

A Beautiful Mind

Teacher's Guide

6 Level





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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

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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 6

	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

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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		
1		A1

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.

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Stage 6

Reading

- **6Re1** Recognise, identify and sound independently a wide range of language at text level.
- **6Re2** Read and follow independently familiar instructions for classroom activities.
- **6Re3** Read independently a range of short simple fiction and nonfiction texts with confidence and enjoyment.
- **6Re4** Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues.
- **6Re5** Understand independently specific information and detail in short, simple texts on a range of general and curricular topics.
- **6Re6** Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics.
- **6Re7** Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics.
- **6Re8** Use independently familiar paper and digital reference resources to check meaning and extend understanding.

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Writing

- **6W1** Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics.
- **6W2** Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics.
- **6W3** Write, with some support, about personal feelings and opinions on a limited range of general and curricular topics.
- **6W4** Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency.
- **6W5** Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently.
- **6W6** Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics.
- **6W7** Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently.
- **6W8** Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently.

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Use of English

- **6Uw1** Use a limited range of abstract nouns and compound nouns; use double genitive structures: a friend of theirs; on a range of general and curricular topics.
- **6Uw2** Use a growing range of quantifiers, cardinal, and ordinal numbers and fractions on a range of general and curricular topics.
- **6Uw3** Use a growing range of participle adjectives and a growing range of adjectives in the correct order in front of nouns on a range general and curricular topics.
- **6Ug1** Use a range of determiners including neither, both on a range of general and curricular topics.
- **6Uw4** Use a growing range of questions including how far, how many times, what + noun, on a range of general and curricular topics.
- **6Ug2** Use a range of pronouns including relative pronouns who, which, that, whom, whose, on a range of general and curricular topics.
- **6Ug3** Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics.
- **6Uf1** Use a growing range of future forms including be going to [predictions based on present evidence] and will for predictions on a range of general and curricular topics.
- **6Ug4** Use a range of active and passive simple present and past forms and used to/didn't use to for past habits/states on a range of general and curricular topics.
- **6Ug5** Use present continuous forms with present and future meaning and past continuous forms for background, parallel and interrupted past actions on a range of general and curricular topics.

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Use of English

- **6Ug6** Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics.
- **6Uw5** Use a range of adverbs [simple and comparative forms] including adverbs of manner; use pre-verbal, post-verbal and end-position adverbs; on a range of general and curricular topics.
- **6Uf2** Use a growing range of modal forms including would [polite requests], could [polite requests], needn't [lack of necessity], should, ought to [obligation], on a range of general and curricular topics.
- **6Uw6** Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases; begin to use dependent prepositions following adjectives; on a range of general and curricular topics.
- **6Ug7** Use the pattern verb + object + infinitive give/take/send/bring/show + direct/indirect object; begin to use some common prepositional verbs; on a range of general and curricular topics.
- **6Ug8** Use conjunctions while, until, as soon as in relating narratives; use if/unless in conditional sentences; on a range of general and curricular topics.
- **6Ug9** Use if/unless in zero and first conditional clauses; use a range of defining and non-defining relative clauses with which, who, that, whose, whom; on a range of general and curricular topics.

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Listening

- **6L1** Understand, with little or no support, longer sequences of classroom instructions.
- **6L2** Understand more complex unsupported questions which ask for personal information.
- **6L3** Understand, with little or no support, more complex questions on a range of general and curricular topics.
- **6L4** Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics.
- **6L5** Understand, with little or no support, specific information and detail in both short and extended talk on a range of general and curricular topics.
- **6L6** Deduce, with little or no support, meaning from context in both short and extended talk on a range of general and curricular topics.
- **6L7** Recognise, with little or no support, the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics.
- **6L8** Understand, with little or no support, both short and extended narratives on a range of general and curricular topics.
- **6L9** Identify rhymes, onomatopoeia and rhythm.

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Speaking

- **6S1** Provide detailed information about themselves and others at discourse level on a wide range of general topics.
- **6S2** Ask questions to clarify meaning on a range of general and curricular topics.
- **6S3** Give an opinion at discourse level on a range of general and curricular topics.
- **6S4** Respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.
- **6S5** Summarise what others have said on a range of general and curricular topics.
- **6S6** Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges.
- **6S7** Keep interaction going in longer exchanges on a wide range of general and curricular topics.
- **6S8** Relate extended stories and events on a growing 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 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.

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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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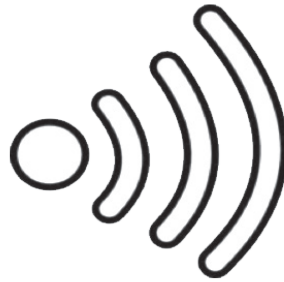
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6. Study correct material

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.



«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.



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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)

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 a 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>I</i> and <i>me</i>

- <i>I</i> and <i>me</i> 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)

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 a 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.

Abstract nouns - Ordinal numbers

Structure: Abstract nouns - Ordinal numbers

Outcomes:

6Re5

6Re2

6L1

6S3

6S4

6Uw1

6Uw2

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 encourage 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) hand or Right (R) hand or clap (C) as the teacher proposes. This icebreaker exercise is very good for kinesthetic students as they can participate a lot, you can do it in pairs in front of the class, in rows or with the whole class. Participate if you can!

Example:

LCRRLCLLLLRCLRRRL
ABCDEFGHIJKLMNO P

Today's Word: Accident, Variety

Accident: (N) An unexpected and undesirable event, especially one resulting in damage or harm

Variety: (N) The quality or condition of being diversified or various

Abstract nouns - Ordinal numbers

Teacher's Resources

- The following link provides exercises about the ordinal numbers that students can practice:

① http://www.englisch-hilfen.de/en/exercises/various/cardinal_ordinal_numbers.htm

Activity Book, pages 4+5

p.4

Think and write

If this person compares himself to other richer people, he may be a poor person. This is called the subjective poverty.

① **Read and write**

- Main idea: Types of poverty
- Problem: Poverty increases and affects all aspects of life.
- Difference: Situational poverty results from certain emergency events such as: floods, earthquakes, illness....etc. However, absolute poverty is the type of poverty in which people need badly for the basics of life such as: food, clothes, health careetc.
- Summary: There are many types of poverty. This phenomenon affects the different aspects of life as it increases. Therefore, we should help reduce this problem.
- Things you agree/disagree with

p.5

Prefix

1. Anti-war
2. unhappy
3. impossible
4. disagree
5. unkind
6. disable
7. undo

Suffix

1. doable
2. beautiful
3. healthy
4. friendly
5. active
6. acceptable
7. successful

Ordinal numbers and Fractions

Presentation:

- Make a short revision about the ordinal numbers. Encourage your students to memorize the ordinal numbers. Reward the fastest students.
- Have a student read the sentence: 'The **first** flight from Sydney arrives at 4:00 P.M.'
- Ask the students to write similar sentences telling what time each plane arrives.
- The second exercise will be very easy if you followed a funny and interesting way to teach fractions.
- Draw a pizza on the board, and divide it into two halves. Tell them that you were very hungry and you ate half of the pizza, then say 'I ate one half of the pizza'.
- Draw another pizza and divide it into three slices, and teach them the word 'One third'.
- Follow the previous steps to teach them fractions. You can ask them to bring an apple or a loaf of bread and apply what they learnt using such things.

Today's Word: Connection

Connection: (N) Something that connects, joins, or relates; link or bond

Activity Book, page 6

1

What time do these flights arrive?

- The second flight arrives from London at 1:45 P.M.
- The third flight arrives from Casablanca at 9:30 P.M.
- The fourth flight arrives from Hong Kong at 4:00 P.M.

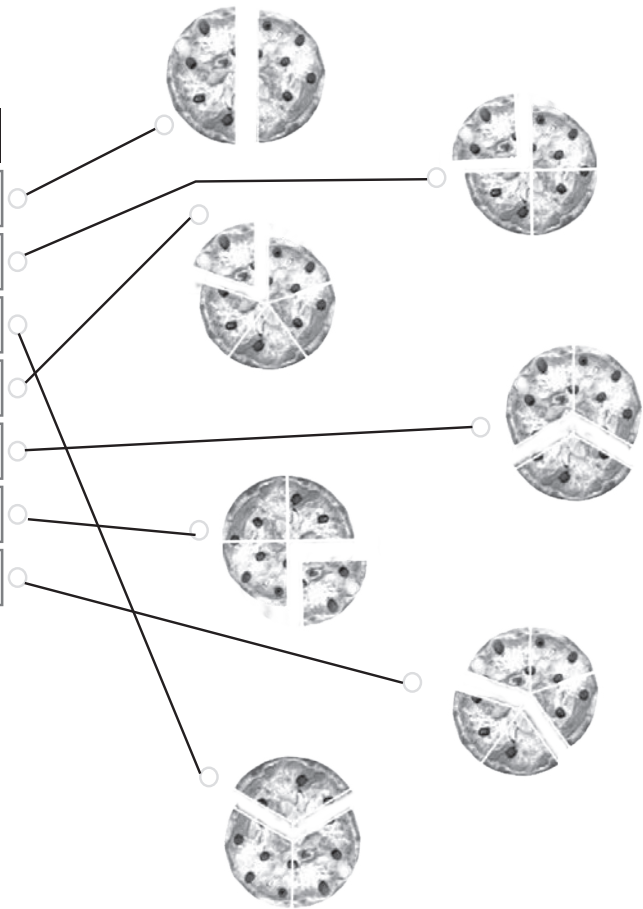
Ordinal numbers and Fractions

Activity Book, page 6

2-Read, match and give examples

We write
$1/2$
$1/4$
$1/3$
$1/5$
$2/3$
$3/4$
$3/5$

We say
a half
a quarter
a third or one third
a fifth or one fifth
two thirds
three quarters
three fifths



Quantifiers and Fractions

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. Help your students when necessary. Answer more questions and write the answers on the board. Encourage them to answer.
- Introduce the words (more, much, many, few, little, less, fewer, a lot of, lots of). 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.
- Rephrase the students' answers using quantifiers. 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. On the first half write the word 'uncountable' and write the words (much, less and little, a lot of, lots of). On the second half of the board write the word 'countable' and write the quantifiers that precede the plural countable nouns (many, few, a lot of, lots of). Give students more examples.
- Encourage students to write sentences using such quantifiers.
- Have a worksheet to encourage your students practice different exercises. Give them only two options. Ask for volunteers to choose the correct answer. You may ask your students for translations (interpretations) to make sure that they understand the meaning.
- Ask them to open their books on lesson 4. Have different students read the sentences and notice the difference.
- Move to 'A point of discussion'. Read it loudly and slowly. Try to explain it in a simple way and ask the students about their opinions.



Quantifiers and Fractions

Today's Word: Equipment

(N) A set of tools, devices, kit, etc, assembled for a specific purpose such as a soldier's kit and weapons

Teacher's Resources

- The following link provides a worksheet about some quantifiers that students can download and practice the different exercises:

① <http://busyteacher.org/11392-many-much-some-any-worksheet.html>

Reading is fun! How can poverty be reduced?

On YouTube, search for: 'how to help reduce poverty'.

Activity Book, page 7

1-Read and choose

- ① many/a lot of
- ② much/a lot of
- ③ many
- ④ much
- ⑤ much
- ⑥ a lot of/many

2-Fill in the gaps with few/little/much

- ① little
- ② few
- ③ little
- ④ much/little
- ⑤ much/few

3-Read and decide

- ① many
- ② no
- ③ any
- ④ much
- ⑤ few/some
- ⑥ is/any
- ⑦ any/some

What + noun & Questions with How

Structure:

What + noun & Questions with How

Vocabulary:

- Question Tools.
- Determiners And Conjunctions.
- Different Parts of Speech.

Outcomes:

6Re4 6Re8
6W1 6W5
6Ug1 6Uw4
6L4 6S3

Presentation:

- Greet your students and say 'Good morning'. Ask them any question that is related to the previous day. Such questions remind them about the different question words e.g How was your weekend? Where did you go? What did you played?
- Talk about yourself as a way to introduce the structure of (what + noun). Say 'I like playing chess. What game do you like to play?' Ask them different questions after talking about yourself, e.g., 'I like dealing with honest people, what kind of people do you like to deal with?'
- Use their answers to teach them other (wh) words. If a student answers 'I like playing football', ask him/her 'How often do you play football?' The student may struggle to find the answer because he/she may not understand the question which begins with 'how often', so give them some choices, say, 'Do you play football once a week, three times a month, every dayetc?'. After that the student is expected to answer this question easily and the whole class will understand the question word 'how often'.
- In order to teach them more (wh) words such as: "how high", "how far", "how long", "how much", show them pictures of a mountain and a computer and ask them: 'How high is this mountain?', 'How much does this computer cost?'. Tell them 'It takes me twenty minutes to get to school, and you how long does it take you?' Or 'how far is your house from the school?'
- To have your students practice more, encourage them to role-play dialogues asking and answering certain questions. Also, you can have them play fruit basket as a kind of review in the next class.
- Move to the lesson. Brainstorm students by asking 'What is the title of the lesson? What can you see in this page? Between whom do you think is the conversation taking place?'
- Have them read the conversation silently. After they finish, choose two students to read the conversation.
- Give the students some time to read the questions. Play the CD then discuss the answers together.

2-Listen and circle

1- c

2- a

3- a

What + noun & Questions with How

Today's Word: Accompany

(V) To be or go with, especially as a companion

Teacher's Resources

- ① http://www.english-4u.de/question_words_ex1.htm
- ② http://www.myenglishpages.com/site_php_files/grammar-exercise-conjunctions.php

Activity Book, page 9

1-Complete the interview

Employer: Good afternoon, sir. How many years of experience do you have? And why are you applying for a job at our school?

Candidate: Actually, I don't have many years of experience. And I am applying for this job at your school because it is recommended by many teachers.

Employer: Ok, I see. What type of qualifications make you suitable for this job? How good are you at teaching English?

Candidate: Well! I have a B.A degree in English. Also, I have taught English for three years.

Employer: What grades have you taught so far?

Candidate: I have taught English for the seventh and eighth grades.

Employer: Great! Let us discuss your salary. How much money do you expect monthly?

Candidate: I expect a usual salary. I don't think of much money now.

Employer: Ok. I will call you after discussing your application with the administrators. It was nice meeting you.

Candidate: Thank you. It was nice meeting you, too.

2-Read and choose

- ① much
- ② far
- ③ long

Determiners & conjunctions

Structure: Determiners and conjunctions

Not only.....but also

Neithernor

Eitheror

Presentation:

- Coordinating conjunctions are used to show equal elements in a sentence. Before explaining (Not only.....but also/Neithernor/Eitheror), you can remind your students of (for, and, nor, but, or, yet, and so). Teachers usually use the mnemonic FANBOYS to teach the students such conjunctions.
- 6th grade students are able to take notes on their notebooks. As a result, you can follow the inductive or deductive way to teach the coordinating conjunctions. You can benefit from certain situations that happened inside the classroom and write sentences using such conjunctions e.g you are not only smart but also very active. Neither Ahmad nor Ali wrote their homework. You can conduct the conversation either in groups or in pairs.
- Underline each equivalent pair and clarify the similarities. Ask students to write sentences using coordinating conjunctions.
- Move to the lesson, and choose different students to read. Enjoy discussing the lesson and answering the questions.

1-Answer the questions

1. Not only some schools ask female students to learn how to defend themselves against attackers, but also other schools give awareness classes

for boys about the need to respect women.

2. Both physical education and music are emphasized, especially for young children. As they express the students personality and give them energy to continue their school day.

3. Because kids learn not only about different foods and where they come from, but also to show good manners and etiquette.

4. Student's own answer

5. Having a large number of students in the class causes a lot of noise, which is a major distraction for students. Moreover, this complicates the teacher's role in controlling the class and taking care of all the students.

Determiners & conjunctions

6. Emphasized: To cause to appear important or deserving of attention (stresses)

Considered: Presented or thought out with care (esteemed)

Manners: A way of acting; bearing or behavior (behavior)

Etiquette: Rules governing socially acceptable behavior (manner)

Average: An intermediate level or degree

Secondary: One grade or step after the first (not primary)

Writing corner:

*Students should know that writing is an organized group of ideas rather than a haphazard process that results from jotting down different and unrelated thoughts. Before asking students to write a paragraph or an essay about the topic, encourage brainstorming and critical thinking. It is more preferable to brainstorm the entire class in order to have more ideas. After that, ask students to write what bears in their minds, this process is called 'free writing'. The next step is to organize the ideas and put them in related and organized paragraphs. In some cases, the writer asks certain questions and the student has only to answer the questions and put them in a paragraph through connecting the ideas with the different linking words.

Today's Word: Achieve, Postpone

Achieve: (V) To succeed in accomplishing; bring about

Postpone: (V) To put off or delay until a future time

Teacher's Resources

- <http://www.ecenglish.com/learnenglish/lessons/both-neither-either-pre-intermediate-level>
- <http://www.gingersoftware.com/content/grammar-rules/conjunctions/coordinating-conjunctions/>

Intensification

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 toward studying English. Encourage them, and try to make English class the best for them.
- Make a short revision about conjunctions. Ask students to use them in meaningful sentences. Write some of their sentences on the board.
- Move to the Learner's Book. Ask different students to read the information provided about the determiners, and to find out the similar examples from the text.
- Move to 'A point of discussion' and listen carefully to the students. Enjoy discussion!

Today's Word: Prevent

(V) To keep (something) from happening

**Reading is fun!
Encourage students to read 'why
are children missing schools?'**

You can ask them in the next class about the reasons. Give extra marks for those who mentioned the reasons so that the other students will be encouraged to read "Reading is fun" text every time.

Activity Book, page 12

2-Correct the mistakes in using determiners in the following sentences

1. He speaks neither Danish nor Japanese.
2. I like both of them.
3. I don't like neither jacket.
4. Both of them came to the event.
5. I want to buy both cars!
6. She's both intelligent and wise.
7. Neither of them is my friend. This is the first time I saw any of them.

Present Perfect tense

Structure: Present perfect

Vocabulary

- Environment.
- Ecology.
- Adverbs.
- Practical Conversations.

Outcomes:

6L5
6S3
6Re1
6W1
6S1
6Ug3

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 one, which started in the past but it continues to happen 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 still appears in the present which is in this case (the board is clean).
- On the board, write, '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 using the auxiliary verb 'have' with plural subjects. Say 'You have already written the sentences on your notebook', and 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'.
- Move to the first lesson. Brainstorm your students. Ask them 'What can you see in the pictures?', 'Do you think humans affect the Earth negatively or positively?', 'What is the meaning of biodiversity?'.
- Read the text and choose different students to read. Discuss the lesson and motivate student's critical thinking by asking them a lot of questions.
- Move to the questions. Be different this time; write each question on a card, then fold the cards and let each group choose one and answer the question written on it.

Present Perfect tense

1-Answer the questions

- 1) Human impact on biodiversity has seriously been negative, although some human activities have had a positive impact.
- 2) Because the Amazon Rain Forests have been converted to cropland, and habitat has been destroyed.
- 3) Humans might reduce their negative impact through creating nature preserves to protect the biodiversity and through controlling fisheries and cutting trees operations so that resources are only removed at a sustainable rate.
- 4) Because biodiversity has resulted in habitat destruction, species transfer, and animal extinction.
- 5) It means moving species from one continent or island to another, either intentionally or by accident.
- 6) Student's own answer
- 7) Require: To demand as obligatory or appropriate
Convert: To change (something) into another form, substance, state, or product; transform
Habitat: The natural environment in which a species or group of species lives
Species: Any group of related animals or plants not necessarily of this taxonomic rank
Extinction: The act of extinguishing
Decline: To express polite refusal
Intentionally: Done deliberately
Reduce: To bring down, as in extent, amount, or degree; diminish
Mostly: For the greatest part; mainly
Nonetheless: Despite that; however; nevertheless
Nature preserve: An area set aside chiefly to protect its wild plants and animals
Resource: Something that is available for use or that can be used for support or help
Conserve: To protect from loss or harm; preserve

Present Perfect tense

Today's Word: Old-Fashioned, Patient

Old-Fashioned: (Adj) Attached to or favoring methods, ideas, or customs of an earlier time

Patient: (Adj) Bearing or enduring pain, difficulty, provocation, or annoyance with calmness

Teacher's Resources

- Have your students check their comprehension of 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 14

1- Fill in the gaps with the suitable word from the box

1. variety
2. extinct
3. converted
4. impact
5. habitat
6. required

Present Perfect tense

2- Fill in the table with synonyms and antonyms

Word	Synonym	Antonym
Decline	Descend	Increase
Intentionally	Deliberately	Accidentally
Reduce	Diminish	Raise
Preserves	Protect	Hurt
Mostly	Chiefly	Infrequently

3- Fill in the table

Item	Positive impact on environment	Negative impact on environment
Cars	Cars can transport people to different places easily.	Cars emit carbon dioxide which contribute to global warming.
Oil factories	Oil factories raise the country's economy.	Factory wastes damage wildlife and the marine life and destroy the habitat of many animals and plants.
Cell phones	They enable you to communicate with any one anytime and anywhere.	They carry cancer risks and they hinder sleep.
Electricity cables	Electricity can be used to produce other forms of radiant energy, such as radio waves, microwaves, radiant heat and light.	Touching electricity cables may be fatal.

Present perfect + Adverbs

Structure: Present perfect with ever, never, yet and already

Presentation:

- Make a short revision of the present perfect. Ask the students to write on their notebooks present perfect sentences and questions using 'already' and 'yet'.
- Teach them the other two adverbs 'ever' and 'never'. Write questions and negative sentences using 'ever', e.g., 'Have you ever gone to Oman? I have never gone to Oman'. Write two or three examples and have your students deduce the rule.
- Negate different students' sentences using 'never'. And explain the rule.
- Move to the Learner's Book. Play the CD, then have different students read the explanation provided, then move to the second exercise and encourage them to write two sentences for each adverb. After they finish, check their answers.

Grammar Tip: Never or not ... ever?

It is correct to use 'not ... ever' instead of 'never', but 'never' is much more common:

He has never visited Jamaica. (Correct)

He hasn't ever visited Jamaica. (Correct but uncommon).

Yet, we cannot replace 'never' with 'not ... ever' at the beginning of a sentence.

Today's Word: Proper

(Adj) Called for by rules or conventions; correct

Teacher's Resources

- <http://www.ef.com/english-resources/english-grammar/present-perfect-ever-never-already-yet/>

Activity Book, page 16

1-write.

student's own answer

2-Write the most suitable word related to present perfect

1. yet
2. ever
3. never
4. yet/already
5. never
6. yet
7. never/ever

Present perfect - Intensification

Structure: Present perfect (intensification)

Presentation:

- Greet your students. Ask them to open their books. 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 'books'. Ask them 'What do you expect these two boys are?' Elicit 'School friends'.
- Play the CD. Then 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 similar 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.
- Read 'A point of discussion' and give your students enough time to think. You have the choice to divide them into groups to discuss the idea together, if so, sit with each group and listen to the discussion of each group.

Today's Word: Qualified

(Adj) Having the abilities, qualities, attributes, etc, necessary to perform a particular job or task

Reading is fun! Counting our blessings!

Enjoy reading this great poem. Analyze it together. Ask students to write, on a piece of paper, the blessings that Allah granted them.

Present perfect - Intensification

Activity Book, page 17

**1 Complete the sentences
with the correct form**

- have you ever seen
- has never played
- have not heard
- have you written
- has she done
- have I left

2 Write sentences and questions

1. Have you ever gone skiing?
2. Have you finished your painting yet?
3. She has already visited her friends.
4. Have you ever written a poem?
5. I have never seen a gorilla.

Outcomes:

6Uw1
6Uw2
6Ug3
6Uw4
6S3

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!

1-fill in the gaps with the appropriate “how” and “what” questions.

- 1.how How often
- 2.How many
- 3.What kind
- 4.How far
- 5.How long
- 6.How much
- 7.What time

2-Read and complete the gaps.

- 1.never
- 2.ever
- 3.already
- 4.never
- 5.yet
- 6.never

We add one extra mirror so that they become 18. Then we do the following:

- * $18 \times \frac{1}{2} = 9$ (the first son takes nine mirrors)
- * $18 \times \frac{1}{3} = 6$ (the second son takes six mirrors)
- * $18 \times \frac{1}{9} = 2$ (the third son takes two mirrors)

There remains one mirror which is the one we added firstly.

Activity Book, page 19

1

Read and choose

1. lose
2. your
3. It's
4. here
5. weather
6. quiet
7. whose
8. to
9. their
10. except
11. already
12. whether
13. quite
14. all right/ a lot
15. loose
16. advice

2

Find the mistakes

1. your
2. write
3. your
4. buy
5. your
6. peace
7. everyday
8. lose
9. quite
10. It's

Presentation:**1-Fill in the gaps with the appropriate “How” and “What” questions**

Make a short revision about the different question words. Let your students think of the answers then discuss them together.

1. How often
2. How many
3. What kind
4. How long
5. How far
6. How much
7. What time

Presentation:

2) Read and complete the gaps

1. never
2. ever
3. never
4. already
5. never
6. already

Presentation:

1) Make the present perfect

1. I have gone to the mall today.
2. You have kept your toothpaste for three years!
3. Have you eaten Indian food before?
4. Who have we forgotten to call?
5. We have not heard that song yet.
6. She has not forgotten his books.
7. Have I explained it well?

Reading is fun! How to help others!

Ask the students the 'big question: In your opinion, what other actions can be taken to help people?

Show them a video through YouTube. The keyword is 'Let's Help Others'.



Activity Book, page 20

1

Complete the following sentences with both, neither or either

1. Both
2. Neither
3. Neither
4. Either
5. Both
6. Neither
7. Both

2 Play with the present perfect

Writing is fun!

1. F (Yesterday when I painted the wall red, I fell down.)
2. S
3. F (Your brother will fix the roof because you are not allowed to do it.)
4. F (My friend Amelia, who is scared of all animals, had an accident.)
5. S
6. F (He said, "Ok! Where am I going to keep it then?")
7. S
8. F (I took it home to show it to my mum.)
9. 9.F (I've studied for more than 9 hours. Then, I slept for ten hours!)
10. S

Active and passive simple present and past forms in fiction

Structure: Active and passive simple present and past forms in fiction

Vocabulary - Futuristic Terminology.

- Past tense Terminology.
- Different Parts of Speech.

Outcomes:

6S8	6S4
6S3	6L4
6Ug4	6W7
6W6	

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'.
- Move to the lesson. Ask them '**Why do people believe in things that are not unreal?**'
- Ask certain specific questions about the story to check who has prepared. Praise who prepared, and encourage all the students to prepare.
- Read the text loudly. Choose different students to read it. Enjoy analyzing it. Ask students about the lesson that they benefit from this story.
- Move to the questions and have them work in groups to answer them.

The answers of the questions:

1. The yellow paint protects the person from the dangers of life, the bondage of sin, and the fear of death forever.
2. The physician and the young man.
3. Because he was weeping aloud in the presence of his family after one of his friend was badly injured.

**Active and passive
simple present and
past forms in fiction**

4. A bad situation has some positives which may appear later.
 5. He committed forgery, arson and murder.
 6. No, it was not. It is something unreal and based on fiction not science.
 7. By the execution of the young man who believed the physician.
 8. Student's own answer.
 - 9.
- Physician: person who practices general medicine as distinct from surgery
Set Free: grant freedom to
Reckless: Acting with a lack of care or caution; careless or irresponsible
Weeping: Shedding tears; tearful
Inapplicable: Not applicable or suitable; irrelevant
Tempted: To provoke or to risk provoking
Doubt: To be undecided or skeptical about

Today's Word: Seriously, Shortly

Seriously: (Adv) Deeply interested or involved

Shortly: (Adv) In a short time; soon

Teacher's Resources

- In the following websites, you will find a lot of exercises that you can have your students practice:
 - ① <https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-present>
 - ② <https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-past>

Activity Book, page 22

1-From the “The Yellow paint” story, fill the diagram.

Theme: We should not believe what is built on fantasy, not science

Setting: In a certain city

Characters in the story:

Names/	Traits/	Function in the story:
--------	---------	------------------------

A physician/Deceptive/	He represents the greed in materialistic people.	
------------------------	--	--

A young man/Reckless+foolish/	He represents the stupidity of simple-minded people.	
-------------------------------	--	--

Main character’s problems/goals: He is shallow, superstitious and irresponsible/His goal is to set himself free from the dangers of life, the bondage of sin, and the fear of death forever.

Plot: The plot is about a materialistic physician who takes advantage of people’s naiveté. The prey is the story is a young man who wants to be saved from the dangers of life, the bondage of sin, and the fear of death forever, through buying the physician’s yellow paint and painting himself with it.

Climax: He commits forgery, arson and murder despite the alleged protection of the yellow paint.

Resolution: The execution of the young man

Activity Book, page 23

- A penny for your thoughts: Used to ask someone what they are thinking about
- All ears: To be listening attentively
- Add insult to injury: To make a bad situation worse; to hurt the feelings of a person who has already been hurt
- Ball is in your court: To be someone else’s move, play, or turn
- Costs an arm and a leg: To be very expensive
- Cry over spilt milk: To be upset over something that cannot be fixed, often something minor
- Speak of the devil: Talk about a certain person, and that person appears
- Let the cat out of the bag: To reveal a secret or a surprise by accident
- Once in a blue moon: Very rarely
- Make a long story short: Get to the point
- Don’t put all your eggs in one basket: To make everything dependent on only one thing; to place all one’s resources in one place, account

Active and passive simple present and past forms

Presentation:

- Make a short revision about the active and passive voice. Write two active and passive sentences, 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, and 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 can't, write the sentence on the board and explain the difference.
- Write more past simple passive sentences. Ask your students to write the suitable auxiliary verb; either 'was' (with the singular subject) or 'were' (with the plural subject).
- Teach the present simple passive voice. Tell them that the difference is only that the action in the past simple passive sentences happens 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. 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 voice. 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 picks 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 who guesses the object wins the card. The winner is the student with the most cards at the end of the game.
- Move to the exercises and discuss them together.

Active and passive simple present and past forms

2) Read these proverbs. Then, write them in the passive voice

1. Tools are blamed by a workman.
2. The world is made to go round by love.
3. The broth is spoiled by too many cooks.
4. A right is not made by two wrongs.
5. The doctor is kept away by an apple a day.

Today's Word: Absolutely

(Adv) Completely; perfectly

Activity Book, page 24

1-Read and choose the correct answer

- was surprised
- was said
- was said
- was introduced
- is published
- remembers
- was solved
- was given

2-Change these sentences into the active voice

1. Mr. Kevin teaches English.
2. Somebody cooks a meal every day.
3. He wore blue trousers.
4. The new secretary finished the job.
5. She bought an expensive necklace.

Used to-Didn't use to-passive intensification

Structure: Used to/did not use to

Presentation:

- Greet your students. Ask them some funny questions. Be a real friend to them.
- Talk about yourself. Tell them anything you want share about your past. Say 'I used to climb the tree when I was child', 'I used to participate in many activities in the school', 'I did not use to cause any problem for any person'. Write your sentences on the board and underline the words 'used to' and 'did not use to'.
- Ask them 'What about you? What did you use to do?'
- Enjoy the discussion with your students and be a good listener to them.

1) Listen, and correct the sentence

1. Mr. Garry used to drink milk in the morning and, then, go for a walk in his garden.
2. He didn't use to go to work on Tuesdays and Fridays as Tuesday was his vacation day.
3. He used to greet some employees and that is why he was so lovable in his company.
4. He used to make fast decisions.
5. He used to have a break at 2:00 p.m. After the break, he used to go back to finish what is left from the job.

Today's Word: Afterwards

(Adv) After an earlier event or time; subsequently

Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/past/used-to>
- ② https://elt.oup.com/student/solutions1stedition/int_unit_page/unit2/grammar/exercise2?cc=cz&sellLanguage=cs&mode=hub

Used to-Didn't use to-passive intensification

Reading is fun! Living in the past

Ask them the Big Question 'In our world today, do some people live the same way as humans used to live a hundred years in the past? Talk about the differences and similarities between living now and in the past.'

Activity Book, page 25

1-Complete the sentences with the verb in brackets

The police announced that the National Bank was attacked yesterday. Three men entered the bank at 9.30 a.m. with guns in their hands.

Customers and bank employees were asked to keep quiet and lie down on the floor.

One of the bank employees was made to fill the attackers' bags with money. After that two men left the bank quickly.

The police officer Jason Cage says that more than 10,000 Dollars were stolen yesterday, but nobody was hurt. Jason Cage believes that the attackers will be recognized and will be put in jail soon. The bank is protected now with security.

Writing is fun: Rewrite the story in the proper order

- 1-Once there lived a rich man.
- 2-He had two sons.
- 3-They were living together happily.
- 4-Years went by. The younger son began to get tired because he was unhappy with his lot.
- 5-He went to his father asking for his share of the house.
- 6-The father tried to convince his son, but he wouldn't listen to his father.
- 7-So the father gave him a third of his house.
- 8-The young man sold his share of the house and left for another country.
- 9-He led a rich life and spent a lot of money on useless things.
- 10-Soon all his money was gone and he became a poor person.

Present continuous for future arrangement

Structure:

Present continuous for future arrangement

Vocabulary:

- Futuristic Terminology.
- Past tense Terminology.
- Different Parts of Speech.

Outcomes:

6Re5 6Re7
6L8 6W5
6S2 6S6
6Ug5

Presentation:

Students are already familiar with the present continuous and the past continuous tense since they studied these two structures in previous classes. However, as a teacher you should introduce the rule as a new topic. The students' interaction will help you explain the tenses easily.

- Introduce the present continuous with an action that is familiar to the students and that is taking place at the time of speaking.
- Ask a student to come in front of the class, and ask him/her to jump. While he/she is doing that, tell the class that 'he/she 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.'
- Repeat the three sentences. Focus on (the subject + verb to be (he is/I am/they are)
- Another use for the present continuous is for future arrangement. Write different sentences about certain actions you are going to do in class, e.g., I am going to give you an exam. You are going to study about the present continuous.
- Ask students to give you examples about both the present and past continuous.
- Move to the Learner's Book. Ask your students to open their books on p. 31. Ask different students to read the different exercises and answer them.

2) Read and find the future arrangements in Max's vacation

I am seeing

I'm visiting

I'm playing

My parents are taking

Present continuous for future arrangement

3) Look and talk about Mr. Garry's plans

On Saturday Mr. Garry is meeting his cousins to arrange for a trip.

On Sunday he is attempting to finish the project.

On Wednesday, he is going to clean the house and water the flowers.

On Thursday, he is going to buy few souvenirs for Mum as a gift.

On Friday, he is going to go a trip with the family.

Today's Word: Reasonable

(Adj) Capable of reasoning; rational

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 27

1

Match the arrangements and how they were organised

I'm flying to Mecca to perform U'mra.

I've got the plane tickets.

I'm playing tennis with my friends tomorrow.

Our teacher has booked a bus!

I'm meeting my friend after school.

We agreed to meet at 4:00 p.m.

We're having a party at the weekend.

We've invited lots of people.

My class is visiting a museum next week.

Our principal is going with us.

Structure: Past continuous form for background, parallel and interrupted past actions

Presentation:

- Make a short revision about the present continuous. Ask the students to write sentences on the board.
- Follow the same steps to teach the past continuous. Say 'Student A was jumping', 'student A & B were jumping', 'I was writing', 'I was reading'.
- Move the story 'The shoemaker and the tiny elves'. Ask them 'Who read the story?', 'Is it interesting?', 'What can you see in the pictures?', 'Can you guess any event in the story?' Play the CD. Have them enjoy listening to the story. After that, have different students read it. You can have four students play the story in front of the other students. Be different! Be creative!

1) Answer the questions

1. Time: In the past - Place: At the shoemaker's house.
2. They were confused because they could not be satisfied to have so much done for them and not know to whom they should be grateful.
3. They thanked the elves through making them tiny coats, trousers, and shoes.
4. Student's own answer.
5. Student's own answer.
6. Allah grants his bounties to honest, hardworking people, and we should be grateful to those who help us.
7. Earn: To gain especially for the performance of service, labor, or work/Synonym: Leather: The dressed or tanned hide of an animal. Synonym: skin
Stitch: A single complete movement of a threaded needle in sewing or surgical suturing/
Synonym: suture
Rose: To get up from a lying, sitting, kneeling, or prone position/Synonym: growth/
Antonym: decrease
Sew: To make, repair, or fasten by stitching, as with a needle and thread or a sewing machine
Synonym: stitch
Satisfied: Full of or showing satisfaction/Synonym: happy or gratified
Grateful: Thankful for gifts, favours/Synonym: thankful
Elves : The plural of elf (a small or mischievous person)/Synonym: fay
Tiny: Extremely small/Synonym: mini
Prosperous: Having success/Synonym: flourishing
Pointed: Having an end coming to a point Synonym: edged

Lessons 2+3

Pages 32+33

Past continuous form for background, parallel and interrupted past actions

Instead: In the place of something previously mentioned; as a substitute or an equivalent
Synonym: alternately

2) Read and find

'It was going...'

'He and his wife were hiding themselves'.

'They were working...'

Writing corner Encourage your students to answer the questions and connect the sentences with different conjunctions to be a coherent paragraph.

Today's Word: Tolerated, Forbidden

Tolerated: (V/Adj) To be able to bear; put up with

Forbidden: (V/Adj) Not allowed; prohibited

Activity Book, page 28

1- From the "The Shoemaker And the Tiny Elves" story, fill the diagram

Theme: Allah grants honest people and pleases them always, and we should be grateful for those who help us.

Setting: Time: In the past - Place: at the shoemaker house.

Characters in the story:

Names: The shoemaker and his wife. Two elves.

Traits: The shoemaker and his wife: honest/very poor. Two elves: tiny/kind/helpful

Function in story: We should be grateful for those who help us.

Main character's problems or goals: The shoemaker and his wife were poor and they couldn't keep themselves.

Plot: They want to know the person(s) who helps them every night.

Climax: They discovered the two elves.

Resolution: They made some pretty clothes for the elves. The elves were very happy and they wore the clothes but didn't return again. However, they brought the good luck for the shoemaker and his wife.

Present and past continuous

Structure: Present and past continuous

Presentation:

- Ask one of the students to read the question to understand what they should do. Play the CD. Then discuss the answers together. Remind the students about the use of 'when' and 'while'.

1-Listen and match

Name	Was/Were doing	What happened?
Mohammed	She was walking	when the electricity cut out
Hala	He was studying	when her husband called her
Brian	She was listening to music	when she found a woman's purse.
Caroline	He was writing a plan	when he couldn't find a pen

- Enjoy playing the word cards game. Have a lot of fun and give students enough time to enjoy.
- A point for discussion** is a very useful exercise that reveals the students' logic. Therefore, have your students discuss the point together in groups and listen to each group's ideas.

Today's Word: Unbelievable

(Adj) Unable to be believed; incredible or astonishing

Teacher's Resources

- <https://www.ego4u.com/en/cram-up/grammar/simpas-paspro>

Present and past continuous

Reading is fun! Life After 100 Years

After you read the text, ask your students the Big Question. Let them share and discuss their ideas about what life might be like after 100 years.

Activity Book, page 30

1-Write the verbs in the correct form (past simple or past continuous).

1. was raining/left
2. was sleeping/took
3. painted/was
4. was shining/got up
5. broke/ were running

2-Complete the story (past simple or past continuous).

When I was going home yesterday, I saw Jack's friend, Max. He was in a shop window when I saw him. We went for a cup of coffee and we had a chat. Then we walked to the bus station. Max's bus left shortly after we arrived, so Max said goodbye quickly and ran to the bus. As he was getting on, I realized it was the wrong bus. I ran after it, but it was travelling too fast.

First conditional clauses (if/unless)

Structure: First conditional clauses (if/unless)

Outcomes:

6Re1 6Re4
6S3 6W3
6L4 5L9
6Ug9 6Uw6

Presentation:

- Raise the students' attention towards the first conditional through writing sentences on the board e.g If you study hard, you will pass the exam. Encourage them to guess the main structure and write it on their notebooks, then check them and see who really discovered the correct rule. After that, explain the structure of the first conditional, and ask them to write sentences using 'if'.
- Give them a lot of sentences from their real life.
- Write the first part of different first conditional sentences, and write the second part of each sentence in a different order and have the students match the first part with the second part based on logic and meaning.
- Ask them as homework to write a letter of advice for a friend using the first conditional, a sister or a brother.
- Use 'whether' and 'unless' to teach the other kinds of conditionals. Explain to them the difference.
- Move to the Learner's Book. Have different students read the quotes to discuss them together.

1-Answer the questions

1. All the quotes provide pieces of advice for the people and they are the result of the people's experience in life.
2. Student's own answer
3. Knowledge is recognizing what you are capable of. However, wisdom is to know at the appropriate time not to do it.
4. Through focusing on achieving our plans, being courageous, and daring to take risks.
5. Because if we are not courageous enough, we will fear any new step on the way of success and on the way to achieve our goals.
6. Because raising our voice does not solve the problem. It rather complicates it.
7. Whether: Synonym: if
courageous: Synonym: fearless/Antonym: afraid, fearful

First conditional clauses (if/unless)

Talent: Synonym: skill/Antonym: inability

Permanent: Synonym: forever/Antonym: temporary

Ordinary: Synonym: average/Antonym: unusual

Argument: Synonym: controversy/Antonym: agreement

Masterpiece: Synonym: monument/Antonym: worst

Common: Synonym: familiar/Antonym: different

Wisdom: Synonym: foresight/Antonym: stupidity

Desire: Synonym: wish/Antonym: hatred

Today's Word: Require, Reduce

Require: (V) To demand as obligatory or appropriate

Reduce: (V) To bring down

Teacher's Resources

- Advise your students to visit the following link to practice if clause:
 - ① <http://www.perfect-english-grammar.com/first-conditional-exercise-1.html>
- Very useful worksheets about the first conditional that you can give for your students are provided in the following link:
 - ② http://busyteacher.org/classroom_activities-grammar/conditionals/first-worksheets/

First conditional clauses (if/unless)

Activity Book, page 32

1-Read and choose

1. whether
2. masterpiece
3. argument
4. permissible
5. talents
6. wisdom

2-Fill in the table

Word	Definition	Synonym	Antonym
Common	Belonging equally to or shared equally by two or more	Familiar	Different
Ordinary	Commonly encountered; usual	Average	Unusual
Permanent	Lasting or remaining without essential change	Forever	Temporary
Desire	To wish or long for; want	Wish	Hatred
Courageous	Having or characterized by courage	Fearless	Afraid, fearful

Zero and first conditional clauses

Structure: Zero and first conditional clauses

Presentation:

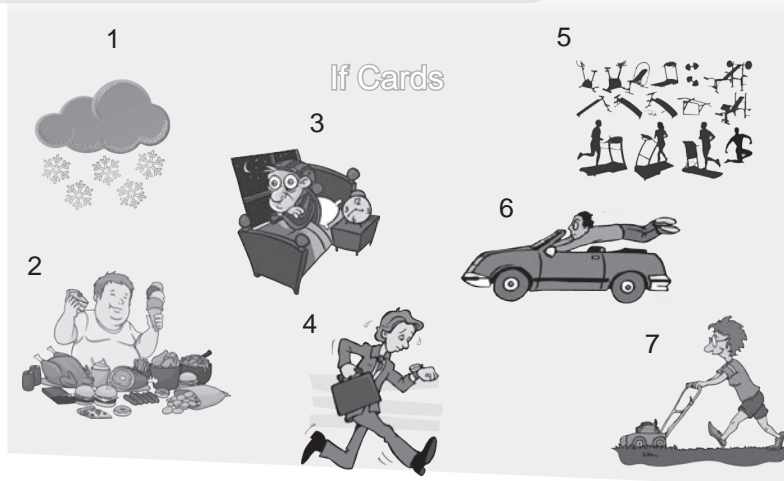
- Greet your students. Ask them 'How are you?', 'How do you find English class?', 'Is it interesting or boring?' Encourage them, promote their self-confidence.
- Read the first box. Choose a student to read the explanation that is related to the zero conditional clauses. Provide enough examples.
- Choose another student to read the second box. Show the difference between the use and the structure of the first and the second conditional.
- Ask the students to write sentences on each rule. Encourage them to provide an explanation for the sentences they wrote.

Today's Word: Confirm

(V) To prove to be true or valid; corroborate; verify

Zero and first conditional clauses

Activity Book, page 34



- ① If it snows, children will go out to play with snow.
- ② If you eat too much, you will get fat.
- ③ If you don't sleep early, you will sleep at work.
- ④ If you get to work late, the head manager will be very angry.
- ⑤ If you exercise different sports, you will be fit and healthy.
- ⑥ If you drive your car very fast, you will have an accident.
- ⑦ If I mow the neighbors' lawn, they will give me some money.

Dependent propositions following adjectives

Structure: Dependent propositions following adjectives

Presentation:

- Greet your students. Make a short revision about the conditionals. Ask them to give you examples and write them on the board.
- Move to exercise 1. Play the CD. Have your students match the first with the second column.

1-Listen and match

1- Mohammad likes history movies and adventures. He is not really interested in documentaries specially those of animals. He doesn't like detective fiction and thrillers.

2- Caroline is a professional athlete who goes to the gym daily. She plays many sports except for swimming. She hates swimming because she can't forget her bad experience when she was a child.

3- We haven't heard a voice like Samah's. Her voice is so beautiful. She is famous for being the school's singer.

4- Hala is so proud of the prize she won when she was awarded the "Student of the year". She is a really smart person. Her mother and father are proud of her and she is proud of them, too.

5- Advik is our friend. He comes from the beautiful country of India. He travels a lot, but this time he wants to stay in one place because he is really sick of travelling every year.

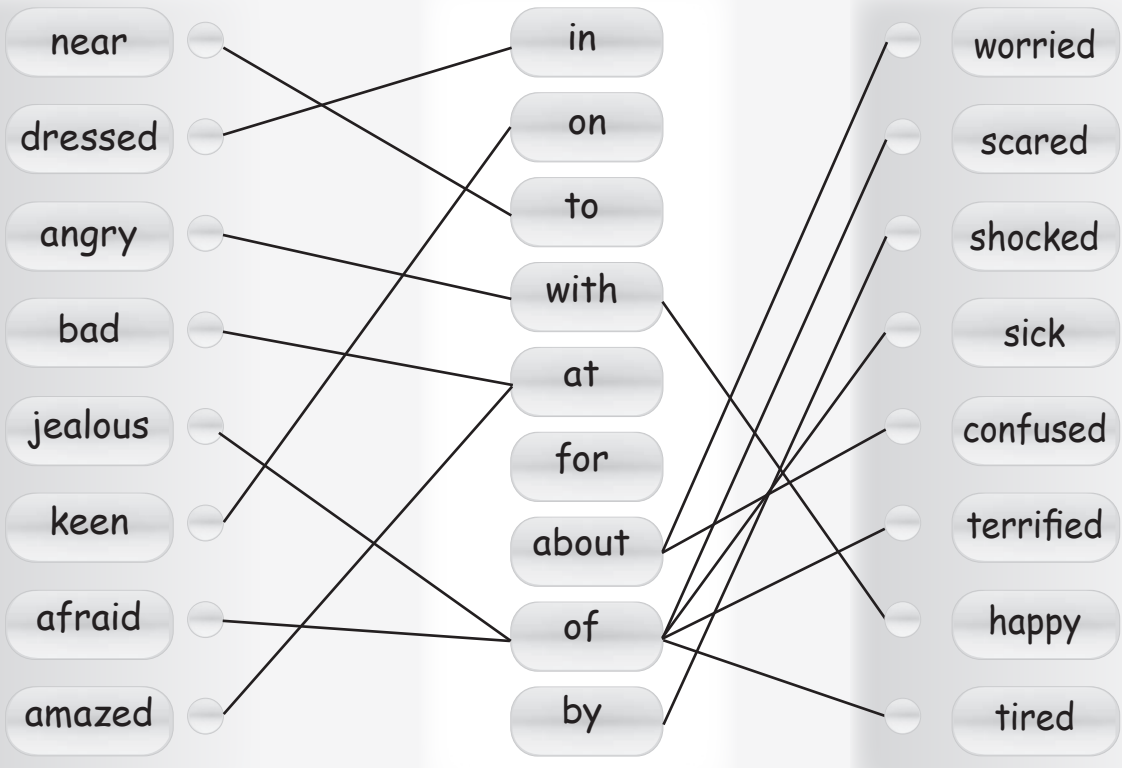
6- Our Chinese friend Wang Fang doesn't like animals. He gets really angry with his brother's cat for sitting on the sofa.

7- Luca is not good at making people believe what he believes. He couldn't convince his father to quit smoking because Luca hates it and believes it is bad for his father's health.

- The only way to teach the correct preposition/adjective combinations is to encourage students memorize them by heart. Firstly, check if they can match the adjectives with the correct to prepositions. Secondly, write each adjective with its preposition on the board and write a sentence on each one.

Dependent propositions following adjectives

2-Match and provide examples



Note:

Some of the previous words can take more than one preposition.

Today's Word: Neglect

(V) To pay little or no attention to

Dependent propositions following adjectives

Reading is fun! If - Rudyard Kipling

On YouTube, write the following keyword, and have your students enjoy listening to the poem: 'If - Rudyard Kipling, Dennis Hopper on Johnny Cash Show'

Activity Book, page 36

Rewrite each sentence so that it is correct

1. I don't know if I am going to want to do it.
2. When I was three years old I could tie my shoes.
3. Her dress is long, blue and very pretty.
5. Have you ever been to Vietnam?
6. If you are not there I will wait for you.
7. Are you going to get something to eat later?
8. I think we are going to win the game.
9. My friend's house is a big one.
10. What time is it now?
11. Children should listen to their parents.
12. It's not important what a person looks like, it's how he/she acts.

Outcomes:

6W1 6L3
5S1 6W5
6Ug9 6Uw6
6Ug5 6Ug4

Presentation:

- In this unit create your own way to teach the exercises and make your students enjoy them while they are practicing them. You can give any exercise as homework or you can have your students work in groups, pairs or even individually.

The answers of the questions:

1) play the adjective and preposition game.

2) Choose and correct

1. was painted
2. painted
3. drives
4. are usually driven by men
5. is read
6. was stolen
7. stole
8. was destroyed
9. was taught

Presentation:

p.42

1) fill in the table with information about you.

2) Listen and write

Majid: He was going to his friend's, Franks' restaurant for lunch.

Hanan: she was shouting at a driver.

Benjamin: He was making hot soup with Frank.

Frank: He was waiting for his friend Majid and was making hot soup.

Reading is fun! A Little Brother Follows Me

Enjoy analyzing the poem. Have your students find out and determine parallelism, rhyme...etc.

Activity Book, page 37

1-Explain each sentence using your own words

1. We've informed the staff that there's a meeting next Monday.
2. He has already told him that he will travel tomorrow.
3. She has already informed her boss.
4. They have decided to stay the whole year.
5. They have told their friends that they will stay with them.

2-Fill the gaps with the right form of the verb

2. is meeting
3. is not coming
4. are not seeing
5. are/doing
6. Is/arriving

3-Write about your plans for next week.

student's own answer

Activity Book, page 38**1-Listen, read the story and write**

In a sunny, hot day of August, and far in the depth of the forests, there lived a very cunning and smart fox. He used to speak to other animals sweetly and gain their trust, before playing tricks on them.

One day the fox met a stork. He met the stork and acted like a very good friend. Soon, he invited the stork to have a feast with him. The stork happily accepted the invitation.

The day of the feast came, and the stork went to the fox's house. To her surprise and disappointment, the fox said that he could not make a big feast as promised, and just offered some soup. When he brought the soup out of the kitchen, the stork saw that it was in a shallow bowl!

The poor stork could not have any soup with its long bill, but the fox easily licked the soup from the plate.

As the stork just touched the soup with the tip of its beak, the fox asked her, "How is the soup? Don't you like it?"

The hungry stork replied, "Oh it is good, but my stomach is upset, and I can't take any more soup!" "I'm sorry for troubling you," said the fox.

The stork replied, "Oh dear, please don't say sorry. I have some health problem and cannot enjoy what you offer."

She left the place after thanking the fox, and inviting him to her house for dinner.

The day arrived and the fox reached the stork's place. After exchanging greetings, the stork served soup for both of them, in a narrow jar with a long neck. She was able to have the soup very easily with her long bill, but the fox obviously could not.

After finishing hers, the stork asked the fox if he was enjoying the soup. The fox remembered the feast he himself had given the stork, and felt very embarrassed. He stammered, "I...I'd better leave now. I have a tummy ache."

At the end, he left the place running.

Activity Book, page 39

1-Complete the sentences with forms of (use to)

1. used to play
2. used to have
3. did they use to work
4. used to be
5. used to like
6. did you use to go
7. used to be
8. used to like

Activity Book, page 39

Read the first example and do the same

2. Desert
 - a. They crossed the Sahara Desert.
 - b. Poor farmers are deserting their fields and coming here looking for jobs.Mixed: They have deserted living in this desert.
3. Produce
 - a. Most of the farm's produce this year was destroyed by frost.
 - b. Our country produces fine clothes and exports them to different countries.Mixed: Our factory produces frozen vegetables, provided by the finest farm produces.

Vocabulary:

Valuable-fame-pleasure-delightful-depart-mock-desolation-treacherous-curse-calumny

Outcomes:

6Re3

6Re7

Presentation:

- Encourage your students to prepare the story and read it at home.
- Before reading the story, ask your students 'Who are these people?' 'What does this fairy look like?'
- Teach the students the new vocabulary. Therefore, students will be familiar with such new words and they will learn them in context so that they will never forget them.
- Ask your students to open their books on the story. 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 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 three events in the story and ask them what came first.
- Ask them if they know a similar story.
- After you finish, ask students 'What is the main idea of the story?' 'What did you learn from the story?', 'If you were the young man, what would you choose?'
- 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 a fairy and a young man ...' using his/her own words. Each student adds 2-3 sentences to the story. You should make sure that each student is consistent with what his/her classmate have already said.
- Move to the Activity Book and teach them how to write a journal. Give your students enough time and teach them step by step. Have them read every piece advice and benefit from them.

Structure:

Future forms (predictions)

Vocabulary:

- Forecast
- Temperature
- Humid

Outcomes:

6L4
6Re5
6W1
6Uf1
6S2

Presentation:

- Introduce the simple future tense with 'will'. Ask the students: 'Who is the president of the United States?'. The students are expected to answer: 'Donald Trump'. You can benefit from the students' answer and say: 'Trump will be President until 2021.'
- Ask the students another question. Be funny and different. Say 'Who is hungry?' If some students raise their hands, say: 'OK. I will make you sandwiches.' Or you can ask them to write sentences on their notebooks then you can ask them 'Who finds a difficulty in using 'will' within the sentence?' Then say for them 'I will help you.'
- Give them another example. Say 'Would you like to go on a scientific trip?' 'I will take you very soon.'
- Write your sentences on the board, and write the function of 'will' in each one of them. Illustrate to the students that 'will' is used for
 1. Sudden decisions
 2. Offer
 3. Promise.
- Introduce 'Going to'. Create a situation in which you plan for something in order to use 'going to'. Say 'we have finished discussing the first unit of this book, you are going to take your first exam on Sunday.'
- Look through the window. If there are clouds, say 'There are many clouds, it is going to rain.'
- Write again your sentences on the board and write the function of each sentence beside it. Illustrate to the students that 'going to' is used when you've made a decision before the moment of speaking and when you make a prediction with a very strong evidence.
- Show the differences between 'will; and 'going to'. Have your students write sentences using such verbs and clarify the function of each sentence.
- Move to the Learner's Book. Play the CD and have them answer the questions.

Future forms (predictions)

1) Listen and correct the statements

1. Schools will be less in number.
2. Teachers will give classes online.
3. Students will send their homework using the e-mails.
4. Students will come only for sport classes.
5. In general, teaching system will change over time and will not stay the same.

2) Look and talk about the weather

On Saturday, the weather is going to be sunny. The highest temperature is going to reach twenty five degrees Celsius, and the lowest temperature is going to reach eight degrees Celsius. The weather is not going to be humid, and the wind speed is going to be 70km/h.

Today's Word: Purpose

(N)The reason for which anything is done, created, or exists

Teacher's Resources

- You can download a wonderful worksheet from the following website. This worksheet clarifies the differences between both future forms:

① <http://busyteacher.org/2804-future-simple-to-be-going-to.html>

Activity Book, page 45

1

Listen and write

Emily: She will hide under a big table.

Jack: Will hide under a big table.

Oscar: He will stay and not move until the earthquake stops.

Sophie: She will cry and get scared until her father comes and calm her down.

2

Make your own predictions

1. She is going to see a doctor. The doctor is going to see her and give her a medicine.
2. Khalid is going to return to his home.
3. She is going to send the letter through the post office.
4. He is going to search for it and tell the police.

Future forms and adverbs

Structure: Future forms and adverbs

Presentation:

- Make a short revision of the use of 'will' and 'be+ going to'. Have your students show the difference between them.
- Move to the Learner's Book. Enjoy reading, discussing and analyzing the text with your students. Ask students many questions, and enthuse them to express their opinions whether they agree or disagree. Encourage them to make predictions about the existence of other earth-like planets in our universe.
- Write the first six questions on different cards. Divide your class into groups and have each group choose a card to answer the written question.
 1. The existence of other lives and other civilizations outside the Earth.
 2. Scientists didn't know for sure if stars other than the sun had planets around them; now, researchers have evidence that most stars host planets.
 3. Scientists believe that it's a difficult question to answer at the moment, but they also believe that there must be Earth-like planets.
 4. Large, gas, giant planets that orbit very close to their parent stars are easier to detect.
 5. Student's own answer.
 6. Biological activities are the evidence of the existence of life. Examples of biological activities are high levels of methane (produced by many living organisms on Earth) or oxygen in a planet's atmosphere as a result of biological activity.
 - 7.

Universe: All existing matter, energy, and space

Quantify: To determine or express the quantity of

Fraction: An expression that indicates the quotient of two quantities, such as $\frac{1}{3}$ / A Disconnected piece; a fragment.

Host: One who receives or entertains guests in a social or official capacity

Incorporate: To unite (one thing) with something else already in existence

Humanity: Humans considered as a group; the human race

Future forms and adverbs

Eventually: At the very end; finally

Orbiting: An aircraft is circling or holding at a point.

Parent: A father or mother

Whereas: But on the other hand

Currently: Belonging to the present time

Bias: An unfair act or policy stemming from prejudice.

Estimate: To form an opinion about; evaluate

Grain: A cereal grass

Evolve: To develop or achieve gradually

Leak out: Be leaked (To permit (a substance) to escape or pass through a breach or flaw)

Neatly: Orderly and clean; tidy

Multiple: Having or involving more than one part, individual

Biological: Of, relating to, caused by, or affecting life or living organisms

Organisms: Any living thing or anything that resembles a living thing in complexity of structure or function.

Atmosphere: The air or climate in a specific place.

Artificially: Made by humans, especially in imitation of something natural

Today's Word: Souvenir, Instructions

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

Instructions: (N) Directions, orders, or recommended rules for guidance, use, etc

Future forms and adverbs

Activity Book, page 46

1-Read and choose

1. whereas
2. estimate
3. neatly
4. universe
5. qualifications (please note that this is a correction of the word 'quantify' in the exercise)

2-Fill in the table

Word	Definition	Synonym	Antonym
Experts	A person with a high degree of skill in or knowledge of a certain subject	Professional	Novice
Incorporate	To unite (one thing) with something else already in existence	Put together	Disconnect
Unique	Being the only one of its kind	Different	Common
Eventually	At the very end	Finally	Never
Bias	An unfair act or policy stemming from prejudice	Prejudice	Justice
Currently	Belonging to the present time	Directly/at present	Previously
Artificially	Made by humans, especially in imitation of something natural	Synthetically	Naturally
Multiple	Having or involving more than one part, individual	Numerous	Single/uniform
Host	One who receives or entertains guests in a social or official capacity	Person of the house	Guest
Evolve	To develop or achieve gradually	Grow	Decrease

Future forms and adverbs

Activity Book, page 47

Language knowledge: Text Structure (part 2)

*Please note that Language knowledge: Text Structure (part 1) is in unit 7.

Passage 2: Sequence

Passage 3: Chronological

Passage 4: Problem and solution

Passage 5: Sequence

Will and (Be) going to +infinitive

Presentation:

- Students already know the difference between 'going to' and 'will'. Have them read the notes.
- Move to the second exercise. Enthuse your students to play with the verbs and write different sentences with different functions.
- 'A point for discussion' is the students' chance to express their opinions. Respect them and give them enough time for them to say whatever they want about the related subject.

Today's Word: Advertisement

(N) (Marketing) any public notice, as a printed display in a newspaper, short film on television, announcement on radio, etc, designed to sell goods, publicize an event, etc.

Reading is fun! 'Earth is not going to die as soon as we thought'

Brainstorm your students and ask them the big question 'Are there other scenarios to explain if earth is going to die sooner than we think? Explain?'

Activity Book, page 48

1 read and choose the correct answer:

- a.wil
- b.are going to
- c.will
- d.are going to
- e.is going to
- f.won't

2 Respond to each statement using (will/going to)

- 3. I will increase the volume.
- 4. we are going to prepare everything for this trip.
- 5. I will switch on the central heating.
- 6. I will call the reception.
- 7. I will help you with it.

Prepositional verbs and relative clauses

Structure:

- Prepositional Verbs and Relative Clauses.
- Relative Pronouns .
- Defining and Non-Defining Relative Clauses.

Vocabulary:

- Sociology.
- Fiction.
- Verbs and Pronouns.

Outcomes:

6L6
6S3
6S8
6Ug2
6W2
6Re3

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, familyetc. 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 such words do not have pictures to describe, write them on the board. Model their pronunciation and let the students repeat after you.
- Introduce the relative pronouns. Do not explain all the relative clauses in 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 people. Benefit from the sentences 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 the function of them in a simple way. In the next class explain the other two relative pronouns (where/that). Ask them 'Where do you usually like to go?' Use the students' answers to illustrate the relative pronoun where. E.g 'I like to go to the mall', say 'the mall is the place where we buy things'. Give examples on the relative pronoun 'that' explain to them that the relative pronoun 'that' may relate to things people and places.
- In the next class teach them 'whom' and 'whose'. Write the following sentences on the board:
 - *The teachers like **him**.
 - *Thomas knows **her**.
 - * We smiled at **him**.
 Tell the students that 'whom' is an object pronoun; in other words, it takes the position of him/her

Prepositional verbs and relative clauses

in the previous sentences. Write relative clauses that are related to the same sentences e.g *the student whom the teachers like is Omar. *Sarah is the girl whom Thomas knows. *Ahmad is the person whom we smiled at.

- Do the same thing with 'whose'. Write three sentences on the board using whose e.g the woman whose camera was broken got very angry. The student whose marks in the school are full is Jad. Our neighbor whose dog is always barking has travelled to Canada.
- Ask your students to write an example on each relative pronoun. Check their sentences.
- Move to the Learner's Book. Have your students enjoy reading silently the fable 'City Mouse'. After they finish, ask them 'What is the lesson that you learn from this story? If you are a mouse, what do you prefer to be a city or a country mouse? Why?'.
- Play the CD. Then choose different students to read the story loudly.
- Ask the students to circle any relative pronoun they notice. Explain the relative clause and have them underline each relative clause in the story.
- Ask the students to answer the questions on their notebooks then discuss them together.

1-Answer the questions

1. Barley, grain, cheese, brown sugar and spicy apples.
2. Four kinds of conflicts: The country vs. the city, the mice vs. the cook, the mice vs. the Old Cat, and the mice vs. the trap.
3. Student's opinion.
4. The trap is a mechanical device or enclosed place or pit in which something, esp. an animal, is caught or penned. According to the City Mouse's definition: "The minute a mouse touches the cheese with his teeth, something comes down on his head hard, and he's dead."
5. Because he preferred to eat barley and grain safely than to eat brown sugar, dried prunes and cheese fearfully.
6. Comfort, rather than luxury, is real happiness.
7. Student's summary.

Prepositional verbs and relative clauses

8.

The word	Definition	Synonym	Antonym
Except	With the exclusion of	Excluding	Including
Fine	Of superior quality, skill, or appearance	Beautiful	Bad
Cupboard	a piece of furniture or a recessed area of a room, with a door concealing storage space	Closet	-
Gnawed/Gnaw	To bite, chew on, or erode with the teeth	Chomp	-
Nibble	To bite at gently and repeatedly	Crumb	Devour
Bang	A sudden loud noise, as of an explosion	Smack	-
Whispered/Whisper	To speak softly without using your full voice	Muttered	-
Tugging/Tug	to pull something quickly and usually with a lot of force	Drag	Push
Hardly	With great difficulty or effort	Barely	Frequently
Scratching	To use the nails or claws to dig or scrape at	Rasping	smooth
Mouser	a cat or other animal that is used to catch mice	-	-
Cellar	A room or enclosed space used for storage, usually beneath the ground or under a building	Basement	Attic
Overhead	Located, functioning, or originating from above	Above	Below

Prepositional verbs and relative clauses

Rather	More readily; preferably	A bit	Extremely
Comfort	A condition or feeling of pleasurable physical ease or relief from pain or stress	Convenience	Displeasure

2) Read and Find

Sat down, believed in, went to, opened with ...etc

Today's Word: Altogether, Anymore

Altogether: (Adv) With everything included

Anymore: (Adv) Any longer; at the present

Teacher's Resources

- Get your students practice the relative pronouns visiting the following website:
- ① http://www.englisch-hilfen.de/en/exercises/pronouns/relative_pronouns.htm

Activity Book, page 50

1) From the “City Mouse” FABLE, fill in the diagram

Theme: Comfort rather than luxury, is real happiness.

Setting: Time: In the past - Place: Country (village)+ the city.

Relevance of setting: Student’s own answer

Names: Country Mouse and city Mouse.

Traits: Country mouse: Is satisfied with its life. City Mouse: Prefers the different types of food over comfort and peace.

Function in story: Tries to experience the city life. However, he discovers that the life in the country is much better.

Main character’s problems/Goals:

Country mouse: Tried to experience the city life. However, he discovered that the life in the country is much better.

City Mouse: Is not satisfied with the life of the country and prefers food over peace.

Plot: The plot is about 2 mice, one from the city and the other is from the country, who try life in both places and perceive the advantages and disadvantages in them. The fable focuses more on city life and its dangers.

Climax: When the Country Mouse discovers the trap

Resolution: The Country Mouse discovers the fact of that happiness, peace and comfort are the real meaning of life not food or the tangible things.

2. language knowledge

student’s own answer

Relative pronouns

Structure: Relative clauses

Presentation:

- Make a short revision about relative pronouns and relative clauses.
- Have different students read the sentences in the first exercise. Encourage them to give you examples and write their sentences on the board.
- Move to the second exercise and have them combine the sentences using relative pronouns.

2-Combine the sentences using relative pronouns

1. The girl, whom we met at the museum last weekend, is an artist.
2. The man, who cleaned the car in half an hour, is really fast.
3. We watched the film, which we bought from the store.
4. I have to meet someone who is a famous lawyer.
5. Our teacher, whose sister is a teacher, is a lovely friend.

Today's Word: Backwards

(Adj) Directed or facing toward the back or rear

Activity Book, page 52

1-Join the sentences using relative pronouns

1. Celina ate Mandi, which she loved, at the restaurant.
2. Mike, who he plays Romeo in the play, is a famous actor.
3. The baby, who was named Rebecca laughs a lot.
4. He, whose house is very big, built a bigger one!
5. The hotel, that we drove near was on the corner.

2-Complete the conversation by putting who or which into the gaps

Amal: Did you watch that movie last night?

Samah: Which one?

Amal: The movie.....which..... I mentioned few days ago. It's a new movie which you will like for sure.

Samah: No, I didn't see it. What was it all about?

Amal: It was about a family who lost their way. Then, Mr. McCarthy ...

Samah: Who was Mr. McCarthy?

Amal: He was the oldest family member who had become the most important one in the family. He agreed to go on a journey which his family organized. They met a lot of people who had been warned them not to go through the forest which was usually very dark that time of year. On their way, they talked about the things which they would do. Then, suddenly, McCarthy saw something which was extremely strange.

Samah: Don't tell me anymore. I will watch it next time!

Defining and non-defining relative clauses

Structure: Defining and non-defining relative clauses

Presentation:

- Ask your students to open their Learner's Book on lesson 4. Have two students read the notes.
- Encourage the students to provide explanations for what they've read.
- Write different defining and non-defining relative clauses. Ask students to draw a table on their notebooks and classify the sentences into defining and non-defining relative clauses.
- Move to the questions. Have them work in pairs to underline the relative clauses and decide whether they are defining or non-defining.

2) Read, underline the relative clause and decide whether it is a defining or non-defining

1. The person who phoned me last night is my teacher. Defining
2. The car, which I was driving at the time, suddenly caught fire. Non-defining
3. My brother, whose phone you just heard, is a doctor. Non-defining
4. Students whose parents come attend the event will not pay extra. Defining
5. Mr. Danny, whom I like very much, is my teacher. Non-defining

Today's Word: Apart From

(Pre.) With the exception of; besides

Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/relative-clauses/relative-clauses-defining-and-non-defining>
- ② <https://learnenglish.britishcouncil.org/ar/quick-grammar/>

Reading is fun! Jean De LA Fontaine & Aesop

Have your students search for more information about these two fabulists, and share their information with the class.

Activity Book, page 53

1-Circle line and write

The book that I got from the bookshop isn't what I wanted. Defining
My brothers and sisters, whom I love, congratulated me on my new job. Non-defining
I always get angry by people who talk while mouth is full with food! Defining
The woman to whom you brought the cards is my mother. Defining
The man whose café was stolen was very upset. Defining
The novel, whose writer won an award, is 450 pages. Non-defining

2-Complete the sentences with one of the phrases in the box

2. story was in the papers
3. who has studied psychology
4. who interviewed me
5. whose families have moved recently
6. whose book is so popular

3-Make one sentence using who or which with the words in brackets

1. Mr. Gareth, whom we will visit tomorrow for advice, studied science at university.
2. Leonardo Davinci, whose paintings are so popular, is one the world's greatest artists.
3. The Nile, which is the heart of Egypt, is the longest river in Africa.
4. Queen Rania, who is the queen of Jordan, became one of the most loved queens all over the world.

Activity Book, page 54

Writing is fun!

3)

1. early birds catches the worm' and those who work very hard will gain their efforts later on.
2. The grades that each student got.

4)

1. If we have a dream, we should never give up. Nevertheless, we should work very hard to achieve our goal.
2. Jordan became one of the greatest basketball players in history.

Ordering of adjectives

Structure:

Ordering of adjectives

Outcomes:

6Uw3

6Re8

6Re1

6W4

Presentation:

- As a warm-up activity, ask students different questions e.g 'What color is the board? What size is the class? What is this desk made of? How old is this computer? What is the shape of the ball? Where is this blouse made in?' Write the different adjectives on the board. Then ask your students to classify these adjectives into categories. At the top of each column write opinion, size, age, shape, colour, origin, material and purpose. 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 opinion, size, age, shape..... . Then write a sentence including the right order of the car's adjectives. Illustrate to the students that we couldn't put the adjectives haphazardly, they should have an order.
- Have your students compete with each other by memorizing the order of adjectives in the same class. Appreciate those who memorized the right order quickly, and have the whole class clap for them.
- Ask them to open their books, and answer the related questions.

1) Read and practice

1. You have got big, round, blue eyes.
2. I like the new, white, German Mercedes.
3. I have read a sad, long, old, Arabian poem.

Today's Word: Argue

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

Ordering of adjectives

Teacher's Resources

- ① <https://learnenglish.britishcouncil.org/ar/english-grammar/adjectives/order-adjectives>

Activity Book, page 55

1 Which sentence in each group uses the correct order of adjectives?

Group A

We took a ride on an old, blue, Chinese bus.

Group B

I'd like three, good reasons why you don't like cheese.

Group c

I like that big, old, red, German lighter in the shop.

Group D

My brother rode a beautiful, big, black,
Saudi horse in the parade.

2 complete the table with the correct order of adjectives.

student's own answer

Summarization, adjectives and participle adjectives

Presentation:

- Have your students read the lesson silently. Choose different students to read about each scientist. Discuss the questions together.
- Encourage your students to suggest a title for each paragraph. Write their titles on the board.
- Have each student summarize each paragraph and write the summaries on their notebooks.
- Have your students search for the meaning of the words in different colours. Draw a table on the board and write the words' meanings.

The answers of the questions:

Sir Isaac Newton

1. A series of books in which Newton expressed his law of universal gravitation.

Albert Einstein

1. Because this letter led to the manufacture of the atomic bomb, which was used in Japan, killing hundreds of thousands of civilians.

Nikola Tesla

1. A weapon that could shoot a concentrated beam of energy which can bring down many airplanes.
2. Because the blueprint was entirely in his mind.

Copernicus

1. Because it was the Catholic Church's view.
2. Student's own answer

Galileo Galilei

1. The Church felt alarmed and took offense as to how Galileo explained the geocentric view using a character named Simplicio, a simpleton, which means an idiot, in the Italian language, and he was put on trial before the Roman Inquisition.
2. It compared the Copernican view of a heliocentric universe, one where the sun is at the centre, with the geocentric view, one in which the Earth is at the centre.

Today's Word: Claim, Attach

Claim: (V/N) To demand, ask for, or take as one's own or one's due

Attach: (V) To fasten, secure, or join

Summarization, adjectives and participle adjectives

Activity Book, page 56

1-Read and choose

1. exposure
2. pour
3. recanted
4. weaponry
5. inquisition
6. scholar

2-Fill in the table

Word	Definition	Synonym	Antonym
Conducting/conduct	To direct the course of; manage or control	Direct	Disorder
Damaging/damage	Destruction or a loss in value, usefulness, or ability resulting from an action or event	Harmful	Helpful
Demonstrated/demonstrate	To show clearly and deliberately	Manifest	Confuse
Influential	having or exerting influence	Persuasive	Insignificant
Contradicted	To assert to be untrue, often by saying the opposite	Differ	Approve
Tiring	Causing loss of strength or energy	Exhausting	Energized
Theorized	To formulate theories or a theory	Speculate	-
Contemplating	To look at attentively and thoughtfully	Speculate	-

Lessons 2+3

Pages 62+63

Summarization, adjectives and participle adjectives

Activity Book, page 57

- 1- Language knowledge: Summary and Main Idea.
- 2- Passage 1- main idea: The difference between circuses in the past and in the present time.
Passage 2- main idea: The fastest transportation in the world.

Participle adjectives

Presentation:

- Write different present and past participial adjectives on the board and write a sentence on each adjective. Try to stimulate your students find the differences between both groups.
- Get back to p.64. Ask your students to have a look at the notes. Read and discuss them together.
- Ask them to get back to the previous lesson and find out examples of participial adjectives.
- Distribute a worksheet containing different texts that are full of adjectives. Ask students to underline each present participial adjective (ending in -ing), and to circle each past participial adjective (ending in -ed). Check your students' answers. Have some students write some adjectives on the board.

Today's Word: Attempt

(V/N) To try to perform, make, or achieve

Teacher's Resources

- ① <http://www.perfect-english-grammar.com/participle-adjectives-exercise-1.html>

Reading is fun! Jaber Ibn Hayyan

Write the following keyword and have your students know more scientists
'11 Muslim Scientists Who Invented Today's Advance Science'

Participle adjectives

Activity Book, page 58

1

Read and choose

1. relaxed
2. depressing
3. satisfied
4. embarrassing
5. tired
6. disappointed
7. exciting
8. exhausted

Activity Book, page 58+59

Teacher's Guide

1. Write sentences using the phrases in the box.

student's own words

Presentation:

In this unit create your own way to teach the exercises. Make your students enjoy practicing the exercises. You can have your students work in groups, pairs or even individually. You can give any exercise as a homework.

p.67**1) Fill in the gaps**

1. whose
2. who
3. whom
4. which
5. whose

2) Read, underline the relative clause and decide whether it is a defining or non-defining

1. My brother who lives in Sidney came to see me last month. Defining
2. My sisters, who are twins, spent their holiday with dad in France. Non-defining
3. Bob's mum, who is a nurse, has lost her purse. Non-defining
4. My friend Jane whose husband is Australian moved to Canada last week.
Defining
5. The shoes, which I bought yesterday, are very comfortable. Non-defining
6. Mr. Robinson whom I met at the library is a famous author. Defining

p.68**1.Fill the table with the missing information**

student's own words

2) Put theses words in the correct order

1. He bought a new, black, Mercedes car.
2. I don't like the red and white Syrian shoes.
3. I have read a famous, short, modern French Fable.

Outcomes:

6Re2
6S3
6W1
6Ug2
6Uf1
6Uw3

Presentation:

3) Answer the question

1) Neither of the two sentences is correct. The right order is 'a small, new, black, Korean, plastic, riding bicycle.'

p.68**1-Read the text and answer the questions that follow**

1. The emergence of UNICEF and its achievements.

2.

Permanent: Lasting or remaining without essential change

Donors: One that contributes something, such as money, to a cause or fund.

3. Student's own answer

4.

a. Depends on

b. It was created by the United Nations General Assembly

5.

1. False

2. False

3. True

4. True

6. Student's summary

Activity Book, page 61**1-Questions**

- 1) d. The game was released on a new system that only a small number of people owned.
- 2) a. The soundtrack was annoying.
- 3) c. They were in a hurry to release the game for the holiday season.
- 4) d. All of the above
- 5) c. Steven Spielberg suggested that the E.T. video game should be like Pac-Man.
- 6) c. Howard Scott Warshaw

Activity Book, page 62**1-Put will or going to**

1. b: am going to
2. B: will
3. B: am going to
4. b: will
5. b: will
6. b: am going to
7. is going to
8. b: will

Activity Book, page 62

2-Correct the mistakes relative clauses or punctuation

1. Let's go to the café where they sell Spaghetti.
2. I always make friendships with people who love travelling.
3. Jerash Festival, which is held every year, is the largest music festival in Jordan.
4. We met a traveler whose bag was stolen.
5. I've got to talk to that girl whom I was telling you about.
6. That's the restaurant where my friends usually meet.
7. Queensland and Victoria, which are Australian states, are named after Queen Victoria.

Modals for certain usages

Structure:

Modals for certain usages

Vocabulary:

- Modals.
- Prepositions.
- Different Parts of Speech.

Outcomes:

6Re5	6Re7
6Re8	6W1
6Uf2	6Uw6
6S5	6L9
6S4	

Presentation:

- Encourage students to use the modal verbs **would, could, needn't, ought to & should** and **shall** in their daily speech. Write various sentences about each modal and write each sentence function. Explain each function in simple words. You can talk about real situations that usually take place inside the classroom. You can ask a student 'Would/could you please open the door?', 'You would take a five-minute break between classes', 'You needn't write what is written on the board because there is a clear explanation in the student's book'....etc. Be creative and give more examples.
- Repetition is a good way to teach modals. Give them a lot of exercises. Have them fill in the blanks with the suitable modal verbs. Help students when needed.
- An interesting drill you can have your students practice is to divide your class into groups sitting in a circle. You should prepare beforehand a number of cards; on each card there are a number of sentences which have different modal verbs. Give each group a card. Each group should 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 Learner's Book. Have them read the table silently and ask them to write a sentence on each modal verb.
- Move to the questions and discuss them together.

2) Read and give examples

1. needn't
2. could/would
3. couldn't
4. needn't

Modals for certain usages

- 5. should/ought to
- 6. could
- 7. needn't

3) Read and find. Fill in the gaps

How much time should you sleep daily? Babies ought to sleep a lot more than adultsetc. (obligation). We should be serious about this (obligation). We all sleep because we ought to (obligation).

Today's Word: Appointment

(N) An arrangement to meet a person or be at a place at a certain time

Activity Book, page 63

2 Read and fill in the spaces with the appropriate modal

- 1. would
- 2. should
- 3. could
- 4. needn't
- 5. couldn't

3 Fill in the spaces with the appropriate modal

- 1. could
- 2. needn't
- 3. should/ought to
- 4. needn't
- 5. couldn't
- 6. shouldn't
- 7. could

Structure:

Present and past simple passive

Presentation:

- Greet your students, and ask them to open their books. Brainstorm the students by asking different questions 'What can you see in the picture? What is the title of the lesson? What is the meaning of sleep? How many hours do you sleep every day? ...etc'.
- Read the lesson for the first time to teach the students the right pronunciation of the new words.
- Ask different students to read the lesson. Enjoy discussing it.

Move to the questions and have them work in pairs to find out the answers.

1-Answer the question

1. The stages of sleep and why we need to sleep.
2. Mammals, birds, reptiles, amphibians, and fish.
3. It is a Rapid Eye Movement sleep. Dreams occur in this stage while people and animals are paralysed.
4.
A 10 year old: 9-10 hours
An adult:7-9 hours
A 40 year old:9-7 hours
5. Sleep helps the body heal and grow, it helps the immune system, which helps people fight disease, and it helps the infant brain grow.
6. Scientists believe that dreams have a psychological purpose. Some think that dreams help organize our brains. Some think that dreams are the result of random brain activity during REM sleep.
7. Student's own answer
8.
Aware: Having knowledge or discernment of something/Synonym: awake/Antonym: inattentive.
Rapid: Moving, acting, or occurring with great speed/ Synonym: fast/ Antonym: slow
Drowsy: Heavy with sleepiness/ Synonym: sleepy or dozy/ Antonym: awake
Twitches: To move or cause to move in a jerky spasmodic way/ Synonym: flutter/ Antonym: let go
Identifies: To prove associate someone or something closely with; regard as having strong links with/Synonym: determine/Antonym: disassociate

Modals & dependent prepositions following adjectives

Waves: One of a sequence of ridges or undulations that moves across the surface of a body of a liquid, esp the sea/ Synonym: signal / Antonym: -

Bursts: To come open or fly apart suddenly or violently, especially from internal pressure./

Synonym: explode/ Antonym: -

Beneath: In a lower place/ Synonym: below/ Antonym: above

Paralysed: Unable to act or function properly/ Synonym: disabled/ Antonym: -

Depression: The act of depressing/ Synonym: desperation/ Antonym: happiness

Ought to: Should/ have to

Infant: A child in the earliest period of life, especially before he or she can walk./ Synonym: child/ Antonym: Adult

Teenager: A person between the ages of 13 and 19 inclusive/ Synonym: youth/ Antonym: adult

Pregnant: Carrying developing offspring within the body

Heal: To restore to health or soundness/ Synonym: cure/ Antonym: harm

Immune system: The integrated body system of organs, tissues, cells, and cell products such as antibodies that differentiates self from nonself and neutralizes potentially pathogenic organisms, agents, or substances, consisting in vertebrates of the adaptive and the innate immune systems

Processing: A series of actions, changes, or functions bringing about a result

Random: Having no specific pattern, purpose, or objective/ Synonym: arbitrary/ Antonym: planned

Differ: To be dissimilar or unlike in nature, quality, amount, or form/ Synonym: contradict/ Antonym: be same

Hunter– gatherer: A member of a people subsisting in the wild on food obtained by hunting and foraging.

Mat: A flat piece of coarse fabric or other material

1. Popular with/ satisfied with...etc

2. Babies ought to sleep a lot more than adults ...etc.

Today's Word: Accommodation, Sightseeing

Accommodation: (N) Adaptation.

Sightseeing: (N) The activity of visiting the famous or interesting sights of a place

Lessons 2+3

Pages 72+73

Modals & dependent prepositions
following adjectives

Teacher's Resources

- ① <https://www.ego4u.com/en/cram-up/grammar/passive/exercises>
- ② <https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-past>

Activity Book, page 64

1-Read and choose

1. burst
2. ought to
3. pregnant
4. infant
5. paralysed
6. waving

2-Fill in the table

Word	Definition	Synonym	Antonym
Random	Having no specific pattern, purpose, or objective	Arbitrary	Planned
Differ	To be dissimilar or unlike in nature, quality, amount, or form	Contradict	similar to
Heal	To restore to health or soundness	Cure	Harm
Teenagers	A person between the ages of 13 and 19 inclusive	Youth	-
Beneath	In a lower place	Below	Above

Lessons 2+3

Pages 72+73

Modals & dependent prepositions following adjectives

Identifies	To associate someone or something closely with; regard as having strong links with	Determine	Disassociate
Drowsy	Heavy with sleepiness	Sleepy	Awake
Aware	Having knowledge or discernment of something	Awake	Inattentive
Rapid	Moving, acting, or occurring with great speed	Fast	Slow

Activity Book, page 65

Teacher's Guide

Language knowledge: Summary and Main Idea

Dignity: The quality or state of being worthy of esteem or respect

Particle: A tiny portion or speck

Injustice: A specific unjust act; a wrong

Decline: To grow smaller; diminish

Fascinate: To capture and hold the interest and attention of

Adjectives followed by prepositions

Presentation:

- The best ways to teach adjectives that are followed by prepositions are to encourage students read a lot, to distribute different worksheets and fill in the blanks with the appropriate preposition or to challenge students memorize them in the same class and give them extra marks.
- Encourage your students to navigate the internet searching for strange sleep patterns in different cultures. Have them discuss their findings and enjoy listening to the new information.

1-Read and choose

1. for
2. of
3. in
4. with
5. at
6. about
7. of

Today's Word: Priority

(N) The condition of being prior; antecedence; precedence

Reading is fun! Falling Asleep

Encourage your students to read the poem at home. The next class, ask them 'why cannot the poet sleep?'

Adjectives followed by prepositions

Activity Book, page 66

1

Match and write

1. Nobody seems to be interested in English grammar anymore.
2. Are you still frightened of big dogs?
3. Are they excited about their coming event?
4. My boss was surprised by my job.
5. Everyone seems to be worried about the scary weather.
6. Don't be embarrassed about saying what you really think.
7. My mother's really depressed about her weight.
8. She's not confused about her decision to leave.

Introducing reported speech

Structure:

Reported Speech

Outcomes:

6L3	6S3
6S4	6W4
6W7	6Ug6

Presentation:

- To teach reported speech of statements, ask students about a daily routine so that the answers are in the simple present tense e.g 'What do you usually do after school?' Students may answer 'I have my lunch', 'I play football with my friends', 'I do my homework' ...etc
- Separate the board into two parts. Write their statements between quotations. On the other side, write beside each sentence S1 said, S2 told Us..., then illustrate to the students that you are going to report their speech and since the reported verbs are in the past the sentences become in the past. Write the reported sentences 'S1 said that I had my lunch', 'S2 told us that he played football with his friends', 'S3 said that she did her homework'.
- Present a context or a situation each time you want to present a new tense. Tell them that they should go one step back in the past when they report any sentence. In other words; the simple present becomes simple past, the simple past becomes past perfect, the present continuous becomes past continuousetc.
- Move to the Learner's Book. Ask your students to open their books and listen carefully to know more about Amman Message.
- Discuss the lesson together. Teach them the new words by encouraging them to search for their meanings using the dictionary.
- Brainstorm students. Ask them about their opinions on the Amman Message. Encourage critical thinking.

Answer the questions

1. Amman Message and its role in showing the real Islam.
2. H.M. King Abdullah II bin Al-Hussein.

Introducing reported speech

3. The goal of Amman is to declare what Islam is and what it is not, and what actions represent it and what actions do not. Its goal was to clarify to the modern world the true nature of Islam and the nature of true Islam.
4. The prophet Mohammad
(may peace and blessings be upon him)
5. There are no underlined phrases, but we will leave the choice to the teacher. Our suggestion: "We shall bestow on him a vast reward."
6. Student's own answer.
- 7.

The word	Definition	Synonym	Antonym
Path	A trodden track or way.	Passage	Closing/blockage
Spiritual	Of, relating to, consisting of, or having the nature of spirit; not material; supernatural	Supernatural	Materialistic
Clarify	To make clear or easier to understand	Analyse	Confuse
Authority	The power to enforce laws, exact obedience, command, determine, or judge	Rule	Weakness
Ruling	The act of governing or controlling.	Leading	Yielding
Validity	The state of being acceptable or reasonable:	Effectiveness	In effectiveness/ uselessness
Forbade/Forbid	To command (a person) not to do or have something or not to enter some place.	Ban	Allow
Subjective	Of, relating to, or emanating from a person's emotions, prejudices	Biased	Objective

Introducing reported speech

Objective	Existing independent of or external to the mind	Judicial	Subjective
Illegitimate	Being against established or accepted rules and standards	Illegal	Legal
Unanimously	Sharing the same opinions or views	Agreeingly	Differently
Assembly	The state of being assembled (A group of people gathered together for a common reason, as for a legislative, religious, educational, or social purpose)	Association	Individual
Endorsed	To express approval of or give support to, especially by public statement	Sanctioned	Disapproved
Political	Of, involved in, or relating to government policy-making as distinguished from administration or law	-	-
Binding	Imposing obligation	Obligating	Unconfining
Prophet	A person who speaks by divine inspiration or as the interpreter through whom the will of a god is expressed.	Massenger	-
Minister	A person appointed to head a government department	-	-

Introducing reported speech

Terrorism	Systematic use of violence and intimidation to achieve some goal	-	Peace
Implement	To start using a plan or system	Carry out	Abandon
Treaties	A formal written agreement between two or more nations	Compact	Disagreement

- 8. Student's summary.
- 9. Student's own answer.

Today's Word: Unnecessary, Advanced

Unnecessary: (Adj) Needless; unessential

Advanced: (Adj) Being ahead in development, knowledge, progress

Teacher's Resources

- Exercises on reported speech students can practice exist in the following website:
- ① <https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10>

Introducing reported speech

Activity Book, page 68

1-Read and choose

1. path
2. political concerns
3. thereby
4. issued
5. objective/subjective
6. valid

2-Fill in the table

Word	Definition	Synonym	Antonym
Declare	To make known formally or officially; proclaim	Announce	Conceal
Clarify	To make clear or easier to understand	Analyse	Confuse
Terrorism	Systematic use of violence and intimidation to achieve some goal	-	Peace
Treaties	A formal written agreement between two or more nations	Compact	Disagreement
Implement	To start using a plan or system	Carry out	Abandon
Endorsed	To express approval of or give support to, especially by public statement	Sanctioned	Disapproved
Unanimously	Sharing the same opinions or views	Agreeingly	Differently
Forbade/forbid	To command (a person) not to do or have something or not to enter some place	Ban	Allow
Binding	Imposing obligation	Obligating	Unconfining

3.Use these words in useful sentences:

authority
 illegitimate
 assemblies

4.languauge knowledge

Reported speech

Presentation:

- Make a short revision about reported speech through writing different sentences on different tenses and asking students to report them.
- Ask them to look at the table that is on p. 78. Have different students read the examples loudly.
- Have them practice reported speech through playing. You can ask each student to write a sentence that is said by a famous person that they can never forget and then to report it. Also, you can have your students sit in a circle and ask one of the students to whisper to the next student any sentence e.g 'I like chocolate more than anything else'. The second student should whisper this sentence to the next one after reporting it e.g 'S1 said that he liked chocolate more than anything else'. Then the third student should report this sentence to the fourth student e.g 'S1 said that he had liked chocolate more than anything else'. After the sentence reaches to its last tense, the student whose turn is to whisper should say the sentence to the whole class. After that, a new statement is said to be reported and the game continues until the whole class has practiced the reported speech.
- Draw the students' attention to the time and place expression that should be changed in the reported speech e.g now, yesterday, this ...etc.
- Move to the questions and discuss them together.

3) Rewrite these sentences in the reported speech tense

*He explained that he was leaving the next day.

*They told me that they had gone to the theatre and then to a Chinese restaurant.

*She said that she would come and help me at twelve.

*He explained that he did not like soccer.

*My friend told me that she had finished studying her English course the week before.

Today's Word: Ashamed, Miserable

Ashamed: (Adj) Feeling shame or guilt

Miserable: (Adj) Very uncomfortable or unhappy; wretched

Reported speech

Reading is fun! Mohammad Ali

Enjoy watching a lot of videos about this great person. Write the following keyword if you are interested 'Muhammad Ali, How & Why I have accepted Islam?'

Activity Book, page 70

1

Write 'said' or 'told'.

1. said
2. told
3. told
4. said
5. told
6. said
7. told

2

Choose the correct answer

First column:

1. a. loved
2. c. would
3. c. had had
4. b. had had
5. c. had gone
6. a. had gone
7. b. had been
8. c. wouldn't

Reported speech

Activity Book, page 71

1

Finish the sentences using reported speech

1. their teacher would go to Amman the next day.
2. she had been writing a letter the day before.
3. his father had flown to Doha the year before.
4. his mother would celebrate her birthday the following weekend.
5. he was going to read a book that week.
6. they hadn't eaten fish two days before.
7. he had spent all his money on Monday.

2

Rewrite the sentences in direct speech

1. "We will start tomorrow", they said.
2. "we are walking in the park", we said.
3. "I work in a school", she said.
4. "At one o'clock I was doing nothing", he said.
5. "We closed down the last year", they explained.
6. "Someone is screaming in the garden" he claimed.
7. "I will stay", she admitted.

Adverbs (comparative and superlative) forms

Structure:

Adverbs (comparative and superlative) forms

Vocabulary:

- Adverbs of Comparison.
- Conjunctions.
- Different Parts of Speech.

Outcomes:

6Re1
6Re2
6Re8
6Uw5
6L5
6S3

Presentation:

- Greet your students. Ask them to open their Learner's Books. Give an introduction about adverbs; their uses and what they define in the sentence. Tell them that adverbs can be used in the superlative and the comparative forms in a way similar to adjectives. However, adverbs may modify the main verb, another adverb, an adjective or the whole sentence, in contrast of adjectives which mostly modify nouns.
- Have the class read the table silently and then try to write a rule for forming the comparative and superlative forms of adjectives.
- Encourage them to write sentences using regular and irregular forms of adverbs.
- Move to the exercises and discuss them together.

2) Fill in the correct adverb forms

1. More fluently
2. The politest
3. More clearly
4. More highly
5. The worst
6. worse

3) Comparative form: much better than

Superlative form: most happily

Adverbs (comparative and superlative) forms

Today's Word: Ignorance

(N) The condition of being uneducated, unaware, or uninformed

Activity Book, page 73

1

Write the correct form of the adverb for each sentence

1. better
2. more easily
3. more carefully
4. more rapidly
5. higher
6. hardest
7. most slowly

2

Write each sentence using the correct comparative or superlative adverb

1. earlier
2. farther
3. highest
4. shorter
5. better
6. further

Adverbs and conjunctions

Structure: Adverbs and conjunctions

Presentation:

- Brainstorm your students; ask them 'What can you see in the pictures? What is the main idea of the text? Do you think that animals can speak? Can animals understand our language?'
- Play the CD. Advise them to listen carefully in order to acquire the right pronunciation for the new words.
- Enjoy discussing the lesson. Have your students write meaningful sentences on any new word. Teach them how to find the reference of pronouns.
- Move to the questions and discuss them together.

2-Answer the questions

1. Animals have their language to communicate with each other, Koko's use of sign language is the evidence.
2. To prove that Animals have feelings and they can communicate with human beings using sign language.
3. Because they did not let her choose the cat herself.
4. Because the ape preserve in Maui is having trouble securing the land and that costs much.
5. There are two arguments. Dr. Patterson says that Koko has mastered sign language much better than before. She says that Koko knows over 1,000 words, and that Koko makes up new words. For example, Koko didn't know the sign for ring, so she signed the words finger and bracelet. However, skeptics believe that it doesn't understand sign language; "They argue that Koko does not really know what the sign apple means. She only knows that if she makes the right motion, she gets an apple"
6. Student's own answer.
7. It seems like Dr. Patterson and Koko have a good relationship.

Adverbs and conjunctions

8.

The word	Definition	Synonym	Antonym
Mimic	To copy or imitate closely, especially in speech, expression, and gesture	Imitate	-
Apes	Any of various primates, esp those of the family Pongidae, in which the tail is very short or absent.	-	-
Gestures	A motion of the limbs or body made to express or help express thought or to emphasize speech.	Body language	Speech
Campus	The grounds, often including the buildings, of a college or other school.	Ground	-
Foundation	An organization that has been created in order to provide money for a particular group of people in need of help or for a particular type of study:	Organization	-
Blossomed	To develop and flourish	Bloom	Shrink/fade
Mastered	To become very skilled in or knowledgeable about	Perfect	-
Makes up	To put together; construct or compose	Combine	Disconnect
Constructive	Serving to build or improve	Positive	Negative

Adverbs and conjunctions

Skeptic	A person who mistrusts people, ideas, etc, in general	Doubter	Believer
Abandoned	Forsaken or deserted	Discarded	Adopted
Critics	A person who tends to make harsh or carping judgments	A faultfinder	Praiser
Humanising	To portray or endow with human characteristics or attributes; make human	-	-
State	A condition or mode of being, as with regard to circumstances	Case	-
Duplicated	Identically copied from an original.	Copy	-
Ethical	Pertaining to or dealing with morals	Moral	Immoral
Nonetheless	Despite that; however; nevertheless	-	-
Deny	To refuse to believe	Reject	Accept

9. Student's own answer.

3)

1. Really/better than / most happily
2. While Koko was there/ Nonetheless / so

Today's Word: Arrangement, Affection

Arrangement: (N) The act or process of arranging

Affection: (N) A tender feeling toward another; fondness

Adverbs and conjunctions

Activity Book, page 74

1-Read and choose

1. make up
2. mimicking
3. state
4. Nonetheless
5. apes
6. duplicated

2-Fill in the table

Word	Definition	Synonym	Antonym
Blossomed	To develop and flourish	Bloom	Shrink/fade
Deny	To refuse to believe	Reject	Accept
Abandoned	Forsaken or deserted	Discarded	Adopted/embraced
Ethical	Pertaining to or dealing with morals	Moral	Immoral
(pl. of critic)	A person who tends to make harsh or carping judgments	A faultfinder	Praiser
Constructive	Serving to build or improve	Positive	Negative
Mastered	To become very skilled in or knowledgeable about	Perfect	Misunderstand
Skeptics	A person who mistrusts people, ideas, etc, in general	Doubter	Believer
Unresolved	(Of a problem or dispute) not having been solved or concluded	Problematic	Solved

Structure: Conjunctions (intensification)

Presentation:

- Ask your students to open their books on lesson four.
- Ask them 'What can you see in the picture?' elicit 'common conjunctions'.
- Write the different conjunctions on the board. You can teach conjunctions by classifying them into categories (agreement, disagreement, reason ...etc).
- Ask your students to use each conjunction in a useful sentence. Check their answers and discuss them together.
- Encourage your students to search for one of the stories that are mentioned in 'A point for discussion'. Have them share their information. You can make a comparison between the two stories depending on the students' information.

Today's Word: Behavior

(N) Manner of behaving or conducting oneself

Reading is fun! Alex and Koshik

Enjoy watching the elephant Koshik and the parrot Alex talking on YouTube. Just write: 'Scientists confirm South Korean Elephant can talk' / 'Alex the Smart Parrot'

Activity Book, page 82

1

1.write two sentences. then, make them one by using conjunctions.

student's own sentence using the conjunctions in the book

2

Combine the sentences using the given conjunction.

1. I won't talk to you now because you are very angry.
2. He has a lot of friends, so he is never bored.
3. He studied for the test. However, he got a bad grade.
4. We can go to Petra or to the Dead Sea.
5. While the weather in Canada is usually cold, it's hot in Saudi Arabia.
We can go to Petra and to the Dead Sea.
6. Abeer runs a mile every day, for she wants to lose weight.
7. Before having fun, do your homework.
Go have fun after you do your homework.

Presentation:

In this unit create your own way to teach the exercises, and make your students enjoy practicing them. You can have your students work in groups, pairs or even individually. You can give any exercise as homework.

p.86**1) Fill in the blanks with the suitable modal from the box**

1. ought to
2. ought to
3. needn't
4. would
5. couldn't
6. needn't
7. would

p.87**1) Complete the sentences in the reported speech**

1. That he liked that song.
2. That she didn't speak Italian.
3. That Jim had been there.
4. That the film had begun at seven o'clock.

Outcomes:

6Re1
6L3
6Ug6
6Uf2
6Uw6
6Uw5

Presentation:

5. That she had been going to call Najwan the day before.
6. That she would come here again the next day.
7. That he had forgotten the key before he had gone out.

2) Correct the mistakes in each sentence. There could be more than one

1. Benjamin said (that) he often had a big sandwich.
2. Hannah said (that) she lived there.
3. Tyler told me (that) Ian didn't answer calls from unknown numbers.
4. Dominic said (that) his mum was studying Japanese language then.
5. Olivia explained (that) Leroy had been out, and he had been riding his new bike that day.
6. Luke told his dad (that) he hadn't known who had visited his grandmother the month before.

p.86

2) Listen, tick and answer the two questions below

Sentence	True	False
Students who work the least will usually get the best grades.		/
Some people were not allowed to stay in the library because they spoke more quietly than the librarian asked them to.		/
Jack won the running race because he ran the fastest of all.	/	/
The student is angry with his grade and will talk to Mr. Tony because he speaks Italian more fluently than everyone and he got the lowest grade.	/	/
"as soon as", "however", "but", "until", "while", "because", "and" are all examples of adverbs.		/

Presentation:

Question 1: As you may all know, he who runs the fastest of all wins. And it was Jack who won this time. Don't give up and keep trying. Because we learn from our failure to in our way to finally win and achieve success.

Reading is fun! This Hand I Hold

Ask your students what the subject of this poem is.
Have a fun discussion about it and look up different analyses of it online.

Activity Book, page 78-79

1-Listen, read and choose
the best answer

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

Today's Words!

Unit
1

Accident, Variety,
Connection, Equipment

Unit
2

Accompany, Achieve,
Postpone, Prevent

Unit
5

Seriously, Shortly,
Absolutely, Afterwards

Unit
3

Old-Fashioned, Patient,
Proper, Qualified

Unit
6

Reasonable, Tolerated,
Forbidden, Unbelievable

Unit
7

Require, Reduce,
Confirm, Neglect

Unit
11

Altogether, Anymore,
Backwards, Apart from

Unit
10

Purpose, Souvenir,
Instructions, Advertisement

Unit
12

Argue, Claim,
Attach, Attempt

Unit
14

Appointment, Accommodation,
Sightseeing, Priority

Unit
15

Unnecessary, Advanced,
Ashamed, Miserable

Unit
16

Ignorance, Arrangement,
Affection, Behaviour

A

B

E

A

U

Teacher's Resources in Order of Appearance

- ① http://www.englisch-hilfen.de/en/exercises/various/cardinal_ordinal_numbers.htm <http://>
- ② busyteacher.org/11392-many-much-some-any-worksheet.html
- ③ http://www.english-4u.de/question_words_ex1.htm
- ④ http://www.myenglishpages.com/site_php_files/grammar-exercise-conjunctions.php
- ⑤ <http://www.ecenglish.com/learnenglish/lessons/both-neither-either-pre-intermediate-level>
- ⑥ <http://www.gingersoftware.com/content/grammar-rules/conjunctions/coordinating-conjunctions/>
- ⑦ <https://www.ego4u.com/en/cram-up/tests/present-perfect-simple-3>
- ⑧ <http://www.ef.com/english-resources/english-grammar/present-perfect-ever-never-already-yet/>
- ⑨ <https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-present>
- ⑩ <https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-past>
- ⑪ <http://dictionary.cambridge.org/grammar/british-grammar/past/used-to>
- ⑫ https://elt.oup.com/student/solutions1stedition/int_unit_page/unit2/grammar/exercise2?cc=cz&seLanguage=cs&mode=hub
- ⑬ http://www.myenglishpages.com/site_php_files/grammar-exercise-present-progressive.php
- ⑭ <https://www.ego4u.com/en/cram-up/grammar/simpas-paspro>
- ⑮ <http://www.perfect-english-grammar.com/first-conditional-exercise-1.html>
- ⑯ http://busyteacher.org/classroom_activities-grammar/conditionals/first-worksheets/
- ⑰ <http://busyteacher.org/2804-future-simple-to-be-going-to.html>
- ⑱ http://www.englisch-hilfen.de/en/exercises/pronouns/relative_pronouns.htm
- ⑲ <http://dictionary.cambridge.org/grammar/british-grammar/relative-clauses/relative-clauses-defining-and-non-defining>
- ⑳ <https://learnenglish.britishcouncil.org/ar/quick-grammar/>
- ㉑ <https://learnenglish.britishcouncil.org/ar/english-grammar/adjectives/order-adjectives>
- ㉒ <http://www.perfect-english-grammar.com/participle-adjectives-exercise-1.html>
- ㉓ <https://www.ego4u.com/en/cram-up/grammar/passive/exercises>
- ㉔ <https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-past>
- ㉕ <https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10>

A

B

E

A

U

T

I

Titles of Units

- Unit 1: The first flight arrives at 4:00 P.M.
- Unit 2: Not only ... but also
- Unit 3: How have humans affected Earth?
- Unit 4: Revision
- Unit 5: The worm is caught by the early bird.
- Unit 6: I am going to the airport at the weekend.
- Unit 7: I will tell her if I see her.
- Unit 8: Revision
- Unit 9: The five boons of life
- Unit 10: The weather is going to be humid.
- Unit 11: We don't know the man who was calling us.
- Unit 12: It is confusing, and I feel confused.
- Unit 13: Revision
- Unit 14: I needn't go to the supermarket.
- Unit 15: She said that she always drank tea.
- Unit 16: The little boy ran farther than his friends.
- Unit 17: Revision

Reading is Fun in Order of Appearance

- How Can Poverty Be Reduced?
- Why Are Some Children Missing School?
- Counting Our Blessings!
- How To Help Others?
- Living in The Past.
- Life after 100 Years
- An Extract From If.
- A Little Brother Follows Me.
- Earth Isn't Going To Die As Soon As We Thought!
- Jean de la Fontaine & Aesop
- Jabir ibn Hayyan
- Honey Badger
- Falling Asleep
- Mohammad Ali
- Alex & Koshik
- This Hand I Hold