

A Beautiful Mind

Teacher's Guide

5 Level



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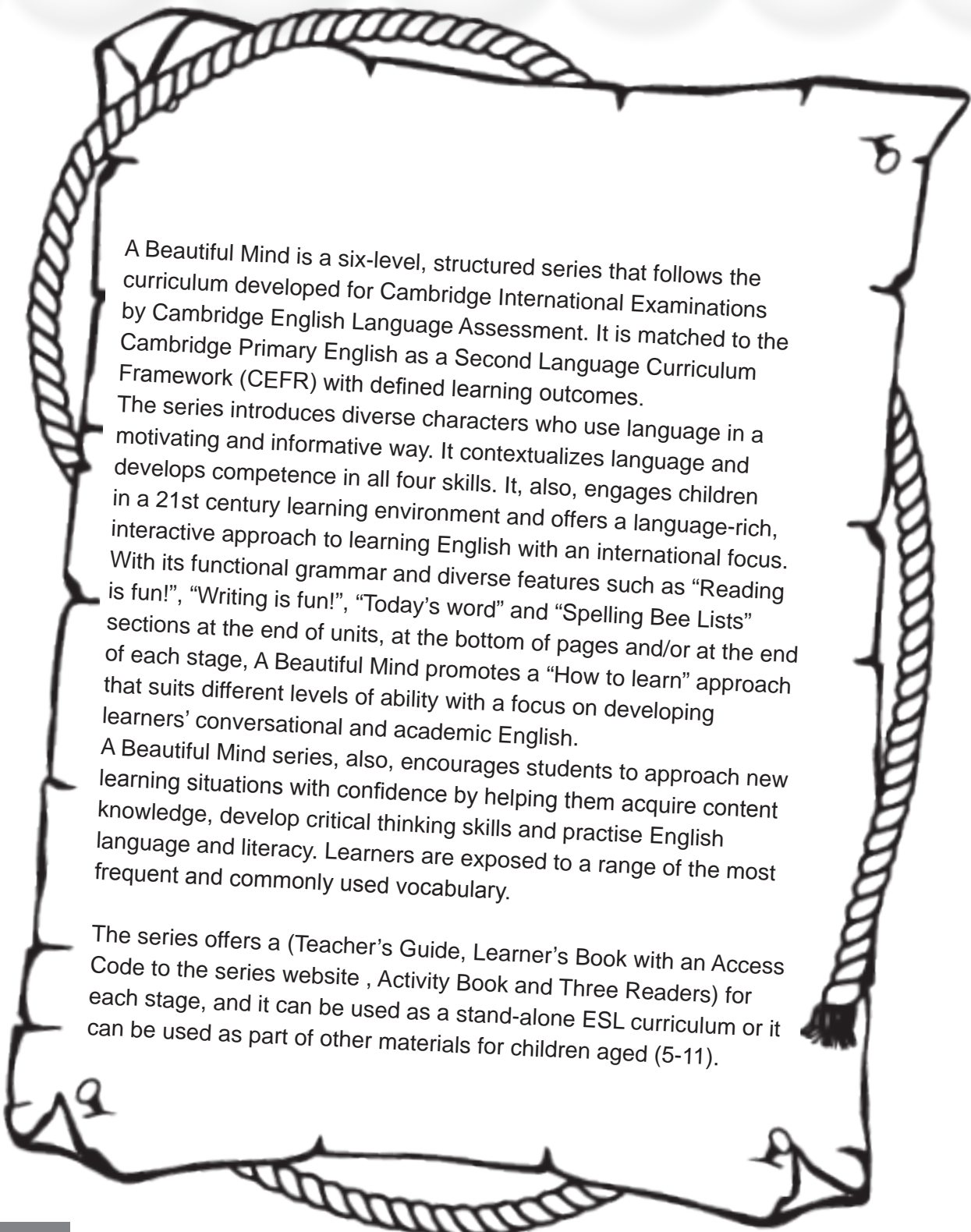
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A Beautiful Mind is a six-level, structured series that follows the curriculum developed for Cambridge International Examinations by Cambridge English Language Assessment. It is matched to the Cambridge Primary English as a Second Language Curriculum Framework (CEFR) with defined learning outcomes. The series introduces diverse characters who use language in a motivating and informative way. It contextualizes language and develops competence in all four skills. It, also, engages children in a 21st century learning environment and offers a language-rich, interactive approach to learning English with an international focus. With its functional grammar and diverse features such as “Reading is fun!”, “Writing is fun!”, “Today’s word” and “Spelling Bee Lists” sections at the end of units, at the bottom of pages and/or at the end of each stage, A Beautiful Mind promotes a “How to learn” approach that suits different levels of ability with a focus on developing learners’ conversational and academic English. A Beautiful Mind series, also, encourages students to approach new learning situations with confidence by helping them acquire content knowledge, develop critical thinking skills and practise English language and literacy. Learners are exposed to a range of the most frequent and commonly used vocabulary.

The series offers a (Teacher’s Guide, Learner’s Book with an Access Code to the series website , Activity Book and Three Readers) for each stage, and it can be used as a stand-alone ESL curriculum or it can be used as part of other materials for children aged (5-11).

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The following is the Cambridge Primary English as a Second Language curriculum framework, designed by University of Cambridge ESOL Examinations. These frameworks offer a comprehensive set of advanced learning objectives for learners of English as a Second Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both inside and outside Europe to plan learners' progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in every strand for each stage are defined in the light of what learners should be able to do in English. This framing of learning objectives as an advanced can-do arrangement should encourage the use of learning-centred, activity-based approaches by teachers in the application of the curriculum frameworks. Student progression in each strand within the curriculum frameworks is planned in terms of the common reference levels in the CEFR.

A1	A2	B1	B2	C1	C2
Basic user		Independent user		Proficient user	

The use of low, mid and high categories signifies the fact that progression across CEFR levels may usually take two or three years in each strand.

Stage 5

	1	2	3	4	5	6
Reading CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Writing CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Use of English CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Listening CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Speaking CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1

It is expected that students will progress in terms of the CEFR in the varied strands of Speaking, Listening and Use of English in the curriculum at a slightly faster pace. This is mainly for the primacy of modified oral input in early years second language teaching where learners typically lack sufficient literacy skills in their mother tongue to develop English through reading and writing. This can be confusing all the more for learners whose first languages are non-Roman script languages – involving the mapping of new unfamiliar sounds to equally unfamiliar symbols. Although such early literacy concerns may differ according to the learning context, one thing remains unchanged; in the pedagogic approach within the curriculum framework, the teacher’s use of structured talk will be the central facilitating factor in supporting early primary learning and that the learning process in the classroom will be noted for high-quality interaction whereby the teacher endeavours to encourage the active use of English by learners in completing all tasks.

This focus on modified oral input – which enables learners to focus on forms as well as meanings – will support the slightly faster incremental development of Speaking, Listening and Use of English skills throughout the curriculum. The assessment framework (look at the table below) is created to support the implementation of the curriculum framework by offering both teachers and learners with motivational end-of-stage objectives and to help teachers, learners and parents monitor progress being made. The assessments at integral transition points throughout the curriculum relate to Cambridge ESOL’s international suite of English language assessments for learners – multi-skilled, externally certificated tests from University of Cambridge ESOL Examinations – and there are end-of-year progression tests for all stages from Stage 3 to Stage 6.

Stage	Assessment	CEFR level
6	KET for School YLE Flyers YLE Movers YLE Starters	A2
5		
4		
3		
2	A1	
1		

1 KET for Schools could be taken at Stage 5 or 6, depending on rate of learner progress.

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The **Cambridge Primary English as a Second Language curriculum framework** constitutes a solid ground on which the later stages of education can be built. Cambridge Primary provides an optional testing structure to evaluate learner performance and report progress for both learners and parents. Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are taken in class and are accompanied with mark schemes so that teachers can mark them by themselves. At the end of Cambridge Primary, schools offering English as a Second Language can choose to enter learners for Cambridge English Language Assessment exams. These exams provide an international calibre and objective evidence that learners are making progress.

Stage 5**Reading**

- **5Re1** Recognise, identify and sound, with little or no support, a wide range of language at text level.
- **5Re2** Read and follow, with little or no support, familiar instructions for classroom activities.
- **5Re3** Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment.
- **5Re4** Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues.
- **5Re5** Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics.
- **5Re6** Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics.
- **5Re7** Recognise the attitude or opinion of the writer in short texts on a range of general and curricular topics.
- **5Re8** Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding.

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Writing

- **5W1** Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics.
- **5W2** Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics.
- **5W3** Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects.
- **5W4** Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency.
- **5W5** Link, with little or no support, sentences into a coherent paragraph using a variety of basic connectors on a growing range of general and curricular topics.
- **5W6** Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.
- **5W7** Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently.
- **5W8** Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently.

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Use of English

- **5Uw1** Begin to use basic abstract nouns and compound nouns; use a growing range of noun phrases describing times and location; on a growing range of general and curricular topics.
- **5Uw2** Use quantifiers including *more, little, few, less, fewer not as many, not as much* on a growing range of general and curricular topics.
- **5Uw3** Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics.
- **5Ug1** Use a growing range of determiners including *all, other* on a growing range of general and curricular topics.
- **5Uw4** Use questions including questions with *whose, how often, how long*; use a growing range of tag questions; on a growing range of general and curricular topics.
- **5Ug2** Use a growing range of personal, demonstrative and quantitative pronouns including *someone, somebody, everybody, no-one* on a growing range of general and curricular topics.
- **5Ug3** Use simple perfect forms to express what has happened [indefinite and unfinished past with *for* and *since*] on a growing range of general and curricular topics.
- **5Uf1** Use future *will* and *shall* to make offers, promises, predictions, on a growing range of general and curricular topics.
- **5Ug4** Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics.

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Use of English

- **5Ug5** Use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a growing range of general and curricular topics.
- **5Ug6** Use common impersonal structures with *it*, *there* on a growing range of general and curricular topics.
- **5Uw5** Use a growing range of adverbs, including adverbs of degree *too*, *not enough*, *quite*, *rather*; use pre-verbal, post-verbal and end-position adverbs; on a growing range of general and curricular topics.
- **5Uf2** Use modal forms including *mustn't* (prohibition), *need* (necessity), *should* (for advice) on a growing range of general and curricular topics.
- **5Uw6** Use a growing range of prepositions of time, location and direction; use *by* and *with* to denote agent and instrument; use prepositions preceding nouns and adjectives in common prepositional phrases; on a growing range of general and curricular topics.
- **5Ug7** Use common verbs followed by infinitive verb/verb + *ing* patterns; use infinitive of purpose; on a growing range of general and curricular topics.
- **5Ug8** Use conjunctions *if*, *when*, *where*, *so*, *and*, *or*, *but*, *because*, *before*, *after* to link parts of sentences in short texts on a growing range of general and curricular topics.
- **5Ug9** Use subordinate clauses following *think*, *know*, *believe*, *hope*, *say*, *tell*; use subordinate clauses following *sure*, *certain*; use a growing range of defining relative clauses with *which*, *who*, *that*, *where*; on a growing range of general and curricular topics.

Listening

- **5L1** Understand longer sequences of supported classroom instructions.
- **5L2** Understand more complex supported questions which ask for personal information.
- **5L3** Understand more complex supported questions on a growing range of general and curricular topics.
- **5L4** Understand, with limited support, the main points of extended talk on a range of general and curricular topics.
- **5L5** Understand most specific information and detail of supported, extended talk on a range of general and curricular topics.
- **5L6** Deduce meaning from context in supported extended talk on a range of general and curricular topics.
- **5L7** Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.
- **5L8** Understand supported narratives, including some extended talk, on a range of general and curricular topics.
- **5L9** Identify rhymes, repetition and alliteration.

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Speaking

- **5S1** Provide basic information about themselves and others at discourse level on a range of general topics.
- **5S2** Ask questions to find out general information on a range of general and curricular topics.
- **5S3** Give an opinion at discourse level on an increasing range of general and curricular topics.
- **5S4** Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.
- **5S5** Organise talk at discourse level using appropriate connectors on a range of general and curricular topics.
- **5S6** Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges.
- **5S7** Keep interaction going in longer exchanges on a range of general and curricular topics.
- **5S8** Relate some extended stories and events on a limited range of general and curricular topics.

What is curriculum?

Across the globe, the term curriculum is used in varied ways. In some countries, 'curriculum' has an all-inclusive meaning, covering not only subjects, but also the connections between subjects, teaching methodology and all facets of schooling that result in the educational experience learners receive. In contrast, in other countries, a narrower interpretation is employed, referring either to a prescribed range of courses (the curriculum in Year 6 contains eight different subjects) or a certain learning programme across different years (the chemistry curriculum at secondary level). In this guide the following definitions are followed:

- **A school curriculum** refers to the combination of subjects studied within a school year and in sequential years as the learner advances up the educational system provided by the school.
- **A subject curriculum** refers to the content and skills contained within a syllabus implemented across sequential stages of student learning. These stages mostly refer to school year levels, and therefore a particular learner's age.
- **Co-curricular curriculum** refers to valuable educational activities that support the learning process beyond the confines of the school curriculum, which the school encourages and supports.
- **The experienced curriculum** refers to the learning students actually receive as an outcome of the whole educational experience. This includes the influence of the school curriculum, teaching methods, the co-curricular curriculum and the learning environment. It includes both the planned and unplanned or unintended outcomes of the curriculum. It is important to point out from the outset that planning the school curriculum, in the light of the subjects to be studied each year towards specific qualifications, is only part of the process. The school's vision and objectives will encompass personal and social outcomes

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as well as academic ones. Learning does not begin or end in classrooms, but it pervades the school environment and larger community. What learners actually experience may not be identical to the written objectives of the curriculum – it will be the result of a complex web of interdependent parts including:

- the school's vision and standards
- teaching quality
- learner enthusiasm and prior knowledge
- school leadership, environment and culture
- the school's curriculum and subject curricula
- assessment practices and expectations
- the school's internal structures and operations.

Therefore, creating a curriculum from first principles, or evaluating an existing curriculum with a view to improving it, is invariably a complex and challenging task. Whereas schools may use similar or even identical written curricula, the experienced curriculum is guaranteed to be unique to each school. For this reason, you must take ownership of your curriculum and evaluate the outcomes on regular basis, against your intentions to make sure the educational experience is enhanced and in line with the school's vision and task.

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The school vision is a gripping sense of the future direction of the school that should be commonly shared and must inspire commitment. Most schools also have a mission statement, which is a written declaration stating the school's educational purpose. Educational goals might be included in the mission statement or listed separately. Together with the vision and mission, they provide direction and focus on what the priorities are. The school strategic plan gives practicality to the vision, mission statement and aims. This should include a statement headlining longer term priorities/aims up to five years ahead, and a thorough, one-year implementation plan.

A Beautiful Mind series is remarkable for applying the Cambridge standards closely. Both the Learner's Book and the Activity Book are designed while having in mind the precise level that each grade is expected to reach. In order to highlight the use of the Cambridge standards in the series, each unit in the first three grades is preceded by a table that clarifies the progression in standards application. In the later grades, each lesson provides a list of outcomes (standards). The lessons of the book are organized smoothly through following a consistent thematic pattern for each unit. With its interactive version, the series does away with old-fashioned, teacher-oriented style, and follows a more progressive approach that places the student's participation at the heart of the learning – teaching experience. Furthermore, the Teacher's Guide for each grade provides an abundance of online resources and fun games for the teacher to choose from.

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Speaking rules you need to know!

1. Don't study grammar too much

This rule might sound strange to many ESL (English as a Second Language) students, but it is one of the most important rules. If you want to pass examinations, then study grammar. However, if you want to become fluent in English, then you should try to learn English without studying the grammar.

Remember that only a small fraction of English speakers know more than 20% of all the grammar rules. Many ESL students know more grammar than native speakers.

Do you want to be able to recite the definition of a causative verb, or do you want to be able to speak English fluently?

2. Learn and study phrases

Many students learn vocabulary and try to put many words together to create a proper sentence. It is amazing how many words some of the students know, but they cannot create a proper sentence. The reason is because they didn't study phrases. When children learn a language, they learn both words and phrases together. Likewise, you need to study and learn phrases.

If you know 1000 words, you might not be able to say one correct sentence. But if you know 1 phrase, you can make hundreds of correct sentences. If you know 100 phrases, you will be surprised at how many correct sentences you will be able to say. Finally, when you know only a 1000 phrases, you will be almost a fluent English speaker.

3. Don't translate

When you want to create an English sentence; do not translate the words from your mother tongue. The order of words is probably completely different and you will be both slow and incorrect by doing this. Instead, learn phrases and sentences so you don't have to think about the words you are saying. It should be automatic.

Another problem with translating is that you will be trying to incorporate grammar rules that you have learned. Translating and thinking about the grammar to create English sentences is incorrect and should be avoided.

4. Reading and Listening are NOT enough. Practice speaking what you hear!

The natural order is listening, speaking, reading, and then writing.

The reason many people can read and listen is because that's all they practice. But in order to speak English fluently, you need to practice speaking. Don't stop at the listening portion, and when you study, don't just listen. Speak out loud the material you are listening to and practice what you hear. Practice speaking out loud until your mouth and brain can do it without any effort. By doing so, you will be able to speak English fluently.

5. Submerge yourself

Being able to speak a language is not related to how smart you are. Anyone can learn how to speak any language. This is a proven fact by everyone in the world. Everyone can speak at least one language. Whether you are intelligent, or lacking some brain power, you are able to speak a language.

You don't have to go anywhere to become a fluent English speaker. You only need to surround yourself with English. You can do this by making rules with your existing friends that will only speak English.

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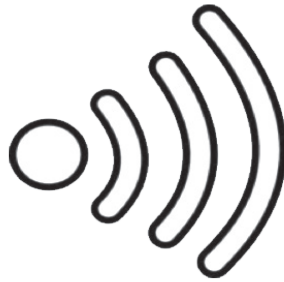
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6. Study correct material

It is important that you study material that is commonly used by most people. In short, study English material that you can trust, that is commonly used, and that is correct.



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Reading rules you need to know!

Right now you are reading English. That means you are using your brain in a very active way. Reading is a very active process. It is true that the writer does a lot of work, but the reader also has to work hard.

Advantages of Reading

1- Learning Vocabulary in Context

You will usually encounter new words when you read. If there are too many new words for you, then the level is too high and you should read something simpler. But if there are, say, a maximum of five new words per page, you will learn the vocabulary easily. You may not even need to use a dictionary because you can guess the meaning from the rest of the text (from the context). Not only do you learn new words, but you see them being used naturally.

2- A Model for Writing

When you read, it gives you a good example for writing. Texts that you read show you structures and expressions that you can use when you write.

3- Seeing “Correctly Structured” English

When people write, they usually use “correct” English with a proper grammatical structure. This is not always true when people speak. So, by reading you see and learn grammatical English naturally.

4- Working at Your Own Speed

You can read as fast or as slowly as you like. You can read ten pages in 30 minutes, or take one hour to explore just one page. It doesn't matter. The choice is yours. You cannot easily do this when speaking or listening. This is one of the big advantages of reading because different people work at different speeds.

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«A reader lives a thousand lives before he dies»

Five Tips for Reading

Tip # 1

Try to read at the right level. Read something that you can (more or less) understand. If you need to stop every three words to look in a dictionary, it is not interesting for you and you will soon be discouraged.

Tip #2

Make a note of new vocabulary. If there are four or five new words on a page, write them in your vocabulary book. But you don't have to write them while you read. Instead, try to guess their meaning as you read; mark them with a pen; then come back when you have finished reading to check in a dictionary and add them to your vocabulary book.

Tip #3

Try to read regularly. For example, read for a short time once a day. Fifteen minutes every day is better than two hours every Sunday. Fix a time to read and keep to it. For example, you could read for fifteen minutes when you go to bed, or when you get up, or at lunchtime.

Tip #4

Be organized. Have everything ready:

- something to read
- a marker to highlight difficult words
- a dictionary
- your vocabulary book
- a pen to write down the new words

Tip #5

Read what interests YOU. Choose a magazine or book about a subject that you like.



Writing rules you need to know!

Writing is one of the most critical English language skills. Many English learners struggle with writing error-free sentences. We have noticed some common mistakes made by learners. Here is a list of things to keep in mind while writing in English.

1. Consistency in the usage of tenses

- Make sure that you do not switch tenses while conveying the same idea.
 - I went to my friend's house yesterday and we play football. (Incorrect)
 - I went to my friend's house yesterday and we played football. (Correct)
 - I wake up every day at 6 a.m. Then I had breakfast with my parents. (Incorrect)
 - I wake up every day at 6 a.m. Then I have breakfast with my parents. (Correct)

2. Subject-Verb Agreement

- This is one of the most common errors made in written English. It is important to choose the correct verb form which agrees with the subject of the sentence.
 - He like Chinese food. (Incorrect)
 - He likes Chinese food. (Correct)
 - I lives in Amman. (Incorrect)
 - I live in Amman. (Correct)



3. Usage of Articles

- Since many foreign languages do not require the use of articles as much as the English language, this is another common mistake in English writing made by learners.
 - He liked book written by my father. (Incorrect)
 - He liked the book written by my father. (Correct)

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4. Capitalization

- The first word of a sentence and proper nouns usually start with capital letters.
- He needs to see a Doctor. (Incorrect)
- He needs to see a doctor. (Correct)

5. Spelling

- There are some words in English which have confusing spelling. It is important to use spell-check to avoid unnecessary mistakes.
- The principle of the school asked the students to keep quiet. (Incorrect)
- The principal of the school asked the students to keep quiet. (Correct)

6. Placement of Adverbs

- Some English learners find it confusing to place adverbs correctly within a sentence.
- I go to the library on Thursday usually. (Incorrect)
- I usually go to the library on Thursday. (Correct)

7. Prepositions after Adjectives

- There are no rules to ascertain which preposition will follow a particular adjective. Therefore, the incorrect use of prepositions is a common thread in the writings of English learners.
- He is accused for theft. (Incorrect)
- He is accused of theft. (Correct)

8. Usage of 'I' and 'me'

- 'I' and 'me' are both personal pronouns and are often used incorrectly.
- My friends and me went to Paris. (Incorrect)
- My friends and I went to Paris. (Correct)



9. Comparison of Adjectives

- There are three rules that need to be taken care of while making the comparative and superlative form of adjectives.

-One Syllable Adjectives

Add (-er) for the comparative and (-est) for the superlative forms of adjectives.

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-Two Syllables

Adjectives consisting of two syllables can form the comparative either by adding (-er) or by preceding the adjective with 'more'. These adjectives form the superlative either by adding (-est) or by preceding the adjective with 'most'. If you are not sure whether a two-syllabic adjective can take a comparative or superlative ending, it's preferable to use more and most instead.

-Three or more Syllables

Adjectives with three or more syllables form the comparative by adding "more" before the adjective, and the superlative by adding "most".

- He is more tall than me. (Incorrect)
- He is taller than me. (Correct)
- She is the beautifullest girl in the class. (Incorrect)
- She is the most beautiful girl in the class. (Correct)

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Other General Writing Rules

1. Use concrete rather than vague language.
 2. Express, not impress.
 3. Simple sentences work best.
 4. Know who your target audience is.
 5. Read it aloud.
 6. Use active voice whenever possible. Active voice means the subject is performing the verb. Passive voice means the subject receives the action.
 7. Avoid overusing there is, there are, it is, it was, etc.
 8. To avoid confusion, don't use two negatives to make a positive without good reason.
 9. Use consistent grammatical form when offering several ideas. This is called parallel construction.
 10. Word order can make or ruin a sentence. If you start a sentence with an incomplete phrase or clause, it must be followed closely by the person or thing it describes. Furthermore, that person or thing is always the main subject of the sentence. Breaking this rule results in the dreaded, all-too-common dangling modifier, or dangler.
 11. Place descriptive words and phrases as close as is practical to the words they modify.
 12. A sentence fragment is usually an oversight, or a bad idea. It occurs when you have only a phrase or dependent clause but are missing an independent clause.
- These are few mistakes that are often committed by the learners of the English language while writing. By keeping a note of these pointers, the learners can very easily overcome the mistakes they make in written English. Remember to write regularly to improve your writing skills.

Listening rules you need to know!

Once you have begun to listen on a regular basis, you might still be frustrated (adjective=upset) by limited understanding. What should you do?

Advice that we give our students:

- Accept the fact that you are not going to understand everything.
- Keep cool (idiom=stay relaxed) when you do not understand - even if you continue to not understand for a long time.
- Do not translate into your native language (synonym=mother tongue).
- Listen for the gist (noun=general idea) of the conversation. Don't concentrate on details until you have understood the main ideas.

Translating creates a barrier between yourself and the person who is speaking

While you are listening to another person speaking a foreign language (English in this case), the temptation is to immediately translate into your native language. However, when you translate into your native language, you are taking the focus of your attention away from the speaker and concentrating on the translation process taking place in your brain. In real life, however, the person continues talking while you translate. This situation obviously leads to less -not more- understanding.

Most people repeat themselves

They probably do. That means whenever you listen to someone speaking, it is very likely (adjective=probable) that he/she will repeat the information, giving you a second, third or even fourth chance to understand what has been said.

By remaining calm, allowing yourself to not understand, and not translating while listening, your brain is free to concentrate on the most important thing: Understanding English in English.

Quantifiers

Structure: Quantifiers (more, much, many, few, less, fewer)

Vocabulary: few-little -much-more and less

Outcomes:

5Re1 5W1
5W3 5Uw2
5L4 5S1
5S3

Teacher's Resources

- The following link provides a worksheet about some quantifiers that students can download and exercises they can practice:
- 1 <http://busyteacher.org/11392-many-much-some-any-worksheet.html>

At the beginning:

- Greet the students by saying good morning. Encourage them to respond in the same way. This can be done by putting your hands to your ears, as if you are expecting to hear something "Good morning teacher". Then ask them 'How are you?'
- Introduce yourself. Ask students about their names. Ask them 'What day is it today?' (as a kind of brainstorming so that you enthuse them to remember certain information they have learnt in previous classes).
- break the ice, since it is the first meeting, by playing the following useful game. Write the letters ABC.... on the board, above each letter write the following letters randomly:

L for left,

R for right, or

C for clap.

The students have to say the alphabet while they raise their Left (L) or Right (R) hand or clap (C) as the teacher proposes. This icebreaker exercise is very good for kinesthetic students as they would be able to participate a lot. You can do it in pairs in front of the class in rows or with the whole class as you wish!! Participate if you can!

Example:

LCRRLCLLLRCRRRL

ABCDEFGHIJKLMNPO

Quantifiers

Presentation:

- **Warm-up Activity:** Ask students certain questions in order to benefit from their responses. Say: Did you go to the mall yesterday? What did you buy? Did you see many people? Are there more boys or girls in the mall? Are the children fewer in the mall than the school or more? Is there less or more noise in the mall than in your house? Elicit different answers. If students could not answer provide some help; answer more questions and write the answers on the board. Enthuse them to answer.
- Introduce the words (more, much, many, few, less, fewer). Write them on the board. If you feel that it is difficult to give students all the words at the same class, you can give them one quantifier in each class.
- Use the students' statements in a way that enables you to use such words. Say: Many of you went to the mall yesterday, and you bought many things. Some of you answered that there are fewer children in the mall. Therefore, there are more children in the school. There is much noise in the mall.
- Draw a vertical line in the middle of the board. Write (much), that is used before uncountable nouns, and write its opposite on the second half of the board (many), that is used before countable nouns. Underneath the word (much) write (more) and its opposite in meaning (less) and (fewer) explain the difference between (less) and (fewer), whereby the former precedes uncountable nouns while the latter precedes countable nouns. Give students more examples.
- Enthuse students to write sentences using such quantifiers.
- Have a worksheet to encourage your students practice different exercises. Provide only two options. Ask for volunteers to provide the correct answer. It is not wrong to ask for translations (interpretations) to make sure that your students understand the meaning.
- Ask them to open their books on p.6 and to read the text silently.
- Write some questions on the board. After students finish their silent reading, divide your students into groups and have them answer the questions together. The first group that finishes first and answers the questions correctly should be honored.

Today's Word: Awful

(Adj) Extremely bad or unpleasant/terrible

- Write the word on the board. Ask students if they know this word. Write its meaning. Give some examples. Ask students to give you more examples using the word awful.

The answers of the questions:

1. There are many people at the mall.
2. There is much noise.
3. 'Fewer people' means less noise.
4. Because they might be at school.

Activity Book, page 4

1 Read and choose

- There are many activities that you can do at the mall. You can have much fun. Usually, people spend not much of their time at malls in shopping. Crowded and busy days at malls mean much noise. Children are more on weekends. There are many restaurants where you can find much of the delicious food.

2 Answer the questions

- We can have much fun and go shopping.
- The less busy and crowded days.
- Student' s own answer
- There are many restaurants where we can find much of the delicious food.

Quantifiers

Presentation:

- Make a short revision about quantifiers. Ask some questions so that students can retrieve the information they have learnt in the previous class. Ask them to give you some sentences using quantifiers. Write the sentences on the board.
- Ask them to open their books on p.7. Say 'What can you see in this picture?' 'Where are these people?' Ask them certain specific questions pointing to the shops, to the printer, and asking about the colours. You can ask them anything so that students can get enough idea about what people do at the mall.
- Read the question at the top of the page loudly. Encourage students to write five sentences on their notebooks using quantifiers. Give them 10 minutes. Observe them and have a look at all of the student's notebooks.

The sentences:

1. Many people go shopping at the mall because the prices are less.
2. Few people go there just for entertaining.
3. Many families take their children to play different games and have much fun.
4. Some friends gather at the malls and go to few shops and restaurants where they can eat and drink.
5. In this picture, there are more females than males.

Accept any student's sentence. Correct the mistakes of the students indirectly by leading him/her to self-correction.

Today's Word: Hilarious

(Adj) Extremely funny/hysterical

- Be creative think up your own way to teach this word!

Activity Book, page 5

1 Match and write

much comfort
 many students
 much homework
 many problems
 much noise
 much sugar

2 Write

Student's own answer

Quantifiers

Presentation:

- Have your students practice the different quantifiers. Ask them to open their books on p. 8.
- Read the first question and explain what their responsibility in this exercise is.

The answers:

Deserts have much rain and plants. (false)

There are more tigers in the desert than rivers. (false)

Chinese people are fewer than Qatari people. (false)

Frogs can jump few hundred meters in the air. (false)

There is much ice in the North Pole and South Pole.(true)

- Move to the second exercise. Ask them some questions about the different pictures. Have them read the questions loudly. Make sure that they understand every single word in order to be able to answer the questions. Play the interactive CD. Observe their performance and their listening skills. Play it again and have your students check their answers. You can play the CD up to three times. After that, discuss the answers together and have the students write the answers on the board.

The answers:

1- He likes his coffee with little sugar.

2- He is tired because he has much homework to finish today.

3- Because she wanted to find time to relax, but she couldn't.

4- Because few customers came and didn't buy anything.

Today's Word: Humorous

(Adj) Full of or characterized by humor

Quantifiers

Activity Book, page 6

1 Search and decide: true or false?

- Deserts have little rain. True
- There are more cars today than in the past. True
- You can buy more with less money. False
- Birds can swim few hundred meters inside water. False
- Today's telephones look much attractive than other past telephones. True

2 Listen and answer

- Pic. 1: Because he likes Chinese tea with much sugar.
- Pic. 2: Because he carries many books in his bag
- Pic. 3: Because he has fewer days that he wanted to prepare for the wedding
- Pic. 4: Every day he sells and makes more than one hundred dollars. But today he didn't sell because few customers came and didn't buy anything.

Intensification

Presentation:

- Have your students work in pairs. Give them enough time to put the words in the appropriate gaps. Then discuss the answers together.

The answers:

2.little

3.less

4.few

5.much

6.fewer

7.more

- The second exercise employs critical thinking and giving opinions. Students may agree or disagree. However, you, as a teacher, should respect students' opinions whatever they are.
- Ask them about the two people. Give them information about these two personalities. Read loudly what each one said. Make sure that students understand every single word in order to provide interpretations and express their opinions.
- Advise your students to visit the following website and watch a short but a very useful video about quantifiers. http://www.eslvideo.com/eslvideo_quiz_lowint.php?id=22074

Today's Word: Horrible

(Adj) Causing horror; shockingly dreadful or extremely unpleasant

- Show them a video about a horrible accident from a certain cartoon e.g Tom & Jerry then explain that the accident was horrible. Change your intonation. Then ask them if they guessed the meaning.

Intensification

Activity Book, page 7

1 Fill in the gaps

- 1.few
- 2.little
- 3.little
- 4.many
- 5.much
- 6.much
- 7.few

2 Using these words, write meaningful sentences

Student's own answer

Activity Book, page 8

1 Rewrite these sentences and change the underlined words with synonyms

- 2.ill
- 3.stone
- 4.easy
- 5.huge
- 6.enjoy

2 Questions 2: Write a paragraph about a funny experience you had.

Student's own answer

Reading is fun: Famous quotes

Encourage your students to read the quotes and search for these different people. Tell them about the benefits of reading. Enthuse them by promising them to give a present for those who read the text.

In the next class ask them any question that is related to the text. Fulfill your promise.

Will + Shall

Structure: Will/Shall + base form
(offer, promise, prediction)

Vocabulary: (offer, promise, prediction, plant, harvest, cosmology, global warming, energy, consumption, so & because, hummingbird, quotes)

Outcomes:

5Re2

5W5

5S3

5Ug8

Presentation:

- Encourage students to use the modal verbs 'will' and 'shall' in their daily speech. Introduce various sentences with different functions (offer, promise and prediction) such as: 'Cars will fly in 2030. Prediction', 'I will take you to the mall if you get a full mark in English exam. Promise', 'I will help you wash the dishes. Offer', 'Shall I ask Dr. Ahmad to help us? Offer'.
- Write the words 'prediction', 'offer,' and 'promise' on the board. Beside each function write sentences that express it. Explain the function in simple words. You can talk about real situations that will take place inside the classroom. You can say 'I will take you on a scientific trip to the museum'. Promise and say 'I promise you to take you to the museum'. 'You will be great intellectuals in the future' and say 'I predict that you will be great intellectual in the future'. 'I will help you answer certain questions in the Activity Book' and say 'I provided an offer'. On the board, write the word 'will', and list its uses underneath. (offer, promise and prediction). After that give your students examples using 'shall', which in this lesson is used to provide an offer. Ask them 'shall I help you in the workbook exercises?' and say 'I am providing an offer'. Let them distinguish that 'shall' is used with the first person pronouns (I, we). Be creative and give more examples.
- Ask students to write different sentences using 'shall' and 'will'. Give them enough time. Observe them and provide them with help when needed.
- An interesting drill you can have your students practice is to divide them into group sitting in circles. You should prepare beforehand a number of cards, on each card there are a number of sentences which have the modal verbs 'shall' and 'will'. Give each group a card. Each group's responsibility is to determine the right function of each sentence. The first group which finishes and determines all the functions correctly is the winner.
- Ask students to open their books on p.11. Give them enough time to find the answers of the first exercise. Then discuss them together.
- Move to the second exercise read the quotes loudly. Encourage your students to provide their opinions. Let them express their thoughts freely.

Will + Shall

1-Choose: offer, promise or prediction?

- 1- I will drop you off to the airport tomorrow to say goodbye. (promise)
- 2- Shall I pick you up at 7:00 a.m.? (offer)
- 3- I will give you my car as a gift when you pass all your exams. (promise)
- 4- I think that our team will win this year because it came back stronger. (prediction)
- 5- It looks like you need some help with these bags. I will lend you a hand. (offer)
- 6- Shall I call Mr. Raul in Spain to tell him about the accident? (offer)

Today's Word: Detest

(V) To hate intensely

Such abstract word can't be taught through showing images but through putting the students in the situation. A possible way to teach such word is to put it in a sentence or use synonyms and antonyms accompanied with using the facial expression and the body language so that students may guess the word's meaning.

Activity Book, page 9

1 Choose: offer, promise or prediction

- Don't worry! I will buy you this toy. (promise)
- Come on, I'll help you paint these chairs. (offer)
- I will clean my room as soon as I get home. (promise)
- Will you study English alone or will you need some help? (offer)
- I think that these Science activities will get more difficult. (prediction)
- I think he will not do it again after he got punished. He knows now the consequences of his behaviour. (prediction)

2 Fill in the spaces with "Will/Shall"

- 1.shall
- 2.shall
- 3.will
- 4.will
- 5.will
- 6.shall

Will for predictions

Structure: will for predictions

Presentation:

- **Warm-up Activities:** Make a short revision about the functions of **will** and **shall**. Ask students to open their books on p. 12. Ask them, while you are pointing to the earth, 'What is this?' 'Where do we live?', 'What is the title of the lesson?', 'What do you expect the lesson talks about?'
- Ask students to read the text silently. While they are reading, write different questions on the board. After they finish read the text loudly so that students can acquire the correct pronunciation. Then choose an advanced student to read the first paragraph. After that choose different students to read.
- Let them work in pairs to answer the questions on the board and the questions on p.13. Discuss the questions together and have your students write the answers on the board.
- Move to the second exercise and have the students work individually in order to write five sentences about the effects of global warming. Give them enough time. Check their answers.
- **For more information about global warming show your students the following video and have them answer the accompanying questions:**

http://www.eslvideo.com/eslvideo_quiz_int.php?id=24711

1-Answer the questions

- 1- If we consume energy every day, the pollution will continue to rise.
- 2- Some scientists say it will rise between 2°C and 6°C by the end of the 21st century.
- 3- High and wet places will receive more rainfall.
- 4- Hurricanes will likely increase because ocean's surface temperatures will increase.
- 5- will continue/will also rise/will rise/will change.....etc.

2-Write five sentences

Student's own answers

Will for predictions

Today's Word: Suggest, Argue

Suggest: (V) To mention, introduce, or propose (an idea, plan, person, etc.) for consideration, possible action, or some purpose or use

Argue: (V) To put forth reasons for or against; debate

- You can invent a situation in which you can suggest something or argue for or against something.

Activity Book, page 10

1 Read and fill the gaps with words from the box

We consume energy every day and pollution will continue to rise. The Earth's temperature will also rise. Some scientists say it will rise between 2°C and 6°C by the end of the 21st century! In many places, global warming will result in more hot days and fewer cool days. Longer, more intense heat waves will impact many large areas. High and wet places will receive more rainfall. Tropical and dry places will probably receive less rain.

Increases in rainfall doesn't mean there will be more rainy days; it means that there will be longer and wetter storms. Hurricanes will likely increase because ocean's surface temperatures will increase. So, global warming will change both temperature and precipitation events, and it will influence life on Earth in many ways.

2 Answer the questions

1. Why will pollution continue? Because we consume energy every day.
2. Why will there be more hot days and fewer cool days? Because of global warming.
3. What will happen to the high and wet places? High and wet places will receive more rainfall.
4. What does the increase in rainfall mean? It means that there will be longer and wetter storms.
5. How can we help to stop pollution from increasing? Student's own answers.

Suggested answers: 1. Walk or ride a bike instead of a car. 2. Use public transportation 3. Recycle everything that you can.etc

Activity Book, page 11

1-Using these words, write meaningful sentences

- Student's own answers

Conjunctions (So, Because)

Structure: Conjunctions: 'Because' to show reason & "So" to show result

Presentation:

- Greet your students. Ask them 'What day is it today?' Be close to your students, approach their hearts by asking them about their feelings when they study English, encourage and enthuse them, try to make English class the best for them.
- Introduce the two conjunctions 'because' and 'so' through giving different sentences from the students' lives. Say: 'You got a full mark because you studied very hard'. Write the sentence on the board. After that connect the same sentence by using the conjunction 'so' and change the positions; Say: 'You studied hard. So, you got a full mark'.
- Give more examples. Show them a picture of a crying girl and a picture of an ice-cream. Write on the board 'The girl started crying', 'the girl dropped her ice-cream'. Explain to them that you will use **because** to connect these two sentences, say 'The girl started crying because she dropped her ice-cream'. Illustrate to them that we use **because** to show reasons and we use **so** to show results. Draw their attention to the punctuation marks. Tell them let's reverse the two sentences by using the conjunction **so**. Say: 'She dropped her ice-cream. So, she started crying'.
- Write more examples on the board. Let your students connect the different sentences using the conjunctions. Encourage your students and enthuse them to do their best.
- Move to p.14. Ask a student to read the sentences. Then move to exercise two, have your students work individually to connect the two sentences using **because** and **so**.

2-Connect the sentences with (because/so)

- 1- There is little rain in deserts. So, it is hard to live there.
- 2- We can't go to the festival because we lost our tickets.
- 3- He's the best student in mathematics. So, they gave him an award.
- 4- We didn't paint the roof of our house yesterday because it was raining.

Conjunctions (So, Because)

Today's Word: Claim

(V) To demand by or as if by virtue of a right; demand as a right or as due/to assert or maintain as a fact e.g She claimed that she was telling the truth.

- Write the words' meaning on the board and ask them to write a sentences using the verb claim.

Activity Book, page 12

1 Fill in the gaps with the appropriate conjunction

1. so
2. when
3. where
4. and
5. but
6. so
7. or
8. because

2 Connect the sentences with (because/so)

- 1 It was cold. So, I shut the window.
- 2 He doesn't like her because she isn't nice.
- 3 The water was extremely cold. So, we didn't swim.
- 4 I'll be home late tonight because I have to work late.
- 5 I'm sleepy today because I couldn't sleep last night.

Reading is fun: Humming Bird

Encourage your students to read the text at the weekend. The next class, ask them a few questions: 'Have you seen a hummingbird before? Where can you see it?' 'What do you know about humming birds?' 'Why are they called humming birds?'

To show them a video on humming birds, open YouTube and write the keyword 'Humming Bird'. Enjoy watching any video about this attractive bird!

Present & Past continuous

Structure:

- Present continuous (People are always talking about dinosaurs.)
- Past continuous (Many dinosaurs were dying.)

Outcomes:

5Re2 5W1
5Ug5 5L5
5S2 5S6

Vocabulary:

Dinosaurs, Paleontologist, asteroid, era, extinction, lizard

Presentation:

- Students are already familiar with the present continuous and the past continuous tenses since they took them in the third grade. However, as a teacher you should introduce the rule as a new topic. The students' interaction with you will help you explain the tenses easily and in an interesting way.
- 1 Introduce the present continuous with an action that is familiar to the students and that is taking place at the time of speaking.
- 2 Ask a student to come in front of the class and ask him/her to jump. While he is doing that, tell the class that 'he is jumping'. Bring another student and ask him to jump then say 'They are jumping'. Write on the board and say 'I am writing on the board now'. Sit down and pick up a book. Say: 'I am reading'.
- 3 Repeat the three sentences. Focus on the subject + verb to be (he is/I am/they are).
- 4 Use the same sentences to teach them the past continuous. Say: 'Student A was jumping', 'Student A & B were jumping', 'I was writing', 'I was reading'.
- 5 Ask students to give you examples about both present and past continuous.
- 6 Move to the Learner's Book. Ask your students to open their books on p. 16. As a warm-up activity, ask them: 'What can you see in the picture? What do you know about dinosaurs? A funny question you can ask is: 'Have you ever seen a dinosaur?!'
- 7 Play the interactive CD. Ask the students to point to each word that they hear. Monitor them. Play the interactive CD again. Choose different students to read the text. Read the difficult words loudly and ask the students to repeat after you. You can benefit from the interactive version to learn the right pronunciation e.g Triceratops, Tyrannosaurus, Magnapaulia. Challenge them to pronounce the words correctly. Give extra marks for those who pronounce the words correctly.

Present & Past continuous

- 8 Move to the first exercise on p. 17. Let your students search for five facts about the dinosaurs.
- 9 Divide your students into four groups. Give each group a question to answer.

3-Answer these questions

- 1- The age of dinosaurs continued for 160 million years.
- 2- The word dinosaur comes from the Greek language and means 'terrible lizard'.
- 3- They study dinosaurs.
- 4- No longer existing or living.
- 5- People are always talking about dinosaurs. (present continuous), many dinosaurs were dying. (past continuous)

Today's Word: Psychology, Economy

Psychology: (N) The science that deals with mental processes and behavior

Economy: (N) The management of the resources of a community, country, etc., esp. with a view to its productivity

Teacher's Resources

- The following link provides useful exercises on the present continuous tense:
 - 1 http://www.myenglishpages.com/site_php_files/grammar-exercise-present-progressive.php

Activity Book, page 14

1 Read and complete

People are always talking about dinosaurs. The word dinosaur comes from the Greek language and means 'terrible lizard'. Dinosaurs were living on Earth from around 230 million years to around 65 million years. Scientists call that time "The Mesozoic Era" or "The Age of the Dinosaurs". The age of dinosaurs continued for 160 million years! In this era, many dinosaurs were dying and a great extinction happened. Paleontologist (people who study dinosaurs) say that while dinosaurs were living on Earth, something happened and all dinosaurs died. It might be a volcano or an asteroid. Now, many movies and books are written about dinosaurs and their scary size. Michael Crichton 1990 wrote a book "Jurassic park" which became a very famous movie.

Activity Book, page 15

2 Answer the questions

- 1- Paleontologist
- 2- Paleontologists call that time "The Mesozoic Era" or "The Age of the Dinosaurs".
- 3- Scientists said that something happened and all dinosaurs died.
- 4- It might have been a volcano or an asteroid.
- 5- Plants or other animals.

Present & Past Continuous

Structure: Present and past continuous
(is/am/are + v.ing) , (was/were + v.ing)

Presentation:

- Make a short revision about both the present and past continuous. Ask students to give you examples on each rule and to explain the use of each rule in a simple way.
- Ask the students to open their books on p. 18. Draw their attention to the use of when and while. Their responsibility in the first exercise is to match between the sentences. You can remind them about the rule through asking a student to come to the front of the class, sit on a chair and read any text in the book quietly. Meanwhile ask a pupil to go out of the classroom, knock on the door and walk back in. Ask the students to listen to your sentence (Ahmad) was reading when (Hala) came into the classroom. Break the sentence into two halves and ask pupils to repeat after you. You can ask questions to elicit the full sentence: 'What was Ahmad doing when Hala came into the room? What happened when Hala was reading?' Show the students that the sentence can be said with either clause first.
- Set up some other situations in the class, for example writing on the board/sat down; someone talking/someone fell asleep.
- In the second exercise ask students: 'What can you see? Why do you think this person is angry/this girl is upsetetc?' Let the students read the questions so that they will know what to answer. Play the interactive. Give the students enough time to write their answers. You can play it again to have your students check their answers.

The answers:

1 Read and match

- 1- Lucy was watching a play when her mobile went out of battery.
- 2- We wanted to go out but it was raining.
- 3- The workers were building the bridge when one of them fell down.
- 4- Tom was doing his homework while Lucinda was brushing her hair.

Present & Past Continuous

2 Listen and answer

Photo 1: He is wearing a suit because he is meeting someone important today.

Photo 2: She was always playing with her friend, Liza. But, today she is not playing with anyone because Liza has moved.

Photo 3: Because he's going to be late for an important appointment because there are too many cars.

Photo 4: Her mother is going to be extremely mad at her because she dropped everything on the floor.

Today's Word: Society

(N) An organization or association of persons engaged in a common profession, activity, or interest

Activity Book, page 16

1 Correct the verb

1. was washing
2. saw
3. was doing
4. noticed
5. was raining
6. broke/was jumping

2 Listen and answer

Photo 2. Their parents are going to watch a movie and they will not take him because he has homework to finish.

Photo 3. He is going to be a father.

Photo 4. Because she had to go to a surgery and she fears hospital.

Present continuous for future

Structure:

Present continuous for future

What is he doing at 2:30 p.m.?

He is having lunch with his friends.

Presentation:

● 1-Look and answer

The first funny exercise will attract the students and enthuse them all to answer.

Possible answers:

- 1- The elephant is riding a scooter.
- 2- The dog is reading.
- 3- The giraffe is walking on the robe.
- 4- The dog is relaxing.
- 5- The cat is hiding under the clothes.
- 6- The sheep is thinking.
- 7- The lion is lying down.
- 8- The cats are taking a selfie.

Students are already familiar with the present continuous and that it is used at the time of speaking or to describe an action that takes duration in the present time. However, this lesson introduces another use of the present continuous which is to express a future plan.

● Draw a timetable for the activity that you are going to do the day after. Then point to each activity and put it in a present continuous sentence. Say 'I am visiting my parents at 4.p.m'. 'I am having dinner with my best friend at 8.p.m'.

● Move to exercise two and have your students practice the present continuous for future.

● Let them work in pairs to ask and answer the questions.

2-Look, ask and answer

1- What is he doing at 3:30 p.m.?

He is discussing work issues with the manager.

Present continuous for future

2- What is he doing at 4:00 p.m.?

He is finishing paper work for today.

3- What is he doing at 5:00 p.m.?

He is going home.

4- What is he doing at 8:30 p.m.?

He is taking the family to buy clothes.

Today's Word: Politics

(N) The art or science of government or governing, especially the governing of a political entity, such as a nation, and the administration and control of its internal and external affairs

Activity Book, page 17

1 Look and write

1. He is driving a motorbike.
2. He is jumping with a parachute.
3. He is lifting weights.
4. He is walking on a rope.

2 Look, ask and answer

At 2:00 p.m., he's having lunch with his friends. Then at 3:15 p.m., he is discussing some problems with his manager. At 4:30 p.m., he is writing his final report. After that at 5:45 p.m, Mark is going to visit his friend, Antony. and at 8:30 p.m., he is going to buy dinner and get back home.

Activity Book, page 18

Student's own answer

Reading is fun: World War I

Ask your students: "What have you heard about World War I?" You can watch a short documentary about it on YouTube.

Outcomes:

5Re1	5W1
5Uw2	5L4
5W1	5Uw2
5W3	5L4
5W3	5Re2
5Ug5	

Presentation:

As a revision it is very important for the students to depend on themselves with very little or no support from the teacher. Do not spoon-feed your students. Have a lot of fun, break the routine and have your students learn through playing!

The answers :

Encourage your students to search through the internet for the information in exercise 1. Either the students search for the information inside the classroom or you can give this exercise as homework, then discuss it the next class.

1 Search and mark

There are more houses in deserts than in big cities. (false)

Number of malls is becoming fewer and fewer. (false)

Dolphins use fewer sounds than pandas to call each other and communicate. (false)

Children can make much noise when they play. (true)

2 Fill in the gaps

1. few

2. much

3. fewer

4. less

5. more

6. little

3 Write

Encourage your students to write sentences on each word. Check their answers. Have some students write their sentences on the board.

Activity Book, page 19

1 Read and mark

1. much
2. much
3. many
4. few
5. much
6. many

2 Fill in the gaps with the appropriate words

1. many
2. any
3. many
4. little
5. few
6. too many
7. any

Presentation:**1-Listen and write**

Enthuse your students by asking them 'How many people can you see? What are their names? What will they do if there is an earthquake?' Play the CD and tell your students to focus.

- Christopher: He will hide under a big table and wait for the earthquake to stop.
- Jennifer: He will run and he will never stop
- Johnny: He will stop doing anything and he will start crying and shouting like babies.
- Sham: She will run to an open area because it is the safest way.

2-Read and match

Read the words loudly. Make sure that students know their meanings. Have them repeat the words after you then match it with the suitable pictures.

Reading is fun: The sun is going to die!

Ask the students to write two paragraphs answering the next question: 'Why is the sun important to us?'

Show them a video on YouTube. The keyword is 'How the sun will die: and what happens to earth?'

Activity Book, page 20**Correct the verbs in brackets
"Past Simple or Continuous"**

1. was wearing when he felt
2. went, was falling
3. were listening, went
4. didn't see, was walking
5. filled, was running

1

**2 Fill in the spaces "Past
Simple or Continuous"**

1. is/are having
2. is/wants
3. has
4. don't believe
5. get up/have/finish/take/go/arrive
6. are you doing/am studying

Activity Book, page 21

1 Ask and answer

- A: What is Kim doing on Tuesday?
B: She is going on a sight-seeing tour
- A: What is Kim doing on Thursday?
B: She is looking after Carol's kids.
- A: What is Kim doing on Friday?
B: She is collecting money for charity.

2 Ask and answer

Student's own answer

Activity Book, page 21

Question: synonyms or antonyms?

1. antonyms
2. synonyms
3. synonyms
4. synonyms
5. antonyms

Pronouns

Structure:

Pronouns (someone, no one, anyone, something, nothing, anything)

Vocabulary:

Someone-no one-anyone-something-nothing-anything

Outcomes:

5Re3	5W2
5Ug2	5L6
5S2	5S3

Presentation:

- **Warm-up Activity:** Ask students certain questions in order to benefit from their responses. Ask them: 'What did you buy yesterday from the market? Can some of you sing a song in English? Do you have anything to eat?'
- Introduce the words (someone, no one, anyone, something, nothing, anything). Write them on the board. If you feel that it is difficult to give students all the words in the same class you can give them three pronouns in each class. In the first class teach them (someone, no one and anyone) which refer to people. In the next class teach them (something, nothing and anything) which refer to inanimate objects.
- Use the students' statements in a way that allows you to use such words. Say: 'Yesterday you bought something from the market. Some of you can sing a song in English. Some of you don't have anything to eat'. Give students more examples.
- Introduce the structure. Illustrate to them that something/some/anything are used when the speaker cannot/doesn't need or want to specify a number or an exact amount. Tell them, using simple words, that 'something' means a thing that is unknown, and it is often used in positive sentences. On the other hand, 'anything' means a thing of any kind, and it is often used in questions and negative sentences. While 'some' usually precedes plural countable nouns and uncountable nouns in affirmative sentences.
- The same thing applies for 'someone', 'anyone' and 'no one', but the difference here is, as mentioned before, that such pronouns refer to people without determining who the person is.
- Give them an example that shows the difference between the original sentence that has a specific number and a sentence that doesn't have a specific number. Draw the students' attention by asking them about the difference and let them answer. E.g * 'I saw seven deer when riding my bike in the forest yesterday'. * 'I saw some deer when riding my bike in the forest yesterday'. Tell them that (I don't know exactly how many deer I saw. Or: It is not important that you know exactly how many deer I saw). Give more examples about 'anything', 'nothing', 'no one', 'anyone', 'someone' and 'something'.

Pronouns

- Ask the students to open their books on p.26. and p.27.
- Motivate students' critical thinking through asking them 'What can you see in the picture? Who are these people? What does the king hold?'
- Play the interactive CD. Observe the students while they are listening.
- Choose advanced students to read the text loudly. Then choose different students to read.
- Discuss the story together and ask students about their opinions.
- Ask them to work in pairs answering the questions.
- Enthuse the students to write sentences these such pronouns.
- Have a worksheet to encourage your students practice different exercises. Provide only two options. Ask for volunteers to provide the correct answer.

2 Answer the questions

1. Anyone who wanted to answer these questions needed much time to think.
2. Yes, a young boy did.
3. Because he was very smart and he succeeded in answering the king's question.
4. It means 'Of great importance, use, or service'.
5. No, it was not. Because no one can count the houses even the king. Therefore the boy's answer was only to prove to the king that even he could not answer his own question.

3 Write

Student's own answers

Today's Word: Reject, Focus

Reject: (V) To refuse to accept, submit to, believe

Focus: (V) To concentrate attention or energy
Use your creativity to teach this word!

- Ask a student to give you something then refuse to take it. After that write a sentence on the board that includes the word reject e.g 'I rejected to drink coffee.' 'I rejected to take the hand-watch' ...etc. Students are expected to guess the word's meaning.

Pronouns

Activity Book, page 22

1 Read and fill the spaces from the box

There was a king who liked to put puzzles and no one could answer them. Nothing was weirder than his questions. Nobody was smart enough to answer them. His questions were really odd and strange. Anyone who wanted to answer these questions needed much time to think.

One day he asked a very difficult question “How many houses are there in my Kingdom?” no one answered.

“I can answer it my king” a voice of a young boy killed the silence and came from far.

“What is the answer then?” exclaimed the king.

“There are twenty thousand four hundred and fifty five houses, my king”.

“Are you saying the truth, young boy? ” asked the King.

The young boy said, “You can count them, my king.”

The king knew that there is no way to count the houses in his kingdom.

Everyone clapped for the young boy because he was so smart, and the king gave him a very valuable award for being smarter than anyone in his kingdom.

Teacher's Resources

- <http://busyteacher.org/24452-some-any.html>
- <http://www.ecenglish.com/learnenglish/lessons/anything-nothing-something-everything>

Pronouns

Presentation:

- **1) Read and complete**

Make a short revision about the use of pronouns. Have your students work in pairs practicing the exercises.

- 1.anyone
- 2.something
- 3.someone
- 4.anything
- 5.no one
- 6.nothing

- **2) Listen and answer**

As a warm-up activity, ask the students 'What can you see in these photos?' Ask a student to read the questions. Play the CD more than one time in order for students to find the answers.

Photo 2: She is alone and there is someone knocking on the door!

Photo 3: He didn't know there was an exam. No one told him!

Photo 4: He has a stomachache

Today's Word: Distract

(V) To attract (the attention) away from its original focus; divert

Activity Book, page 25

1 Answer the questions

1. No one could answer the king's questions.
2. His questions were really odd and strange.
3. Because he knew that no one can answer them, and the houses couldn't be counted.
4. He meant that no one could count the houses. even the king who asked the question.
5. Because he was very smart.

2 Write

- Student's own answer

Intensification

Presentation:

- Ask your students: 'Do you know any of these people?' 'What do you know about them?'
- Divide the class into five groups and give each group a quotation to discuss. If there is an internet access ask each group to find out information about each person and tell the class about the new information they got.
- Give them enough time reading, discussing and expressing their opinions about each quotation.
- Ask each group to read their quotations loudly. Enjoy discussing the quotations with your students.

Today's Word: Eliminate

(N) To leave out or omit from consideration; reject

Activity Book, page 26

1 Read and complete

- 1.no one
- 2.something
- 3.everything
- 4.anything
- 5.something
- 6.anyone
- 7.anything
- 8.someone
- 9.nothing
- 10.something
- 11.everyone

2 Listen and answer

- Photo 2: She has lost the money that her mom gave her to buy some stuff from the supermarket.
- Photo 3: She didn't know there was an exam.
- Photo 4: Something hit it hard.

Intensification

Activity Book, page 27

1 Fill the spaces with indefinite pronouns

- I have lost my way to downtown. Nothing looks familiar. Everything looks new and different. There's nobody in the street. I'd really like to ask someone. I'm sure someone could help me to get back to downtown. But there isn't anyone here I could ask. It seems that everything is gone!
Oh! I think I heard something. Is there anyone there? I would do anything to get back to downtown.

2 Use these words to write meaningful sentences

- Student's own answer

Activity Book, page 26

- Student's own answer

Reading is fun: 'YouTube'

Open the YouTube and show your students any useful or interesting video. Advise them to open YouTube under the supervision of their parents.

Prepositions

Structure: Prepositions
Prepositions of time/location/direction

Vocabulary:
Prepositions -directions-instructions-language of emails

Outcomes:

5Re1
5Uw6
5S2
5S6

Presentation:

- As a warm-up activity, you should focus on time and make sure that your students still remember words that are related to time such as: The names of days, months, seasons ...etc. You can bring a clock or even draw clock faces and ask them 'What time is it?' Moreover, you can bring flashcards that have the names of the seasons or you can play **Go Fish** with your students about the names of months.
- Introduce the prepositions (on, in, at). Write three sentences on the board, and ask the students to choose a preposition to complete each sentence. This way helps evaluate your students' understanding of prepositions.
- Ask them to open their books on p. 31. Illustrate the different prepositions and the words that they should precede. Prepositions can be used correctly with a lot of practice and also by being memorized by heart. Therefore, you can hold a competition between students; the fastest student who memorizes a group of the words by heart is the winner.
- Have your students practice prepositions of time through giving them different worksheets with different types of questions. In the first worksheet, you can make your students choose between two alternatives. In the second one you can have them complete the sentences with the appropriate prepositions. In the third worksheet you can just write phrases such as: December, 8:00 o'clock, night, Sunday, and they have to write the suitable preposition.
- For more practice, have your students sit in a circle to play **Fruit Basket**. Let one of the students stand in the middle, and he/she has to say a complete sentence using one of the prepositions e.g My birthday is in December. All the students that have birthdays in December must change seats leaving a different student in the middle. If one of the students faces a difficulty in uttering a complete sentence you can help him/her by giving a sentence that enables all the students to change their positions such as we arrive school at 7:30.
- Turn back to the Learner's Book on p.31 and ask two students to read the conversations at the bottom of the page.

Prepositions

Today's Word: Risky

(Adj) Accompanied by or involving risk or danger; hazardous

Teacher's Resources

- Advise your students to visit the following link to practice prepositions by choosing the appropriate ones.
- ① <https://www.ego4u.com/en/cram-up/grammar/prepositions/exercises>

Activity Book, page 27

① **Fill in the spaces with the appropriate preposition**

1. on/ at/ in
2. at
3. in
4. in
5. in
6. at/ on
7. on

② **Match**

At the weekend
on 2nd July, 2010
on Tuesday
at the end of the week
in July
at 2 o'clock
in summer

Directions

Structure: Prepositions of place

Presentation:

- **Warm-up Activity:** Let your students enjoy learning how to give directions. On the board, draw familiar places to the students. You can draw a simple map of the neighborhood; a few streets, the school and any near shops. Ask them 'Where is the school?' Have a student come to the board and point it out in front of the class. You can ask about the location of other places.
- To teach the different prepositions, start firstly with simple prepositions that students are familiar with. Ask two pupils to come in front of the class. Ask them to stand facing each other. Hold up two flashcards e.g opposite and between. Ask students to point to the correct card (opposite). Ask a third pupil to stand between them, then ask the students to choose the right answer 'between'. Do the same thing for the other prepositions.
- Introduce the words (turn left, turn right, go straight on, on the right/left, towards, into, opposite, between). Try to elicit their meanings from the students. Write the words on the board with arrows demonstrating each direction and have your students repeat after you and learn the right pronunciation.
- Call a student to role play one of the prepositions, ask him/her to 'turn left', 'turn right' you can act the direction out in front of the students to help him/her. Give the chance to other students.
- Ask all the students to turn left and right while they are in their places.
- Do the same to the rest of the prepositions.
- Introduce phrases to describe the location of the school in the map you drew. E.g
 - Turn right/ left.
 - Go straight.
 - You will see the school on the left.
 - It is next to (the library, the post office, the shop).
- Have your students practice using the directions and give a whole set of directions without any help. Draw an imaginary map, and ask them about the location of a specific place. Ask a student to give the first section of the direction, and then choose another student to give the other section of the direction. Complete the process until you reach to your destination.
- Draw pupils' attention to the map on pages 32-33. Say 'This is a town'. Point to the streets and the different buildings.
- Apply the same thing for describing the positions and the directions of a building. Ask students to open their books on p.32 and p.33 and ask them about the directions of a specific place.

Directions

Today's Word: Faithful, Adventurous

Faithful: (Adj) Having faith; remaining true, constant, or loyal

Adventurous: (Adj) 1. Willing or eager to engage in adventures; venturesome
2. Requiring courage; hazardous

Prepositions/ Intensification

Structure: Prepositions (intensification)

Presentation:

- Ask students 'What can you see in the picture?' 'What is yahoo?' 'Have you ever sent an e-mail to anyone?'
- Read the E-mail loudly and slowly. Then, ask different students to read the E-mail loudly.
- Ask them 'Who is the sender?' 'Who is the receiver?'
- Move to the questions and discuss them together.

Read and answer

1. He lives in a small town in London.
2. Because it is very close.
3. He goes on foot.
4. He usually wakes up at 7.00.
5. He woke up and it was 9.15. Therefore, he dressed up and went to school running but it was only 8:00.

Today's Word: Brave

(Adj) Possessing or displaying courage

Activity Book, pages 30+31

- Students own answers

Reading is fun: Hyperion

Show your students a video on YouTube. Search for 'the highest tree in the world' or 'Hyperion tree'.

Modals

Structure: Modals**Vocabulary:**

Must-could-should-quotes

Outcomes:

5Re5	5W2
5W8	5Uf2
5L5	5L8
5S7	5S3
5S1	

Presentation:

- Greet your students and ask them 'How are you?' 'How do you feel today?' Ask them certain questions in order to benefit from their responses using modal verbs, for example: 'Have you studied for your next week exams?' After listening to their answers, say: 'Some students couldn't study for the exam such as students A, B, C.... But, some of you could study for the exams such as students d, F, G'. Write the two sentences on the board. Then say: All of you should study for the exams. You must work hard to be a successful person.
- Show your students different pictures such as a picture of a child who is crossing the road while the traffic light is green, and ask the students: 'What should you say to this child?' Elicit 'You mustn't cross the road now, you must wait until the traffic light becomes red.' Show them another picture for a person who has a broken leg and ask them: 'Could he drive a car? Elicit 'No, he couldn't'. Then ask: 'What do you advise him? Elicit 'You should stay at home and take care of yourself'. If students were not able to answer your questions you can help them.
- Give them the same sentences adding 'not' to the modal verbs and explain the difference between the sentences.
- After that introduce the three modals (must, could and should). Write them on the board and tell your students that we use 'must' to express necessity and strong recommendation, 'could' to express possibility, and we use 'should' to give advice.
- For more practice, you can tell your students a story that employs these modals. Students learn from stories very much and they can never forget. Draw your students' attention to the use of modals in everyday situations. Ask them to bring a newspaper and search for the advice column which normally uses a lot of modals.
- Move to the Learner's Book on p.36. Ask the students to read it silently. After that ask about any strange words and explain their meanings. Play the interactive CD and tell your students 'You should listen carefully to acquire the correct pronunciation'. After that ask different students to read the text loudly.

Modals

- Give the students some time to think about the questions and answer them. Then discuss them together.

2) Answer the questions

1. She became sick and couldn't see or hear anymore.
2. The sickness might have been scarlet fever.
3. Anne Sullivan
4. Because she couldn't understand that every object had a word.
5. By reading people's lips with her hands.

3) Write four sentences

Student's own answer

Today's Word: Souvenir, Failure

Souvenir: (N) An object that recalls a certain place, occasion, or person; memento

Failure: (N) The act or an instance of failing or being unsuccessful

Teacher's Resources

- Advise your students to visit the following link to practice modals by choosing the appropriate ones:
 - 1 <http://www.englishpage.com/modals/interactivemodal6.htm>

Modals

Activity Book, page 32

1 Read and choose the best answer

- 1.should
- 2.must
- 3.shouldn't
- 4.should
- 5.can't
- 6.can't

2 Fill in the spaces with the best answer

- 1.should
- 2.should
- 3.should
- 4.should
- 5.mustn't
- 6.mustn't

Activity Book, page 33

1 Think and write

- Student's own answer

2 What should they do?

1. She should have enough sleep.
2. He should eat something.
3. She should call the police.
4. He should fix it or buy a new one.
5. She should visit her friend.
6. She should confront them and ask them about the reason.

Modals

Presentation:

- Make a short revision about the three modal verbs. Have the students work in pairs and answer the questions. Then discuss them together.

1-Read and complete

1. could/ couldn't
 2. should
 3. mustn't
 4. should
 5. shouldn't
- Ask the students to read the quotations silently. Divide them into groups and give each student a quotation to think about. Encourage your students to have a discussion about each quotation. Make sure that all the members of the group participate. Then let each group share their ideas in front of the class.

Today's Word: Trophy

(N) A prize or memento, such as a cup or plaque, received as a symbol of victory, especially in sports

Activity Book, page 34**1 Find the mistakes and correct them**

1. was
2. understand
3. stop
4. on
5. learn
6. fight
7. mustn't
8. stop

2 Using these words, write meaningful sentences

- Student's own answers

Intensification

Presentation:

- **1-Look and write**

Ask your students, 'What can you see in these pictures?' Ask an advanced student to read the text loudly. Tell them to use their imagination to advise each person what they should do.

Possible answers:

1. She should ask for a mechanic to help her open the car.
2. She should stay at her home to keep warm.
3. He should see a doctor.
4. He shouldn't be sad and lonely.

- **2-Look and say**

1. You mustn't use the telephone
2. You mustn't take photos
3. Carts must not enter
4. You mustn't smoke
5. You mustn't park
6. You mustn't ride a bicycle.
7. You mustn't bring pets
8. You must wear hand protection
9. You mustn't swim in this area
10. You mustn't enter
11. All food must be covered.

Today's Word: Defeat

(V) To do better than (another) in a competition or battle; win victory over; beat

Intensification

Activity Book, page 35

1 Look and discuss- must or mustn't

1. We mustn't cheat.
2. We mustn't sleep in class.
3. We mustn't sit close to the T.V.
4. We must share with friends and classmates.
5. We mustn't chat in the class.
6. We must listen to our teacher.

2 Look and write

1. You mustn't use telephone.
2. You mustn't smoke.
3. You must wear hand protection.
4. You mustn't swim in this area.
5. You mustn't turn right.
6. You must stop.

Activity Book, page 36

- Student's own answers

Reading is fun: The Guinness Book of Records

Ask your students questions and discuss the answers with your class.

Presentation:

Outcomes:

5Re3	5W2
5Ug2	5Re1
5Uw6	5Re5
5W2	5W8
5Uf2	5S7
5S6	5S3
5S2	5S1

P. 41.● **1-Read and correct the mistakes**

Ask your students to look at the table and find the mistakes. Then discuss the answers together and have different students write the correct answers on the board.

The answers:

- 1- It doesn't rain here in July.
- 2- No one comes to school on Sundays.
- 3- Go straight ahead, the hotel is in front of you.
- 4- He frequently goes to school by bus.

● **2-Fill in the gaps**

Ask a student to read the question. Make a short revision about the use of modal verbs.

The answers:

1. might
2. couldn't
3. must
4. must
5. shall

● **3-Write**

Students' own answers

p.42● **1-Look and say**

Enthuse your students to use their imagination and provide advice for every person in the different pictures. Encourage them to participate, and listen to the all students.

Possible answers:

- 1- He should ask someone for help.
- 2- She should rest or take medication.
- 3- He should relax. He should see a doctor. He shouldn't tire himself.

Activity Book, page 37

1 Read and correct the mistakes

I will record the song on Sunday on 8:00 a.m.
It doesn't rain here in June.
No one comes to school on Fridays.
Go straight on, the hotel is in front of you.
He frequently goes to school by bus.

3 Match

a.valuable
b.puzzles
c.nobody
d.award

Activity Book, page 38

1 Look and say

1. He should go to the dentist.
2. He should bring a person to help him.
3. He should relax and try to solve things quietly.
4. He should work hard in order not to lose his Job.

Lesson 4 and Reading for Fun p.44

Ask your students: 'What can you see in these pictures? What is the title of the lesson?'

Read the text loudly. After that ask your students to read it again silently and draw a line under each new word, then ask each one to find out the new words from their dictionaries. Write different questions on the board and discuss the answers with your students.

The answers of the questions p.45:

1. The main idea of the text is to describe the Grand Canyon, one of the largest canyons in the world.
2. Colorado River has run and carved the rock to shape the canyon.
3. Student's own answer

Activity Book, page 38**1 Match and write**

- You must tidy up your room.
- You mustn't smoke.
- You must do your homework.
- You mustn't play with knives and forks.
- You must be home on time.
- You mustn't cheat in exams.
- You mustn't turn the music too loud.
- You must help in the house.
- You mustn't annoy your family.
- You mustn't bite nails.

Activity Book, page 42

2 Circle the best answer

1. c
2. a
3. c
4. b
5. c

Activity Book, page 43

Correct these sentences. There are errors in the use of prepositions & verbs

1. We reached the store at 7 pm.
2. He met his friends at noon.
3. They entered the wedding late.
4. The boy looks like his dad.
5. He is smart, but he doesn't know when to stop talking.

Vocabulary: Apologetic, departure, disgustfully, rapidly, damp, instinctively

Outcomes:

5Re3

Presentation:

- Encourage your students to prepare the story and read it at home.
- Before reading the story, ask your students 'What is this girl doing?' 'What does she look like?'
- Teach the students the new vocabulary.
- Ask your students to open their books on p.47. Ask a student to read about the writer of the story, William Carlos Williams, and his achievements.
- Read the first part of the story loudly. Be creative and funny; change your voice, sing little songs, use gestures. You might even be able to get some of your students to help you in reading.
- In the next classes read the following texts and discuss them together.
- Get students put a title to each part of the story. Allow many titles as all the students want to share their titles with the class.
- Have the students guess, for example, what a character might say. Or you can have them guess what will happen next.
- Give your students random events from the story and ask them to order them chronologically.
- Ask them if they had a similar experience.
- Show them the story acted out on YouTube. You can just write the keyword 'The Use of Force by William Carlos Williams'.
- After you finish, ask students 'What is the main idea of the story?' 'What did you learn from the story?', 'If you were the doctor, what would you do with the girl?' 'Do you agree with using force with the patients or with anything in our lives?'

The Use of Force

- After illustrating the whole story, ask the students to sit in a circle. Choose an advanced student to start the story with 'Once upon a time there was an ill girl and her name was ...'. Using his/her own words. Each student adds 2-3 sentences to the story. You should make sure that each student's sentences are consistent with what his/her classmate have already said. Continue the circle, finish with 'And finally the doctor managed to see the girl's mouth by force and discovered that she had a sore throatetc'.
- Move to the Activity Book and teach them how to write an essay. Give your students enough time and teach them step by step. Have them write and check their writings. Ask one of the students to write his/her essay on the board and find the mistakes in order for students to benefit from them.

Activity Book, pages 40-44

(Teacher's explanation & students' own answers)

Present perfect tense

Structure: Present perfect

I have driven fast.

Emily has been a really good student.

Outcomes:

5Re8

5W1

5L6

5L3

5S3

Vocabulary:

Has/have-had-by the time

Presentation:

- Present perfect is one of the tenses that students confuse with the past simple. You should explain to the students in a simple way the difference between the past simple event which started and finished in the past and the present perfect which started in the past but still continues in the present or its results still appear in the present. You can draw two columns; in the first column write the actions that you did and finished yesterday, e.g., went shopping, visited parents...etc, and in the second column write the things that started in the past and haven't finished yet, e.g., this week, this month, this year.
 - Ask a student to clean the board (let's consider that her name is Sarah), then say 'Sarah has already cleaned the board'. Explain in your words that the action happened in the past but its result appears in the present which is in this case (the board is clean).
 - Write on the board anything. Negate the same sentence. Use 'yet' at the end of the sentence 'Sarah has not cleaned the board yet'. The result is that the board is still not clean. Ask : 'Has Sarah cleaned the board yet?' Elicit 'No, she hasn't.'
 - Give more examples. Use the auxiliary verb 'have' with the plural subjects. Say: 'You have already written the sentences on your notebook'. Ask your students to negate the sentence, elicit 'You have not written the sentences on your notebook yet'. Ask them 'Have you written the sentences on your notebook yet?' Elicit: 'Yes, we have, or no, we have not'.
- 1- Write some of the lesson's present perfect sentences on the board. Write more affirmative sentences with 'already' and more questions and negative sentences with 'yet', and then let your students deduce the rule.
 - 2- Ask your students to open their books on unit 10 and listen carefully to the interactive CD. Give the chance to anyone who wants to read.
 - 3- Have them write on their notebooks about themselves using **I have** and **I haven't**. Check their answers and ask two students to write their sentences on the board.

Lesson 1

Present perfect tense

Today's Word: Literature

(N) Written material such as poetry, novels, essays, etc, esp works of imagination characterized by excellence of style and expression and by themes of general or enduring interest

Teacher's Resources

- Have your students check their comprehension to the present perfect through answering the questions provided in the following website:
① <https://www.ego4u.com/en/cram-up/tests/present-perfect-simple-3>

Activity Book, page 49

Teacher's Guide

1 Correct the verbs using the present perfect tense

1. have not worked
2. have bought
3. has not planned
4. have you been
5. has not written
6. has not seen
7. has she been
8. has not started
9. has not got

2 Write meaningful sentences with these words

- Students own answer

Past Perfect and Simple

Structure: Past Perfect and simple

Presentation:

- A good way to teach the past perfect and past simple tenses would be through introducing examples from school life.
- Give your class any sentence using **before** to connect between the past perfect and the past simple, say 'I had given a lesson to the 3rd grade before I came to your class', 'I had eaten my breakfast before I came to school'. Ask them the following questions in order to assess their comprehension: 'Which happened first and which happened later?'
- Draw a timeline that shows both tenses.
- Connect the same sentences, use **after** and change the sentence positions. 'I came to your class after I had given a lesson to the 3rd grade', 'I came to school after I had eaten my breakfast'.
- Draw students' attention to the use of **before** and **after**. Give more and more examples.
- Use **before** and **after** at the beginning of the sentence and explain to the students what the changes are 'Before I came to class, I had given a lesson to the 3rd grade' 'After I had eaten my breakfast, I came to school'
- Ask students to talk about actions they had done using **before** and **after**.
- After that move to the Learner's Book on p.54. Draw the students' attention to the pictures and ask them about their locations. Read the text loudly and discuss it together. Then, ask your students to find out three different past perfect and simple past sentences and write them on their notebooks.
- Move to the questions. Have your students work in pairs to answer them.

1-Answer the questions

1. He had visited the Coliseum in the centre of the city of Rome, Italy in 2014.
2. He had worked hard for two years to save money.
3. He had studied the Italian language.
4. Because he had never thought that the place could be that amazing.
5. Emperors of Rome had used it to host shows of gladiators as well as many other events such as the animal hunt, or venatio.

Past Perfect and Simple

6. Ancient: Belonging to times long past, especially before the fall of the Western Roman Empire

Engineering: The profession of or the work performed by an engineer

Gladiators: A man trained to fight in arenas to provide entertainment

Hunt: To search through (an area) for prey

Fountains: An artificially created jet or stream of water

Unforgettable: Impossible to forget; highly memorable

2-Write five sentences

Student's own answers

Today's Word: Autobiography, Non-fiction

Autobiography: (N) A history of a person's life written or told by that person.

Non-fiction: (N) Books, magazines, etc. giving facts, information, etc, i.e., not stories, novels, plays, poetry

Teacher's Resources

- Recommend your students to visit the following website to have more practice on the past simple vs. past perfect:
 - 1 <http://www.perfect-english-grammar.com/past-perfect-exercise-3.html>

Past Perfect and Simple

Activity Book, page 46

1 Read and correct the mistakes

1. gone
2. seen
3. visited
4. worked
5. save
6. studied
7. decided
8. thought
9. stayed
10. used
11. left
12. been

Activity Book, page 48

1 Correct the verbs in brackets "Past perfect and past simple"

1. had spent, wanted
2. had phoned, left
3. arrived, had already started
4. sang, had played
5. slept, had gone
6. had ridden, met

2 Complete this paragraph Past Perfect and past simple"

Dear Will,

How are you my friend? I can't believe I got this job. I had sent my letter to the manager last week before I called you, but I didn't think I had a chance! When I went there, there were many other people who had arrived before me. They all had already sent letters before I did.

Anyway, sometime we get lucky. I had had some problems at work when I first met my colleagues. But things improved thankfully.

I will be writing to you soon to keep you updated.

Best of luck,

Kevin

Intensification

Presentation:

● 1-Listen and write

Explain to the students the difference between the present, the past and the past participle. Play the interactive CD. Observe students and check their spelling.

The answers:

Present	Past	Past Participle
Rule	Ruled	Ruled
Notice	Noticed	Noticed
Discover	Discovered	Discovered
Buy	Bought	Bought
Choose	Chose	Chosen
Figure	Figured	Figured
Has/have	Had	Had

● 2-What do you think?

Student's own answer

Today's Word: Translation

(N) an act, process, or instance of translating:
 such as. a : a rendering from one language into
 another also : the product of such a rendering.
 b : a change to a different substance, form, or
 appearance : conversion.

Intensification

Activity Book, page 48

1 Look up in the dictionary

Present	Past	Past Participle
Worry	Worried	Worried
Speak	Spoke	Spoken
Borrow	Borrowed	Borrowed
Forget	Forgot	Forgotten
Pick	Picked	Picked
Begin	Began	Begun
Promise	Promised	Promised

2 Write about strange or funny things you have/haven't done

Student's own answers

3 Talk to a partner

Student's own answers

Activity Book, page 49

Search! What do these idiomatic expressions mean?

1. To study hard
2. To strongly encourage or pressure someone to do something they do not want to do
3. Uncertain or undecided about someone or something
4. To be harm (someone) by treachery or betrayal of trust
5. To make a bad situation worse; to hurt the feelings of a person who has already been hurt
6. When it is someone's turn to make the decision
7. To take an action that is ineffectual and does not lead to progress
8. To get one's affairs in order
9. To think and react quickly

Reading is fun: WWII

You have the choice to show them any video about WWII. The keyword on YouTube is: 'the second world war through pictures'.

Participles as adjectives

Structure: Participial Adjectives

Vocabulary:

(-ed adjectives) (-ing adjectives) -adjectives of size, shape, colour, origin and material.

Outcomes:

5Re3
5W1
5Uw3
5S3

Presentation:

- In every lesson you introduce the structure firstly then you move to the lesson. However, this time it is preferred to use the inductive way and have your students recognize the different forms of adjectives by themselves

Ask your students to open their books on p.58. Ask them: 'What are these two birds?' 'Have you ever seen them before?'

Read the lesson loudly. Change your intonation when necessary, raise your voice when you reach to any adjective.

Ask different students to read the text. When they reach an adjective, ask the students any question which has a specific adjective as its answer e.g 'What is the size of the owl?' 'How was his voice?' 'How did the pigeons feel?' ...etc.

Discuss the lesson together and ask the students about the value that they've learnt from the story. Move to the questions and ask students to work with their partners finding the answer.

1-Answer the questions

- 1) He ate scared frogs and lizards.
- 2) Annoying
- 3) Because they didn't know what to do with the owl that started to eat the pigeons' eggs.
- 4) His look was frightening and terrifying.
- 5) The pigeons flew above him holding rocks in their beaks and threw them on the owl who was very shocked.
- 6) Write on the board different present participial adjectives from the text, e.g., annoying voice, his look was frightening, boring discussions. On the other side of the board write the past participial adjective that are found in the text, e.g., ate little scared frogs and lizards, pigeons were frightened, the pigeons were satisfied. And ask your students

Participles as adjectives

about the difference between the two groups, elicit 'the first group ends with (-ing) while the second group ends with (-ed)'.

Then, ask them "who is the doer or the cause of the feeling/action?" Elicit the nouns that are described by the adjectives that end in (-ing). And "Who is the receiver?" Elicit the nouns that are described by the adjectives that end in (-ed).

7) Distribute a worksheet that has different texts that are full of adjectives, and ask students to underline each present participial adjective and circle each past participial adjective. Check your students' answers. Have some students to write some adjectives on the board.

8) Your students can find a lot of exercises in the following website: <http://www.perfect-english-grammar.com/participle-adjectives-exercise-1.html>

9) Move to the different exercises and have your students practice them.

2-Sort out the underlined adjectives

(-ed)

- frightened
- confused
- tired
- exhausted
- terrified
- scared
- depressed
- shocked
- satisfied
- relaxed.

(-ing)

- annoying
- frightening
- terrifying
- boring
- interesting

Today's Word: College, Essential

College: (N) An institution of higher learning that grants the diploma's degree in liberal arts or science or both

Essential: (N/Adj) Something necessary or indispensable

Participles as adjectives

Activity Book, page 50

1 Fill in the missing spaces with words from the box

Once there was a little owl living in his nest at the top of a tree. He was so small and ate little scared frogs and lizards. The pigeons which lived on the other trees hated his annoying voice at night. As the owl grew up, he started to eat the pigeons' eggs. They were depressed. And they decided that they had to do something.

All pigeons were frightened and confused. They didn't know what to do. They were tired and exhausted. The owl was getting bigger and bigger. His look was frightening and terrifying.

The wise pigeon called for a meeting with the terrified pigeons to put an end for the owl. After boring discussions, they had a really interesting plan.

2 Find participles

- Student's own answer

Activity Book, page 51

1 Read and choose

1. relaxing
2. frightening
3. frustrated
4. terrifying
5. interesting
6. tired
7. satisfied
8. surprised
9. shocking
10. shocked

2 Circle the best answer

1. disgusted
2. scared
3. amusing
4. worried
5. boring
6. confusing

Teacher's Resources

- <https://learnenglish.britishcouncil.org/ar/english-grammar/adjectives/order-adjectives>

You can benefit from the explanations and the exercises that are provided in the previous website.

Ordering adjectives

Structure: Ordering adjectives

Presentation:

- On the board, write a number of different adjectives. Then ask your students to classify these adjectives into categories. At the top of each column write: Size, age, shape, colour, origin and material. When you do that students will know that there are different types of adjectives.
- In the second step, show them a picture of a car and ask them to describe this car by giving an adjective from each category i.e. origin, size, age, shape..... . Then write a sentence including the right order of the car's adjectives. Illustrate to the students that we can't put the adjectives haphazardly, they should have an order.
- Ask them to open their books on p. 60. Ask a student to read the sentence at the top of the page. Have your students compete with each other at memorizing the order by heart in the class. Appreciate those who memorized the right order quickly and have the whole class clap for them.
- Have your students answer the questions that are provided about the order of adjectives through visiting the following website:
https://www.learn4good.com/languages/evrd_grammar/adjective_order.htm

2-Describe the photos

1. It is a small, old, white, Russian, metallic plane.
2. It is a big, round, Lebanese creamy cake.
3. She is a short, old, blond German woman.

Today's Word: Useless

(Adj) Being or having no beneficial use; ineffective

Ordering adjectives

Activity Book, page 52

1 Choose the best answer

1. b
2. a
3. a
4. b
5. b
6. b
7. a
8. b

2 Arrange the adjectives in the correct order

1. scary, big, black
2. fast, red, metallic
3. long, new, yellow

Teacher's Resources

- Useful explanation and a lot of exercises are in the following website:
 - 1 <https://learnenglish.britishcouncil.org/ar/english-grammar/adjectives/order-adjectives>

Intensification

Presentation:

- **1-Proverbs, what do these these verbs mean?**

Ask your students to look at the proverbs and read them silently. Ask them what each one could mean. Then have them open their dictionaries to find out the meaning of the proverbs.

The answers:

- 1- Unless the people are united, it is easy to destroy them.
- 2- When someone goes through a bad experience, they will avoid walking down that path a second time.
- 3- Your smile is a messenger of your good will.
- 4- A desperate person would appreciate any kind of help/solution.
- 5- People who make themselves appear threatening rarely do any harm.
- 6- If you wait anxiously for something to happen, it seems to take a very long time.

- **2-What do you think?**

Student's own answer

Today's Word: Primary

(Adj) First in importance, degree, rank, etc

Intensification

Activity Book, page 53

1 What do these proverbs mean?

1. Don't make everything dependent on only one thing.
2. Pictures convey information more efficiently and effectively than words do.
3. A daunting task can usually be started by doing a simple thing.
4. Being curious can get you into trouble.
5. You cannot judge the quality or character of someone or something just by looking at them.

2 Read, match and explain these famous quotes

- 1- When you're curious, you find lots of interesting things to do.
- 2- I can be really annoying, but I also feel like I'm a nice person.
- 3- I'm embarrassed every time I look a teacher in the eye, because we ask them to do so much for so little.
- 4- It always seems impossible, until it is done!

Activity Book, page 54

1 Writing is fun!

- Student's answer

Reading is fun: The Wolves of the Sea

Write 'The Killer Whales' on YouTube and enjoy watching any short documentary.

Defining relative clauses

Structure: Defining relative clauses

Vocabulary:

Who, where, which, that, think, believe and know

Outcomes:

5Re2 5W5
5W7 5W8
5Ug9 5S3
5S6

Presentation:

- **Warm-up Activity:** Ask students any question so that you can use their responses to teach them the relative pronouns. Ask them about their hobbies, subjects they like to study, family If you ask them, for example, 'What do you like to play?' and a student answered 'I like playing football', write his answer on the board.
- Introduce the relative pronouns. Since pronouns are abstract words, write them on the board. Read them out loud and let the students repeat after you.
- Introduce the relative pronouns. Do not explain them all at the same class. In the first class explain **which** and **who** since **which** refers to inanimate objects or things and **who** refers to animates or persons. Benefit from the responses that you wrote on the board, e.g., 'I like playing football'. Say, 'Ali is a boy who likes playing football', 'football is the game which every boy likes to play'. Give enough examples about each relative pronoun. Explain them in a simple way. In the next class explain the other two relative pronouns, **which** and **that**. Ask them 'Where do you usually like to go?' Use the students' answer to illustrate the relative pronoun **where**. E.g, 'I like to go to the mall'. Say to the students: 'The mall is the place where we buy things'. Give examples on the relative pronoun 'that' to explain to them that the relative pronoun **that** may relate to things persons and places.
- Move to the Learner's Book on p.63 and have your students work individually to match the sentences then discuss them together.

1-Read and match

- 1- F
- 2- E
- 3- A
- 4- B
- 5- D
- 6- C

Move to the second question. Divide your students into five groups. Write the questions beforehand on cards, and on different cards, write the relative pronouns **which**, **who** and **where**, each one on a card and hang the cards on the board.

Defining relative clauses

Let each group think of the answer and then hang the cards beside the suitable relative pronoun.

2-Complete the sentences

1. who
2. who
3. where
4. which
5. which

Get your students practice the relative pronouns visiting the following website:

http://www.englisch-hilfen.de/en/exercises/pronouns/relative_pronouns.htm

Today's Word: Ultimately

(Adv) At last; in the end; eventually

Activity Book, page 55

1 Read and match

- 1- E
- 2- C
- 3- A
- 4- B
- 5- D
- 6- F

2 Complete the sentences

1. where
2. who
3. who
4. where
5. which

**Subordinate clauses
following think, believe
and know****Structure:** Subordinate clauses following think, believe and know**Presentation:**

- Subordinate clauses are also called dependent clauses. They start with a subordinate conjunction or a relative pronoun. However, they need another sentence to complete their meaning. In order not to make things confusing, explain this structure in a simple way using students' responses. Tell your class an imaginary problem between two friends and ask them what they believe, what they think, and what their recommendations are. For example:
I believe the first one is guilty.
I think he should apologize for him.
I recommend they should forgive each other and forget the problem.
- Introduce the relative pronoun 'that' and explain its use with subordinate clauses. Introduce the difference between dependent (subordinate) clauses and independent clauses in a funny way you can invent.
- Have one of the students to ask you about your opinion now. Then say 'Mohammad asked me about my opinion!. I think that both of them are wrong'. Write your sentence on the board then ask your students to look for their sentences and your sentence and find out the difference.
- Draw their attention to the use of that after some verbs. Then ask each to rephrase their sentences using the relative pronoun 'that'.
- Give them a list of verbs that are followed by subordinate clauses e.g insist, request, said, urge, suggest, recommend, demand, advise, asketc.
- For more practice, prepare some cards with simple situations so that students can suggest a recommendation or a piece of advice e.g improving speaking skills, playing piano, mastering reciting the Holly Qura'n ...etc. Divide your students into pairs; Student A presents his/her situation: 'I want to improve my speaking skills. What do you suggest I should do?' Student B provides suggestions, then they switch the roles.
- Giving them useful worksheets. You can download useful ones from the following website: <http://englishlinx.com/clauses/main-subordinate-clauses.html>
- Turn to the Learner's Book on p.64. Ask your students 'What is this?' 'Have you ever been to UAE?'
- Ask them to read the text silently. Then write questions on the text. After they finish, divide them into groups and have them ask the questions.

Subordinate clauses
following think, believe
and know

1-Answer the questions

1. Building Burj Khalifa began in 2004.
2. There are 57 elevators.
3. Some elevators in Burj Khalifa travel for 504 m which is the World's longest travel distance for elevators.
4. Student's answer
5. Student's answer

Today's Word: Partially, Rarely

Partially: (Adv) To a degree; not totally

Rarely: (Adv) Not often; infrequently

Activity Book, page 56-57

1 Join the sentences using relative pronouns

1. That's the man who spoke to me yesterday.
2. What's the name of the movie that you want me to watch it?
3. We stayed in the hotel which was very expensive.
4. The man who smoked forty cigarettes a day died of a heart attack.
5. That's the building where I work there.
6. I saw the businessman who was very rich last night.

2 Rewrite the sentences using relative pronouns

1. She is married to a man who is richer than her.
2. He is a friend who helped me with my homework.
3. That is the swimming-pool where I used to go swimming.
4. The doctor who examined me last Friday was really kind.
5. The restaurant where I went last week was very expensive.
6. The film which I saw last night was very interesting.

1 Look and write.
student's own answer

2 Look and match:
matching the picture with its suitable word

Intensification

1-Write

Have your students work individually on this exercise and check their answers.

2-What do you think

Ask class to read the quotes silently first. Then choose a few students to read them out loud. Start a discussion about the quotes, and focus on letting students use the verbs “think”, “believe”, and “know”.

Today's Word: Completely

(Adv) To a complete degree or to the full or entire extent

Activity Book, page 57

1 Fill in the missing spaces with words from the box

Do you know that Burj Khalifa, which is a mega tall skyscraper in Dubai, United Arab Emirates, is the tallest artificial structure in the world? It's 829.8 m high! Do you know how hard it is to build such a skyscraper?

Building Burj Khalifa began in 2004 and finished in 2009. The building opened in 2010. When someone tells you that there are 57 elevators and 8 escalators in Burj Khalifa, do you believe him? Some elevators in Burj Khalifa travel for 504 m.

This is the World's longest travel distance for elevators.

Also, how many floors do you think that Burj Khalifa contains? It's the building with the most floors : 163 floors. It has the world's highest restaurant on the 122nd floor.

Reading is fun: Octopus

Ask your students different questions and have a funny discussion! You can also imagine yourself having eight arms! Tell your students what you will do.

Outcomes:

5Re2	5W3
5W5	5W7
5W8	5Uw3
5Ug9	5L9
5S3	5S6

Presentation:

In each exercise make a short revision. Be creative! Have your students work in pairs or in groups. Teach these exercises in a fun and interesting way.

1-Read and correct the mistakes

- My children have wasted their money on few, silly things.
- I have found the place where we should stay tonight.
- Lily and Sophie have been out since morning.
- She has given the book back to her friend, Emmy.

2-Complete the sentences

1. who
2. who
3. where
4. which
5. which

3-Write meaningful sentences using these words

Student's own answer

p.69**1-Complete the table**

leave, left, left

put, put, put

show, showed, showed

stand, stood, stood

continue, continued, continued

pay, paid, paid

buy, bought, bought

Presentation:

p.70

2-Describe the photos

1. a short, old, French man
2. a big, new, white, Turkish, metallic plane.
3. a cheap, old, black, leather shoes.

Activity Book, page 58

1 Fill in the missing spaces with words from the box.

skyscraper
highest
such
began , finished
that
longest
many

2 Write.
student's own writing

Activity Book, page 60

1 Correct the verbs in brackets with "Present Perfect"

2. Have done
3. Has sent
4. Have visited
5. Have/ cleaned
6. Has painted

Activity Book, page 61

1 Put the adjectives in their correct order

1. black, Italian, racing
2. noisy, huge, snarling
3. hot, spicy, beef
4. delicious, cold, big
5. original, old, Spanish

2 Describe the photos

- an expensive, small, black, American, plastic computer.
- a short, old, Chinese woman.
- an expensive, new, black, fabric shoes.

Activity Book, pages 62

- Student's own answer

Reading is fun: Twinkle, Twinkle Little Star

Show your students the video of this song on YouTube. Draw their attention to the song's rhyme by looking at the end of each two lines.

Passive voice/ introduction

Structure: Passive voice/introduction

Vocabulary:

Verbs -Passive & Active

Outcomes:

5Re5

5W1

5W4

5S6

5Ug4

Presentation:

- Passive voice is one of the rules that students may confront problems in recognizing. However, you can explain it in an easy and interesting way through the engaging students in the teaching- learning process.
 - 1- To introduce this rule, bring a pen and drop it down. Ask the students to describe what has just happened and utter a sentence starting with your name. One of the students is expected to say 'Teacher A dropped the pen on the floor'. Write the sentence on the board and ask them to identify the doer of the action (subject) and the verb.
 - 2- Repeat the action one more time. This time introduce the passive voice. Tell them that you will describe the action starting the sentence by 'the pen'. Write the sentence on the board 'the pen was dropped on the floor'. Then ask your students to identify the subject and the verb. The students are expected to answer that 'the pen is the subject' and 'was dropped' is the verb. Then ask them what about the difference in meaning between the two sentences. Elicit 'in the first sentence, the subject (the teacher) is the doer of the action. While in the second sentence, the subject is unknown. Then tell them that we call the first sentence 'the active voice' and the second sentence 'the passive voice'.

1-Fill in the tables

3. he, active
4. No subject, passive
5. No subject, passive

2-Read, underline the verbs in passive and explain each saying

Student's own answer

Today's Word: Commerce

(N) The buying and selling of goods, especially on a large scale, as between cities or nations

Passive voice/ introduction

Activity Book, page 63

1 Fill in the table

2. No subject. Passive
3. No one. Active
4. No subject. Passive
5. He. Active
6. No subject. Passive

2 Read and circle

1. b
2. b
3. a
4. a

Passive practice

Structure: Present and past simple passive

Presentation:

- Make a short revision about the active and passive voice. Write two sentences one is active and the other is passive, and ask your students to identify which one is active and which one is passive.
- Drop down the pen exactly as you did in the previous lesson. Then ask your students to tell you the passive sentence describing what you did.
- Drop two pens on the floor, then ask them to tell you the passive sentence that describes what you did. See if they can use the auxiliary 'were' instead of 'was'. But if they couldn't, write the sentence on the board and explain the difference.
- Write more past simple passive sentences and ask your students to write the suitable auxiliary verb either 'was' (with the singular subject) or 'were' (with the plural subject).
- Teach them the present simple passive voice and illustrate to them that the difference is only the action in the past simple passive sentences happened in the past, while the action in the present simple passive sentences happens in the present.
- Put a book on a student's desk then say 'the book is put on the desk'. Put more than two books on the desk then say 'the books are put on the desk'.
- Role play another action and ask the students to tell you the present simple passive sentence that describes the action.
- Have your students play the following enjoyable card game: Students describe objects using the simple present passive. In small groups, students take turns to pick up a picture card and describe the object on the card to the other students using the simple present passive. For example, if a student picked up a picture of a pen, the student might say: It's made from plastic. It's bought from the library. It's used to write with, etc. The first student to guess the object wins the card. The winner is the student with the most cards at the end of the game.
- Move to the Learner's Book on p. 74. Read the text loudly and ask your students while you are reading to draw a line under any past or present passive sentences.
- Ask an advanced student to read the first paragraph loudly then choose different students to read. Use the interactive version to help your students practice the pronunciation of difficult words.
- Discuss the lesson together and ask the related questions.

Passive practice

The answers of the questions:

1-Answer the questions

1. Stonehenge was produced by a culture that left no written records.
2. It was built from 3000 BC to 2000 BC.
3. Stonehenge is owned by the Crown.
4. Because it's an ancient monument, and it was added to the UNESCO's list of World Heritage Sites.
5. As a result of serious erosion.

Today's Word: Export, Biography

Export: (V) Send (goods or services) to another country for sale

Biography: (N) An account of a person's life written, composed, or produced by another

Passive practice

Activity Book, page 64

1 Fill in with the passive voice

are surrounded
were added
protected
is owned
is managed
is owned
opened

2 Complete these sentences with the passive form

1. is spoken
2. were repaired
3. is cleaned
4. are produced
5. is made

Activity Book, page 65

1 Rewrite the sentences into the passive voice

2. the table is set by us.
3. a lot of money is paid by him.
4. a picture is drawn by us.
5. blue shoes are worn by her.
6. he is not helped by us.
7. meat is not eaten by the baby.
8. you homework is not done by you.

2 Put the words in the correct order

1. Our house was built in 2010.
2. Many cars are made in Japan.
3. Was the wall painted black?
4. How many cars were stolen last year?
5. Why was the cinema closed by the police?

Intensification

Presentation:

- **1-Look, use the passive to describe the photos**

Enthuse your students to use their imagination and write meaningful sentences on each picture. Have them write their sentences on their notebook and check them.

1. the glass is broken.
2. the wallet is stolen.
3. the goal is achieved.
4. the door is locked.

- **2-Underline the verb and write active or passive**

The boy broke his leg. Active

I sold all the tickets for the concert. Active

The company was first established in 1999. Passive

Because of their size, lions don't fear hyenas. Active

The evidences were found near the site. Passive

Today's Word: Contract

(N) Formal agreement between two or more parties

Intensification

Activity Book, page 66

1 Look, write using the passive and say

1. The t.v is broken.
2. The window is broken.
3. The wallet is stolen.
4. The door is closed.

2 Rewrite these sentences into the active form

- The kid kicks the ball.
The employees sell all the tickets.
A rich man established the company.
Lions and tigers eat zebras.
The detective found the evidence.

Activity Book, page 67

Writing is fun!

Student's own answer

Common adverbs

Structure: Common adverbs**Vocabulary:**

Common adverbs

Outcomes:

5Re5	5W1
5W2	5Uw5
5L5	5S1

Presentation:

- Teaching adverbs is not complicated at all. You can make this class the funniest one ever! Simply speaking, introduce the general form of adverbs by telling your students that they mostly end in (-ly). Give a lot of sentences using different adverbs, e.g., I explain the lesson happily, you are listening to me carefully, the children play together vigorouslyetc.
- Explain to the students how adverbs describe and modify verbs, adjectives or another adverb.
- Move to the Learner's Book on p.78. Ask the students 'What insect is this?' 'Have you ever seen an ant?' 'Do you like ants?' 'What are their colors?' 'What do you know about ants?'
- Play the interactive CD and ask your students to listen carefully. Play the CD again but this time have them circle any adverb they notice, they will notice that the adverbs in the lesson are already written in bold. Choose different students to read the text. Discuss the lesson together, and explain new words in your own way.
- Have your students work in pairs answering the questions. Give them some time and discuss them together.

1-Answer the questions

1. There is nearly 1 million ants for every human.
2. Ants are extremely social creatures as they live, work and obtain food together.
3. All ants are almost black or red. However, they can also be green or metallic.
4. Continually/without stopping.
5. Student's own answer: The male's only role is to reproduce with the queen ant. Therefore, after he has fulfilled his purpose, he dies.
6. They are adverbs

Common adverbs

- In exercise 3, ask the students to remind you about the use of adverbs, the place of adverbs in the sentence...etc. Reward the students who remind you; through giving them presents, stickers or even asking the rest of the class to clap for them. After that, let the students work in pairs and write the sentences. Monitor them and check their answers.
- To get any information about ants and their lives you can benefit from the following website: http://ant.edb.miyakyo-u.ac.jp/INTRODUCTION/Gakken79E/Page_02.html.
- Show your students a video about the lifespan of ants through YouTube.

Game:

A very interesting game you can play with your students is Meal Routines Throw. Get different students to write on the board as many food words as they can in 3 minutes. Then divide your class into 2 teams. In Team A, a student throws a crumpled paper ball at the board. Whatever food word it hits the student must make a meaningful sentence using any adverb of frequency in its appropriate place e.g. "I rarely eat fish for lunch". If any student, of any team, successfully hits a word and makes a good sentence, he/she wins a point for his/her team. However, if the student misses a word or gets the sentence wrong his/her team misses out on a point.

Today's Word: Threatening, Natural

Threatening: (Adj) Making or implying threats/Causing the feeling that one's power, social standing, or self-esteem is in danger of being diminished

Natural: (Adj) Present in or produced by nature

Common adverbs

Activity Book, page 74

1 Circle the adverb and underline the verb it describes

1. *the verb: went *the adverb: yesterday
2. *the verb: stopped *the adverb: briefly
3. *the verb: drive *the adverb: dangerously
4. *the verb: said *the adverb: angrily
5. *the verb: spoke *the adverb: quietly

2 Complete the sentences with adverbs

1. carefully
2. angrily
3. slowly
4. fluently
5. loudly

Activity Book, page 69-70

1 Use the adverb in brackets in its correct place

1. Sometimes, she reads novels.
2. He often watches TV.
3. Calm people never get angry.
4. Our new friend is usually very kind.
5. My father always travels for work.
6. Keisha usually helps her mother in the kitchen.
7. They never eat dinner in the afternoon.

2 Read and circle

1. a
2. c
3. b
4. b

2 Read and Talk:
student's own answer

4 Using these words, write meaningful sentences.
student's own answer

5 Write.
student's own answer

Adverbs of frequency

Structure: Adverbs of frequency

Presentation:

- Write adverbs of frequency in a form of a ladder depending on their percentage of frequency from 100% to 0% exactly as in p.80. Introduce their meanings and give a sentence on each one, e.g., my son always cries if I don't take him out with me, I usually drink a cup of coffee before I came to school, I never smoke ...etc.
- Move to the first exercise, ask a student to read the activities loudly. Then ask them to draw the same table and tick how often they do each activity. Check their notebooks and have a friendly discussion with them!
- Ask them again to write on their notebooks five sentences they frequently do and five sentences they seldom do. Give them some time and have different students to read their sentences loudly.

Today's Word: Unhealthy

(Adv) Being in a state of ill health

Adverbs/intensification

Presentation:

- Make sure that students understand how to use adverbs. On your desk, place a pile of cards with adverbs, as well as a pile of cards with verbs on them. Have students take turns in picking a card from each pile and acting out the action that the cards show. For example, if the cards are “walk” and “slowly, the student should walk slowly in front of the class or ‘laugh’ ‘loudly’ ‘jump’ ‘quietly’, and have the students guess the verb and the adverb that were chosen, and then reveal the card that the students guess correctly.
- Move to the exercises and discuss them together. Have them work in pairs or groups.

The answers of the questions:

1-Read and complete

1. incorrectly
2. suddenly
3. terribly
4. angrily
5. happily

2-Read and circle the adverb

1. just, angrily
2. almost, very
3. extremely
4. never, before
5. usually

Today's Word: Sever

(V) To break or separate, especially by cutting

Adverbs/intensification

Activity Book, page 71

1 Read and choose

1. a
2. b
3. b
4. b

2 Describe using adverbs of frequency

Student's own answer

Activity Book, page 72

Writing is fun!

Student's own answer

Reading is fun: Amazon River

On YouTube, show your class the creatures that are found in this magnificent river.

Conversation + Expressing opinions

Structure: Conversations

Vocabulary:

Technical repairs-bad news-activities to do-expressing opinions

Outcomes:

5L2	5L9
5S1	5S3
5Re2	5Re7
5Re8	

Presentation:

- Greet your students. Ask them to open their books on p.83. Encourage them to tell you what they can see in the picture (elicit two people). Let them be more precise; ask them 'What does each person hold?' Elicit (a mobile) tell them that it is a telephone conversation.
- After the previous brainstorming, introduce the lesson as a story so that you can attract the student's attention. Say 'Once upon a time there were a sister who called her brother and they had the following conversation: ...' play the interactive CD and encourage your students to listen carefully.
- Read the conversation. Ask a student to read one of the roles and you read the other role.
- Another time, choose two students to read the whole conversation.
- Stimulate your students by asking 'Who can act out the conversation without reading from the book?' Choose two volunteers, help them if they forget any word. Appreciate their participation and surprise them by giving them extra marks.
- After that, ask them to imagine themselves in the same situation 'You are encountering a problem with something, you need to call someone to help you. Choose your own words'. Choose two students after giving them some time to organize their speech.
- In lesson 2 do the same. After playing the CD, ask them 'What kind of conversation is this?' Elicit (bad news conversation). Bring a telephone, and put it in front of the students.
- They will be curious and will ask themselves 'Why did the teacher bring the telephone? What will we do with it?'. Use the telephone that you brought. Take out your mobile phone. Ask an advanced student to take the second person's role using the telephone that you put in front of the class.
- After that students will be motivated to try. Repeat the same process until the whole class acts the conversation out without reading from the book.
- Lesson three is a conversation between two friends who are planning to do an activity. Have them act out a very similar conversation planning for another activity using their own words. In lesson 4, read the quotations. Then have your students read them silently and give their opinions about each saying. Divide them into six groups. Have an interesting discussion with them. Set a debate between groups so that each group would defend its ideas.

Today's Word: Probably, Surely, Anticipate, Predict

Probably: (Adv) With considerable certainty; without much doubt

Surely: (Adv) With confidence; unhesitatingly, undoubtedly; certainly

Anticipate: (V) To see as a probable occurrence; expect

Predict: (V) To declare or tell in advance; foretell

Activity Book, page 73

Complete the dialogue

Emily: Hi Jack , sorry to bother you, but I need your help. I actually have a question for you.

Jack: No problem, what's up?

Emily: I've a problem with my phone.

Jack: Ok, I see. What's wrong with your phone?

Emily: My phone doesn't download images. I don't know why!

Jack: Doesn't it download all images or from certain websites?

Emily: I have all images but couldn't download anything.

Jack: When did this happen?

Emily: Yesterday, the phone kept on showing me that "You can't download this image".

Jack: Have you tried turning your phone off then on again ?

Emily: No, do you think it might help?

Jack: Actually, it helps most of the time. I'm not sure what's wrong. But let's try it.

Emily: Ok, I'll do that now.

Jack: Yeah, sure! I will be waiting for your call.

Emily: Thanks a lot Jack. Bye- bye.

Activity Book, page 74

Complete the conversation. Then, act out a similar one with a friend

Max: Sophie, did you hear the news today? Something really bad happened!

Sophie: No, you are scaring me, what happened Max!? Tell me.

Max: It's Elma, she fell down yesterday and was moved to the hospital.

Sophie: What a bad news! How did that happen? Is she in danger? How is she now?

Max: She was in danger yesterday, but the doctors told her family that she would be fine in few days.

Sophie: Can I go and visit her at the hospital?

Max: I think no one can visit her today because she needs to relax .

Sophie: Oh, I really feel sad for her.

Max: Yeah, I can't believe you hadn't heard about it. All of our friends knew about it.

Sophie: No one called me.

Max: It's ok. I just wanted to make sure that you know about the accident.

Sophie: Thanks, Max. I appreciate your call. I hope Elma gets better as soon as possibl. I will call her tomorrow.

Activity Book, page 75

Complete the conversation. Then, act out a similar one with a friend

Emily: Lily, what are you doing?

Lily: Nothing much. I feel bored. Would you like to do something?

Emily: That's a good idea.Would you like to go shopping? I need to buy few stuff.

Lily: I don't think I want to go shopping.

Emily: Why? We had a lot of fun last time we went shopping.

Lily: Ok. But I don't want to spend more money.

Emily: Ok, I see. So, what do you suggest?

Lily: Let's go to your house and watch a movie?

Emily: Ok, That sounds like a good idea. What movie shall we watch?

Lily: What about an horror movie? I like horror movies.

Emily: Are you kidding? Let's watch an action movie.

Lily: Ok, but first, we should make some fruit salad.

Emily: Yummy! Let's go .

Activity Book, page 76+77

Student's own answer.

Reading is fun: Robert Lee Frost

Ask your students to write, using their own words, an analysis of this poem using the internet. Advise them just to write 'the analysis of Stopping by Woods for Robert Lee frost'

Outcomes:

5Re2
5W6
5S3
5Uw5
5Ug4

Presentation:

- Ask your students: 'What can you see in the picture?' 'What is the title of the lesson?' 'What does the word pollution mean?'
- Ask your students to read the text silently. Write different questions about the text on note cards. Divide your students into groups, and each group a note card to answer the related questions.
- Read the text loudly and discuss it with your students. Have your students check the answers from the discussion you are having with them.
- Move to the exercises, and answer them together.

1-Answer the questions

1. The increase in pollution with the increase of human needs
2. Because chemicals and oil produce highly poisonous gases or wastes which are being dumped into rivers.
3. Student's own answer
4. Highly, seriously, properly, surely, directly, dangerouslyetc
5. *These chemicals and oil produce highly poisonous gases or wastes which are being dumped into rivers.
*We can be hurt
*Little wastes were left
* A problem that should be taken seriously.
...etc

Presentation:

p.90 lesson 3

- Ask your students to remind you about the adverbs, their use, their place in a sentence.....etc
- Move to the exercises. Have them work individually to fill in the blanks.

The answers:

1-Read and complete

1. suddenly
2. angrily
3. carefully
4. happily
5. yesterday

3-Look, use the passive and say

- 1-The wristwatch was broken.
- 2-The tree is planted.
- 3-The wall is painted.

p.91. lesson 4

- Make a short revision about the past and present passive voice. Move to the questions and have your students answer them then discuss the mistakes together.

1-Correct the mistakes

2. are made
 3. was painted
 4. was closed
 5. is taught
 6. has been washed
- Have an advanced student read the words. Make sure that your students know their meanings. Ask them to match the words with the suitable pictures then check the right answers.

Activity Book, page 78

1 Look and write using the passive voice

1. the window is broken.
2. the bag is dropped.
3. the criminal is arrested.
4. the wallet is lost.

Write what do these quotes mean?

Student's own answers

Activity Book, page 89

1 Fill in the gaps

1. excitedly
2. carelessly
3. finally
4. easily
5. suddenly
6. loudly
7. slowly
8. well
9. beautifully
10. quickly

2 Read and circle

1. c
2. b
3. b
4. b

Today's Words!

Unit 1

Hilarious, Humorous,
Horrible, Awful

Unit 2

Detest, Argue,
Claim, Suggest

Unit 5

Focus, Distract,
Eliminate, Reject

Unit 3

Economy, Society,
Politics, Psychology

Unit 6

Risky, Adventurous,
Brave, Faithful

Unit 7

Failure, Trophy,
Defeat, Souvenir

Unit 11

Essential, Useless,
Primary, College

Unit 10

Literature, Non-Fiction,
Translation, Autobiography

Unit 12

Rarely, Completely,
Partially, Ultimately

Unit 14

Commerce, Contract,
Export, Biography

Unit 15

Natural, Unhealthy,
Sever, Threatening

Unit 16

Probably, Surely,
Anticipate, Predict

A

B

E

A

U

T

Teacher's Resources

- ① <http://busyteacher.org/11392-many-much-some-any-worksheet.html>
- ② http://www.myenglishpages.com/site_php_files/grammar-exercise-present-progressive.php
- ③ <http://busyteacher.org/24452-some-any.html>
- ④ <http://www.ecenglish.com/learnenglish/lessons/anything-nothing-something-everything>
- ⑤ <https://www.ego4u.com/en/cram-up/grammar/prepositions/exercises>
- ⑥ <http://www.englishpage.com/modals/interactivemodal6.htm>
- ⑦ <https://www.ego4u.com/en/cram-up/tests/present-perfect-simple-3>
- ⑧ <http://www.perfect-english-grammar.com/past-perfect-exercise-3.html>
- ⑨ <https://learnenglish.britishcouncil.org/ar/english-grammar/adjectives/order-adjectives>
<https://learnenglish.britishcouncil.org/ar/english-grammar/adjectives/order-adjectives>
- ⑩ <http://www.worldstories.org.uk/>
- ⑪ <http://www.myenglishpages.com/>
- ⑫ <http://www.eschooltoday.com/>
- ⑬ <https://en.book-fair.com/registration>
- ⑭ <http://by-topic/international/international-book-news/article/67224-the-world-s-57-largest-book-publishers-2015.html>
- ⑮ <http://www.englishpower.eu/en/ep-free-english-graded-reading-comprehension/itemlist/category/34-october-2010>
- ⑯ <http://www.historyforkids.net/>
- ⑰ <http://www.eastoftheweb.com/short-stories/index.php?p=web/library/fiction/authors>
- ⑱ <http://www.kidsworldfun.com/shortstories.php>
- ⑲ <http://www.factmonster.com/>
- ⑳ <http://www.englishspeak.com/english-lesson.cfm?lessonID=1>
- ㉑ <http://www.english-for-students.com/english-poems-B.html>
- ㉒ <http://www.classicshorts.com/bib.html>
- ㉓ <http://www.cleavebooks.co.uk/grol/index.htm>
- ㉔ <http://www.youngwritersmagazine.com/category/fiction/page/2/>
- ㉕ <http://www.charliefish.co.uk/sortbypages.html>

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Teacher's Resources

- 25 <http://short-story.me/science-fiction-stories.html>
- 26 <http://www.shmoop.com/literature/>
- 27 <http://www.k12reader.com/worksheet/change-the-point-of-view-third-person-to-first-person/>
- 28 <http://www.ereadingworksheets.com/browse-worksheets-by-grade-level/reading-worksheets-by-grade-level/6th-grade-reading-worksheets/>
- 29 <http://www.k5learning.com/reading-comprehension-worksheets>
- 30 <https://www.storyarts.org/library/aesops/stories/boy.html>
- 31 http://www.readworks.org/rw/k-12-poems-question-sets?utm_source=Email&utm_content=10.5.16%20poems
- 32 <https://www.superteacherworksheets.com/fragment-runon.html>
- 33 <http://www.k12reader.com/worksheet/correcting-run-on-sentences-commas-and-conjunctions/>
- 34 <http://www.littleworksheets.com/causeandeffect.html>

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Titles of Units

- Unit 1: Fewer people, less noise
- Unit 2: What will happen to earth?
- Unit 3: They are meeting someone.
- Unit 4: Revision
- Unit 5: Smarter than anyone!
- Unit 6: On Thursday evening at 9:00
- Unit 7: She couldn't stop.
- Unit 8: Revision
- Unit 9: "The Use of Force"
- Unit 10: Why have we stopped?
- Unit 11: "All pigeons were frightened and confused."
- Unit 12: Did you know that?
- Unit 13: Revision
- Unit 14: What is done cannot be undone.
- Unit 15: Ants are extremely social creatures.
- Unit 16: Let's speak English fluently.
- Unit 17: Revision

Reading is Fun in Order of Appearance

- Famous quotes
- Hummingbird
- World War 1
- The sun is going to die!
- YouTube
- Hyperion, the world's tallest living tree
- Guinness World Records
- Grand Canyon
- World War 2
- The wolves of the sea
- Octopus
- Twinkle, twinkle, little star
- Peregrine falcon
- The Amazon River
- Robert Lee Frost
- What do you think of these quotes?