 are missing? [4 mins]

**Aim:** to read and follow a brochure about places to visit in Sudan and holiday activities.

- Explain that you will read a brochure. The

brochure describes two places to visit in Sudan.





- Read the brochure aloud. Pupils follow in their books. Tell pupils to say which places the brochure describes (Picture B – Kassala, Picture A – The Red Sea). Explain that these photos are missing from the brochure.

#### Homework 1

Pupils read the brochure again at home.

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




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

-  Read words 1-4 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Explain the activity. Pupils must match the words and definitions.
-  Pupils draw lines to match words and definitions.  They check their answers together.
-  Read the words and elicit the answers. Pupils check their answers.

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

#### AB B. Read the brochure again. Complete the chart. [5 mins]

**Aim:** to read and understand details of a brochure about places to visit in Sudan and holiday activities.





-  Read the first question (*Where can you buy something to wear?*) Elicit from pupils if the answer is Kassala or the Red Sea (Kassala). Explain the activity. Pupils must read the questions and decide the place.
-  Pupils read the brochure again together. They read the sentences and decide the place.
-  Read each question and elicit the correct place. Pupils check their answers.

**Answers:** 1. Kassala, 2. The Red Sea, 3. Kassala, 4. Kassala, 5. The Red Sea, 6. The Red Sea

#### AB C. Complete the text. Use the words from the box. [5 mins]

**Aim:** to read and understand a text about a place to visit in Sudan.



-  Tell pupils that this is a text about another place to visit in Sudan. Read the first line of the text, and elicit the word for the gap (travel).
-  Pupils read the text and write words from the box in the gaps.  They check their answers together.
-  Elicit the answer for each gap. Tell pupils to say what the place is (The Nile).

**Answers:** 1. travel, 2. river, 3. take it easy, 4. fish, 5. market, 6. cafes


### Homework 2

Pupils read the questions again and write answers in their notebooks (e.g. *I'd like to go to Musawarat. I'd like to go by car.* Etc.)




### AB D. Write about places you would like to visit.

#### Use the words in the box. [5 mins]

**Aim:** to write sentences about where you would like to go and why.

-  Read the words in the box. Explain the activity. Pupils must write two sentences about where they would like to go and why. If you like, you can elicit and write some example sentences on the board:


*I'd like to go to The Red Sea because I'd like to see the sealife. I'd also like to go to Musawarat.*

-  Pupils write sentences. Remind them to write about themselves. Remind them that we use an infinitive after 'would like to' (e.g. go, see etc.).
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read their sentences in front of the class. Check that pupils use infinitives after 'would like to'.

### PB 3. Ask and Answer questions about a place you

#### would like to visit. [3 mins]

**Aim:** to say where you would like to go and why.

-  In groups of five or six, pupils talk about where they would like to go and why. Walk around the room, listening and helping.

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 3 Checkpoints:

- Pupils can read and understand different texts about places to visit in Sudan.
- Pupils can understand and talk about different holiday activities.
- Pupils can write sentences about where they would like to go and why.
- Pupils can say where they would like to go and why.



### Lesson overview:

- Reading focus:** understand details of a text about the features and problems of Radom National Park
- Speaking focus:** talk about ways of helping a national park
- Grammar:** present perfect (to talk about something that started in the past and continues to the present)
- Functions:** distinguishing between the past and present
- New language:** grassland, protected, sadly, (go on) safari

### Homework 1

Pupils read the text again at home.

### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
- ع Explain that the first two sentences use the past simple. We use this tense to talk about things that happened in the past and are finished.
- ع Explain that the third sentence uses the present perfect tense. The present perfect tense uses the verb 'have' + past participle (e.g. changed). We use this tense to talk about things that happened in the past and continue now.

### Pupil's Book (PB) page 60 / Activity Book (AB) page 60

#### Starter activity [3 mins]

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

**Aim:** to prepare for the topic of national parks.

- In pairs, pupils say the animals they can see in the picture.
- Elicit the animals that pupils can see. Write the names on the board. Say the words. Pupils repeat. Check pronunciation.

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



**Aim:** to read and follow a text about the features and problems of Radom National Park.

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

- Read the text aloud. Pupils follow in their books. Tell pupils to say what the text is about (Radom National Park). If you have a map of Sudan, point to the area.
- ع In pairs, pupils discuss what they understand about the text.
- Read the text again. Ask pupils to guess / say the meanings of these words: *grasslands, a lot of the animals have gone, fifty years ago, hunted, things have changed, protected, tourists, go on safari* (explain that the word 'safari' comes from an Arabic word).

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

**Aim:** to read and understand the meanings of words in the text.

- Read the first sentence. Elicit the meanings of 'grassland' and 'safari', then elicit the answer (safari). Tell pupils to draw a circle around the word 'safari'.
- Pupils read the sentences and choose the correct words. Pupils check their answers together.
- Choose pupils to read the sentences. Pupils check their answers.


**Answers:** 1. safari, 2. giraffe, 3. grasslands, 4. protect, 5. tourists

#### PB 3. Read the text again. Ask and answer the questions in pairs. [5 mins]

**Aim:** to read and understand details of a text about the features and problems of Radom National Park.

- Choose different pupils to read each question aloud. Elicit what the questions mean in Arabic.
- In pairs, pupils read the text again. They read

the questions and answer them orally together.


-  Read each question and elicit the answers.

**Answers:** A. In the south-west of Darfur. B. Lots of beautiful birds. C. People hunted the animals, and cut down the trees. D. They go to national parks in many African countries. E. To go on safari and see the animals. F. They spend lots of money.

### AB B. Complete the chart. Can you add two ideas?

[5 mins] 

**Aim:** to understand ways of helping Radom National Park.

- Draw the chart on the board. Read the title (Save Radom National Park). Elicit the meaning in Arabic.
- Point to the column with the word 'do'. Tell pupils to choose two things we can do from the box (bring tourists, protect animals). Write these in the column.
- Point to the column with the word 'don't'. Tell pupils to choose two things we should NOT do from the box (hunt animals, cut down trees). Write these in the column.
- Elicit from the class if they have more ideas for what we should and should not do. Encourage as many ideas as possible (e.g. plant trees).  Pupils may use Arabic. Write ideas in English in the columns. Pupils complete the chart.




### Homework 2

Pupils tell their families about ways of helping national parks in Sudan.

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

[5 mins]



**Aim:** to understand and complete a text about helping Radom National Park.

-  Read the first part of the text and pause at the first gap. Elicit the word (grasslands). Explain the activity. Pupils must read the text and write one or two words in each gap.
-  Pupils read the text together and write words. If pupils find this difficult, write the words on the board in a different order (see answers).
-  Elicit the words for the gaps.



**Answers:** 1. rivers, 2. birds, 3. elephants, 4. cut down, 5. trees, 6. hunting, 7. tourists

### PB 4. Talk about ways to help Radom National park. [4 mins]

**Aim:** to talk about ways of helping a national park.

-  Read the text in the speech bubbles. Elicit more ideas (pupils can look at the chart they completed in AB activity B). Example: *We'd like to plant more trees. We want to protect the animals.*
-  In groups of three or four, pupils take turns to say how we can help Radom National Park.

### Vocabulary box [5 mins]

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

### Homework 3

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

### End of Lesson 4 Checkpoints:

- Pupils can read and understand details of a text about the features and problems of Radom National Park.
- Pupils can understand and complete a text about helping Radom National Park.
- Pupils can talk about ways of helping a national park.



### Lesson overview:

Listening focus:	find differences between written and oral versions of a short story about travel arrangements
Speaking focus:	act out an interview about future travel plans
Grammar:	<i>be going to</i> + infinitive
Functions:	talking about future plans and intentions
New language:	truck

### Pupil's Book (PB) page 61 / Activity Book (AB) page 61


#### Starter activity [3 mins]

**Aim:** to review *going to* + infinitive.

- Write these sentences on the board:  
*I \_\_\_ going to visit Kassala.*  
*What \_\_\_ you going to see?*  
*He \_\_\_ going to travel by bus.*  
*They \_\_\_ going to take it easy.*
- Elicit words for each gap (am, are, is, are). Elicit the meanings in Arabic. Remind pupils that we can use 'be going to' + infinitive to talk about future plans.

#### PB 1. Look at the pictures. What do you think the story will be about? [3 mins]

**Aim:** to predict what happens in a story.

- Point to each picture. Elicit what pupils can see. Teach the words 'flight' and 'truck'.
-  Tell pupils the pictures are from a story. Tell them to say what will happen in the story. Encourage different ideas.

#### PB 2. Read the story. Answer the questions. [4 mins]

**Aim:** to read and follow a short story about travel arrangements.

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

- Read the story aloud. Pupils follow in their books.
- Point to the pictures in PB activity 1. Ask questions: *Who is the bride?* (Mariam) *Where does she live?* (Nyala) *Who is travelling by plane?*

(Her brother Ahmed) *Where does Ahmed live?* (Port Sudan) *Who is travelling by truck?* (Her brother Ishag) *Where does Ishag live?* (El Obeid).

- Ask questions A and B. Pupils answer (A = her family, B = her brothers Ahmed and Ishag).
- If you have a map of Sudan, point to these places: Nyala, Port Sudan, Khartoum, El Obeid.





#### Homework 1

Pupils read the story again at home.

#### PB 3. Now listen to the story. What differences do you hear? [5 mins]

**Aim:** to find differences between written and oral versions of a short story about travel arrangements.

**Materials:** audio track 8.5





-  Tell pupils they will now listen to the story. Explain that there are seven differences between the story they listen to and the one in the Pupil's Book. They must read and listen and find the differences.
-  Play audio track 8.5. Pupils listen.
-  In pairs, pupils discuss the differences. Play the audio track again.
-  Elicit the differences.

**Answers:** November = October; Ahmed, her older brother = Ahmed, her younger brother; lives in Port Sudan = is working in Port Sudan; Both flights take about two hours = Both flights take about one hour; Mariam's older brother, Ishag = Mariam's younger brother, Ishag; 400 kilometres = 700 kilometres; the road is very good = the road is not very good

#### AB A. Listen again. Answer these questions. [5 mins]

**Aim:** to listen and understand details of a short story about travel arrangements.






**Materials:** audio track 8.5

-  Pupils read the questions together and try to answer as many as they can orally.
-  Play audio track 8.5. Pupils listen and check their answers.
-  Pupils discuss the answers.
-  Read the questions and elicit the answers.

**Answers:** 1. In October, 2. Port Sudan, 3. By plane (two flights: one from Port Sudan to Khartoum, one from Khartoum to Nyala), 4. By bus, 5. (About) 700 kilometres, 6. 18 hours.

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

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

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





**Answers:** 1. Where are you going? 2. Why are you going there? 3. How are you going to travel there? 4. Why are you going to travel by bus? 5. How long is the journey going to take?

### Homework 2

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

### AB C. Write answers to the questions in Activity B. Use the information below. [5 mins]




**Aim:** to write sentences about future travel plans.

-  Explain the activity. Pupils must complete the sentences using the words and phrases in the box. Read the first sentence, and elicit the answer (Nyala).
-  Pupils complete the sentences.  They check their answers together.
-  Choose different pupils to read the sentences. Pupils check their answers.

**Answers:** 1. Nyala. 2. my sister is going to get married. 3. by bus. 4. travel by bus / it is very cheap. 5. eighteen hours.

### PB 4. Imagine you are Ishag. Talk about your sister's wedding. [8 mins]

**Aim:** to act out an interview about future travel plans.

-  Tell pupils to imagine that they are Ishag. Ask the first question from AB activity B (*Where are you going?*) Pupils answer (*I'm going to Nyala*). Continue with the other questions. Pupils answer. Check pronunciation.
- Tell pupils to close their Activity Books. Ask the questions from AB activity B again. Choose pupils to answer. They should not look at the book.
- Choose two pupils. Pupil 1 is the interviewer, Pupil 2 is Ishag. Pupil 1 asks questions from AB activity B, Pupil 2 answers them (without looking at the book).
-  Pupils act out the interview in pairs. Walk around the room, listening and helping.
-  Choose pairs to act out the interview in front of the class.

### Vocabulary box [2 mins]

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

### Homework 3

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

### End of Lesson 5 Checkpoints:

- Pupils can predict and understand what happens in a story about travel arrangements.
- Pupils can find differences between written and oral versions of a short story.
- Pupils can act out an interview with clear pronunciation.



### Lesson overview:


Reading focus:	understand the main points of an informal email about a visit to Dubai
Speaking focus:	ask and answer questions about personal experiences
Grammar:	present perfect: <i>Have you ever ...?</i>
Functions:	talking about experiences
New language:	pizza, stadium

### Pupil's Book (PB) page 62 / Activity Book (AB) page 62

#### Starter activity [3 mins]


##### PB 1. Look at the pictures. What's happening?

**Aim:** to prepare for reading.

- Point to each picture and ask: *What's happening?* Teach / review these words: *plane, pizza, tall building, pizza, football match, stadium.*
- Explain that the pictures show a visit to Dubai. Explain that the tall building in Picture C is the *Burj al Arab*. Elicit from pupils what they know about Dubai and where it is.  They may use Arabic.

##### PB 2. Read the email. What questions does Amien ask? [6 mins]




**Aim:** to read and follow an informal email about a visit to Dubai.

- Explain that Amien is in Dubai. He has written an email to Tim. Read the email aloud. Pupils follow in their books.
- Ask: *What questions does Amien ask?* Elicit the questions: *Have you ever eaten a pizza? Have you ever watched a football match in a stadium?* Write these replies on the board: *Yes, I have. No, I haven't.*
- Read the questions and replies aloud. Pupils repeat. Check pronunciation. Elicit the meanings of the questions.
-  Explain that the questions use the present perfect tense. The present perfect tense uses the verb 'have' + past participle (e.g. eaten, watched). We use this tense to talk about experiences we have had in our lives. When we use the present perfect, we don't say when

something happened.

##### PB 3. Read the email again. Put the events in the correct order. [5 mins]





**Aim:** to read and understand the main points of an informal email about a visit to Dubai.

-  Explain that the phrases are events that Amien describes in his email. Pupils must read the email and put them in the correct order.
-  Pupils read the email again together. They write the letters of the events in the correct order in their notebooks.
-  Elicit the correct order. Pupils check their answers.

**Answers:** The correct order is: B, D, A, C

##### AB A. Complete the sentences. Use the past form of the verbs in the box. [4 mins]



**Aim:** to use past verb forms correctly.



-   Explain that these are sentences from Amien's email. Pupils must complete each sentence using one of the verbs in the box. However, the sentences are about past events.
-  Pupils read each sentence. They choose a verb and complete each sentence.
-  Choose different pupils to read each sentence aloud. Write the verbs on the board. Pupils check their answers.

**Answers:** 1. went up, 2. ate, 3. watched, 4. sent

##### AB B. Match the endings to make questions. [5 mins]

**Aim:** to make questions using the present perfect to ask about experiences.

-   Read the example question: *Have you ever seen a crocodile?* Elicit the meaning. Remind pupils that the question uses the present perfect to ask about experiences: *Have you ever + past participle* (e.g. seen).
- Read the question beginnings (2-8). Elicit the meanings. Elicit the past participles (seen, climbed, eaten, visited, spoken, been, watched, written). Tell pupils to underline them.

-  Pupils draw lines to match the question beginnings 2-8 with the endings b-h.
-  Choose pupils to read the completed questions. Pupils check their answers.
- Read each completed question aloud. Pupils repeat. Check pronunciation.




**Answers:** 1. B, 2. H, 3. A, 4. E, 5. F, 6. D, 7. C, 8. G

### Homework 1

Pupils review the past participles in the activity.





### PB 4. Quiz time! [6 mins]

**Aim:** to ask and answer questions about personal experiences.

-   Choose some pupils and ask some of the questions from AB Activity B (e.g. *Have you ever visited Dongola?*) Help pupils to give true answers: *Yes, I have / No, I haven't.*
- Choose two pupils. Pupil 1 asks questions; Pupil 2 gives true answers (*Yes, I have / No, I haven't.*)
-  Pupils take turns to ask and answer the questions in Activity B. Walk around the room, listening and helping.

### AB C. Complete the questions and answers. [5 mins]

**Aim:** to write correct sentences about another person's experiences using the present perfect tense.

-   Point to Picture 1, and read the example question and answer. Explain that this is also the present perfect tense. The verb 'have' changes to 'has' because we are talking about the third person (he / she).
- Point to Picture 2, and read the example question. Elicit the answer (No, she hasn't). Explain the activity. Pupils must look at the pictures and write questions and answers.
-  Pupils complete the questions and answers.
-  Choose pairs to read the questions and answers. Write questions 6-8 on the board. Pupils check their answers.

**Answers:** 1. Yes, she has. 2. No, she hasn't. 3. Yes, she has. 4. Yes, she has. 5. No, she hasn't. 6. Has she ever eaten pizza? Yes, she has. 7. Has she ever seen a crocodile? No, she hasn't. 8. Has she ever been to a wedding? Yes, she has.

### Homework 2

#### AB D. Write two sentences about you. [3 mins]

**Aim:** to write sentences about your own personal experiences.

- Write on the board: *I have.... / I have never ...* Elicit some examples. Encourage pupils to use their imaginations (e.g. *I have seen an antelope. I have never been to a national park*).
- Tell pupils to write sentences at home beginning: *I have ... I have never...*

#### Vocabulary box [3 mins]

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

### Homework 3

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

#### End of Lesson 6 Checkpoints:

- Pupils can read and understand the main points of an informal email about a visit to Dubai.
- Pupils can use the present perfect to ask and answer questions about personal experiences.
- Pupils can use the present perfect to write sentences about their own and another person's experiences.



### Lesson overview:

Reading focus:	understand the main points of a story about the River Nile
Writing focus:	write sentences about the River Nile
Grammar:	past simple: regular / irregular forms
Functions:	identifying past events
New language:	(river) bank, decide, join, pineapple


became, was, stayed, reached, joined).


### Homework 1


Pupils read the story again at home.


### AB A. Read the story again. Put the pictures in the correct order. [5 mins]

**Aim:** to understand descriptions and order pictures.

-  Tell pupils you will describe a picture. Pupils must point to the picture. Say these sentences:
  - a. *The river travelled through fields with mangoes and bananas.*
  - b. *The river started at Lake Victoria. It was a small river.*
  - c. *At Khartoum, the river met another big river.*
  - d. *The river reached the end of the journey. It joined the sea.*
  - e. *People came to the river to wash.*
  - f. *The river went through a land that was very dry and full of sand.*



-  Explain the activity. The pictures show the story. Pupils must write numbers 1-6 next to the picture to put them in the correct order. Point to the number '1' and explain that this is the first picture.

-  Pupils write numbers next to each picture. They can read the text in PB Activity 2 if they need help.

-  Tell pupils to say which picture is first, second, third etc. Pupils describe the picture.  
**Answers:** 1. b) Lake Victoria and a small river. 2. f) A person washing at the river 3. d) Travelling through fields with mangoes and bananas. 4.e) Meeting another big river. 5. c) River in hot, dry land. 6. a) River reaching the sea. 7.

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

**Aim:** to read and understand the main points of a story about the River Nile.

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

### Pupil's Book (PB) page 63 / Activity Book (AB) page 63

#### Starter activity [3 mins]

**Aim:** to review homework from Lesson 6.

- Choose pupils to read their sentences beginning: *I have... I have never...* Make sure pupils use the present perfect tense.

#### PB 1. Look at the map. What can you see? [3 mins]



**Aim:** to prepare for reading.

**Materials:** a poster 8.7


- Point to the map on the poster. Tell pupils to say what they can see (the Nile). Ask questions: *Where does the Nile start?* (Lake Victoria, Uganda) *Which countries does the Nile go through?* (Uganda, South Sudan, Sudan, Egypt) *Where does the Nile finish?* (At the sea, the Mediterranean).

#### PB 2. Read the story. What is it about? [6 mins]

**Aim:** to read and follow a story about the River Nile.




- Read the story aloud. Pupils follow in their books.
- Tell pupils to say what the story is about (the journey of the River Nile). Explain that the person 'I' in the story is the river.
- Tell pupils to guess / say the meanings of these words / phrases: *decided, pineapples, along my banks, people went about their daily lives, became friends, sand, I finally reached, joined.*
- Read the sentence: *One day I decided to travel....* Elicit the tense (past simple). Elicit other verbs in the past simple tense. Pupils say and underline them (decided, said, travelled, went, came, met,



-  Read each question and elicit the answers.  
**Example answers:** A. Lake Victoria is in Uganda. B. She was worried about the other rivers. C. They went to the river to wash, drink and go fishing. D. In Khartoum the Nile met another big river. They became friends and decided to travel together. E. No, it wasn't. It was very dry and full of sand. F. The journey finished at the sea.

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

**Aim:** to answer general knowledge questions.

-  Tell pupils to make teams of three or four. Pupils must read the questions and decide the answers together. When they are ready, they raise their hands. The team to finish first (with correct answers) wins.
-  Teams read the questions and decide the answers. They raise their hands when they are ready.
-  When the first team finishes, ask them to give the answers. If they are correct, they win.




**Answers:** A. (Example) mango, banana, pineapple. B. The Nile (the White Nile and the Blue Nile) C. Lake Tana, Ethiopia. D. Ethiopia, Sudan (where it joins the Nile)

#### Homework 2

Pupils write answers for the quiz questions, or they ask their friends and families the questions.

#### AB B. Ask and answer the questions. [4 mins]

**Aim:** to say what you know about the River Nile.

-  In groups of three or four, pupils read the questions and discuss the answers. They say what else they know about the River Nile.  Pupils may use Arabic.
-  Read questions 1-3 and elicit the answers (see notes below). Ask: *What else do you know about the River Nile?* Help pupils to answer in English.

#### Notes: The River Nile

Length: about 6,853 kms long

White Nile: Uganda (Lake Victoria), South Sudan, Sudan





Blue Nile: Ethiopia (Lake Tana), Sudan

The two rivers meet at Khartoum, then travel north through Sudan, Egypt.



Important for water (washing and drinking), fishing (also: growing food, travelling from one place to another)

#### AB C. Write sentences about the River Nile. [7 mins]

**Aim:** to write sentences about the River Nile.

-  Explain the activity. Pupils must write some sentences about the River Nile. Tell pupils they can write facts about the Nile (e.g. where it starts / finishes, how long it is, the countries that it goes through and any other facts they know); or they can write descriptive sentences (e.g. *It looks beautiful*).
-  Pupils write sentences about the River Nile. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read a sentence.

#### Vocabulary box [3 mins]

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

#### Homework 3

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

#### End of Lesson 7 Checkpoints:

- Pupils can read and understand the main points of a story about the River Nile.
- Pupils can identify past events.
- Pupils can say and write some sentences about the River Nile.

### Lesson overview:

Listening focus:	understand details of a conversation about holiday plans
Writing focus:	write sentences about future plans and intentions
Grammar:	(1) <i>be going to</i> + infinitive, (2) comparative adjectives
Functions:	(1) talking about future plans and intentions, (2) making comparisons
New language:	imagine

### Pupil's Book (PB) page 64 / Activity Book (AB) page 64

#### Starter activity [4 mins]


**Aim:** to review language from Unit 8.

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


- Write the name of each place below on the board and ask questions. If you have a map of Sudan, point to the places.
  - Damazin. Ask: *Where is it? What can you see / do there?* (e.g. Dinder National Park)
  - Kassala. Ask: *Where is it? What can you see / do here?* (e.g. go to the well of Totil)
  - Red Sea. Ask: *Where is it? What can you see / do here?* (e.g. see dolphins, go diving)
  - Radom National Park. Ask: *Where is it? What can you remember about it?*
  - River Nile. Ask: *Where is it? What can you remember about it?*

#### PB 1. Look at the pictures. What is Halima going to do on her holiday? [6 mins]

**Aim:** to review using '*be going to*' to talk about future plans and intentions.




-  Explain that the pictures show Halima. She is going to Damazin with her family on holiday. Read the question *What is Halima going to do on her holiday?* Elicit the meaning in Arabic. Remind pupils that we can use '*be going to*' + infinitive when we talk about future plans.
- Point to Picture A. Elicit a sentence about the picture with *going to* (e.g. *Halima is going to travel by bus*).
- Point to pictures B-E. Elicit sentences (see

example answers for AB Activity A below).

-  Pupils take turns to point to pictures and say sentences. Walk around the room, listening and helping. Remind pupils to use '*going to*'.

#### AB A. Look at the pictures of Halima. Write sentences with the words in the box. [5 mins]

**Aim:** to write sentences using *be going to* to talk about future plans and intentions.

-  Explain the activity. Pupils must look at the pictures in PB Activity 1, and write sentences about the plans for Halima's holiday. Read the start of the first sentence and elicit the answer.
-  Pupils complete the sentences. They use words from the box.
-  Choose different pupils to read their sentences. Write answers on the board. Some answers may be different (see below).

**Answers:** 1. Halima is going to travel / go by bus. 2. She is going to buy some fruit (and vegetables) / bananas etc. 3. She is going to visit / go to Dinder National Park / see antelopes etc. 4. She is going to visit / see her relatives / mother's family. 5. She is going to see / visit the Blue Nile.





#### Homework 1

Pupils write sentences about their future plans.

#### PB 2. Listen. Are the sentences true or false. [6 mins]

**Aim:** to listen and understand details of a conversation about holiday plans.

**Materials:** audio track 8.1




-  Choose a pupil to read the first sentence. Elicit the meaning. Tell pupils to wave their hands in the air if they think it's true; put their hands on their heads if they think it's false. Repeat with the other sentences.
-  Play audio track 8.1. Pupils listen.
-  In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** A. T, B. F (She is going to go with her

father), C. F (She's going to visit her mother's family), D. F (She's going to see antelopes and other animals), E. F (She is going to the Blue Nile)

**AB B. Find and circle eight types of transport. [5 mins]**

**Aim:** to review the spellings of different types of transport.

-  Tell pupils to look at the puzzle. Point to the word 'balloon'. Explain they must find seven more types of transport. Words can go from top to bottom, left to right or diagonally.
-  Pupils find the words together and draw a circle around them.
-  Elicit the eight words (balloon, boat, car, donkey, motorbike, bus, train, plane). Check pronunciation. Elicit the meanings of each word.

**Answers:**





b	w	a	q	m	u	i	o	k
a	o	g	r	o	j	p	d	s
l	h	a	e	t	r	a	i	n
l	b	f	t	o	q	u	z	i
o	c	u	h	r	i	j	m	p
o	i	a	o	b	u	s	a	l
n	e	r	r	i	v	o	b	a
i	d	o	n	k	e	y	i	n
x	o	v	u	e	m	n	h	e

**Homework 2**

Pupils write a list of words related to the topic of transport in their notebooks.

**AB C. Complete the sentences. Use the comparative forms of the verbs in brackets.[5 mins]**

**Aim:** to review comparative adjectives.

-  Read the first example. Elicit the meaning in Arabic. Explain that the sentences compare two types of transport. Pupils must change the adjective in the brackets.
- Remind pupils of the rules: when an adjective is short (e.g. fast), we usually add the letters 'er' at the end; when an adjective is longer (e.g. comfortable), we use the words 'more' or 'less' before the adjective.
-  Pupils complete the sentences.  They check their answers together.
-  Choose pupils to read the sentences.



Note: Pupils may have different opinions about sentences 4/6.

**Answers:** 1. faster, 2. slower, 3. cheaper, 4. more comfortable, 5. safer, 6. more interesting



**PB 3. Talk about different types of transport. [6 mins]**

**Aim:** to talk about your favourite type of transport.

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

-  Write on the board: *I like travelling by ... because ...* Elicit different examples (e.g. *I like travelling by motorbike because it is faster than a bike etc.*)
- Throw the ball to Pupil 1. Ask: *How do you like travelling?* Help Pupil 1 to answer (e.g. *I like travelling by bus because it's cheap.*)
- Pupil 1 throws the ball to another pupil and asks *How do you like travelling?* Pupil 2 answers. Pupil 2 then throws the ball to another pupil and asks the question.
- Pupils continue throwing the ball and asking / answering the question.
-  In groups of four or five, pupils say what their favourite type of transport is and why.

**Can do box [3 mins]**

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 8 again.

**Homework 3**

Pupils look again at lessons they would like to review.

**End of Lesson 8 Checkpoints:**

- Pupils can write sentences using *going to* to talk about future events.
- Pupils can understand a conversation about holiday plans.
- Pupils can use comparative adjectives.



### Lesson overview:


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

### Pupil's Book (PB) page 65 / Activity Book (AB) page 65

#### Starter activity [3 mins]

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




**Aim:** to prepare for listening.

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

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

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

**Materials:** audio track 9.1

-  Point to the picture. Explain that the woman is called Khadija. She was a pupil at the school. She is talking to them about a problem she experienced in 1984. Pupils will listen to her talk, and decide if she is talking about a flood or a drought.
-  Play audio track 9.1. Pupils listen. Tell them to say what Miss Khadija is talking about (a drought).
-  Play the audio track again. Pupils listen. Ask questions: *When was the drought?* (1984) *How old was Miss Khadija?* (12) *Where did her family get water?* (There was a well in the village) *Did her family have food?* (Yes). Play the audio track





again if necessary.

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

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

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

**Materials:** audio track 9.1




-  Write these sentences on the board:  
*Water: There was not enough water for \_\_\_\_\_ and \_\_\_\_\_.*  
*Rain: Sometimes there is too \_\_\_\_\_ rain. In 1984, there wasn't any rain for many \_\_\_\_\_.*  
*Food: My family were \_\_\_\_\_ and we had enough food.*
- Explain that Miss Khadija says these sentences. Pupils must listen to the audio again, and listen for the words in the gaps.
-  Play audio track 9.1. Pupils listen.  Pupils discuss the missing words in the gaps. Play the audio track again if necessary.
-  Elicit the words in the gaps (cooking, drinking, much, months, lucky).

#### Look! [2 mins]

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

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

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





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

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

enough, 5. too, 6. enough

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

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

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

**Answers:**

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

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

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


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



### Homework 1

Pupils can read the text again at home.

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

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

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

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

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

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

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

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

### Vocabulary box [3 mins]

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

### Homework 2

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

### End of Lesson 1 Checkpoints:

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



### Lesson overview:

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





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

### Homework 1

Read the texts again at home.

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




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

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

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

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

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

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

**Answers:**

Deserts: not much water, very hot

Forests: important for life, lots of trees

Mountains: very high, sometimes snow

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

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

### Pupil's Book (PB) page 66 / Activity Book (AB) page 66

#### Starter activity [3 mins]

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

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

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




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

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

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

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


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

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

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





### Look! [3 mins]



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

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



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

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



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

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

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

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

below).

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

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

### Homework 2

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

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 2 Checkpoints:

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

### Lesson overview:


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

### Pupil's Book (PB) page 67 / Activity Book (AB) page 67

#### Starter activity [3 mins]

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

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

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

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

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


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

#### Homework 1



Pupils read the text again at home.

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

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

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





Arabic.

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

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

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



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

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

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

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



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

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

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

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









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

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

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




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

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


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

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

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

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



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

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

### Homework 2

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

#### Vocabulary box [3 mins]

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

### Homework 3

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

#### End of Lesson 3 Checkpoints:

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

### Lesson overview:


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

### Pupil's Book (PB) page 68 / Activity Book (AB) page 68

#### Starter activity [4 mins]

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



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

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





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

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

**Materials:** audio track 9.4





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

must listen and match each person with the pictures.

-  Play audio track 9.4. Pupils listen.  In pairs, pupils discuss which person talked about which problem.  Play audio track 9.4 again.
-  Point to each picture and ask pupils to say who the speaker is (Picture A = Mary; Picture B = Tim; Picture C = Rubina; Picture D = Omar)
- Point to each picture again and ask pupils to say what the problems are. (Picture A = People cut down the trees and there are not enough forests for the animals; Picture B = There is too much litter and rubbish; Picture C = There is too much smoke from wood fires, and some people become ill; Picture D = There isn't enough water and people have to walk a long way to collect water).


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

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




-  Choose a pupil to read the first sentence. Elicit the meaning. Tell pupils to wave their hands in the air if they think it's true; put their hands on their heads if they think it's false. Repeat with the other sentences.
  -  Play audio track 9.4. Pupils listen.
  -  In pairs, they read the sentences and decide if they are true or false. They write T or F in their notebooks.
  -  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
- Answers:** A. F (They use wood to cook food), B. T, C. F (They don't have enough water), D. T, E. T, F. F (People need to recycle things more)

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

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

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




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

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

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





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

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

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

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

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

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

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

fires.



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

### Homework 1

Pupils can write or finish writing the sentences at home.

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



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

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

### Homework 2

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

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 4 Checkpoints:

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



### Lesson overview:

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

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



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

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

### Homework 1

Pupils read the texts again at home.

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

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

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

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

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

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

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

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

### Notes: sandstorms

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

### Pupil's Book (PB) page 69 / Activity Book (AB) page 69

### Starter activity [4 mins]



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

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

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

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

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

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




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

Iran, Pakistan, China etc.

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

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

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



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

**Example answers:**



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

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

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

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

room and help.

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

**Homework 2**

Pupils can write or finish writing their paragraphs at home.

**Vocabulary box [3 mins]**



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

**Homework 3**

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

**End of Lesson 5 Checkpoints:**

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

### Lesson overview:




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

### Pupil's Book (PB) page 70 / Activity Book (AB) page 70

#### Starter activity [3 mins]

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

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

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


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

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

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

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

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

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

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




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

**Materials:** poster 9.6

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

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


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




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

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

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

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

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

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





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

### Homework 1

Pupils read the text again at home.

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


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

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

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



### Look! [3 mins]



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

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

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

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

'after a few weeks' and 'finally'.

### Homework 2

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

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 6 Checkpoints:

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



### Lesson overview:


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

### Pupil's Book (PB) page 71 / Activity Book (AB) page 71

#### Starter activity [3 mins]

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

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

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

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

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



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




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

#### Homework 1

Pupils read the text again at home.

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





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

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

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

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




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

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

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

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

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

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



## Answers:




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

## Homework 2

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

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



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

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



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

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

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

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

## Vocabulary box [5 mins]

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

## Homework 3

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

### End of Lesson 7 Checkpoints:





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

### Lesson overview:

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

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





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

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

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

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




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

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

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

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

**Aim:** to review superlative adjectives.

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

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

### Pupil's Book (PB) page 72 / Activity Book (AB) page 72

#### Starter activity [3 mins]

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

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




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

#### Homework 1

Pupils read the text again at home.

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

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

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

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

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

mins] 





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

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

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

[4 mins]



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

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

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

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



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

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

### Homework 2

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

### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 9 again.

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:

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



### Lesson overview:

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

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

### Look! [3 mins]



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

### Pupil's Book (PB) page 73 / Activity Book (AB) page 73

#### Starter activity [5 mins]



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

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

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

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



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

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

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

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

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

#### Homework 1

Pupils read the text again at home.

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

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

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

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

#### Homework 2

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

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

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



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

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

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

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





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

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

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

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

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

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

### Vocabulary box [3 mins]



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

### Homework 3

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

### End of Lesson 1 Checkpoints:

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

### Lesson overview:

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







### Homework 1

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

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

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

**Materials:** audio track 10.1





-  Choose pupils to read the phrases. Elicit the meanings in Arabic. Explain the activity. Pupils will listen to Amien talking about what he does to stay healthy. They must decide which part of each phrase is true (e.g. does he usually get up early or late?)
-  Play audio track 10.1.  Pupils read the phrases and discuss the answers.
-  If necessary, play the audio track again.  Pupils discuss the answers again.
-  Elicit the answers. Encourage pupils to use the third person verbs (e.g. *gets, eats, drinks* etc.)

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

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

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

**Materials:** audio track 10.2

-  Read the adverbs aloud. Elicit the meanings. Explain the activity. Pupils will listen to Amien again. They must listen to see what Amien always, often, sometimes, usually, hardly ever and never does.
-  Play audio track 10.2. Pupils can make notes in their notebooks.
-  Pupils discuss what Amien always, often, sometimes etc. does (e.g. Amien usually gets up early). If necessary, play the audio track again.
-  Ask: *What does Amien always do?* Choose a pair to answer (*He always eats a healthy breakfast*). Continue with the other adverbs (*What does Amien often / sometimes / usually /*

### Pupil's Book (PB) page 74 / Activity Book (AB) page 74

#### Starter activity [3 mins]






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

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

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

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

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

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

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

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

hardly ever / never do?)

### Answers:

always – eats a healthy breakfast

often – does exercise / plays basketball with his friends

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





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

hardly ever – eats junk food / goes to bed late

never – plays computer games

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






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

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

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

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

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

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




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

### Homework 2

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





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

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

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

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

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

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

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

### Homework 3

Pupils can write or finish writing the sentences at home.

### End of Lesson 2 Checkpoints:

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

### Lesson overview:

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

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

### Homework 1

Pupils read the text again at home.

### Pupil's Book (PB) page 75 / Activity Book (AB) page 75

#### Starter activity [3 mins]


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

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

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

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

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

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



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

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

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






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

#### Look! [3 mins]

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

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

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

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

#### Answers:

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

#### Homework 2




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

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

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





of, some) correctly.

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

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

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




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

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

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

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

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

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



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

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



drinks.

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

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

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

### Vocabulary box [3 mins]

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

### Homework 3

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

### End of Lesson 3 Checkpoints:

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

### Lesson overview:

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

Pupil's Book (PB) page 76 / Activity Book (AB) page 76

### Starter activity [3 mins]




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

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

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

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

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


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

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




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

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

**Materials:** audio track 10.4

-  Tell pupils they will listen to a conversation

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


-  Play audio track 10.4.  Pupils read the questions and discuss the answers.
-  Read the questions. Choose pupils to answer. **Answers:** A. She is at the doctor's. B. She's got a cough. C. She should take some medicine.

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






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

**Materials:** audio track 10.4

- Explain that the doctor asks Fadia different things. Read the phrases. Teach / elicit the meanings.
- Point to number 1 in the box. Explain that this is the first thing the doctor asks. Pupils must listen and decide what she asks second, third etc.
-  Play audio track 10.4. Pupils listen and write numbers in the boxes next to each phrase. Play the audio track again for pupils to check.
- Ask: *What does the doctor ask first? What does she ask next?* Etc. Pupils read the phrases. **Answers:** A. what the problem is, B. to stand up, C. to breathe in, D. to show her tongue, E. how often she exercises, F. how much junk food she eats

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

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

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




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

### Homework 1

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

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

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

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



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


### Homework 2

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



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

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

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

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

### Vocabulary box [5 mins]

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

### Homework 3

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

### End of Lesson 4 Checkpoints:

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


### Lesson overview:

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

### Pupil's Book (PB) page 77 / Activity Book (AB) page 77

#### Starter activity [3 mins]

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

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

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

[4 mins] 

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

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




#### Homework 1

Pupils read the text again at home.

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




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

**Materials:** poster 10.5

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

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




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

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

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

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





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

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

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

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





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

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

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

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

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




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

**Homework 2**

Pupils say the instructions in order again at home.

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

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

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

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

**Vocabulary box [3 mins]** 

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

**Homework 3**

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




**End of Lesson 5 Checkpoints:**

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



### Lesson overview:




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

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

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





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

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

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

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

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

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

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

### Pupil's Book (PB) page 78 / Activity Book (AB) page 78

#### Starter activity [3 mins]

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

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

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



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


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

#### Homework 1

Pupils read the poster again at home.

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

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





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

## Homework 2

Pupils tell their families what they have learned about malaria.

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

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

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




#### Example answers:


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

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

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

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

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

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

### Vocabulary box [3 mins]



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

### Homework 3

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

#### End of Lesson 6 Checkpoints:

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

### Lesson overview:

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

### Pupil's Book (PB) page 79 / Activity Book (AB) page 79

#### Starter activity [4 mins]



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

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

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

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


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

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


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

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

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





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

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

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

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

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

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



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

#### Homework 1

Pupils read the sentences again at home.


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

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

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






A.

-  Choose different pupils to read completed sentences.

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





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

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


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

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

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

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

and helping.

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

#### **Homework 2**

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

#### **Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

#### **Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### **End of Lesson 7 Checkpoints:**

- Pupils can understand sentences about and a summary of a story about an accident.
- Pupils can use pictures to tell a simple story.
- Pupils can act out a scene from a story about an accident with clear pronunciation.
- Pupils can talk about an imaginative story of an accident.

### Lesson overview:

Reading focus:	understand a text about a boy and what he does to stay healthy
Writing focus:	write a paragraph about what you do to stay healthy and fit
Grammar:	(1) expressions of quantity: <i>many, much, some</i> , (2) modal verb + infinitive: <i>should</i>
Functions:	(1) talking about routines, (2) giving advice
New language:	-

### Pupil's Book (PB) page 80 / Activity Book (AB) page 80

#### Starter activity [3 mins]

**Aim:** to review words from Unit 10.

- Slowly write these letters on the board: *f-r-o-z-e-n*. Tell pupils to raise their hands when they can guess the word. Write the complete word on the board.
- Repeat with any of these words: *illness, malaria, sick, diet, tongue, bleed, nosebleed, canned, cream, first aid, bacteria, spray, ice, net*.
- Elicit the Arabic for each word.

#### PB 1. Read the text. What's it about? [4 mins]


**Aim:** to read and follow a text about a boy and what he does to stay healthy.

- Read the text aloud. Pupils follow in their books. Ask pupils to say what it's about (Amien says what he does to stay healthy and fit).
- Read the text aloud again. Tell pupils to say what he does that is not healthy (he drinks a lot of fizzy drinks, he watches TV every evening, he never goes to bed early).





#### PB 2. Listen to Amien. How many differences do you hear? [5 mins]

**Aim:** to listen and find differences between a spoken and written text.

**Materials:** audio track 10.1

-  Explain that pupils will listen to Amien talking about what he does to stay healthy. They





must listen and find differences between what he says and the written text.

-  Play audio track 10.1. Pupils read and listen to the texts.  Pupils discuss the differences.
-  Play the audio track again. Pupils check the differences.
-  Read each sentence aloud. Ask pupils to say if there are any differences.

**Answers:** I always / usually get up early; I usually / Sometimes I eat some fruit; fizzy drinks / water; one or two bottles / six or seven glasses of water; never / hardly ever eat junk food; playing football with my brother / playing basketball with my friends; always / sometimes watch TV; never go to bed early / like to go to bed early

#### AB A. Match the words in the box under the pictures. [4 mins]

**Aim:** to review words related to health.

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
-  Pupils find and write the words.  They check their answers together.
-  Elicit the word for each picture. Check pronunciation.



**Answers:** A. insect, B. fizzy drink, C. fresh food, D. fever, E. junk food


#### Homework 1

Pupils review the spellings and meanings of the words in the box.

#### AB B. Complete the questions with the words from the box. [5 mins]

**Aim:** to use and understand quantifiers.



-  Explain the first activity. Pupils must read questions / sentences and write a word from the box in each gap.
-  Pupils complete questions / sentences with words from the box. Elicit the answers. Ask pupils to give reasons for their choices.
- Explain that each answer can be used more than once and some of the questions / sentences have more than one answer that is correct.

-  Read questions / sentences aloud. Choose different pupils to read the answers.

**Answers:** 1. many, 2. much, 3. many, 4 much, 5. lots of, some, 6. many, lots of

### PB 3. Look at the pictures. What are the problems? [3 mins]



**Aim:** to review the names of health problems.

-  In pairs, pupils say the names of the health problems.
-  Point to each picture and elicit the name of the health problem.

**Answers:** A. stomach ache, B. toothache, C. headache, D. cough

### PB 4. Your turn. [5 mins]


**Aim:** to review giving advice to people with health problems.

-  Read the texts in the speech bubbles. Elicit the meanings. Remind pupils that we can use 'should' + an infinitive verb to give advice.
- Point to Picture A in PB Activity 3 and say *I've got a stomach ache*. Choose a pupil to give advice (e.g. *You should go to the doctor*). Repeat with more pictures.
- Choose two pupils. Pupil 1 points to a picture and talks about a health problem (e.g. *I've got a toothache*). Pupil 2 gives advice (e.g. *You should go to the dentist*).
-  In pairs, pupils take turns to point to pictures and talk about a health problem, and to give advice. Walk around the room, listening and helping.




**Example answers:** You should: see a doctor / see a dentist / go to bed early / eat your food slowly / stay away from the sun / take some medicine / try to rest

### AB C. Read the text again. Write about what you do to stay healthy. [8 mins]

**Aim:** to write a short paragraph about what you do to stay healthy.

-  Explain the activity. Pupils must write a short paragraph about what they do to stay healthy and fit. Write on the board: *My name is \_\_\_ and I like to stay healthy and fit*. Explain that this is the first sentence of the paragraph.
- Elicit some examples of what pupils do to stay



healthy and fit (*I always get up early in the morning. I never eat junk food*). They can find more examples in the text in PB activity 1.

-  Pupils write their paragraphs. They should write four or five sentences.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose some pupils to read their sentences in front of the class.

### Homework 2

Pupils can finish writing the paragraph at home.

### Can do box [3 mins]

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 10 again.

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:





- Pupils can understand and say common words related to health and illness.
- Pupils can understand a spoken and written text about a boy and what he does to stay healthy.
- Pupils can give advice to people with health problems using should.
- Pupils can write a short paragraph about what they do to stay healthy.

### Lesson overview:

Listening focus:	understand details of a tourist guide describing a tour of Sudan
Speaking focus:	ask and answer questions about travel experiences
Grammar:	present perfect: <i>Have you been to ...?</i>
Functions:	talking about experiences
New language:	souvenir

**Aim:** to listen to a tourist guide describing a tour of Sudan and understand the route.

**Materials:** audio track 11.1


-  Read the names of the places on the map. Pupils listen and point.
-  Explain the activity. Pupils will listen to a tourist guide describing a tour around Sudan. They must listen and follow the route on the map with their finger (e.g. if the tourist guide says that they travel from Khartoum to the pyramids of Meroe, they move their finger between the two places).
-  Play audio track 11.1. Pupils listen and follow the tour. Play the audio track again for pupils to check.
-  Ask questions: *Where does the tour go first? What is the next place?* Etc. Pupils say the order (Khartoum – Meroe – Port Sudan – Sawakin – Al-Fashir – Marra mountains – Khartoum / Omdurman).

### Pupil's Book (PB) page 81 / Activity Book (AB) page 81

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?


**Aim:** to prepare for the topic of the lesson.

- Point to each picture and have pupils to say what they can see. Teach / review these words: *tower, mountain, market, souvenirs (leather shoes, clay pots), pyramids.*
-  Explain that these are all places in Sudan that are interesting for tourists.

##### PB 2. Read the brochure. Point to the pictures.

#### Which picture is missing? [4 mins]

**Aim:** to read and follow a tourist brochure about a tour in Sudan.

-  Tell pupils you will read a text from a tourist brochure. The text describes a tour of places to see in Sudan. Teach the word 'tour'.
- Read the text aloud. Pupils follow in their books.
- Have pupils to say which places the text talks about and to point to the pictures (pyramids of Meroe = Picture D; markets of Omdurman = Picture C; the NTC Tower = Picture A; Sawakin on the Red Sea; Marra mountains = Picture B). Ask pupils to say which picture is missing (there is no picture of the old port of Sawakin). Teach the meaning of the word 'port'.

#### Homework 1

Pupils read the text again at home.

#### PB 3. Listen to the tour guide. Point to the places on the map. [5 mins]





#### Homework 2

Pupils show the map in PB Activity 3 to their families. They have family members to say what they know about any of the places on the map.

#### AB A. Are the sentences true or false? [5 mins]

**Aim:** to understand details of a tourist guide describing a tour of Sudan.






**Materials:** audio track 11.1

-  Read each sentence aloud. Teach the word 'palace'. After each sentence, tell pupils to raise their right hands if they think it's true; or their left hands if they think it's false. Don't give the answers.
-  Play audio track 11.1 again. Pupils listen.
-  Pupils discuss each answer in pairs, and draw a circle around 'true' or 'false'.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.

**Answers:** 1. F (The NTC Tower is in Khartoum), 2. F (They travel by bus), 3. F (They visit Port Sudan), 4. T, 5. T, 6. F (They are west from El Fashir), 7. F (They can buy souvenirs in the market in Omdurman)





**AB B. Tick [✓] the places you have visited. Then ask and answer. [1 min]**

**Aim:** to relate the lesson to your own life and to use the present perfect to talk about personal experiences.

-   Explain the activity. Pupils should tick any of the places that they have visited (in their real lives).  Pupils tick the places that they have visited.
-  Write on the board: *Have you been to...? Yes, I have / No, I haven't.*
- Ask questions (e.g. *Have you been to Port Sudan?*) Choose some pupils to answer (*Yes, I have / No, I haven't.*)
-  Pupils take turns to ask and answer questions (e.g. *Have you been to Omdurman? Yes, I have.*) Walk around the room, listening and helping.

**AB C. Match the questions with the answers. [5 mins]**



**Aim:** to read and understand questions and answers about travel experiences.


-  Read the example question and answer, and explain the activity. Pupils must draw lines to match the questions and answers.
-  Pupils read and match the questions and answers.  They check their answers together.
-  Choose a pupil to read question 2 aloud (*What towns have you been to?*), and a different pupil to read the matching answer (D) *I've been to El-Fashir.*
- Continue with the other questions and answers. Check pronunciation.

**Answers:** 1 = C, 2 = D, 3 = E, 4 = F, 5 = B, 6 = A

**PB 4. Talk about some places you have visited. [5 mins]**

**Aim:** to talk about your travel experiences.

-   Read the question: *Where have you been?* Explain that we use the present perfect tense to talk about experiences we have had at some point in our lives. We don't say when. Read the question: *What did you do there?* Explain that we use the past simple tense when we talk about a specific event that happened in the past.

- Choose 3-4 pupils and ask both questions. Help them to answer (see below).
-  Pupils take turns to ask and answer questions. Walk around the room, listening and helping.

**Example answers:**

Where have you been? I've been to Omdurman.  
What did you do there? I went to the market with my father. I bought some bags and some clothes.

**Vocabulary box [3 mins]** 

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 1 Checkpoints:**

- Pupils can read and understand a tourist brochure about a tour in Sudan.
- Pupils can understand details of a tourist guide describing a tour of Sudan.
- Pupils can ask and answer questions about travel experiences using the present perfect and past simple.



### Lesson overview:

Reading focus:	understand details of an information text about the Palace of Sultan Ali Dinar
Speaking focus:	say what you would like to visit / see in Sudan
Grammar:	verb + infinitive: <i>would like to</i>
Functions:	identifying and referring to people and objects
New language:	ceiling, cloth, turban, trip (n), visitor

point to Picture E).

- Read the text aloud. Pupils follow the text and point to pictures E, B, C, F.
- Tell pupils to say which objects are in the museum (coins, clothes, a ring, a watch, a turban, a Quran).
- Read the text again. Ask pupils to guess / say the meanings of these words: *visitor, ceiling, a copy of the Holy Quran*.

### Homework 1

Pupils read the text again at home.

### Pupil's Book (PB) page 82 / Activity Book (AB) page 82

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

**Materials:** a map / poster of Sudan (if possible)

- Point to Picture A. Ask: *What can you see?* (a palace). *What is the palace made from?* (stones, bricks, wood). Explain that this is the palace of Sultan Ali Dinar. Write 'Sultan Ali Dinar' on the board and teach the word 'sultan'.
- Explain that the palace is in El-Fashir. Elicit / say where El-Fashir is (the west of Sudan). If you have a map, point to El-Fashir.
- Point to Picture B. Explain that the palace is now a museum. Check pupils understand the meaning of the word 'museum'. Explain that this is one of the rooms in the museum. Ask: *What can you see in the room?*





##### PB 2. Read the text. Point to pictures. [8 mins]

**Aim:** to read and follow an information text about the Palace of Sultan Ali Dinar.

- Point to Pictures A-F, and elicit / teach the words (A = chair, B = ring, C = turban, D = watch, E = coins, F = the Holy Quran). Write the words on the board.
- Point to each picture again and say the words. Pupils repeat. Point to the pictures in a different order. Pupils say the names of the items.
- Tell pupils you will read a text about the museum at the palace of Sultan Ali Dinar. They must follow the text, and point to any objects that they read about (e.g. when they read the word 'coins', they

### AB A. Match the words to the definitions. [5 mins]




**Aim:** to read and find the meanings of words.

-  Read words 1-5 aloud. Pupils repeat each word. Check pronunciation. Elicit the meaning of each word in Arabic.
- Read the example definition and word. Explain the activity. Pupils must match the words and definitions.
-  Pupils draw lines to match words and definitions.  They check their answers together.
-  Read the words. Choose pupils to read the definitions. Have pupils to guess the meaning of the word 'cloth'.

**Answers:** 1 = B, 2 = C, 3 = E, 4 = A, 5 = D


### PB 3. Read the text again. Are these sentences true or false? [6 mins]

**Aim:** to understand details of an information text about the Palace of Sultan Ali Dinar.

-  Pupils read the text again together.
- In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
-  Pupils take turns to say the sentences to each other. If a sentence is false, they correct it (e.g. The ceiling and windows are made from wood).




**Answers:** A. T, B. T, C. F (There is a museum that was a palace before), D. F (The ceiling and windows are made from wood), E. T, F. T

**Look! [3 mins]**

- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that 'who' 'where' and 'that' are relative pronouns. 'Who' introduces more information about a person (e.g. sultan); 'where' introduces more information about a place (e.g. palace); 'that' introduces more information about an object (e.g. a turban).

**AB B. Complete the sentences. What would you like to do? [5 mins]**

**Aim:** to practise the correct word order for sentences using *would like to*.

-  Read 'I'd like to...'. Explain that this is the beginning of a sentence. Pupils must put words in the correct order to finish the sentence. Elicit the correct order of the words in sentence 1 as an example (visit the Nile again). Remind pupils that we use an infinitive verb after 'would like to...'.  
 In pairs, pupils write words in the correct order and complete the sentences.
-  Choose different pupils to read the completed sentences. Pupils check their answers.

**Answers:** 1. visit the Nile again. 2. go on a tour of Sudan. 3. visit the pyramids of Meroe. 4. see things in the museum. 5. go on a trip to port Sudan. 6. have a boat trip down the Nile. 7. buy some souvenirs in Omdurman. 8. go up the NTC Tower.


**Homework 2**

Pupils write sentences about what they would like to see and do in their notebooks (e.g. *I would like to go up the NTC Tower*).


**PB 4. Talk about some places that you would like to visit. [6 mins]**

**Aim:** to say what you would like to visit / see in Sudan.

**Materials:** a soft ball (or a rolled-up piece of paper)

-  Tell pupils to imagine that they can go on a tour of Sudan. Tell them to choose a place they'd like to visit, or something they'd like to see.
- Throw the ball to Pupil 1. Ask: *What would you*

*like to do?* Help Pupil 1 to answer: *I'd like to visit the museum. I'd like to see the coins.*

- Pupil 1 throws the ball to another pupil and asks *What would you like to do?* Pupil 2 answers. Pupil 2 then throws the ball to another pupil and asks the question.
- Pupils continue throwing the ball and asking / answering the question.
-  Pupils continue the activity in groups of 6-8 pupils.

**Vocabulary box [3 mins]**

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 2 Checkpoints:**



- Pupils can read and understand details of an information text about the Palace of Sultan Ali Dinar.
- Pupils can understand and say the names of common objects in a museum.
- Pupils can write and say sentences about what they would like to visit / see in Sudan.

### Lesson overview:

Reading focus:	understand the main points of an information text about the NTC Tower
Writing focus:	write definitions of people, places and objects
Grammar:	relative clauses with relative pronouns: <i>where, who, that</i>
Functions:	identifying and referring to people and objects
New language:	solar panel, view (n)

### PB 3. Read the text again. Ask and answer in pairs. [6 mins]

**Aim:** to understand the main points of an information text about the NTC Tower.




-  In pairs, pupils read the text again together. They read the questions and answer them orally.
  -  Read each question and elicit the answers.
- Answers:** A. In 2009, B. 106 metres high, C. 29 floors, D. Solar panels, E. From the sun.

### Homework 1

Pupils read the text again at home.

### AB A. Wrote about NTC tower. Use the numbers and dates in the box. [4 mins]

**Aim:** to say factual sentences about the NTC Tower.




-  Tell pupils to close their Pupil's Books. Explain that the numbers are about the NTC Tower. Pupils must try to remember what the numbers mean.
-  In pairs, pupils try to remember what the numbers mean.
-  Elicit sentences and write them on the board: *The NTC Tower has 29 floors. It is 106 metres high. It was finished / built in 2009.*

### Homework 2

Pupils tell their families facts about the NTC Tower in Khartoum.

### AB B. Complete the sentences. Circle the correct words. [5 mins]

**Aim:** to use relative clauses *where / who* correctly.



-  Read sentence 1 (*A museum is a building where you can see things from the past*). Elicit the meaning in Arabic.
- Remind pupils that 'where' and 'who' are relative pronouns. 'Where' introduces more information about a place; 'who' introduces more information about a person. Tell pupils to read each sentence and choose the correct relative pronoun.
-  In pairs, pupils read the sentences and draw a circle around the correct relative pronoun.
-  Choose pupils to read the sentences. Elicit the meaning of each sentence. Pupils check their

### Pupil's Book (PB) page 83 / Activity Book (AB) page 83

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

- Point to Pictures A/B. Ask questions: *What can you see? Where is the tower? (In Khartoum).* Ask pupils to say what they know about the NTC Tower.  They may use Arabic.
- Point to Picture C.  Explain that we can put solar panels on buildings to get energy from the sun. Then we don't have to use other forms of energy (e.g. electricity).

#### PB 2. Read the text. What did you find interesting?

[7 mins] 

**Aim:** to read and follow an information text about the NTC Tower.

- Tell pupils that you will read a text about the NTC Tower. Read the text aloud. Pupils follow in their book.
- Ask pupils to find one thing they find interesting. Choose pupils to say (e.g. it's the tallest building in Sudan).
- Have pupils to guess / say the meanings of these words: tallest, it was built, views, modern building materials, energy
- Choose different pupils to read the text aloud.






answers.

**Answers:** 1. where, 2. that, 3. who/that, 4. where, 5. where, 6. who/that, 7. that




### AB C. Wrote sentences about the pictures. Use a word from each of the three boxes. [5 mins]

**Aim:** to write definitions of people, places and objects.

-  Point to each picture and elicit the words. Tell pupils they can find the words in Box A.
- Point to Picture 1. Write on the board: *A hotel is ...* Elicit the rest of the sentence. Tell pupils they should use a word from Box B and Box C. (Example: *A hotel is a building where tourists sleep*).
- Point to Picture 2. Say: *A ring is ...* Elicit the rest of the sentence. (Example: *A ring is some metal that people wear around their fingers*).
- Point to Picture 3. Say: *A shopkeeper is ...* Elicit the rest of the sentence. (Example: *A shopkeeper is someone who sells things in a shop*).
-  In pairs, pupils work together to write sentences describing the place / object / person in each picture. Walk around the room and help.
-  Choose different pupils to read their sentences aloud. Pupils may write different answers, but check that they use the correct relative pronoun.



### PB 4. Quiz time! [5 mins]

**Aim:** to understand sentences using relative pronouns *where / who*.

-  Tell pupils to close their Activity Books. Tell them to make teams of three.
- Explain the activity. Teams will read some definitions of people or places. They must write the names of the person / place in their notebooks. They must not look at their Activity Books. When they finish, they raise their hands. The team to finish first (with correct words) wins.
-  Teams read the definitions and write the words in their notebooks.
-  When the first team finishes, ask them to read the completed definitions aloud. If they are correct, they win. Write the words on the board.

**Answers:** A. tour guide, B. library / bookshop / my house, C. doctor, D. museum, E. bus driver, F. palace

### Vocabulary box [5 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say a word from the box. Ask pupils to write the word in their notebooks. Repeat with the other words.
- Tell pupils to open their Activity Books and to check the spellings.  Pupils check the spellings of each word in their notebooks.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 3 Checkpoints:

- Pupils can understand the main points of an information text about the NTC Tower.
- Pupils can use relative clauses *where / who* correctly.
- Pupils can understand and write definitions of people, places and things.

### Lesson overview:





Reading focus: understand a postcard written by a boy visiting Sudan

Listening focus: listen and find differences between a spoken and written text

Grammar: past simple (questions)

Functions: talking about a past activity (a trip)

New language: postcard, roof, straw

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
  -  Pupils find and write the words.  They check their answers together.
  -  Point to each picture and elicit the word. Check pronunciation.
- Answers:** 1. four-wheel drive, 2. postcard, 3. utterfly, 4. salad, 5. straw

Pupil's Book (PB) page 84 / Activity Book (AB) page 84

### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

**Materials:** poster 11.4

- Explain that the pictures are postcards. Write the word 'postcard' on the board and elicit the meaning in Arabic. Ask pupils to say when people send postcards (when they are on holiday or on a trip).
- Explain that Postcard A is from El-Fashir, Postcard B is from Nyala, and Postcards C / D are from the Marra mountains. Elicit / say where these places are (the west of Sudan). If you have a map, point to these places.

#### PB 2. Read the postcard. Where did Tim go last

**week?** [3 mins] 

**Aim:** to read and follow a postcard written by a boy visiting Sudan.

- Explain that you will read a postcard from Tim. The postcard is for his friend, Ben.
- Read the text aloud. Pupils follow in their books. Tell pupils to say where Tim went last week (El-Fashir, the Marra mountains).
- Have pupils to guess the meaning of 'straw roofs'.

#### Homework 1


Pupils read the text again at home.

#### AB A. Match the words from the box to the pictures. [4 mins]

**Aim:** to review words.



#### AB B. Read Tim's postcard. Write questions for these answers. [7 mins]

**Aim:** to practise making questions using the past simple tense.

-  Explain the activity. Pupils must read the sentences about Tim's holiday last week. Then they must write the questions. The questions must use the past simple tense. Draw this chart on the board, and explain the structure: question word + *did* + person + infinitive verb

question word		person	infinitive verb
Where	did	you	eat
What		he / she	go
How		they	see
How long		Tim	stay


Read the example question and answer. Point to the words on the chart (e.g. where, did, Tim, go...).

- Read sentence 2 (*They stayed there for one night*). Point to the columns of the chart and help pupils to make the question (*How long did they stay in El-Fashir?*)
-  In pairs, pupils write the questions.
-  Read the answers and choose pupils to read the questions. Write the questions on the board. Pupils check their answers.

**Answers:** 1. Where did Tim go last week? 2. How long did they stay in El-Fashir? 3. How did they travel / go to the Marra mountains? 4. What did he see? 5. What did he eat (in the village / for lunch)? 6. What type of buildings did they see?

#### PB 3. Ask and answer in pairs. [4 mins]

**Aim:** to ask and answer questions about Tim's trip.






-  In pairs, pupils take turns to ask and answer the questions from AB activity B. They can both

read the questions and answers in the Activity Book, or Pupil 1 can read the questions, and Pupil 2 can answer (with Activity Books closed). Tell pupils to use the Look! box if they need help.

**PB 4. Listen to Tim. What differences do you hear? [5 mins]**

**Aim:** to listen and find differences between a spoken and written text.





**Materials:** audio track 11.4

-  Explain that pupils will listen to Tim talking about his trip to the Marra Mountains. They must listen and find factual differences between what he says and the written text.
-  Play audio track 11.4. Pupils read and listen to the texts.  Pupils discuss the differences.
-  Play the audio track again. Pupils check the differences.
-  Read each sentence of the text aloud. Ask pupils to say if there are any factual differences (i.e. the things that he did).

**Answers:** Al-Fashir / Nyala; drove into / went by bus up into the Marra mountains; I saw some wild sheep / a lot of birds; We stopped in a small village for lunch / and stayed there for one night; Asida / meat cooked on a fire with salad

**AB C. Listen again. What differences do you hear? [5 mins]**

**Aim:** to write about the differences between a spoken and written text.



-  Explain the activity. Pupils must write the differences between what they read in Tim's postcard, and what they heard him say.  Explain that the correct version is the one that they heard.
- Read the example sentence and elicit the word for the gap (El-Fashir). Read the second sentence and elicit the words for the gaps (He went by bus, not by car).
-  In pairs, pupils write the differences.
-  Choose pupils to read the completed sentences. Write the missing words on the board. Pupils check their answers.

**Answers:** 1. Nyala / El-Fashir; 2. bus / car (four-wheel drive); 3. birds / sheep; 4. village / hotel; 5. dinner / lunch; 6. meat (cooked on a fire) and salad

/ Asida

**PB 5. Imagine you are visiting the Marra Mountains. Ask and answer about the trip. [7 mins]**

**Aim:** to practise asking and answering questions about a trip you made.

-  Tell pupils to close their eyes. Tell them to imagine that they went on a trip last week. Tell pupils you will ask questions. They must answer.
- Ask these questions. Pupils don't answer – they imagine: *Where did you go last week? How long did you stay there? How did you travel there? What did you see? What did you eat?*
- Choose pupils and ask them the questions. Help pupils to answer using the past simple tense (e.g. *I went to Port Sudan. I stayed there three days.*).
- Write the questions on the board, or show pupils using the chart from AB Activity B.
-  In groups of three or four, pupils take turns to ask and answer questions about their imaginary trips. Walk around the room, listening and helping. Encourage pupils to use their imaginations.

**Homework 2**

Explain that next lesson, pupils will learn about the pyramids of Meroe.

**Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Tell pupils to spell it. Write the word on the board.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 4 Checkpoints:**

- Pupils can read and understand a postcard written by a boy visiting Sudan.
- Pupils can listen and find differences between a spoken and written text.
- Pupils can ask and answer questions about a past trip using the past simple tense.



### Lesson overview:

Reading focus:	understand details of an information text about Meroe and its history
Writing focus:	say what people know how to do now and in the past
Grammar:	past simple
Functions:	comparing the past and present
New language:	light (a fire), remains


### Pupil's Book (PB) page 85 / Activity Book (AB) page 85

#### Starter activity [3 mins]

#### PB 1. Look at the pictures. What can you see? What do you know?

**Aim:** to prepare for the topic of the lesson.

**Materials:** a map / poster of Sudan (if possible)

- Elicit from pupils what they can see in the pictures. Explain that these are the pyramids of Meroe. Elicit / say where it is (north of Khartoum, between Khartoum and Port Sudan). If you have a map, point to the place.
- Have pupils to say what they know about the place.  They may use Arabic.

#### PB 2. Read the text. Put the headings to the paragraphs. [4 mins]

**Aim:** to read and follow an information text about Meroe and its history.

- Read the headings. Explain that each heading matches one of the paragraphs of the text.
- Read each paragraph aloud. After each paragraph, ask: *What's the heading for this paragraph?* (Paragraph 1 = B; Paragraph 2 = A; Paragraph 3 = C).
- Elicit / teach the meanings of these words: kingdom, tools, the city of Meroe has gone, remains. Choose pupils to say what they have learned about Meroe.





#### Homework 1

Pupils read the text again at home.

#### PB 3. Read the text again. Answer the questions. [6 mins]

**Aim:** to understand details of an information text




about Meroe and its history.

-  Read the text aloud again. Pupils follow in their books.
- Explain the activity. Pupils must read the questions and match them with the correct answers. They can write the letters and numbers in their notebooks.
-  In pairs, pupils read and match the questions and answers.
-  Elicit the answers. Pupils check.
-  In pairs, pupils take turns to read the questions and answers.

**Answers:** a. in the north of Sudan, b. some interesting old pyramids, c. two thousand five hundred years ago, d. it was a kingdom, e. it has gone, f. Sudanese tourists and people from other countries

#### AB A. Write the dates as numbers and words. [4 mins]




**Aim:** to write and say dates and high numbers.

-  Write '2009' on the board. Elicit how to say the date and write it on the board (two thousand and nine).
- Explain the activity. Pupils must read the date and write the numbers, or look at the numbers and write the date.
-  In pairs, pupils write the numbers or the date.
-  Elicit the answers and write them on the board. Pupils check their answers.

**Answers:** 1. 1975, 2. Nineteen ninety-four, 3. 2011, 4. Two thousand and five

#### AB B. Complete the sentences. Use the words in the box. [4 mins]

**Aim:** to understand expressions of time.


-  Read the phrases in the box. Elicit the meanings. Explain the activity. Pupils must complete the sentences using the phrases. They can use them more than once.
-  Pupils complete the sentences.
-  Choose different pupils to read the

completed sentences.

**Answers:** 1. years ago, 2. years ago, 3. months ago, 4. days ago


**Look! [2 mins]**



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that we use an infinitive verb after *know / knew how to* (e.g. make, build).

**AB C. Complete the chart. Use the sentence starters to talk about the chart. [6 mins]**

**Aim:** to say what people know how to do now and in the past.



-  Read the first phrase (light a fire). Elicit the meaning of the phrase. Point to the first tick and say: *These days we know how to light a fire.* Pupils repeat.
- Read the second phrase (use electricity). Elicit the meaning of the phrase. Point to the tick and say: *These days we know how to use electricity.* Pupils repeat. Point to the cross and say: *2,500 years ago, they didn't know how to use electricity.* Pupils repeat.

- Continue with the rest of the phrases.



**Answers:** These days we know how to light a fire / use electricity / make glass / make clay pots / make metal tools / make cars / build pyramids. 2,500 years ago, they knew how to light a fire / make clay post / make metal tools / build pyramids. 2,500 years ago, they didn't know how to use electricity / make glass / make cars.

**AB D. Listen. Are the sentences true or false? [5 mins]**

**Aim:** to listen and understand a short text about pyramids.

-  Pupils read the sentences. They talk about and guess if the sentences are true or false.
-  Tell pupils you will read a text aloud. They must listen and decide if the sentences are true or false. Read this text aloud:



*There are pyramids all around the world including Mexico, China and Egypt. But, there are more pyramids in Sudan than anywhere else in the world – 220 pyramids.*

-  Pupils read the sentences again. They draw a circle around 'true' or 'false'.
-  Elicit the answers. If a sentence is false, ask pupils to say the true sentence.

**Answers:** 1. F (There are pyramids all around the world), 2. F (There are about 220 pyramids in Sudan), 3. T

**PB 4. Talk about Meroe. [4 mins]**

**Aim:** to say what you know about Meroe and pyramids.

-  Ask pupils to say what they can remember about Meroe and pyramids. Help them to use English as much as possible. Examples: *Meroe is north of Khartoum. The pyramids are 2,500 years old. They made metal tools. Tourists visit the pyramids. There are 220 pyramids in Sudan.*
-  In groups, pupils take turns to say what they know about Meroe and pyramids.

**Homework 2**

If possible, they should find out as much as they can about Sawakin.

**Vocabulary box [2 mins]**



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

**Homework 3**

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

**End of Lesson 5 Checkpoints:**

- Pupils can read and understand details of an information text about Meroe and its history.
- Pupils can say what people know how to do now and in the past.
- Pupils can write and say dates.
- Pupils can listen and understand a text about pyramids, and say what they know about them.



### Lesson overview:

Reading focus:	understand a fact sheet about Sawakin
Writing focus:	write sentences about Khartoum using information from a fact sheet
Grammar:	present simple
Functions:	identifying location and describing a place
New language:	coral reef, meaning, location, mainland, (elephant) trunk


### Pupil's Book (PB) page 86 / Activity Book (AB) page 86

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.



**Materials:** a map / poster of Sudan (if possible)

- Elicit from pupils what they can see in the pictures. Review / teach these words: remains, boat, port, coral reef.
- Explain that the pictures show Sawakin. Elicit / say where it is (south of Port Sudan on the Red Sea). If you have a map, point to the place.
- Have pupils to say what they know about Sawakin.  They may use Arabic.

##### PB 2. Read the fact sheet. What didn't you know?




[7 mins] 

**Aim:** to read and follow a fact sheet about Sawakin.

-  Explain that you will read a fact sheet about Sawakin. Explain that a fact sheet has facts about something, and NOT feelings, stories or experiences.
-  Explain that a fact sheet usually has headings. Read the headings aloud and elicit the meanings of each one (name, meaning of name, location, transport, history, weather, problems).
- Read the fact sheet aloud. Pupils follow in their books.
- Read each fact again. Pupils translate each fact.
- Ask: *What didn't you know?* Choose 3-4 pupils to say one fact they have learned about Sawakin.

### AB A. Read the text. Circle and correct the mistakes. [6 mins]




**Aim:** to read and understand details of a short text about a place.

-  Explain the activity. Pupils must read the text and find factual mistakes. Read the first two sentences (*Sawakin is a town on the Red Sea. It is 36 miles north of Port Sudan.*). Elicit the mistake (it's 36 miles **south** of Port Sudan). Tell pupils to change the word 'north' to 'south'.
-  In pairs, pupils read the text together. They find and correct the mistakes.
-  Read each sentence of the text. Pupils say the mistakes.

**Answers:** 36 miles north of Port Sudan / 36 miles south of Port Sudan; English word / Arabic word; newest port / oldest port; boat once a week / boat every day; cold and wet / hot and dry; easy / difficult

### AB B. Complete the 'Fact sheet'. Use the information from the box. [7 mins]

**Aim:** to read and understand headings and information for a fact sheet about Khartoum.

-  Explain the activity. Pupils must make a fact sheet about Khartoum. They must match the headings with the information in the box. Read the first heading (name) and elicit the information (Khartoum).
-  Pupils work together to match the headings and information. They can write the information next to each heading. If there is not much time, pupils can draw lines to match the headings and information.
-  Read the headings and information. Pupils check their answers. Elicit / teach the meaning of 'elephant trunk'.

**Answers:**

Name: Khartoum

Meaning of name: Elephant trunk

Location: The place where the Blue and White Nile meet

Transport: Flights from International airport

History: Became the capital city after Independence in 1956

Weather: Sandstorms from May to June, some rain



from July to September

### Homework 1

Pupils tell their families facts they have learned about Sawakin and Khartoum.

### AB C. Write about Khartoum. Use the 'Fact sheet' in activity B. [8 mins]

**Aim:** to write sentences about Khartoum using information from a fact sheet.


-  Tell pupils you will say some sentences about Khartoum. They must listen and find the factual mistakes. Say these sentences. After each sentence, ask pupils to say the mistake.
  - *Khartoum means rhino horn.* (elephant trunk)
  - *It's the place where the Red and White Nile meet.* (Blue and White Nile).
  - *There is a boat once a week.* (There are flights from the international airport).
  - *It became the capital city after Independence in 1950.* (1956)
  - *It has sandstorms from May to June, and some rain from July to October* (from July to September).
- Explain the activity. Pupils must use the fact sheet to write some sentences about Khartoum. They should include some factual mistakes.
-  Pupils work together to write 1-3 sentences about Khartoum with factual mistakes. Walk around the room, listening and helping.
- Choose pairs to read their sentences aloud to the class. Pupils must listen and find the factual mistakes.



### Homework 2

Pupils can write true sentences about Khartoum at home. They can draw or find pictures of Khartoum to add to the description.



### PB 3. Ask and answer questions about Khartoum. [6 mins]

**Aim:** to practise asking for and giving information about a place.

-  Choose two pupils to come to the front of the class. Pupil 1 asks the first question in the speech bubble (*Where is Khartoum?*) Help Pupil 2 to answer the question. Continue with the other questions in the speech bubbles.

-  Pupils take turns to ask and answer the questions. Walk around the room, listening and helping.
-  Choose pairs to ask and answer the questions in front of the class.

### Vocabulary box [3 mins]

-  Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
-  Pupils say the words together, and say what they mean in Arabic.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 6 Checkpoints:



- Pupils can read and understand a fact sheet about Sawakin.
- Pupils can understand headings and information for a fact sheet about Khartoum.
- Pupils can write sentences about Khartoum using information from a fact sheet.
- Pupils can ask for and give information about a place.



### Lesson overview:

Reading focus:	understand details of an email written by a boy about a trip to Omdurman
Writing focus:	write a short paragraph about things you can visit / do where you live
Grammar:	past simple / present perfect tenses
Functions:	identifying location and describing a place
New language:	bridge, buried


them you will read some definitions of the places in AB activity A. They must listen and decide what the place is.

- Read definitions 1-4 aloud. Pupils listen.
-  Pupils open their books and read the definitions and write the names of the places.
-  Read each definition aloud and elicit places.

**Answers:** 1. theatre, 2. bridge, 3. market, 4. bury

### PB 2. Read the email. Point to the pictures. [5 mins]

**Aim:** to read and follow an email.




- Read the first part of the email. Ask questions: *Who wrote the email?* (Tim) *Who is it for?* (Ben) *What is it about?* (His last day in Sudan).  Ask pupils to guess what Tim did on his last day in Sudan. Encourage different ideas. Don't give the answer.
- Read the email aloud. Pupils follow in their books. Ask: *Where did Tim go?* (Omdurman) *What did he visit?* (The Abdelqayam Gate, the Khalifa's House, Mahdi's Tomb, the market).
- Point to each picture in PB activity 1. Ask: *Did he visit this place?* (He visited Picture B = market, Picture D = Mahdi's Tomb).

### Homework 1

Pupils read the email again at home.

### PB 3. Read the email again. Are these sentences true or false? [6 mins]

**Aim:** to read and understand details of an email.

-  Pupils read the text again together.
- In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
-  Elicit the answers. If a sentence is false, ask pupils to give the true answer.
-  Pupils take turns to say the sentences to each other. If a sentence is false, they correct it (e.g. It's his last day in Sudan).

**Answers:** A. F (It's his last day in Sudan), B. T, C. T, D. F (He didn't go inside the tomb), E. F (They went in the afternoon), F. T

### AB C. Read the email again. What did they visit? [4

## Pupil's Book (PB) page 87 / Activity Book (AB) page 87

### Starter activity [3 mins]




#### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for the topic of the lesson.

- Ask pupils what they can see in the pictures. Review / teach these words: theatre, market, bridge, tomb.
- Explain that the pictures show different places in Omdurman. Elicit / say where it is (opposite Khartoum, on the west bank of the Nile). If you have a map, point to the place.
- Tell pupils to say the names of other buildings / things you can find in a city (e.g. museum, airport, mosque).

### AB A. Write the words in the box under the pictures. [3 mins]


**Aim:** to review the names of places in a city.

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
-  Pupils find and write the words.
-  Elicit the word for each picture. Check pronunciation.

**Answers:** 1. theatre, 2. market, 3. bridge, 4. bury

### AB B. Write the words from Activity A next to the correct definitions. [4 mins]




**Aim:** to listen and understand definitions of different places in a city.

-  Tell pupils to close their Activity Books. Tell







mins]

**Aim:** to read and find locations of places to visit in a city.

-  Explain that this is a map of Omdurman. It shows places that tourists visit. Read the names of the places on the map. Pupils listen and point.
- Explain the activity. Pupils must read the email again, and find the places that Tim visited. They should draw a circle around them.
-  Pupils read the email and find the places.
-  Elicit the places that Tim visited (Abdelqayam Gate, Khalifa's House, Madhi's Tomb, the market).



#### AB D. Write about where you love and some things you can see and do there. [6 mins]

**Aim:** to write a short paragraph about things you can visit / do where you live.

-  Write the sentences on the board. Elicit some examples for the gaps (see example answers below).
-  Pupils complete the sentences. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.
-  If there is time, choose pupils to read their sentences in front of the class.




#### Look! [3 mins]



- Read each sentence aloud. Pupils repeat. Check pronunciation. Elicit the meanings of each sentence.
-  Explain that the first sentence uses the past simple. We use this to talk about events that happened at a specific time in the past (e.g. this morning, yesterday, last week etc).
-  Explain that the second sentence uses the present perfect. We use this to talk about things we have done in our lives. We don't give a specific time.

#### PB 4. Ask and answer questions about places in Sudan. [4 mins]

**Aim:** to ask and answer questions about an imaginary experience.

-   Tell pupils to imagine that they have been to Omdurman. Tell them to look at the map in AB activity C, and to choose four places.
- Ask some pupils: *Have you visited the market / Abdelqayam Gate / Almourada Park etc?* Pupils answer *Yes, I have / No, I haven't.*
- Choose two pupils. Pupil 1 asks questions (*Have you visited...?*) Pupil 2 answers.
-  Pupils take turns to ask and answer questions (*Have you visited...? Yes, I have / No, I haven't.*) Walk around the room, listening and helping.

#### Homework 2

Pupils draw a simple map of the village / town / city where they live. They write the names of places to visit on the map (e.g. market, mosque).

#### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

#### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

#### End of Lesson 7 Checkpoints:

- Pupils can say and write the names of different places to visit in a city.
- Pupils can read and understand details of an email written by a boy about a trip to Omdurman.
- Pupils can write a short paragraph about things you can visit / do where they live.
- Pupils can ask and answer questions about an imaginary experience.



### Lesson overview:

Reading focus:	understand the main points of an email written by a boy about his time in Sudan
Writing focus:	write definitions of people, places and objects
Grammar:	(1) question words, (2) relative pronouns ( <i>where, who, that</i> )
Functions:	(1) identifying location and describing a place, (2) identifying and referring to people, places and objects
New language:	state, traditional

### Pupil's Book (PB) page 88 / Activity Book (AB) page 88

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. Can you name the places?

**Aim:** to review places and language from Unit 11.




- Point to each picture and ask questions: *What is the name of this place? Where is it? What can you remember about it?* Encourage pupils to use as much English as possible.

**Answers:** A = NTC Tower, B = Marra mountains, C = Omdurman market, D = Pyramids of Meroe, E = Palace of Sultan Ali Dinar, F = National Theatre, Omdurman, G = Sawakin

##### AB A. Label the map. [4 mins]

**Aim:** to understand the location of places in Sudan.

**Materials:** a map / poster of Sudan (if possible)

-  Explain the activity. Pupils must write the names in the box in the correct places on the map.
-  Pupils work together to write the names on the map.
-  Elicit the answers. If you have a map, show the places. Pupils check their answers.
- Say the name of each place in the box. Ask pupils to say where it is (e.g. *The Marra mountains are in the west of Sudan*).

#### Homework 1

Pupils write sentences to say where the places are

in Sudan.

#### PB 2. Read the email. Which pictures does Tim write about? [4 mins]

**Aim:** to read and follow an email written by a boy about his time in Sudan.




- Read the first part of the email. Ask questions: *Who wrote the email?* (Tim) *Who is it for?* (Ben) *What is it about?* (Leaving Sudan).
- Read the email aloud. Pupils follow in their books.
- Point to the pictures in PB activity 1. Ask pupils to say which pictures he writes about (Picture C = Omdurman market, Picture D = Pyramids of Meroe).

#### Homework 2

Pupils read the email again at home.

#### PB 3. Read the text again and answer these questions. [5 mins]




**Aim:** to read and understand the main points of an email written by a boy about his time in Sudan.


-  Explain the activity. Pupils must read the text again. Then they must read the beginnings of each sentence and choose the correct endings (1, 2, or 3). They can write the correct numbers in their notebooks.
-  In pairs, pupils read the text again together. They read the beginnings of the sentences and choose the best answer together.
-  Read the beginning of each sentence and have pupils to say the correct number (1, 2 or 3).

**Answers:** A = 1, B = 1, C = 2, D = 3, E = 3, F = 2 and 3

#### AB B. Complete the questions with the words from the box. [5 mins]

**Aim:** to use question words correctly.

-  Read the first question and explain the activity. Pupils must write a question word from the box in each gap. They must not use the same word twice.
-  Pupils complete the questions with the words from the box.  They check their answers together.




-  Choose different pupils to read the questions. Pupils check their answers. If you have time, elicit the answer for each question.

**Answers:** 1. When, 2. Who, 3. How, 4. How often, 5. Why, 6. What

1. In one hour. 2. His mum and dad. 3. By plane. 4. We don't know. 5. To buy presents / souvenirs for his friends. 6. North Sudan (to see the pyramids of Meroe).

**AB C. Match the start and end of the sentences. [5 mins]**




**Aim:** to review relative pronouns (*where / who*) used in definitions of places and people.

-  Explain the activity. Pupils must match the beginnings of the sentences in the first column with the endings in the second column. Read the example.
-  Pupils draw lines to match the beginnings and endings of the sentences.
-  Choose pupils to read the completed sentences.
- Remind pupils that 'where' and 'who' in these sentences are relative pronouns. We use them to introduce more information about places (where) or people (who).

**Answers:** 1 = A, 2 = F, 3 = D, 4 = C, 5 = B, 6 = E, 7 = G.

**AB D. Write definitions for three of the words in the box. [5 mins]**

**Aim:** to write definitions of people, places and objects.



-  Explain the activity. Pupils must write definitions of three of the words.
- Write on the board: *A market is a place... A teacher is a person... A butterfly is an animal...* Elicit the relative pronouns for each sentence (*where, who, that*). Remind pupils we use 'where' with places, 'who' with people, and 'that' with objects (this includes animals).
-  In pairs, pupils work together to write definitions of the places, people, objects / animals. Walk around the room and help.
-  Choose different pupils to read their sentences aloud. Pupils may write different answers, but check that they use the correct relative pronoun.

**Example answers:** 1. A market is a place **where** you



can buy clothes and food. 2. A school is a building **where** children learn. 3. A teacher is a person **who** helps children to learn. 4. A tourist is a person **who** goes to a place on holiday. 5. A butterfly is an insect **that** has beautiful wings. 6. A turban is cloth **that** you wear on your head.

**PB 4. Play the definitions game. [6 mins]**

**Aim:** to understand and say definitions of people, places and objects.

-  Write these words on the board. Elicit the meaning and the pronunciation of each one: *teacher, tourist, sultan, pilot, tour guide, shopkeeper (It's a person who...), market, school, museum, pyramid, port, hotel, tomb, palace (It's a place where...), butterfly, turban, ring, souvenir, coin, solar panel (It's something / an animal that...)*
- Say some definitions (e.g. *It's a place where you can see lots of boats / It's something that you wear on your head / It's a person who helps tourists*). Pupils guess the words.
-  In groups of three or four, pupils take turns to say definitions of the words on the board. The others guess the word. Walk around the room, listening and helping.

**Can do box [3 mins]**

-  Read the sentences aloud. Elicit the meanings in Arabic.
-  Pupils read each sentence and decide if they can do this in English. If they can, they draw a tick [✓]. If they are not sure, they review lessons in Unit 11 again.

**Homework 3**

Pupils look again at lessons they would like to review.

**End of Lesson 8 Checkpoints:**

- Pupils can name places in Sudan and say where they are.
- Pupils can read and understand the main points of an email written by a boy about his time in Sudan.
- Pupils can use question words correctly.
- Pupils can understand, write and say definitions of people, places and objects.



### Lesson overview:


Listening focus:	understand details of a conversation about where to put a washing machine
Speaking focus:	say where things are in a room
Grammar:	(1) prepositions of place, (2) imperatives, (3) <i>there is / are</i>
Functions:	(1) identifying and expressing location, (2) identifying and referring to objects
New language:	fill, notice

### Pupil's Book (PB) page 89 / Activity Book (AB) page 89

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. What is happening?


**Aim:** to prepare for listening.

-  Tell pupils you will say some sentences about the picture. If the sentence is true, they should wave their hands in the air; if it is false they should put their hands on their heads.
- Say these sentences. Pupils either wave their hands in the air (if true), or put their hands on their heads (if false).
  - *This is a picture of a bedroom.* (F)
  - *There are some cupboards in the room.* (T)
  - *There is a fridge under the window.* (F)
  - *The door is on the left of the picture.* (T)
  - *There are three people in the room.* (F)
  - *The man has a television.* (F)
- Ask pupils to say what is happening. Elicit different ideas. Don't give the answer.

#### PB 2. Listen to the man and the woman. What are they talking about? [3 mins]

**Aim:** to understand the main points of a conversation about where to put a washing machine.






**Materials:** audio track 12.1

- Tell pupils they will listen to the man and woman in the picture talking.
-  Play audio track 12.1. Pupils listen.
- Tell pupils to say what is happening. (The man and woman are talking about the best place to put the washing machine)

#### AB A. Listen again. Complete the conversation. [6 mins]

**Aim:** to understand details of a conversation about where to put a washing machine.

**Materials:** audio track 12.1

-  Explain that the text is the conversation from the audio track.
-  Pupils read the conversation together. They try to guess the word in each gap.
-  Play audio track 12.1. Pupils listen and follow the conversation.
-  Pupils complete the gaps together.
-  Elicit the word for each gap. Pupils check their answers.





**Answers:** 1. next to, 2. when, 3. Where, 4. under, 5. between, 6. behind

#### Homework 1

Pupils read the completed conversation again at home.

#### AB B. Write the words for the pictures. Use the words in the box. [5 mins]


**Aim:** to review the names of furniture and gadgets in the home.

-  Explain the activity. Pupils must find the word for each picture in the box, and write it under the picture.
-  Pupils find and write the words.  They check their answers together.
-  Point to each picture and choose different pupils to say the word. Check pronunciation.

**Answers:** 1. fridge, 2. cooker, 3. microwave, 4. rug, 5. electric iron, 6. mixer, 7. lamp

#### PB 3. Read the safety notice. What do you think the gadget is? [4 mins]

**Aim:** to read and understand a safety notice.

-  Explain that you will read the safety notice for a gadget that people sometimes have in their homes.
- Read the title 'safety notice'. Have pupils to guess



the meaning in Arabic.

- Read the notice aloud. Teach / review these words: leave turned on, in use, turn it off, goes off, metal, fill.
- Read the notice aloud again. Ask pupils to guess what the gadget is (a kettle). Write the word 'kettle' on the board.

### AB C. Draw a picture of a room with furniture.

**Then talk about it. [6 mins]**

**Aim:** to prepare for a speaking activity.




-  Elicit the rooms in a house. Write the words on the board (*kitchen, bedroom, living room, bathroom*). Elicit some of the furniture and gadgets you can find in each room. Write some examples next to each room (e.g. *kitchen: fridge, cooker, table etc.; bedroom: mirror, wardrobe, lamp etc.; living room: sofa, television, rug etc.*)
- Explain the activity. Pupils must choose a room and draw a simple picture of it. They may draw the objects they want in the room.
-  Pupils draw a simple picture of a room. Encourage pupils to draw quickly. Walk around the room to check. After 4 minutes of drawing, end the activity.

### Homework 2

Pupils write some sentences about the room in their notebooks. They say where things are in the room (e.g. *The television is on the table*).

### PB 4. Your turn. Talk about the picture of the room and furniture. [8 mins]

**Aim:** to practise saying and understanding where things are in a room.

-   Explain the activity. Pupils must work in pairs. Pupil 1 will describe the room that they drew in AB activity C. Pupil 2 will listen and draw the room in their notebook. Pupil 1 must NOT show their drawing to Pupil 2. Then they swap roles.
- Write some useful words and phrases on the board: *The room is a ...; on the right / left; there is / there are; behind, under, next to, between, in front of etc.* You can also choose two pupils to give a short demonstration.
-  Pupils take turns to describe and draw the pictures of the room. Walk around the room, listening and helping.

### AB D. Quiz! Guess the gadgets? [3 mins]

**Aim:** to understand definitions of gadgets you can find in the home.

- Tell pupils to close their books, and to make groups of three.
  - Explain the activity. You will describe some gadgets that you can sometimes find in a home. They must listen and discuss the answer, then raise their hands.
  - Read sentences 1-4. After each sentence, choose a group to answer. If it's correct, they win a point.
- Answers:** 1. fridge 2. microwave, 3. radio / mobile phone / headphones, 4. camera

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 1 Checkpoints:

- Pupils can understand details of a conversation about where to put a washing machine.
- Pupils can understand, say and write the names of furniture and gadgets in the home.
- Pupils can read and understand a safety notice.
- Pupils can understand and say where things are in a room.



### Lesson overview:

- Reading focus:** understand the main points of an email from a boy to a friend about schools in New Zealand
- Speaking focus:** ask and answer questions about habits and routines at school
- Grammar:** (1) adverbs of frequency, (2) modal verb + infinitive: *must / mustn't*
- Functions:** (1) talking about habits and routines, (2) talking about obligation and prohibition
- New language:** exam

### Answers:

S	C	U	E	J	M	G	E	U
C	O	M	P	U	T	E	R	S
E	A	A	I	V	C	O	Z	C
N	R	T	R	U	E	G	A	I
G	A	H	K	T	U	R	I	E
L	B	S	E	O	H	A	G	N
I	I	E	X	U	I	P	E	C
S	C	P	I	H	V	H	A	E
H	I	S	T	O	R	Y	S	Q

### Pupil's Book (PB) page 90 / Activity Book (AB) page 90




#### Starter activity [4 mins]

**Aim:** to review language from Unit 3.

- Slowly write these letters on the board: *s-u-b-j-e-c-t*. Tell pupils to raise their hands when they can guess the word. Write the complete word on the board.
- Repeat with more words from the vocabulary boxes of Unit 3 (e.g. *experiment, invention, religion, shape, email, Internet, language, poetry, caretaker, noticeboard*)
- Elicit the Arabic for each word.

#### AB A. Find and circle eight school subjects. [5 mins]

**Aim:** to review the spellings of school subjects.

-  Explain the activity. Pupils must find eight words for school subjects. Words can go from top to bottom, or left to right.
-  Pupils find the words together and draw a circle around them.
-  Pupils compare their answers in small groups.
- Tell pupils to say the names of the subjects (Arabic, Computers, English, Geography, History, Maths, P.E., Science). Check pronunciation.

#### PB 1. Look at the pictures. What can you see? [4 mins]

**Aim:** to review language related to the topic of schools.

- Point to Picture A. Ask questions: *Where are the children? Are the pupils wearing a uniform? Do you wear a uniform?*
- Point to Picture B. Ask questions: *What is the subject? Do you do sports at school? Do you like P.E.? What's your favourite subject?*
- Point to Picture C. Ask questions: *What's the boy doing? Do you have exams? When do you have exams? How often do you have exams?*
- Point to Picture D. Ask questions: *What's the time? What time do you start school? Think about your timetable. What is your first lesson on Thursday? What is your last lesson on Monday?*

#### PB 2. Read the email. Point to the pictures [3 mins]



**Aim:** to read and follow an email from a boy to a friend about schools in New Zealand.



- Explain that the text is an email. It's from Tim to his friend Amien.
- Read the email aloud. Pupils follow in their books.
- Tell pupils to say which pictures Tim writes about (Picture D, Picture B, Picture A).
- Remind pupils that we use 'at' with times (e.g. at nine o'clock), 'on' with days (e.g. on Saturday) and 'in' with the morning / afternoon / evening (e.g. in the afternoon).

#### Homework 1

Pupils read the email again at home.

### PB 3. Read the email again. Ask and answer these questions. [6 mins]





**Aim:** to read and understand the main points of an email from a boy to a friend about schools in New Zealand.

-  In pairs, pupils read the email again together. They read the questions and answer them orally.
-  Read each question and elicit the answers.

**Answers:** A. 9 o'clock. B. No, he sometimes finishes at about five o'clock. C. He sometimes does sports after school. D. He doesn't go to school on Saturday or Sunday. E. P.E. F. He has P.E. G. No, he doesn't play cricket with the girls.

### AB B. Complete the sentences. Use *must* or *mustn't*. [5 mins]

**Aim:** to review using *must* and *mustn't* correctly.

-  Read the first sentence. Elicit the meaning in Arabic. Elicit the meanings of 'must' and 'mustn't'. Explain the activity. Pupils must complete the sentences with 'must' or 'mustn't' to make school rules.
-  Pupils complete the sentences.  They check their answers together.
-  Choose different pupils to read the completed sentences.






**Answers:** 1. must, 2. must, 3. mustn't, 4. mustn't, 5. must, 6. mustn't, 7. mustn't, 8. must

### Homework 2

Pupils read the school rules again and decide if they are true (T) or false (F) for their school. They write T or F at the end of each school rule.

### AB C. Make questions. [5 mins]

**Aim:** to practise the correct word order for questions.




-   Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Read the questions aloud. Pupils repeat. Check

pronunciation.

**Answers:** 1. When do you usually start school? 2. What time do you usually finish school? 3. What subjects do you study at school? 4. What is your favourite subject? 5. Why do you like it? 6. How often do you have English classes?

### PB 4. Ask and answer questions about school routines. [8 mins]

**Aim:** to practise asking and answering questions about habits and routines at school.

-  Ask the first question from AB activity C (*When do you usually start school?*) Choose pupils to answer. Continue with the other questions from activity C.
-  Pupils take turns to ask and answer the questions from AB activity C. Walk around the room, listening and helping.
-  Choose pairs to ask and answer the questions in front of the class.

### Homework 3

Pupils read the questions in AB C again and write answers in their notebooks.

### End of Lesson 2 Checkpoints:

- Pupils can understand, say and spell the names of school subjects.
- Pupils can read and understand the main points of an email from a boy to a friend about schools in New Zealand.
- Pupils can use *must* and *mustn't* correctly to make school rules.
- Pupils can ask and answer questions about habits and routines at school.



### Lesson overview:


Reading focus:	understand the main points of a story about a man who has a bionic hand
Writing focus:	write sentences describing gadgets and what they are used for
Grammar:	past simple: regular / irregular forms
Functions:	(1) talking about ability in the past, (2) describing and identifying objects
New language:	bionic, injured, pick up, radio, successful, wind-up radio

### Pupil's Book (PB) page 91 / Activity Book (AB) page 91

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. What can you see?

**Aim:** to prepare for reading.

- Point to Picture A. Ask: *What can you see?* (a car accident).
- Point to Picture B. Ask questions: *What can you see? Why is the man in hospital? What has happened with his arm?* Encourage different ideas.
- Point to Picture C. Ask: *What can you see?* Write 'bionic hand' on the board. Ask questions: *What is a bionic hand? What is it made of? How does it work?* Encourage different ideas.  Pupils may use Arabic.

#### PB 2. Read the text. What is it about? [5 mins]

**Aim:** to read and follow a story about a man who has a bionic hand.

- Tell pupils you will read a story about the man in the pictures. Read the text aloud. Pupils follow in their books.
- Tell pupils to say what the story is about (a man had an accident and lost his left hand, now he has a bionic hand).
- Review / teach the meanings of these words: injured, firemen, cut off his hand, stuck, wires, pick things up, by myself, get dressed, on my own.
- Remind pupils that we use the past simple tense

when we talk about past events. Elicit some examples (e.g. **had** a car crash, **spent** six months in hospital etc.)




- Remind pupils that *could* is the past form of the verb *can*. We use it to talk about things that we could or couldn't do in the past.

#### Homework 1

Pupils read the story again at home.

#### PB 3. Read the text again. Match the two parts of the sentences. [6 mins]





**Aim:** to read and understand the main points of a story about a man who has a bionic hand.

-  Explain the activity. Pupils must read the story again. Then they must match the beginnings of sentences A-G with the endings 1-7. They can write the letters and numbers in their notebooks.
-  In pairs, pupils read the story again. They work together to match the beginnings and endings of the sentences.
-  Read the beginnings of each sentence A-G. Choose different pupils to read the correct endings 1-7.

**Answers:** A = 4, B = 7, C = 6, D = 2, E = 1, F = 5, G = 3

#### AB A. Complete the text. Use the correct form of the words in brackets. [6 mins]

**Aim:** to write the correct form of common verbs in the past simple tense.

-   Point to the picture, and tell pupils to say what the gadget is. They may use Arabic. Write 'wind-up radio' on the board.
- Read the first sentence of the text. Tell pupils to translate it into Arabic. Read the second sentence with the example. Explain the activity. Pupils must complete the text using the verbs in brackets. They must write the correct form of the verb.
-  Pupils work together to write the correct forms of the verbs in the gaps.
-  Elicit the answers. Write the verbs on the board.

**Answers:** 1. was, 2. watched, 3. had, 4. tried, 5. invented, 7. was, 8. won






## Homework 2

Pupils review the past forms of the verbs in the text. They learn the spellings.

### AB B. Look at the pictures and complete the descriptions. [4 mins]



**Aim:** to review the names of different gadgets and understand descriptions of each one.

-  Point to each picture and elicit the names of the gadgets. Explain the activity. Pupils must read the descriptions, and write the name of a gadget in each gap.
-  Pupils read and complete the descriptions.
-  Elicit the answers. Write the names of the gadgets on the board. Pupils check their answers.

**Answers:** 1. camera, 2. headphones, 3. SAT-NAV, 4. radio



### AB C. Write two sentences. Describe a gadget. [6 mins]

**Aim:** to write sentences describing gadgets and what they are used for.

-  Tell pupils to say the names of gadgets / machines that they know (e.g. digital radio, watch, mobile phone, headphones, fridge, electric iron, microwave, mixer, television, washing machine, cooker, solar cooker, solar panel, webcam, SAT-NAV, camera, computer).
- Write the names of some of the gadgets / machines on the board. Say the name of each one. Pupils repeat. Check pronunciation.
- Write on the board: *You use this to ...* Say some sentences (e.g. *You use this to clean your clothes, You use this to know the time, You use this to keep food fresh, You use this to cook food quickly*). After each sentence, pupils say the name of the gadget or machine.
- Explain the activity. Pupils must choose 1-3 gadgets or machines and write a sentence about each one beginning: *You use this to...*
-  Pupils write sentences about the gadgets / machines.

### PB 4. Play 'Guess the Gadget' Ask and answer questions. [6 mins]

**Aim:** to describe gadgets and say what they are used for.

-  Choose some pupils to read their sentences from AB Activity C (e.g. *You use this to send text messages to your friends*). Other pupils guess the gadget / machine (e.g. mobile phone).
-  In groups of five or six, pupils take turns to read their sentences from AB activity C. The other pupils in the group guess the gadgets / machines. Walk around the room, listening and helping.

### Vocabulary box [3 mins]

- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Say one of the words in Arabic. Pupils say the word in English. Repeat with other words from the box in a different order.

## Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 3 Checkpoints:

- Pupils can read and understand the main points of a story about a man who has a bionic hand.
- Pupils can write the correct form of common verbs in the past simple tense.
- Pupils can say and spell the names of different gadgets.
- Pupils can understand, write and give short descriptions of gadgets and what they are used for.



### Lesson overview:

Reading focus:	understand the main points of a text about role models
Writing focus:	write some sentences about a role model
Grammar:	descriptive adjectives
Functions:	(1) referring to and describing people, (2) talking about ability
New language:	disability, scientist

### Pupil's Book (PB) page 92 / Activity Book (AB) page 92

#### Starter activity [4 mins]



#### PB 1. Look at the pictures. What can you remember about these people?

**Aim:** to review language to describe amazing people.

- Point to each picture and elicit the name of the person. Have pupils to say what they can remember about one. Encourage them to use as much English as possible.
- Write the word 'role model' on the board. Elicit the meaning. Ask pupils to say how each of the people in the pictures is a role model for children. ع They may use Arabic.

**Answers:** A = Mohammed Atta, B = Malala Yousafzai, C = Dian Fossey, D = Rawda Al-Haj, E = Amani Zain Elabden

#### AB A. Complete the sentences,. Use the names in the box. [4 mins]

**Aim:** to read and understand sentences about some amazing people.

- Explain the activity. Pupils must read each sentence, and write one of the names in the box in each gap.
- In pairs, pupils read and complete the information.
- Elicit the answers.

**Answers:** 1. Mohammed Atta, 2. Malala Yousafzai, 3. Dian Fossey, 4. Rawda Al-Haj, 5. Amani Zain Elabden

#### PB 2. Read the text. What is it about? [5 mins]



**Aim:** to read and follow a text about role models.

- Read the text aloud. Pupils follow in their books.
- Ask: *What is the text about?* Pupils answer (different kinds of role models for children). Ask pupils to guess the meaning of these words: disability, dreams.
- Ask pupils to say the different kinds of role models that the text talks about (disabled people, people who have accidents, people who help others, people who are good at something).
- Tell pupils to look at the pictures in PB Activity 1 again. Ask questions:
  - *Who is an example of a role model with a disability?* (Mohammed Atta)
  - *Who is an example of a role model who had an accident?* (Malala Yousafzai)
  - *Who is an example of a role model who helped animals?* (Dian Fossey)
  - *Who is an example of a role model who is good at something?* (Rawda Al-Haj is good at poetry, Amani Zain is good at painting).

#### Homework 1

Pupils read the text again at home.

#### PB 3. Read the text again. Are these sentences true or false? [6 mins]

**Aim:** to read and understand the main points of a text about role models.

- Pupils read the text again together.
- In pairs, pupils read the sentences and decide if they are true or false. They write T or F in their notebooks.
- Elicit the answers. If a sentence is false, have pupils to give the true answer.



**Answers:** A. T, B. T, C. T, D. F (Some role models help people), E. F (artists can be role models)

#### AB B. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to review words from Unit 5.

- Read the words in the box aloud. Elicit the meanings. Say each word. Pupils repeat. Check pronunciation.
- Explain the activity. Pupils must write one of the




words from the box in each sentence.

-  Pupils read and complete the sentences.
-  Elicit the answers.

**Answers:** 1. special, 2. disabled, 3. languages, 4. famous, 5. awards

### AB C. Choose a role model. Write five sentences about him/her. [8 mins]

**Aim:** to write some sentences about a role model.



-  Elicit from pupils if they can think of any examples of these kinds of people. Encourage pupils to give examples from their own lives:
  - A person who has a disability but lives their dreams
  - A person who had an accident but smiles / does something special
  - A person who helps other people or animals
  - A person who is very good at something (e.g. sports, music, poetry, art)
- Choose a person from the examples and ask: *What does / did person do? How is the person special?* Encourage pupils to use as much English as possible, and write some notes on the board.
- Explain the activity. Pupils must choose a role model, and write five things about them (if possible).
-  Pupils write five things about the role model. Remind them to say who the role model is. Walk around the room and help.
-  Pupils read each other's sentences, and check spelling and grammar.

### Homework 2

Pupils can finish writing the sentences at home.

### PB 4. Talk about your role model. [6 mins]

**Aim:** to talk about your role model.

-  In groups of three or four, pupils take turns to ask and answer the question: *Who is your role model?* Walk around the room, listening and helping.
-  Choose pupils to talk about their role models in front of the class.

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Tell pupils to close their Activity Books. Say each word. Tell pupils to spell it. Write the word on the board.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 4 Checkpoints:

- Pupils can read and understand sentences about some amazing people.
- Pupils can read and understand the main points of a text about role models.
- Pupils can write some sentences about a role model.
- Pupils can talk about their role models.

### Lesson overview:

Reading focus:	understand details of an email from a girl about Bonfire Night
Speaking focus:	ask and answer questions about favourite celebrations
Grammar:	(1) present continuous (to talk about the future), (2) question tags with <i>to be</i>
Functions:	talking about future plans and arrangements
New language:	toffee apple

### Pupil's Book (PB) page 93 / Activity Book (AB) page 93

#### Starter activity [4 mins]

##### PB 1. Look at the pictures. Name the celebrations?

**Aim:** to review language about celebrations.

- Point to each picture and ask: *What celebration does this picture show?* (Picture A = a wedding; Picture B = Independence Day, Picture C = Chinese New Year; Picture D = Thanksgiving Day; Picture E = Bonfire Night).
- Point to each picture again and ask questions: *Where is the celebration? When is it? What do people do?* Pupils say what they can remember.

##### PB 2. Read the email. Which of the celebrations is it about? [4 mins]

**Aim:** to read and follow an email from a girl about Bonfire Night.



- Explain that the text is an email. Ask questions: *Who wrote the email?* (Clare) *Who is the email for?* (Fadia)
- Read the email aloud. Pupils follow in their books.
- Tell pupils to say which celebration the email is about (Bonfire Night).
- Ask questions about the celebration: *Where is it?* (In the United Kingdom) *When is it?* (November 5<sup>th</sup>) *What do people do?* (They have bonfires, they watch fireworks). Explain that people eat 'toffee apples'. These are apples covered in syrup.

#### Homework 1

Pupils read the email again at home.

### PB 3. Read the email again. Answer the questions. [6 mins]




**Aim:** to read and understand details of an email from a girl about Bonfire Night.

-  In pairs, pupils read the text again together. They read the questions and answer them orally.
-  Read each question and elicit the answers.

**Answers:** A. She's in London. B. She celebrated Bonfire Night / They had a big bonfire. C. She saw some fireworks. D. They were fantastic. E. Yes. It was delicious and very sweet.

### AB A. Read the plan. Complete the sentences. [5 mins]


**Aim:** to review using the present continuous to talk about future plans and arrangements.



-  Explain that these are arrangements for a wedding day next Saturday. Read the times and the plans (e.g. 9.30 – *have my hair cut*). Elicit the meaning of each plan in the diary (e.g. collect the dress etc).
- Read the example. Explain that we can use the present continuous when we talk about future plans and arrangements. Read the second sentence. Ask pupils to complete it using the present continuous (*At eleven o'clock she's collecting her wedding dress*).
-  Pupils complete the sentences together.
-  Choose different pupils to read the sentences. Write the verbs on the board. Pupils check the spellings.

**Answers:** 1. having, 2. collecting, 3. leaving, 4. getting, 5. celebrating, 6. going

### AB B. Complete the sentences. Use the question tags in the box. [5 mins]

**Aim:** to review using question tags with *to be* correctly.






-  Read the example aloud. Remind pupils how to make a question tag: the same auxiliary verb as the sentence (*is / are*) + *n't* if the sentence is positive + pronoun.
- Explain the activity. Pupils must read each sentence, choose the correct question tag from the box, and write it at the end.

-  Pupils work together to complete the sentences with question tags.
-  Choose different pupils to read the completed sentences. Check pronunciation. Pupils check their answers.

**Answers:** 1. isn't it? 2. aren't you? 3. isn't he? 4. aren't we? 5. isn't she? 6. isn't it? 8. aren't they?

### AB C. Make questions. [5 mins]

**Aim:** to practise the correct word order for questions.

-   Use the example to explain the activity. Pupils must put the words in the correct order to make a question.
-  Pupils write the questions with words in the correct order.  They check their answers together.
-  Choose different pupils to read the questions aloud. Pupils check their answers.
- Read the questions aloud. Pupils repeat. Check pronunciation.




**Answers:** 1. What is your favourite celebration? 2. When is the celebration? 3. How do you usually celebrate it? 4. Do you eat any special food? 5. Why do you like this celebration?

### Homework 2

Pupils read the questions and write answers in their notebooks.

### PB 4. Talk about your favourite celebration. [8 mins]

**Aim:** to practise asking and answering questions about favourite celebrations.

-  Ask the first question from AB activity C (*What is your favourite celebration?*) Elicit different answers (e.g. *My favourite celebration is Eid El-Fitr*). Continue with questions 2-5. Help pupils to answer.
-  Pupils take turns to ask and answer the questions from AB activity C. Walk around the room, listening and helping.
-  Choose pairs to ask and answer the questions in front of the class.

### Vocabulary box [3 mins]



- Read the word in the box aloud. Pupils repeat. Elicit the meaning of the word.
- Tell pupils to say and spell more words for food. Write the words on the board.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 5 Checkpoints:

- Pupils can read and understand details of an email from a girl about Bonfire Night.
- Pupils can use the present continuous to talk about future plans and arrangements.
- Pupils can use question tags with to be correctly.
- Pupils can ask and answer questions about favourite celebrations.



### Lesson overview:

Listening focus:	understand details of a conversation about a future trip in Sudan
Speaking focus:	act out a dialogue about holiday plans and intentions
Grammar:	(1) <i>be going to</i> + infinitive, (2) comparative and superlative adjectives
Functions:	(1) identifying location and describing a place, (2) making comparisons
New language:	nature

### Pupil's Book (PB) page 94 / Activity Book (AB) page 94

#### Starter activity [3 mins]

##### PB 1. Look at the pictures. Do you know where they are?

**Aim:** to review saying where places are.

**Materials:** a poster / map of Sudan (if possible)

- Point to Pictures A-E (A = Dinder National Park, B = Kassala, C = Omdurman market, D = Marra Mountains, E = The Red Sea). Ask questions about each picture: *Where is it? What can you see / do there?*

##### PB 2. Read the brochure. Point to the pictures.

[4 mins] 

**Aim:** to read and follow three short texts from a holiday brochure.




- Tell pupils you will read three short texts from a holiday brochure. Each text is about one of the places in Pictures A-E. Pupils must follow and point to the pictures.
- Read the three texts aloud. Pupils point to the pictures.
- Elicit the answers (Text 1 = Picture A, Text 2 = Picture C, Text 3 = Picture E).
- Tell pupils to say the meanings of these words: nature, wild animals, environment, antelopes, busiest, handicrafts, souvenirs, wonders, go diving, coral reefs.

#### Homework 1

Pupils read the texts again at home.

#### AB A. Read the speech bubbles. Write the place the person should visit. [4 mins]

**Aim:** to read and understand details of three short texts from a holiday brochure.

-  Read the first speech bubble aloud. Ask the pupils *where should the person visit?* Answer Dinder National Park.
- Explain the activity. Pupils must read the sentences and decide where each person should visit.
-  Pupils read the texts and choose a place for each person.
-  Choose different pupils to share their ideas.



#### Homework 2

Pupils write a sentence saying where they would like to go in Sudan.

#### PB 3. Listen to Tim and Amien. Which picture are they talking about? [4 mins]





**Aim:** to understand the main points of a conversation about a future trip in Sudan.

**Materials:** audio track 12.6

-  Tell pupils they will listen to a conversation between Tim and Amien. Tim's family is coming back to Sudan next year. Tim is talking about one of the places that they are going to visit. Pupils must listen and decide which place he and Amien are talking about.
-  Play audio track 12.6. Pupils listen.
- Elicit from pupils which place they are talking about (Dinder National Park – Picture A).

#### AB B. Listen. Complete the text. [5 mins]






**Aim:** to understand details of a conversation about a future trip in Sudan.

-  Pupils read the paragraph. They discuss the information that goes in each gap.
-  Play audio track 12.2. Pupils listen.
-  Pupils work together to complete the paragraph.
-  Elicit answers. Write the missing words on the board. Pupils check their answers.

**Answers:** 1. Dinder National Park, 2. car, 3. comfortable, 4. the / a bus / by bus, 5. mango

### AB C. Write sentences. Comparing different ways to travel. [6 mins]



**Aim:** to review comparative and superlatives.

-   Read these adjectives: *cheap, fast, slow*. Remind pupils that we add the letters 'er' or 'est' to the end of the words when we compare things (e.g. faster, the fastest).
-  Read these adjectives: *comfortable, dangerous, expensive*. Remind pupils that we use the words 'more' or 'most' before each word when we compare things (e.g. more expensive, the most expensive).
- Read the examples. Elicit the meanings. Explain the activity. Pupils must write sentences comparing the different types of transport in the pictures. They must use the adjectives in the box.
-  Pupils work together to write sentences. Walk around the room and help.
-  Choose pairs to read a sentence each.

**Example answers:** Buses are cheaper than planes. Motorbikes are the cheapest. Buses are more comfortable than motorbikes. Planes are the most comfortable. Buses are more dangerous than planes. Motorbikes are the most dangerous. Cars are more expensive than buses. Planes are the most expensive. Cars are faster than buses. Planes are the fastest. Buses are slower than planes. Motorbikes are the slowest.

### PB 4. Talk about where you would like to travel. [6 mins]

**Aim:** to act out a dialogue about holiday plans and intentions.

-  Write these questions on the board. Remind pupils that we can use 'be going to' + infinitive (e.g. get, do, eat) when we talk about future plans or intentions.
  - *Where are you going?*
  - *When are you going there?*
  - *How are you going to get there?*
  - *What are you going to do there?*
  - *What are you going to eat there?*
- Tell pupils to imagine that they are Tim. Ask the questions on the board. Help pupils to answer.
-  Pupils take turns to ask and answer the

questions on the board. Walk around the room, listening and helping.




### Example dialogue:

Where are you going? I'm going to Dinder National Park. When are you going there? I'm going next year. How are you going to get there? I'm going to go by car / I'm going to drive there. What are you going to do there? I'm going to visit the Taka Mountains / see the well of Totil. What are you going to eat there? I'm going to eat mangoes.

### AB D. Make a holiday brochure. [8 mins]

**Aim:** to make a holiday brochure about a place in Sudan.

**Materials:** chart paper (or notepaper), pens, coloured pencils (if possible)

-  Have pupils to say what they know about different places to visit in Sudan (e.g. Meroe was the most important city in the Kingdom of Kush, the Palace of Ali Dinar is now a museum).
-  In groups of three or four, pupils choose two places. They write a short text for a holiday brochure about each place. The text should explain why the place is good for tourists (pupils can use the texts in PB Activity 2 as examples). Remind pupils that they can find information about the places in Unit 8 or Unit 11.
-  Choose groups to show and read their posters in front of the class. If possible, stick the posters on the board or around the classroom.

### Homework 3

If possible, pupils find pictures of the places which they wrote about in AB Activity D. They bring them to class to stick on their posters.

### End of Lesson 6 Checkpoints:

- Pupils can read and understand details of three short texts from a holiday brochure.
- Pupils can understand details of a conversation about a future trip in Sudan.
- Pupils can act out a dialogue about holiday plans and intentions with clear pronunciation.
- Pupils can work together to make a holiday brochure about places in Sudan.



### Lesson overview:



Reading focus:	understand the main points of a text about the importance of looking after the environment
Speaking focus:	talk about how we can help the environment
Grammar:	(1) adverbs of sequence, (2) intensifiers: <i>(not) enough, too (much)</i>
Functions:	describing a sequence or process
New language:	root, shoot (n)

### Homework 1

Read the text again at home.

### PB 3. Read the text again. Answer these questions. [6 mins]


**Aim:** to read and understand the main points of a text about the importance of looking after the environment.




-  In pairs, pupils read the text again. They read the questions and answer them orally together.
-  Read each question and elicit the answers.

**Answers:** A. It is about looking after the environment / planet. B. We only have one planet. C. We can pick up litter. D. We can recycle plastic bottles. E. To make the planet healthy.

### AB A. A. Put the sentences in the correct order. Complete them with the words in the box. [6 mins]

**Aim:** to review adverbs of sequence.

-  Tell pupils that the sentences describe the life cycle of a plant. Read the example sentence. (*First the seeds grow a shoot and some roots*). Elicit the meaning in Arabic. Tell pupils to write the number '1' next to the sentence.
  - Ask: *What happens next?* (*The plant grows tall and strong*). Pupils write number '2' next to the sentence.
  - Ask: *Then what happens?* (*The plant makes seeds*). Pupils write number '3' next to the sentence.
  - Say: *And finally, what happens?* (*The seeds fall onto the ground and everything starts again*). Pupils write number '3' next to the sentence.

- Explain the activity. Pupils must read the sentences in the correct order. They must write words from the box in the gaps.
-  Pupils complete the sentences. If they need help, they can look at the picture in activity B.
-  Elicit the missing words.  Remind pupils that we can use the words in the box when we describe a sequence or an order.


**Answers:** 1. Then (next), 2. Finally, 3. Next (then), 4. First

### Pupil's Book (PB) page 95 / Activity Book (AB) page 95

#### Starter activity [4 mins]

#### PB 1. Look at the pictures. What can you see?

**Aim:** to review language related to the environment.

- Point to each picture and ask the questions below. Encourage different ideas.  Pupils may use Arabic for some of the answers.
  - Picture A: *What is the person doing? Why should you pick up litter?*
  - Picture B: *What is the person doing? Why are trees important?*
  - Picture C: *What can you see? Why are dirty rivers bad?*
  - Picture D: *What is the person doing? Why is it important to recycle things?*

#### PB 2. Read the text. Point to the pictures. [4 mins]






**Aim:** to read and follow a text about the importance of looking after the environment.

- Tell pupils you will read a text about looking after the environment. They must follow the text and point to the pictures in PB activity 1 (e.g. when they read *picking up any litter* they point to picture A).
- Read the text aloud. Pupils follow and point to pictures.
- Tell pupils to say the meanings of these words: *protect animals, pick up litter, tidy, recycle, rubbish, plastic, metal, plant seeds and trees, healthy.*



## AB B. Draw the pictures. [8 mins]

**Aim:** to understand sentences about the life cycle of a plant.





-  Explain the activity. Pupils must draw pictures to show the life cycle of a plant.
- Point to the box labelled 'first' and elicit the drawing (a seed with a shoot and some roots). Point to the arrow, and then to the box labelled 'next'. Elicit the drawing (a tall, strong plant). Elicit the drawings for the box labelled 'then' (a tall, strong plant with seeds); and 'finally' (the seeds falling to the ground).
-  Pupils draw the pictures. Encourage them to draw quickly.
-  Pupils show each other their pictures and say what is happening in each box (e.g. First, the seeds grow a shoot and some roots).

### Homework 2

Pupils show the picture to their families and tell them about the life cycle of a plant.

## AB C. Complete the sentences with *enough* or *too*. [5 mins]




**Aim:** to review *enough* / *too*.

-  Explain the activity. Pupils must complete each sentence with 'enough' or 'too'. Read the example. Elicit the meaning of the sentence in Arabic.
-  Pupils read and complete the sentences.  They check their answers together.
-  Choose different pupils to read the sentences. Elicit the meanings in Arabic.


**Answers:** 1. enough, 2. enough, 3. too, 4. enough, 5. too

## PB 4. Ask and answer questions about how to protect the environment. [5 mins]

**Aim:** to talk about how we can help the environment.

-   Ask about the local area: *How clean is the school / the school yard / our village / town / city...?* Elicit problems (e.g. there is rubbish in the school grounds etc.). Pupils may use Arabic, but write notes on the board in English.
-  Ask: *What can we do to help the*

*environment?* Elicit ideas (e.g. we can have a meeting at school, we can pick up the litter in the school grounds, we can talk to pupils at the school, we can plant some trees etc.) Elicit as many ideas as possible. Write notes on the board in English.

-  In groups of four or five, pupils take turns to say what we can do to help the environment.

### Vocabulary box [2 mins]



- Read each word in the box aloud. Pupils repeat. Elicit the meaning of each word.
- Point to each word. Pupils say the word. Check pronunciation.

### Homework 3

Pupils learn the meanings and spellings of the words in the vocabulary box. If you have time next lesson, you can review these words.

### End of Lesson 7 Checkpoints:

- Pupils can read and understand the main points of a text about the importance of looking after the environment.
- Pupils can use adverbs of sequence to describe the life cycle of a plant.
- Pupils can use enough / too correctly.
- Pupils can talk about how we can help the environment.



### Lesson overview:

Listening focus:	understand details of a conversation between a girl and a doctor
Reading focus:	understand sentences saying what you should do to stay healthy
Grammar:	(1) modal verb + infinitive: <i>should / shouldn't</i> , (2) expressions of quantity: <i>many / much</i>
Functions:	(1) giving advice, (2) saying goodbye
New language:	stay in touch

to read the sentences. Check pronunciation.

**Answers:** 1. He's got a headache. 2. She's got a stomachache. 3. He's got an earache 4. She's got a fever. 5. He's got a cough.



### Homework 1

Pupils write sentences with advice for each health problem (e.g. *You should go to the doctor*).

### PB 2. Listen to Fadia. Where is she? What is wrong with her? [4 mins]

**Aim:** to understand the main points of a conversation between a girl and a doctor.





**Materials:** audio track 12.3

- Tell pupils they will listen to a conversation.
-  Play audio track 12.3.
- Ask: *Where is the girl?* (She's at the doctor's)   
*What's wrong with her?* (She's got a cough).  
Play the audio track again.

### PB 3. Listen again. Are these sentences true or false? [6 mins]

**Aim:** to understand details of a conversation between a girl and a doctor.

**Materials:** audio track 12.3

-  Read each sentence aloud. After each sentence, elicit the meaning in Arabic. Then tell pupils to raise their right hands if they think it's true; or their left hands if they think it's false.
-  Play audio track 12.3. Pupils listen to check their answers.  They read each sentence and discuss the answers in pairs.
-  Elicit the answers. If a sentence is false, tell pupils to give the true answer.

**Answers:** A. T, B. F (He wants Fadia to stand up), C. F (He doesn't say she's got a fever), D. T, E. F (She doesn't eat very much junk food), F. T, G. F (She should take two spoons – one in the morning and one at night)

### AB B. Complete the chart. [8 mins]

**Aim:** to review what you should / shouldn't do to stay healthy.

### Pupil's Book (PB) page 96 / Activity Book (AB) page 96

#### Starter activity [4 mins]




#### PB 1. Look at these pictures. What can you see?






**Aim:** to review language related to health.

- Point to each picture and ask the questions below. Encourage different ideas.
  - Picture A: *What is the boy doing? Why should you wash your hands?*
  - Picture B: *What are they doing? Why? What else can you do to stay healthy?* (e.g. get up early)
  - Picture C: *What is she doing? Can you give some examples of healthy food and drinks?* (e.g. fresh fruit and vegetables)
  - Picture D: *What is he doing? Can you give some examples of unhealthy food and drinks?* (e.g. fizzy drinks)
  - Picture E: *What's the matter with the boy? Can you give some examples of other health problems?* (e.g. malaria, nosebleed)

#### AB A. Look at the pictures. What's wrong? [5 mins]

**Aim:** to review words related to health problems.

-  Point to the first picture and read the example sentence. Explain the activity. Pupils must write a sentence to say what's wrong under each picture.
-  Pupils work together to write sentences.
-  Point to each picture. Choose different pupils

-  Read the words in the chart: *You should... You shouldn't...* Elicit the meanings. Remind pupils that we can use these verbs to give advice.
- Read the first phrase in the box (*drink lots of water*). Have pupils to say which column it goes in (*You should...drink lots of water*).  Explain the activity. Pupils must read the phrases in the box and decide if we should or shouldn't do these things to stay healthy.
-  Pupils read the phrases and write them in the chart.
-  Choose pupils to read the phrases in the 'You should...' column, then choose others to read the phrases in the 'You shouldn't' column.
- Tell pupils to close their Activity Books. Read one of the phrases in the box (e.g. *go to bed late*). Pupils say the complete sentence (*You shouldn't go to bed late*). Continue with all the phrases in the box.
-  Pupil 1 reads phrases from the box (e.g. *drink lots of water*); Pupil 2 says the complete sentence (e.g. *You should drink lots of water*). Pupils swap roles. Walk around the room, listening and helping.

**Answers:** You should: drink lots of water, do lots of exercise, eat fresh fruit and vegetables every day, always wash your hands before you eat.





You shouldn't: drink fizzy drinks with lots of sugar, watch too much TV, go to bed late, eat too much junk food.

### Homework 2

Pupils write more advice in each column (e.g. *You should brush your teeth twice a day. You shouldn't sleep without a mosquito net*).

### AB C. Complete the sentences. Use *much* or *many*. [5 mins]


**Aim:** to review *much* / *many*.

-  Remind pupils that we use 'much' with things that we can't count (e.g. bread); and that we use 'many' with things that we can count (e.g. bananas). Explain the activity. Pupils must complete each sentence with 'much' or 'many'.
-  Pupils read and complete the sentences.  They check their answers together.
-  Choose different pupils to read the sentences. Elicit the meanings in Arabic.

**Answers:** 1. much, 2. many, 3. many, 4. much, 5. much, 6. much, 7. many, 8. much

### PB 4. Goodbye! Read the cartoon. Say good bye to your English class friends. [4 mins]

**Aim:** to read and understand a cartoon about two boys saying goodbye.

-  Read the text in the speech bubbles aloud. Pupils follow in their books.
- Elicit from pupils what is happening (Tim is leaving Sudan, Tim and Amien are saying goodbye).
- Read each line. Elicit the meaning in Arabic. Read each line again. Pupils repeat. Check pronunciation.
- Divide the class into two halves. One half reads Tim's lines, one half reads Amien's lines.

### Homework 3

Pupils look again at lessons they would like to review.

### End of Lesson 8 Checkpoints:

- Pupils can understand and say words related to health problems (e.g. a cough).
- Pupils can understand details of a conversation between a girl and a doctor.
- Pupils can understand and say what you should / shouldn't do to stay healthy.
- Pupils can act out a cartoon with clear pronunciation.

## APPENDIX I: Vocabulary

accident	2.7	cricket	3.2	French	6.3
active	3.4	cupboard	12.1	fresh	1.4
actor	6.3	daily	8.7	frightened	9.5
advantage	2.2	dance	6.1	frozen	10.3
ancient	3.1	danger	9.7	gas	9.8
Antarctica	9.8	daughter	1.2	gas cylinder	2.7
antelope	8.1	dead	1.7	gazelle	9.7
appear	6.5	decide	8.7	get around	5.4
attack	5.2	definition	3.3	get together	7.1
Australia	3.6	delicious	7.2	gorilla	5.3
award	5.6	destroy	9.5	grandchild(ren)	1.2
bacteria	10.1	develop	5.7	grandparent	1.2
Bangladesh	9.4	dial	1.5	grassland	8.4
bank	2.6	diet	10.3	groom	7.6
bead	6.1	digital	4.1	grow up	5.1
become	5.7	disability	12.4	grown	10.3
before	3.4	disabled	5.4	guitar	6.7
bionic	12.3	disadvantage	2.2	handicraft	6.6
bleed	10.5	disease	9.3	hardly ever (adv)	10.2
blind	5.1	diving	8.3	have to	7.5
block (n)	2.1	download	4.6	headache	10.4
bonfire	7.2	dragon	7.2	headmaster	3.7
bookshop	2.6	drawing	6.5	headphones	4.1
both	6.7	drought	9.1	henna	7.6
Braille	5.4	education	4.4	hero/heroine	5.2
break (have a)	3.4	e-learning	4.4	high jump	7.3
breathe	7.2	electricity	2.2	hope	7.7
bridge	11.7	electronics	5.1	horn	9.7
brochure	8.2	empty (v)	3.7	hot-air balloon	8.2
broken	3.7	end	4.5	hourglass	1.5
brush (n)	6.1	enter[for an award]	5.6	hunter	5.3
burn down	9.5	environment	9.1	husband	1.2
bury / buried	11.7	Eritrea	8.3	hut	2.1
camera	4.3	Ethiopia	8.1	hygiene	10.1
Canada	7.5	evening	5.7	ice	10.5
canned	10.3	event	7.3	illness	10.1
capital	3.2	exam	12.2	image	4.5
car park	2.6	expensive	2.2	imagine	8.8
cardboard	4.5	experiment	3.1	include	6.1
caretaker	3.7	factory	7.5	Independence (Day)	7.4
cartoon	6.3	fall down	9.5	injured	12.3
cause	9.5	fall off	10.7	injury	5.4
ceiling	11.2	fall over	10.5	interested	4.7
celebration	7.1	fantastic	7.4	international	7.5
character	6.3	favour	4.7	iron	2.5
choose	7.7	feast	7.1	jewellery	6.1
city hall	2.6	fever	10.6	join	8.7
cloth	11.2	few	9.2	kill	5.3
comedian	6.3	fill	12.1	kiwi (bird)	3.2
Company	1.1	fireworks	7.2	last (for)	9.5
computer scientist	5.7	first aid	10.5	latest	4.3
conversation	2.6	fix	3.7	lay (eggs)	9.6
coral reef	11.6	fizzy	1.4	lid	4.5
correct	1.7	flamingo	5.3	life cycle	9.6
cough	10.4	flood	9.1	light (v)	11.5
crayon	6.5	floor (level)	2.1	lightning	9.5
cream	10.5	four-wheel drive	8.2	line (railway)	8.2



litter	9.3	programme	3.6	stupid	5.4
local	5.6	project	4.4	successful	12.3
location	11.6	property	3.3	such as (adv)	1.3
lock	2.7	protected	8.4	suddenly (adv)	6.4
long jump	7.3	put back	3.4	suit	7.6
lose	9.6	radio	12.3	sundial	1.5
lucky	9.1	railway	8.2	surf	4.6
mainland	11.6	religion	7.1	surprised	1.7
married	7.6	remains	11.5	sweep	3.7
mat	6.6	remote control	2.5	sword	6.2
mean	1.6	replace	3.7	tadpole	9.6
meaning	11.6	right (adj)	6.4	take it easy	8.3
meeting	7.7	river bank	8.7	Tanzania	9.2
member	7.7	role model	5.5	tell the time	1.5
microwave	2.5	roof	11.4	tent	3.6
midday	7.7	root	12.7	three-legged race	7.3
might	8.7	rope	7.3	title	6.5
mobile (phone)	4.1	rug	2.3	toffee apple	12.5
mobile	3.6	rugby	3.2	toilet	2.3
model	4.3	runs (the)	10.1	tongue	10.4
modern	2.1	sadly (adv)	8.4	tool	6.1
movie	4.6	safari	8.4	toothache	10.4
mud	2.1	Sahara	9.2	tornado	9.5
musical instrument	6.2	SAT-NAV	4.3	touch (stay in)	12.8
national park	8.1	saying	1.6	tour guide	11.3
natural	9.8	scholarship	5.7	tracing paper	4.5
nature	12.6	school grounds	3.3	traditional	11.8
nearly	1.8	scientist	12.4	trip (n)	11.2
New Zealand	1.1	scorpion	1.7	truck	8.5
Nigeria	1.5	sea life	8.3	trunk (elephant)	11.6
Nobel Peace Prize	5.2	servant	7.5	tug-of-war	7.3
nosebleed	10.5	set up	5.1	turban	11.2
notice	12.1	shake	6.7	turkey	7.2
noticeboard	3.7	shape	3.1	type	2.1
office	1.1	shoot (n)	12.7	unlock	2.7
on time (adv)	3.3	shoot/shot	5.2	upstairs	2.1
Once upon a time	6.4	shout	3.3	useful	1.6
online	4.4	sick	10.6	view	11.3
only child	1.2	similar	1.8	visitor	11.2
Oxygen	9.2	simple	10.1	wardrobe	2.3
P.E.	3.1	society	9.3	watercolours	6.5
paint (n)	6.1	sofa	2.3	wealth	1.6
panda	9.7	solar panel	11.3	webcam	4.3
parade (n)	7.4	sound (like)	6.2	well (n)	8.3
pass (a ball)	10.7	souvenir	11.1	wheelchair	5.4
percent (adv)	9.2	stadium	8.6	wild	9.4
phone call	4.2	stamp	6.2	wind (instrument)	6.7
pin	4.5	state	11.8	wind-up (adj)	12.3
pineapple	8.7	stick	4.5	wire	4.1
pistol	11.2	sticky tape	4.5	wireless	4.1
pizza	8.6	still (adv)	1.5	writing board	3.4
plan	4.7	sting	1.7		
play (n)	6.1	stomachache	10.4		
poet	6.3	storm	9.8		
poetry	3.5	strange	3.2		
police station	2.6	straw	11.4		
postcard	11.4	string	6.1		
probably (adv)	4.2	stuck	12.3		



## APPENDIX II: Glossary

English	Arabic
office	مكتب
husband	زوج
such as	مثل
dial	يدير
hourglass	ساعة زجاجية
still	لا يزال
sundial	ساعة شمسية
earn	يكسب
wealth	ثروة
scorpion	عقرب
sting	تلسع
surprised	مندمّش
floor	طابق
hut	قطيعة
tape	شريط
modern	حديث
mud	طين
upstairs	الطابق العلوى
advantages	محاسن
difficult	صعب
electricity	كهرباء
expensive	غالى
light	ضوء
rug	مصلاة
toilet	مرحاض
wardrobe	دولاب ملابس
fizzy	غازى
fresh	طازج
remote control	جهاز التحكم من بعد
Bank	ضفة النهر
accident	حادث
gas cylinder	اسطوانة غاز
wireless	لا سلكى
digital	رقمى
string	خيطة
paint (v)	يطلّي
jewellery	مجوهرات
include	يضم
dance	يرقص
bead	خرزة
scholarship	منحة دراسية
develop	يطور



computer scientist	عالم كمبيوتر
local	محلي
enter	يدخل
award	جائزة
role model	قدوة
wheel chair	كرسي المعاقين
stupid	غبى
injury	إصابة
disabled	معاق
braille	طريقة كتابة للمكفوفين
flamingo	طائر اليشروس المائي
shoot	يصوب
hero	بطل
heroine	بطلة
attack	يهجم
setup	يجهز
grow up	ينمو
electronics	أجهزة إلكترونية
blind	اعمى
title	عنوان
drawing	رسم
suddenly	فجأة
poet	شاعر
character	شخصية
actor	ممثل
sword	سيف
stamp	طابع بريد
tool	أداة
turkey	ديك رومي
firework	العاب نارية
dragon	التنين ( حيوان خرافي)
delicious	لذيذ
bonfire	نار توقد للإحتفالات
religion	الدين
feast	وليمة
shake	يهز
handicraft	حرفة
earrings	الحلق / أقراط الأذن
breathe	يتنفس
independence	استقلال
brochure	كتيب
parade	موكب
groom	عريس
bride	عروسة
suit (v)	يناسب



antelope	طبيبة
relatives	اقارب
ceremony	مراسم
diving	غوس
safari	رحلة صيد
truck	عربة
decide	يقرر
drought	قحط
flood	فيضان
percent	بالمائة
society	مجتمع
damage	يحطم
tornado	اعصار
tadpole	أبو ذنبية ( أحد أطوار الضفدع)
gazelle	غزال
panda	حيوان الباندا
the runs	اسهال مائي
canned	معلب
frozen	متجمد
cough	قحة
bleed	ينزف
first aids	اسعافات اولية
cream	مرهم
palace	قصر
souvenir	تذكاري
trip	رحلة
Solar panel	حزمة ضوئية
straw	قش
coral reef	شعب مرجانية
bury	يدفن
theatre	مسرح
bionic	يد صناعية
successful	ناجح
disability	عجز
toffee	حلوي
nature	طبيعة
ancient	قديم
experiment	تجربة
shape	شكل
cricket	لعبة الكريكيت
rugby	الركبي- لعبة كرة
strange	غريب
definition	تعريف
active	نشيط
poetry	شعر



mobile	جوال
programme	برنامج
tent	خيمة
caretaker	وكيل- ناظر
empty	فارغ
fix	يصلح - يثبت
headmaster	مدير مدرسة
noticeboard	لوحة اعلانات
replace	يستبدل
sweep	يكنس
plan	يخطط
interesting	شيق
fever	حمي
save	يحفظ - يدخر
move	يتحرك
tracing paper	ورق شفاف
download	تحميل
sticky tape	شريط لاصق
lid	غطاء
image	صورة
project	مشروع - يعرض
online	متصل علي الانترنت



Unit 1	Skills and indicators
Lesson 1	<b>Reading focus:</b> understand details of an email exchange between a Sudanese boy and a boy from New Zealand. <b>Speaking focus:</b> ask for and give basic personal information.
Lesson 2	<b>Listening focus:</b> listen and understand details of a short description of a family. <b>Speaking focus:</b> ask and answer simple questions about your father.
Lesson 3	<b>Reading focus:</b> understand the main points of an information text about games and hobbies. <b>Writing focus:</b> write an email with basic personal information.
Lesson 4	<b>Speaking focus:</b> ask and answer questions about healthy habits. <b>Reading focus:</b> understand a simple leaflet about staying healthy.
Lesson 5	<b>Reading focus:</b> understand the main points of an information text about sundials. <b>Speaking focus:</b> ask about and say the time in different cities around the world.
Lesson 6	<b>Reading focus:</b> understand the main points of a short text about helping people. <b>Writing focus:</b> write sentences about how often we help people.
Lesson 7	<b>Listening focus:</b> predict and understand what happens in a short story about a scorpion and a frog. <b>Speaking focus:</b> act out a dialogue with clear pronunciation.
Lesson 8	<b>Reading focus:</b> understand details of a text message exchange between two girls. <b>Writing focus:</b> write a short paragraph giving personal information about another person.
Unit 2	Skills and indicators
Lesson 1	<b>Reading focus:</b> understand the main points of short descriptions of houses. <b>Speaking focus:</b> ask and answer questions about your own houses.
Lesson 2	<b>Listening focus:</b> understand the main points of a conversation about a house. <b>Reading focus:</b> understand sentences about the advantages and disadvantages of different houses.
Lesson 3	<b>Reading focus:</b> understand the main points of short descriptions of rooms in a house. <b>Writing focus:</b> write a paragraph about your own house and its rooms.
Lesson 4	<b>Speaking focus:</b> ask and answer questions about where things are in a room. <b>Writing focus:</b> write simple sentences about where things are in a room.
Lesson 5	<b>Listening focus:</b> understand details of two short information texts about technology. <b>Reading focus:</b> understand sentences describing what machines are used for.
Lesson 6	<b>Reading focus:</b> understand a conversation between a man and a boy and follow directions on a map. <b>Speaking focus:</b> act out a conversation about directions with clear pronunciation.
Lesson 7	<b>Reading focus:</b> understand details of a poster about safety at home. <b>Listening focus:</b> understand details of a story about a girl's accident at home.
Lesson 8	<b>Reading focus:</b> understand a short description of where things are in a bedroom. <b>Speaking focus:</b> prepare and present a description of your home and bedroom.

Unit 3	Skills and indicators
Lesson 1	<b>Speaking focus:</b> ask and answer questions about your school timetable. <b>Writing focus:</b> write simple sentences about your school timetable.
Lesson 2	<b>Listening focus:</b> understand details of a boy describing his school in New Zealand. <b>Speaking focus:</b> ask and answer questions about your school and school routines.
Lesson 3	<b>Reading focus:</b> understand the details of a poster about school rules. <b>Writing focus:</b> make a poster about school rules.
Lesson 4	<b>Reading focus:</b> read and understand the main points of a text about the Khalwa. <b>Speaking focus:</b> ask and answer questions about your school day.
Lesson 5	<b>Speaking focus:</b> act out an interview about school subjects. <b>Reading focus:</b> understand the main points of an informal letter about school subjects.
Lesson 6	<b>Listening focus:</b> listen and understand details of a description of a mobile school in Sudan. <b>Writing focus:</b> write a paragraph describing your school.
Lesson 7	<b>Reading focus:</b> understand a list of jobs to do to tidy a classroom. <b>Speaking focus:</b> say what a school caretaker needs to do to tidy a classroom.
Lesson 8	<b>Reading focus:</b> read a text about schools in Sudan and understand the main points. <b>Writing focus:</b> write a letter to a friend about you and your school.

Unit 4	Skills and indicators
Lesson 1	<b>Listening focus:</b> understand the main points of a conversation between a shop assistant and a customer. <b>Speaking focus:</b> ask about and say the price of things.
Lesson 2	<b>Reading focus:</b> understand the main points of an information text about phones in the past. <b>Writing focus:</b> write a text message to a friend.
Lesson 3	<b>Reading focus:</b> to understand an advert for a mobile phone. <b>Writing focus:</b> to write an advert for a gadget.
Lesson 4	<b>Reading focus:</b> understand the main points of a text about ways of educating children who cannot go to school in Sudan. <b>Speaking focus:</b> talk about the advantages and disadvantages of different types of education.
Lesson 5	<b>Reading focus:</b> understand instructions for making a pinhole camera. <b>Writing focus:</b> complete a text giving instructions.
Lesson 6	<b>Listening focus:</b> understand the details of a conversation about using the Internet. <b>Speaking focus:</b> give an opinion about what people should and shouldn't do on the Internet.
Lesson 7	<b>Reading focus:</b> understand the main points of an email from a woman making a request. <b>Speaking focus:</b> make and respond to polite requests.
Lesson 8	<b>Reading focus:</b> understand the main points of an email with questions about technology. <b>Writing focus:</b> write an email to a friend about technology you have.

Unit 5	Skills and indicators
Lesson 1	<b>Reading focus:</b> understand the main points of a text about the life of a blind man from Sudan. <b>Speaking focus:</b> ask and answer questions about a person (using <i>was</i> and <i>were</i> ).
Lesson 2	<b>Listening focus:</b> understand details of a text about the life of a heroine. <b>Writing focus:</b> write sentences about the past events of a person's life.



<b>Lesson 3</b>	<b>Reading focus:</b> understand the main points of a text about the life of a famous woman. <b>Speaking focus:</b> ask and answer questions about the past events of a person's life.
<b>Lesson 4</b>	<b>Reading focus:</b> understand the main points of texts about children with disabilities. <b>Speaking focus:</b> describe how life is difficult for children with disabilities.
<b>Lesson 5</b>	<b>Listening focus:</b> understand details of three children talking about their role models. <b>Writing focus:</b> write a short paragraph about your role model.
<b>Lesson 6</b>	<b>Reading focus:</b> understand the main points of three short texts about children who help in the local community. <b>Writing focus:</b> write about why a person should win an award.
<b>Lesson 7</b>	<b>Reading focus:</b> understand the main points of a story about a famous African role model. <b>Speaking focus:</b> ask and answer questions about a real person's life.
<b>Lesson 8</b>	<b>Reading focus:</b> understand sentences about past events in real people's lives. <b>Writing focus:</b> write a short paragraph about an amazing person.

<b>Unit 6</b>	<b>Skills and indicators</b>
<b>Lesson 1</b>	<b>Listening focus:</b> understand details of four children talking about the arts they like. <b>Reading focus:</b> understand the main points of a text about the arts.
<b>Lesson 2</b>	<b>Reading focus:</b> understand details of short texts about Sudanese arts. <b>Speaking focus:</b> talk about the arts in different parts of Sudan.
<b>Lesson 3</b>	<b>Reading focus:</b> understand the main points of two short texts about two famous Sudanese people. <b>Writing focus:</b> write a paragraph about the life of a famous Sudanese man.
<b>Lesson 4</b>	<b>Reading focus:</b> predict and understand what happens in a traditional story about a girl and a crocodile. <b>Speaking focus:</b> act out a dialogue from a traditional story about a girl and a crocodile.
<b>Lesson 5</b>	<b>Reading focus:</b> understand the main points of a text about an artist from Sudan. <b>Speaking focus:</b> act out an interview with an artist from Sudan.
<b>Lesson 6</b>	<b>Reading focus:</b> understand the main points of a short text about handicrafts in Sudan. <b>Writing focus:</b> write sentences saying what things are made of.
<b>Lesson 7</b>	<b>Listening focus:</b> understand details of a boy talking about traditional musical instruments. <b>Speaking focus:</b> ask and answer questions about playing a musical instrument.
<b>Lesson 8</b>	<b>Reading focus:</b> understand the main points of a text about the arts and different skills. <b>Speaking focus:</b> talk about your likes, dislikes and skills.

<b>Unit 7</b>	<b>Skills and indicators</b>
<b>Lesson 1</b>	<b>Reading focus:</b> understand the main points of a text about Eid El Fitr and Eid El Adha. <b>Writing focus:</b> write sentences about Eid El Fitr and Eid El Adha.
<b>Lesson 2</b>	<b>Reading focus:</b> understand details of three short texts about celebrations from around the world. <b>Speaking focus:</b> ask and answer questions about three different celebrations from around the world.
<b>Lesson 3</b>	<b>Reading focus:</b> understand the main points of an email between two friends about a school sports day. <b>Speaking focus:</b> ask and answer questions about sports preferences and skills.
<b>Lesson 4</b>	<b>Listening focus:</b> understand details of two boys talking about the celebrations of Sudanese Independence Day. <b>Writing focus:</b> write about Sudanese Independence Day.

Lesson 5	<b>Reading focus:</b> understand the main points of a poster about International Children's Day. <b>Speaking focus:</b> talk about children's rights.
Lesson 6	<b>Listening focus:</b> understand details of two girls talking about a Sudanese wedding. <b>Speaking focus:</b> talk about a text showing and describing British weddings.
Lesson 7	<b>Reading focus:</b> understand the main points of an informal message about a naming ceremony. <b>Speaking focus:</b> ask and answer questions about a future special day.
Lesson 8	<b>Reading focus:</b> understand an informal message about a Sudanese wedding. <b>Writing focus:</b> write some sentences about your favourite celebration in Sudan.

Unit 8	<b>Skills and indicators</b>
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Lesson 1	<b>Listening focus:</b> understand details of a conversation about holiday plans. <b>Speaking focus:</b> ask and answer questions about future holiday plans.
Lesson 2	<b>Reading focus:</b> understand details of a brochure about different types of transport. <b>Speaking focus:</b> say sentences comparing different types of transport.
Lesson 3	<b>Reading focus:</b> understand details of a brochure about places to visit in Sudan and holiday activities. <b>Writing focus:</b> write sentences about where you would like to go and why.
Lesson 4	<b>Reading focus:</b> understand details of a text about the features and problems of Radom National Park. <b>Speaking focus:</b> talk about ways of helping a national park.
Lesson 5	<b>Listening focus:</b> find differences between written and oral versions of a short story about travel arrangements, <b>Speaking focus:</b> act out an interview about future travel plans.
Lesson 6	<b>Reading focus:</b> understand the main points of an informal email about a visit to Dubai. <b>Speaking focus:</b> ask and answer questions about personal experiences.
Lesson 7	<b>Reading focus:</b> understand the main points of a story about the River Nile. <b>Writing focus:</b> write sentences about the River Nile.
Lesson 8	<b>Listening focus:</b> understand details of a conversation about holiday plans. <b>Writing focus:</b> write sentences about future plans and intentions.

Unit 9	<b>Skills and indicators</b>
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Lesson 1	<b>Listening focus:</b> understand details of a talk about a drought. <b>Writing focus:</b> write sentences about the weather in Sudan.
Lesson 2	<b>Reading focus:</b> understand the main points of three short texts about forests, deserts and mountains. <b>Speaking focus:</b> ask and answer questions about natural features of the world.
Lesson 3	<b>Reading focus:</b> understand the main points of a leaflet about World Environment Day. <b>Writing focus:</b> write about how we can make a clean environment.
Lesson 4	<b>Listening focus:</b> understand details of four people from different countries talking about environmental problems. <b>Writing focus:</b> complete a short text about environmental problems in Sudan.



Lesson 5	<b>Reading focus:</b> understand the main points of two texts about forest fires and tornadoes. <b>Writing focus:</b> write a paragraph about sandstorms in Sudan.
Lesson 6	<b>Listening focus:</b> understand sentences about the life cycle of a frog. <b>Speaking focus:</b> describe the life cycle of a frog or a butterfly.
Lesson 7	<b>Reading focus:</b> understand details of a text about animals in danger. <b>Speaking focus:</b> say what we need to do to save animals in danger.
Lesson 8	<b>Reading focus:</b> understand the main points of a text about the dangers of the natural world. <b>Listening focus:</b> understand sentences about the water cycle.

Unit 10	<b>Skills and indicators</b>
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Lesson 1	<b>Reading focus:</b> understand the main points of a short text about hand washing. <b>Writing focus:</b> make a poster for young people about personal hygiene.
Lesson 2	<b>Listening focus:</b> understand details of a boy talking about what he does to stay healthy. <b>Speaking focus:</b> ask and answer questions about eating habits and routines.
Lesson 3	<b>Reading focus:</b> understand the main points of a short text about a good diet. <b>Speaking focus:</b> ask and answer questions about the food you have at home.
Lesson 4	<b>Listening focus:</b> understand details of a conversation between a girl and a doctor. <b>Speaking focus:</b> act out a conversation at the doctor's.
Lesson 5	<b>Reading focus:</b> understand a text with instructions for stopping a nosebleed. <b>Speaking focus:</b> say what to do when somebody is cut.
Lesson 6	<b>Reading focus:</b> understand the main points of a poster about malaria. <b>Writing focus:</b> make a poster about how to stop malaria.
Lesson 7	<b>Reading focus:</b> understand a summary of a story about an accident. <b>Speaking focus:</b> act out a scene from a story about an accident.
Lesson 8	<b>Reading focus:</b> understand a text about a boy and what he does to stay healthy. <b>Writing focus:</b> write a paragraph about what you do to stay healthy and fit.

Unit 11	<b>Skills and indicators</b>
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Lesson 1	<b>Listening focus:</b> understand details of a tourist guide describing a tour of Sudan. <b>Speaking focus:</b> ask and answer questions about travel experiences.
Lesson 2	<b>Reading focus:</b> understand details of an information text about the Palace of Sultan Ali Dinar. <b>Speaking focus:</b> say what you would like to visit / see in Sudan.
Lesson 3	<b>Reading focus:</b> understand the main points of an information text about the NTC Tower. <b>Writing focus:</b> write definitions of people, places and objects.
Lesson 4	<b>Reading focus:</b> understand a postcard written by a boy visiting Sudan. <b>Listening focus:</b> listen and find differences between a spoken and written text.
Lesson 5	<b>Reading focus:</b> understand details of an information text about Meroe and its history. <b>Speaking focus:</b> say what people know how to do now and in the past.

<b>Lesson 6</b>	<b>Reading focus:</b> understand a fact sheet about Sawakin. <b>Writing focus:</b> write sentences about Khartoum using information from a fact sheet.
<b>Lesson 7</b>	<b>Reading focus:</b> understand details of an email written by a boy about a trip to Omdurman. <b>Writing focus:</b> write a short paragraph about things you can visit / do where you live.
<b>Lesson 8</b>	<b>Reading focus:</b> understand the main points of an email written by a boy about his time in Sudan. <b>Writing focus:</b> write definitions of people, places and objects.
<b>Unit 12</b>	Skills and indicators
<b>Lesson 1</b>	<b>Listening focus:</b> understand details of a conversation about where to put a washing machine. <b>Speaking focus:</b> say where things are in a room.
<b>Lesson 2</b>	<b>Reading focus:</b> understand the main points of an email from a boy to a friend about schools in New Zealand. <b>Speaking focus:</b> ask and answer questions about habits and routines at school.
<b>Lesson 3</b>	<b>Reading focus:</b> understand the main points of a story about a man who has a bionic hand. <b>Writing focus:</b> write sentences describing gadgets and what they are used for.
<b>Lesson 4</b>	<b>Reading focus:</b> understand the main points of a text about role models. <b>Writing focus:</b> write some sentences about a role model.
<b>Lesson 5</b>	<b>Reading focus:</b> understand details of an email from a girl about Bonfire Night. <b>Speaking focus:</b> ask and answer questions about favourite celebrations.
<b>Lesson 6</b>	<b>Listening focus:</b> understand details of a conversation about a future trip in Sudan. <b>Speaking focus:</b> act out a dialogue about holiday plans and intentions.
<b>Lesson 7</b>	<b>Reading focus:</b> understand the main points of a text about the importance of looking after the environment. <b>Speaking focus:</b> talk about how we can help the environment.
<b>Lesson 8</b>	<b>Listening focus:</b> understand details of a conversation between a girl and a doctor. <b>Reading focus:</b> understand sentences saying what you should do to stay healthy.



**Unit 1****Lesson 2**

**Tim:** This is a photo of my family in New Zealand. Families in New Zealand are usually small, I have one sister, Clare, she's 11. The other child in the photo is my cousin Mathew, he's seven. He's an only child. He doesn't have any brothers or sisters. This is my dad, Wayne and my mum, Shirley. These are my grandparents, George and Rose. They have two sons, my father and his brother John. This is his wife. Her name is Nicola.

**Lesson 7**

**Narrator:** One day a scorpion is walking by a river. He wants to cross the river. The scorpion meets a frog and asks: 'Can you help me cross the river?' the frog says, 'No, sorry. I don't want to help you because you sting frogs.' The scorpion says, 'Don't worry. I won't sting you because I can't swim.'

The frog agrees to help the scorpion so the scorpion climbs on his back. But when the frog swims into the middle of the river, the scorpion stings the frog. The frog is very surprised and says, 'Ow! Why did you do that? Now we are both dead.' The scorpion replies, 'I'm sorry. It's what I do. I can't stop myself!'

**Unit 2****Lesson 2**

**Tim:** What type of house do you live in?  
**Amien:** It's a modern house. It's a very nice house and it's very comfortable. It's big. My bedroom's on the second floor. It's painted blue.  
**Tim:** Do you like living there?  
**Amien:** Yes, I do. It was built five years ago and it's made of blocks. It's cool in the summer.  
**Tim:** Are there any disadvantages?  
**Amien:** Yes, of course. My dad says it's very expensive and sometimes there's no electricity.  
**Tim:** Who lives at your house?

**Amien:** I live with my parents, six brothers and grandparents. It's a big house!

**Lesson 5**

**Boy:** Technology in our houses is very important. It can make our lives much easier. Fridges keep our food cool and fresh so we don't have to go shopping so often. We can wash our clothes in a washing machine and use an electric iron so they look nice. We can use a cooker or a microwave to cook our food. Food cooked in a microwave is quicker, but food cooked on a cooker tastes better.  
**Girl:** My favourite piece of technology in my home is the mixer. It's made of metal, plastic and glass. It has a jug. The jug catches the juice. It's used to mix fruit or make it smaller. I use it every day. I put oranges in it and make orange juice.

**Lesson 7**

**Aisha:** Hi! My name's Aisha. Last week I had an accident at home. I wanted something from a cupboard in the kitchen but it was too high. So I climbed on a chair I was on the chair and my brother came in with a ball. He didn't see me and kicked the ball against the wall. But then the ball hit me and I fell off the chair. I fell on the floor and hurt my arm. My mum took me to hospital and they said it was broken! Now I can't write!

**Unit 3****Lesson 2**

**Tim:** Hi, my name's Tim and I'm from New Zealand. We usually start school at nine o'clock in the morning and finish at half past three in the afternoon. There is no school on Saturday and Sunday. We have both boys and girls in our classes. We have lots of different subjects like Maths, English and Science. My favourite lesson is P.E. because we play sports. My favourite sport is cricket, but I don't play against the girls.



### Lesson 6

**Aisha:** My name is Aisha and I am fifteen years old. I go to an unusual school in my village. We sit under a tree to learn. Our teacher comes to the village to teach us. We don't have a school building with classrooms. There's a blackboard and we learn maths, history, geography and other subjects, too. When I was little we didn't have a school in my village, but now we do. I like studying at school and I'm very happy now.

## Unit 4

### Lesson 1

**Shopkeeper:** Do you like these headphones?  
**Woman:** They're nice. They're a present for my son.  
**Shopkeeper:** Oh, okay. Maybe he'd like these wireless ones.  
**Woman:** Wireless? I don't understand.  
**Shopkeeper:** OK, the red ones have a wire to the mobile phone but the black ones don't have a wire. They're wireless.  
**Woman:** I see. So the black ones are better?  
**Shopkeeper:** Yes, that's right.  
**Woman:** How much are they?  
**Shopkeeper:** The red ones are 300 pounds and the black ones are 250 pounds.  
**Woman:** Mmm, that's too much!  
**Shopkeeper:** How much can you spend?  
**Woman:** I have 200 pounds.  
**Shopkeeper:** Ok. [fade]

### Lesson 6

**Clare:** This is my bedroom.  
**Fadia:** Wow! You've got your own computer!  
**Clare:** It's not mine, it's my dad's but I can use it.  
**Fadia:** What do you use it for?  
**Clare:** I do my homework, I play games and I surf the Internet.  
**Fadia:** [laughs] You 'surf'? What's does 'surf the Internet' mean?  
**Clare:** It means looking for information.  
**Fadia:** How long do you spend on the Internet?  
**Clare:** Oh! I spend about three hours a day on it.  
**Fadia:** I think you shouldn't spend that much time. It's not good for you.

## Unit 5

### Lesson 2

**Narrator:** Malala Yousafzai is from Pakistan. When she was fifteen, she was on a bus coming home from school when some men attacked and shot her. These men were angry that she was at school. They thought girls shouldn't have an education but Malala didn't agree. She said 'One child, one teacher, one book, one pen can change the world.' Malala thinks all girls should get an education.

When she was seventeen Malala won the Nobel Peace Prize. She is the youngest person to win the prize.

### Lesson 5

**Fatma:** Hi, my name's Fatma and my role model is my mother. We have a large family. My mother has nine children. She looks after all of us and is always there to help us.

**Mundtasir:** My name is Mundtasir. My grandfather is my role model. He was born blind, but he never let that stop him. He was a teacher in a village school. I think he is amazing.

**Huda:** I'm Huda and I'm twelve. When I grow up I want to be a teacher like my role model. Her name is Sara and she is always smiling and happy.

## Unit 6

### Lesson 1

**Nafisa:** Hi, I'm Nafisa and my favourite hobby is making jewellery. I have lots of beads in a box. They are different colours and different sizes. Then I use string to make the jewellery.

**Habib:** My name's Habib and I'm learning the Sagraiaa dance. It's difficult to learn, but I want to be as good as my uncle. He does the dance really well.

**Rana:** I'm Rana and I love acting with my friends. I have lessons after school.



We want to do a play, but I don't like acting in front of lots of people. What should I do?

**Jalal:** Hi, I'm Jalal and I like reading. I love reading about the past and I have a great book of Sudanese stories. One day I want to be a writer and tell my own stories.

### Lesson 7

**Tim:** I love Sudanese music. It sounds really beautiful. I think my favourite instruments are the riq and tabla. They look easy to play, but I don't think they are. The oud looks like a guitar, but instruments with strings are always difficult to play. My sister Clare plays the guitar, but she's not very good at it!

## Unit 7

### Lesson 4

**Tim:** Wow! It's amazing, isn't it?  
**Amien:** Yes. It's fantastic.  
**Tim:** Mmm, I like the singing, don't you?  
**Amien:** Not really. I'm not very good at singing, What about you?  
**Tim:** [Laughs] Not really, but I enjoy it anyway.  
**Amien:** I'm feeling hungry. I'm going to get myself some kofta.  
**Tim:** More kofta?  
**Amien:** Yes - Do you want some?  
**Tim:** No, thanks. I'm watching the fireworks. They're great, aren't they? [Sound of fireworks going off]  
**Amien:** Yes, Independence Day is my favourite celebration!

### Lesson 6

**Clare:** This wedding is fantastic, there are lots of people and everyone is having fun.  
**Fadia:** I'm glad you like it!  
**Clare:** Yes, and there's lots of food.  
**Fadia:** Would you like some more kissera?  
**Clare:** Yes please, it's delicious.  
**Fadia:** Here.  
**Clare:** Yum, thanks.  
**Clare:** Oh! What's that?  
**Fadia:** What?  
**Clare:** There are some drawings on the

bride's hands!

**Fadia:** Oh, before the wedding they draw patterns on her hands and feet with henna.

**Clare:** It's very beautiful. What are they wearing?

**Fadia:** The groom is wearing a Jalibiya. It's Sudanese clothing. Some brides wear a white dress, but this bride is wearing red and gold.

## Unit 8

### Lesson 1

**Boy:** Where are you going to go on your next holiday?  
**Girl:** I'm going to go to Damazin. My father is taking me.  
**Boy:** Damazin? Where's that?  
**Girl:** It's in the south of Sudan near Ethiopia.  
**Boy:** What are you going to do there?  
**Girl:** I'm going to visit some relatives. My mother's family live there.  
**Boy:** Are you going to stay in Damazin all the time?  
**Girl:** No, I'm not. My father is going to take me to Dinder National Park.  
**Boy:** What are you going to see in the park?  
**Girl:** We're going to see antelopes and other animals.  
**Boy:** Are you going to see the Blue Nile?  
**Girl:** Yes, I am. The Blue Nile is near Damazin.

### Lesson 5

**Narrator:** Mariam lives in Nyala with her parents. In October she is getting married and her family are all going to the wedding. Ahmed, her younger brother, is working in Port Sudan. He is going to take a plane to Khartoum and then another one from there to Nyala. Both flights take about two hours, but he has to wait in Khartoum for the second flight. Miriam's older brother, Ishag, works in El Obeid. He's going to travel by bus, as this is very cheap. The road between El Obeid and Nyala is about 700 kilometres and is not very good. It will take about 18 hours.



## Unit 9

**Mrs Khadija:**

### **Lesson 1**

Hello everyone. I want to tell you about the drought of 1984 and how it was for me, a 12 year-old child. It was a very frightening time. There was not enough water for cooking and drinking. We had to be very careful.

**Reimaz:**

Why wasn't there enough water?

**Mrs Khadija:**

Sometimes there is too much rain and we have floods, but in 1984 there wasn't any rain for many months.

**Sara:**

Where did you get your water from?

**Mrs Khadija:**

There was one well in the village.

**Reimaz:**

Did you have enough food?

**Mrs Khadija:**

Yes, my family were lucky and we had enough food, but many families didn't have enough.

### **Lesson 4**

**Rubina:**

I'm Rubina and I'm from Bangladesh. One of the biggest problems in my country is too much smoke. Many women use wood to cook food. The smoke can make it difficult to breathe and a lot of people become ill.

**Omar:**

I'm Omar and I'm from Jordan. My country is very hot and some people don't have enough water. Some families have to walk a long way to collect clean water.

**Mary:**

I'm Mary and I'm from Kenya. In Kenya we have lots of animals like elephants and giraffes. People have cut many of the trees in the forests. We need to protect the environment because there are not enough forests for the animals to live in.

**Tim:**

I'm Tim and I'm from New Zealand. We have too much litter and rubbish and we need to recycle things more.

## Unit 10

**Amien:**

### **Lesson 2**

Hi, my name is Amien and I like to stay healthy and fit. I usually get up early in the morning and I always eat a healthy breakfast. Sometimes I eat some fruit. During the day I drink a lot of water. I usually drink six or seven glasses of water every day. I hardly ever eat junk food. I often do exercise – I like playing basketball with my friends. In the evening I sometimes watch something interesting on TV or read a nice book. I never play computer games. I like to go to bed early and I hardly ever go to bed late. I'm healthy and I'm happy.

### **Lesson 4**

**Doctor** [female]

Sit down. What's the problem?

**Fadia:**

I've got a very bad cough [starts coughing].

**Doctor:**

Yes, your cough does sound bad. Could you stand up, please?

**Doctor:**

Could you breathe in? In, out. [pause] Open your mouth.

**Fadia:**

Aaaah!

**Doctor:**

Show me your tongue. You are ill, but it isn't too bad.

**Fadia:**

That's good.

**Doctor:**

How often do you do exercise?

**Fadia:**

Every day.

**Doctor:**

That's good. And how much junk food do you eat?

**Fadia:**

I don't eat very much junk food.

**Doctor:**

Good. It's important to stay healthy. I'm going to give you some medicine for your



**Fadia:** cough.  
**Doctor:** How much should I take?  
**Doctor:** One spoon in the morning and one at night.  
**Fadia:** Thank you, doctor.

## Unit 11

### Lesson 1

**Tour guide:** We will start our tour in Khartoum where you can see the NTC Tower. It is one of the newest buildings in Sudan. We will then travel north by bus to the pyramids of Meroe. From there we will go to Port Sudan and then down the Red Sea coast to Sawakin. On Day 4 of the tour we will fly to the city of Al Fashir in Darfur. There we will visit the palace of Sultan Ali Dinar before travelling west into the Marra Mountains. We will end our tour back in Khartoum. You can then cross the river to visit Omdurman where you can shop for souvenirs, such as leather shoes and clay pots in the market.

### Lesson 4

**Tim:** Last week we went to the city of Nyala. We stayed there for one night in a hotel. Then we went by bus up into the Marra Mountains. The mountains are beautiful. I saw a lot of birds and some beautiful butterflies. The people live in huts which are made from wood and straw. We stopped in a small village and stayed there for one night. In the evening, we had dinner. We had meat cooked on a fire with salad. It was really nice.

## Unit 12

### Lesson 1

**Man:** Where do you want it?  
**Woman:** Can you put it next to the cupboard?  
**Man:** That's not a good idea.  
**Woman:** Why not?  
**Man:** It will be difficult to open the door when you use it.

**Woman:** Mmmm. Yes, you're right. Where do you think it should go?  
**Man:** Over there, under the window.  
**Woman:** You mean between that cupboard and the door.  
**Man:** Yes. What do you think?  
**Woman:** Is it safe there?  
**Man:** Yes, the wire goes behind the machine so it's OK there.  
**Woman:** OK, that's fine.

### Lesson 6

**Tim:** Next year we're coming back to Sudan. My dad says we're going to visit Dinder National park  
**Amien:** That's great. It's beautiful.  
**Tim:** Have you ever been there?  
**Amien:** No I haven't, but I've seen pictures.  
How are you going to get there?  
**Tim:** We're going to drive.  
**Amien:** That's good. Cars are faster than buses.  
**Tim:** Yes, and more comfortable.  
**Amien:** [laughs] Yes, that's true. What else are you going to see?  
**Tim:** I'm not sure. What do you suggest?  
**Amien:** You should go to the Taka Mountains and visit the well of Totil. Then you can relax in mango orchards.  
**Tim:** Mango orchards. I love mangoes, they're delicious.  
[both boys laugh]

## Posters

	Lesson	Title
1	1.7	The Scorpion and the Frog
2	2.1	Types of Houses.
3	3.7	A Tidy School
4	4.5	How Does It Work
5	5.8	Special People
6	6.7	Once Upon a Time
7	7.8	Special Days
8	8.7	My Journey
9	9.6	Life Cycles
10	10.5	First Aid
11	11.4	Into the Mountains
12		World Map





SUDAN  
MODERN  
INTEGRATED  
LEARNING OF  
ENGLISH

4

FOUR