

A Beautiful Mind

4 Level

Teacher's Guide





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A Beautiful Mind is a six-level, structured series that follows the curriculum developed for Cambridge International Examinations by Cambridge English Language Assessment. It is matched to the **Cambridge Primary English as a Second Language Curriculum Framework (CEFR)** with defined learning outcomes.

The series introduces diverse characters who use language in a motivating and informative way. It contextualizes language and develops competence in all four skills. It, also, engages children in a 21st century learning environment and offers a language-rich, interactive approach to learning English with an international focus.

With its functional grammar and diverse features such as “Reading is fun!”, “Writing is fun!”, “Today’s word” and “Spelling Bee Lists” sections at the end of units, at the bottom of pages and/or at the end of each stage, *A Beautiful Mind* promotes a “How to learn” approach that suits different levels of ability with a focus on developing learners’ conversational and academic English.

A Beautiful Mind series, also, encourages students to approach new learning situations with confidence by helping them acquire content knowledge, develop critical thinking skills and practise English language and literacy. Learners are exposed to a range of the most frequent and commonly used vocabulary.

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

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

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

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

Stage 4

1	2	3	4	5	6
working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Low A1	High A1	Low A2	Mid A2	High A2	Low B1

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

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

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

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

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

Stage 4**Reading**

- **4Re1** Recognise, identify and sound, with some support, a range of language at text level.
- **4Re2** Read and follow, with limited support, familiar instructions for classroom activities.
- **4Re3** Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment.
- **4Re4** Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues.
- **4Re5** Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics.
- **4Re6** Recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics.
- **4Re7** Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics.
- **4Re8** Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding.

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Writing

- **4W1** Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics.
- **4W2** Write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics.
- **4W3** Write, with support, factual and imaginative descriptions at text level which describe people, places and objects.
- **4W4** Use joined-up handwriting in a range of written work across the curriculum with some speed and fluency.
- **4W5** Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics.
- **4W6** Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.
- **4W7** Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently.
- **4W8** Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently.

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Use of English

- **4Uw1** Use a growing range of countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of general and curricular topics.
- **4Uw2** Use quantifiers many, much, a lot of, a few on a limited range of general and curricular topics.
- **4Uw3** Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics.
- **4Ug1** Use determiners including any, no, each, every on a limited range of general and curricular topics.
- **4Uw4** Use questions, including tag questions, to seek agreement and clarify; use questions What time/What else/next?; on a limited range of general and curricular topics.
- **4Ug2** Use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything on a limited range of general and curricular topics.
- **4Ug3** Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics.
- **4Uf1** Use future forms will for predictions and be going to to talk about already decided plans on a limited range of general and curricular topics.
- **4Ug4** Use simple present forms and simple past regular and irregular forms to describe routines, habits and states on a limited range of general and curricular topics.

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Use of English

- **4Ug5** Use present continuous forms to talk about present activities and with future meaning; use past continuous forms for background actions; on a limited range of general and curricular topics.
- **4Uw5** Use be/look/sound/feel/taste/smell like; use be made of; use make somebody/something + adjective; on a limited range of general and curricular topics.
- **4Uw6** Use a growing range of common adverbs [both regular and irregular] simple and comparative forms and adverbs of frequency; use adverbs of indefinite time yet, ever, already, always; use adverbs of definite time: last week, yesterday; on a limited range of general and curricular topics.
- **4Uf2** Use might, may, could to express possibility; use shall [for suggestions]; on a limited range of general and curricular topics.
- **4Uw7** Use a limited range of prepositions to talk about time and location; use prepositions like to describe things and about to denote topic; use prepositions of direction to, into, out, of, from, towards; on a limited range of general and curricular topics.
- **4Ug6** Use common verbs followed by infinitive verb/verb + ing patterns; use infinitive of purpose; on a limited range of general and curricular topics.
- **4Ug7** Use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of general and curricular topics.
- **4Ug8** Use if clauses (in zero conditionals); use where clauses; use before/after clauses (with past reference); use defining relative clauses with which, who, that, where, to give details; on a limited range of general and curricular topics.

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Listening

- **4L1** Understand a sequence of supported classroom instructions.
- **4L2** Understand an increasing range of unsupported basic questions which ask for personal information.
- **4L3** Understand an increasing range of unsupported basic questions on general and curricular topics.
- **4L4** Understand the main points of supported extended talk on a range of general and curricular topics.
- **4L5** Understand most specific information and detail of short, supported talk on a wide range of familiar topics.
- **4L6** Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.
- **4L7** Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics.
- **4L8** Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics.
- **4L9** Identify rhymes and repetition.

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Speaking

- **4S1** Provide basic information about themselves and others at sentence level on an increasing range of general topics.
- **4S2** Ask questions to find out general information on an increasing range of general and curricular topics.
- **4S3** Give an opinion at sentence level on an increasing range of general and curricular topics.
- **4S4** Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics.
- **4S5** Organise talk at sentence level using connectors on an increasing range of general and curricular topics.
- **4S6** Communicate meaning clearly at sentence level during pair, group and whole class exchanges.
- **4S7** Keep interaction going in basic exchanges on a growing range of general and curricular topics.
- **4S8** Relate basic stories and events on a range of general and curricular topics.

What is curriculum?

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

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

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

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

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

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

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

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Speaking rules you need to know!

1. Don't study grammar too much

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

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

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

2. Learn and study phrases

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

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

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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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6. Study correct material

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



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Reading rules you need to know!

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

Advantages of Reading

1- Learning Vocabulary in Context

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

2- A Model for Writing

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

3- Seeing “Correctly Structured” English

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

4- Working at Your Own Speed

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

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«A reader lives a thousand lives before he dies»

Five Tips for Reading

Tip # 1

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

Tip #2

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

Tip #3

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

Tip #4

Be organized. Have everything ready:

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

Tip #5

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



Writing rules you need to know!

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

1. Consistency in the usage of tenses

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

2. Subject-Verb Agreement

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



3. Usage of Articles

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

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4. Capitalization

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

5. Spelling

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

6. Placement of Adverbs

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

7. Prepositions after Adjectives

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

8. Usage of <I> and <me>

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



9. Comparison of Adjectives

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

-One Syllable Adjectives

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

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-Two Syllables

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

-Three or more Syllables

Adjectives with three or more syllables form the comparative by putting more in front of the adjective, and the superlative by putting most in front.

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

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Other General Writing Rules

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

Present simple

Structure: Present simple

What does the man in the photo do? He is a butcher.

What do these people do? They are accountants.

Vocabulary: people's occupations a/an (butcher, shopkeeper, builder, accountant, soldier..)

Outcomes:

4Re1
4Re4
4L1
4S2
4S6
4Uw4
4Ug4

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 were expecting to hear something "Good morning teacher". Then Ask them 'How are you?'
- Introduce yourself. Ask students about their names. Ask them 'What day is it today?' (as a kind of brainstorming so that you enthuse them to remember certain information they have learnt in previous classes)
- Break the ice since it is the first meeting, by playing the following useful game. Write the letters ABC.... on the board, above each letter write the following letters randomly:

L for left, R for right, or C for clap.

The students have to say the alphabet while they raise their Left (L) hand or Right (R) hand or clap (C) as the teacher proposed. 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, with rows or with the whole class. Participate if you can!

Example:

LCRRLCLLLRCLERRRL
ABCDEFGHIJKLMNPO

Present simple

Presentation:

- Ask students to look at the pictures. Ask them 'What can you see in each picture?' Listen to student's answers, bear out their right answers and correct or ask other students to correct the wrong mistakes.
- Play the CD, tell the class to listen carefully and to point to each word that is read one by one.
- Choose two students to read Max's and Lily's conversation.

Then choose two other students to take the parts of Jack and Sophie.

- After reading, tell them about your father's occupation, say 'My father is a teacher and you? What does your father do?' If students do not know how to answer, you can provide help by uttering some parts of the sentence. Say, 'My Father is
- Bring two students in front of the class, tell one of the students to ask the other, while pointing to one of the pictures, 'what does the man in the photo do?' and let the second student answer.
- Turn to p.7 ask the students, while pointing to one of the pictures, 'what do these people do?' Wait for any answers. If the students don't know the answer, you can answer 'These people are.....' and they are expected to continue.
- Again, choose two students to read the conversation.
- Give 7-10 minutes for students to 'Ask and Answer' about people's occupation in the picture. Turn to the activity book, have the students practice in the exercises that are related to the topic.
- **Don't forget 'Today's word'. You can benefit from the tips that are provided in the introduction.**

You can play Bingo with the students. Bring cards that include different jobs. Cut the cards and give each pair of students a card. The teacher says the statements that describe each job randomly and the students say the job and cross it out. The first pair that crosses all the jobs out is the winner.

Present simple

Today's Word: Accurate, Ancient

Ancient: This is an abstract word; therefore, it is difficult to use a real object to teach it. There are many ways to teach this word; such as: synonyms, definition, illustration or putting students in the context.

Be Creative. Be the Students' Model.

Examples of ancient civilizations: The Incas, the Aztecs, the Greek, and the Nabatean civilizations.

Accurate: (Adj) Acting or performing with care and precision; meticulous

Ancient: (Adj) Of, relating to, or belonging to times long past, especially before the fall of the Western Roman Empire (AD 476)

Teacher's Resources

- Interactive version, Learner's Book, Activity Book.

The following website provides a lot of exercises on the present simple, advise students to visit it.

- ① http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-present.php
- An interesting video students can watch, accompanied with questions that focus on 'verb to be' in the present simple tense students should answer.
- ② http://www.eslvideo.com/eslvideo_quiz_beg.php?id=27233

Activity Book, pages 4+5

p.4

1-Read and write

- What does the man in the photo do?
- He's a butcher.
- What does a butcher do?
- A butcher is someone who prepares a variety of cuts of meat.
- Does he prepare cuts of poultry and fish, too?
- Yes, he does.

p.5

- | | |
|--|---|
| <ul style="list-style-type: none"> ● What does the man in the photo do? ● He's a soldier. ● What does a soldier do? ● A soldier is someone who defends his country and fight the enemies. ● Does he kill innocent people? ● No, he does not. | <ul style="list-style-type: none"> ● What does the man in the photo do? ● He's a baker. ● What does a baker do? ● A baker is someone who bakes delicious bread. ● Does he make pastries, too? ● Yes, he does. |
|--|---|

Present continuous

Structure: Present continuous

'The butcher is cutting the meat'.

'Two kids are sitting in the coffee shop'.

Vocabulary: 'baking', 'playing', 'cutting'

Outcomes:

4Re2

4S6

4Ug5

Presentation:

- 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 is doing that, tell the class that 'he is jumping'. Bring another student and ask him to jump then say 'they are jumping'. Write on the board and say 'I am writing on the board now'. Sit down and pick up a book. Say 'I'm reading'.
- Repeat the three sentences. Focus on the subject + verb to be (he is/I am/ they are)
Introduce the negative form of the present continuous. Say 'I am reading a book. I am not reading a newspaper. He is jumping. He is not crying.'
- Ask students some questions using the present continuous as students are expected to be familiar with the structure are able to answer the different forms of questions. Ask another student to jump. Say 'What is she doing? Students should answer, 'She is jumping.' Say 'Is she speaking?' Students should answer, 'No, she is not.' Help them to learn the structure. Give them more and more examples.
- Read the text loudly so that students can get the right pronunciation. Raise your intonation when you reach to any present continuous verb.
- Let the students read it silently. Then pick a student to read it loudly.
- Give them three minutes to answer the questions below the text. Then discuss the questions together.
- Print out the following useful and interesting worksheet that is provided in the following website <http://busyteacher.org/24134-at-the-playground.html>

Present continuous

1-Read and and answer

- ① There are a lot of people.
- ② The children are playing.
- ③ No, he is not.
- ④ No, they are not.
- ⑤ Because he wants a toy.

Today's Word: Generous

(Adj) Liberal in giving or sharing

Write the word **Generous** on the board. Describe a situation of a generous person by telling them a real or an imaginary story. Let your students conclude that the person in the story is generous. Read the word loudly then ask them to repeat the word after you.

Teacher's Resources

- Learner's Book, Activity Book, interactive version.

The following link provides useful exercises on the present continuous tense:

- ① http://www.myenglishpages.com/site_php_files/grammar-exercise-present-progressive.php
- A useful video that shows the difference between simple present and present continuous. Students can watch it and answer the questions related to it
- ② http://www.eslvideo.com/eslvideo_quiz_beg.php?id=17483

Activity Book, page 6

1-Look and write: What are these people doing?

'It's a really nice morning at the mall. The butcher is cutting the meat and some people are buying fruits and vegetables. The baker is baking delicious bread. There are men sitting in the coffee shop, and a woman who is sitting alone, it seems that she is waiting for someone!'

Present continuous- describing events

Structure: Present continuous “describing events”

They are singing.

Outcomes:

4S1

4S2

4S6

Presentation:

- Greet your students. Make a short revision about the previous lesson through encouraging them to make sentences of their own on the present simple.
- Write on the board, and say ‘I am writing on the board’, ‘you are listening to me’.
- Use pairs of sentences in your examples; you can show when to use the present simple tense and when to use the present continuous tense. A good example might be “I play chess every day” and “I am playing football (right now).” See if your students get the meaning.
- It is important for students to distinguish between the different tenses through drawing a chart or acting out a certain verb or even drawing the timeline of each tense.
- Let them open their books. Ask them ‘What can you see in the pictures?’ Ask them ‘What are the people in the picture doing?’
- Wait for some students’ answers. You can help students in the first picture. “The children are running, aren’t they?”
- Don’t spoon-feed students. Let students work in pairs. Let one of the students ask his/her classmate ‘What are the people in the picture doing?’ and let the second student answer his/her question.
- To make your students practice this tense more ask them to imagine that they are in in a certain place, and they have to write three to five present continuous sentences to describe this place without saying the location. You can divide the students into groups to guess the locations of the different scenarios. An example may be “I am sitting on the sofa. I am watching TV. I am looking out the window.” It is very simple but students might then guess the location as in a car, house, on a bus, in a train, or on a plane.

The Key:

- The children are running.
- The children are singing.
- The children are painting.
- The boys are reading a story.
- The teacher is explaining the lesson.
- The traffic policeman is organizing the traffic.
- The boys are fighting.
- The mother is putting the clothes in the washing machine.

Present continuous- describing events

Today's Word: Traditional

(Adj) In accordance with tradition

Show your class a kufiya. Tell them that it is a traditional headdress that men in wear in Jordan and Palestine, as well as a few other countries in the Middle East.

Activity Book, pages 7+8

1-Look and write

- Picture 1: The horse is running fast.
- Picture 2: The man is sitting in front of the sea.
- Picture 3: The man is playing a maze game.
- Picture 4: The boy is swimming.
- Picture 5: The students are having a discussion about the worksheet.
- Picture 6: The boy is jumping in the field.

p.8

Student's own answer.

The standard answer:

- I was born on Monday in 2008. I have one brother and three sisters. I live in Amman. I go to school every day. My favourite cartoon is Tom & Jerry because it is very funny. I like to eat Mansaf and chocolate. My best friend is Omar because he is kind and smart. My favourite book is **A Beautiful Mind** because it is very colourful and full of new information. My favourite teacher is Ahmad because he such a great model for students.
- When I grow up, I'll be a pilot because I like travelling around the world.
- I am now studying very hard to achieve my goal.

Reading is fun! Deserts

- Encourage your students to read about '**Deserts**'. Tell them about the benefits of reading. Enthuse them more by promising them to give a present for those who read the text.
- In the next class ask them any question that is related to the text. Fulfill your promise.

Adverbs of frequency

Structure: Adverbs of frequency (always, sometimes, never)

He **always** gets the highest marks.

Sometimes, he doesn't study, but the **never** forgets his homework.

Vocabulary: never, always, sometimes

Outcomes:

4Re1 4Re3
4Re4 4L1
4L9 4Uw6
4S7

Presentation:

- Greet your students. Ask them 'What day is it today?' Be close to your students, approach their hearts by asking them about their feelings when they study English, encourage and enthuse them, try to make English class the best for them.
- Brainstorm a list of adverbs of frequency to make sure if your class is familiar with some of them.
- Ask students to open their books p.11, ask them 'What can you see in the pictures?' Listen carefully to students' answers. Ask some low-level students to answer, and help them when necessary. Appreciate their answers and let the whole class clap for them in order to increase their self-confidence.
- Play the interactive CD. Observe the students while listening. Read the text and raise your voice when you reach to any adverb of frequency.
- Ask the students if they can recognize the words in red.
- Use adverbs of frequency describing specific actions that you do in the class and students are familiar with. Say 'I always bring my English book', 'I sometimes give you a spelling exam', 'I never get angry when I teach you'. Be creative and give more examples.
- Let your students practice these adverbs of frequency through this funny way. Have your students work together in groups. Let each group think of an activity which all the group members do either regularly or rarely. Choose some activities, write some questions on the board using these actions. Give each group a question and then ask the students to answer these questions using adverbs of frequency (always, sometimes, never). You can ask them 'how often do you brush your teeth. How often do you visit your grandparents? Let your students write their answers. Let each group make a survey about its members. Make some observations for your students. Then give some students the chance to debrief their answers.
- Play the song. Enjoy it together. Play it again and ask students to sing with the interactive CD. Use your body language and facial expressions so that the meaning of (always, sometimes and never) becomes clearer.

Adverbs of frequency

Today's Word: Annoy

(V.tr) To harass or disturb by repeated attacks

Write the verb on a flashcard and act it out in front of the class by putting a student in a real situation. Then explain to your students that what you did is to teach them the word **annoy**.

Activity Book, page 9

① Read and write

- Emily always smiles and never gets angry because she thinks that being angry is not good for our bodies. She is always happy and never cries.
- Max does his homework but sometimes he forgets to do it. When he gets back from school, he eats his lunch and starts studying. But sometimes he doesn't do that. Sometimes, he goes to play with his friends and doesn't study all day. That's wrong!

Tip: The teacher can promote students to deduce a rule that explains the position of adverbs of frequency.

Before the main verb: never, always

After verbs to (be): never, always

Before the whole sentence/Before the main verb/After verb to (be): sometimes.

② Put a mark and say

Let one of the students read the sentence in the table 'I never cheat in my English exams'. Then ask each student to tell his/her classmates about one of the activities that are mentioned in the table and how often they do such activities.

Adverbs of frequency/ How often?

Structure: Adverbs of frequency

Vocabulary: never, always, sometimes.

Outcomes:

4Re1	4Re3
4Re4	4L1
4L3	4Uw6
4S2	4S7

Presentation:

- Look to the class happily. Greet the students. Tell them that ‘You always look wonderful’, ‘I am always happy when I teach you’, ‘You never forget your homework, but sometimes some of you do.’
- Explain to the students what they are supposed to do in exercise number 1. Play the interactive CD, and monitor their performance and comprehension.
- Discuss the answers together. Draw the table on the board and ask the students to tick the right answer on the board.
- Ask the students about the pictures in exercise 2. Pick two students to read the question and the answer. Then give them a couple of minutes to work in pairs asking and answering about the pictures below. Give a chance to those who did not answer in the first exercise.

Today’s Word: Divide

(V.tr) To separate into parts, sections, groups, or branches

Ask a few students to stand in front of the class and form a group. Then, ask each student to walk in a different direction until the group is dissolved, and say ‘I am dividing the group.’

Adverbs of frequency/ How often?

1 Listen and mark

- Play baseball: always
- Study: never
- Excited in class: never
- Has high grades: sometimes

2 Look, ask and answer

- How often does he swim alone? He never swims alone.
- How often does she go to work by bus? She sometimes goes to work by bus.
- How often does the baby sleep at night? The baby always sleeps at night.

Activity Book, page 10

1 Listen and mark

- Play tennis (never)
- Study hard for the exams (always)
- Bored in the class (sometimes)
- Has high marks (always)

2 Look and write

- How often does she go to work by bus?
She sometimes goes to work by bus.
- How often does he go to sleep?
He always goes to sleep at 9 p.m.
- How often do they read?
They never read.

"Be going to" for plans and intentions

Structure: be going to (to talk about already decided plans and intentions)
He's going to travel for work.

Vocabulary: going to, visit, clean, build

Outcomes:

- 4Re2
- Uw4
- 4Uf1
- 4S2
- 4S6

Presentation:

- Explain the meaning of 'going to' to students through giving examples of activities they intend to do in the future. 'The quiz is on Thursday, you are going to take a quiz on Thursday' give more examples about your own decided intentions and plans, say: 'I am going to visit my parents on Friday', 'We are going to go a scientific trip next month'. Ask your

students to talk about their intentions and what they are planning to do using be + going to.

- Let your students look at the pictures and describe each picture using their own words. Appreciate the students' answers and express your satisfaction.
- Let them look at the conversation at the bottom of the page. Ask two students to read.
- Write the conversation on the board. Draw a line under **going to**. Divide your students into 6 groups. Give them some time to think about the pictures (each group should ask and answer about one picture). Encourage them to help each other and to distribute the work among them. Monitor them. Let each group ask and answer questions about the pictures that they are given.

Today's Word: Avoid/Appreciate

Avoid: (V.tr) To stay clear of; go around or away from
Appreciate: (V.Tr) To be thankful or show gratitude for

Be creative and choose the method you want to teach this word. Put them in a situation so that they understand the meaning.

Tell your students that I appreciate your participation. I am very glad to teach such great students. Write the word appreciate on the board. Give its definition to the students.

"Be going to" for plans and intentions

1-Look, ask and answer

What is your family going to do? My family is going to go to the beach.

What are the children going to do? They are going to visit their grandfather.

What are these people going to do? They are going to go to the zoo.

What is the woman going to do? She is going to clean the house.

What is the builder going to do? He is going to build a house.

What are the two students going to do? They are going to study for the exam.

Activity Book, page 11

1-Look and write

They are going to the beach.

They are going to visit their grandfather.

They are going to travel for work.

They are going to build a house.

They are going to go to the zoo.

They are going to clean the house.

Activity Book, page 12

1 Compare the sentences. (Use going to)

- It is going to rain.
- I am going to wear my new jacket tonight.
- We are not going to talk to you.
- Samar is not going to walk.
- Are they going to leave the house this month?
- I am not going to spend my time thinking of scary things.

2 Write

Back to Writing Rules you Need to Know!

The Moon

Writing is fun, p.13

Back to Writing Rules You
Need to Know!

Reading is fun! The Moon

- A nice video about the solar system and questions related to it
http://www.eslvideo.com/eslvideo_quiz_beg.php?id=27753

Comparative and superlative - Regular adjectives

Structure: Comparative and superlative

Ayman Ali is younger than Naji Al Ali.

Ayman Ali is the youngest one.

Vocabulary: Born, height, taller than, the tallest, younger than, the youngest.

Outcomes:

4Uw3

4L1

4S1

4S7

Presentation:

- Bring the tallest student in the class and the shortest one, and then say student A is taller than student B while student B is shorter than student A. Say 'I am older than you and you are younger than me'. Give more examples. Write the sentences on the board. Draw a line under each comparative adjective. After this, students are expected to elicit that we add (-er) to the one-syllable adjectives.
- After making sure that your students comprehended the forming of comparative adjectives, bring the tallest student in the class and say 'A is the tallest student'. Ask about those who were born in December, then say he/she is the youngest. Then ask about those who were born in January and say 'he/she is the oldest'.
- Ask your students to open the book p.16 and ask 'Who are the people in the pictures?' 'Do you know any of them?' and 'What do you know about them?'
- Read the personal information that is related to each person. Make sure that the students understand the words (born/height).
- Pick 3 students to read the conversation at the bottom of the page. Then, let your students have a look for the information provided. Help them to imitate the conversation below by comparing two celebrities, and then forming a superlative adjective that suits one of them.
- An interesting activity you can practice is to put your students in groups of four and then set a time limit of about six minutes. Each group should write as many comparative and superlative sentences about the students in the classroom as they can. At the end of the time period, have one group write their sentences on the board. If the other groups have the same sentence as the first group, the groups should cross that sentence off their list. Let the groups read all of the sentences they have written and eliminate any duplicates. The group with the most remaining sentences wins.

Lesson 1

Page 16

Comparative and superlative - Regular adjectives

Today's Word: Earthquake

Give your students homework to find the meaning of the word earthquake.

(N) A sudden movement of the earth's crust caused by the release of stress accumulated along geologic faults or by volcanic activity
Also called seism, temblor.

Activity Book, page 14

1-Look, compare and write

Weight: Jennifer is 63 kg weight. She is lighter than Leonardo, Denzel and Will. She's the lightest. Leonardo is lighter than Denzel and Will.

Age: Jennifer was born in 1990. She is younger than Leonardo, Denzel and Will. She's the lightest. Leonardo is younger than Denzel and Will.

Beautiful: Jennifer is more beautiful than Leonardo, Denzel and Will. She's the most beautiful. Leonardo is more beautiful than Denzel and Will. (students' answers may differ. Respect all students' opinions)

Happy: Jennifer is smiling. She is happier than Leonardo, Denzel and Will. She's the happiest. Will is happier than Leonardo and Denzel.

Lesson 2

Page 17

Comparative and superlative – irregular adjectives

Structure:

Comparative and superlative – irregular adjectives (Good, Bad)

Vocabulary: good, better, best, bad, worse, worst

Outcomes:

4Re2
4Re4
4L6

Presentation:

- Make a short revision about the comparative and superlative regular adjectives. Ask 'Who is the oldest person in your family? Who is the youngest person in your family? Who is the tallest person in your family?'
- Play the interactive CD. Let your students concentrate on the use and pronunciation of irregular comparative and superlative adjectives.
- Write the words on the board. Write the comparative and the superlative form of these adjectives.
- Give students more appealing examples, e.g. sleeping right after you eat is the worst for your health; the best thing to do is to respect your parents; studying hard is better than watching TV; disrespecting your teacher is worse than not studying for the exam.
- Ask students to put the words (Good, Bad) in meaningful sentences.
- Ask students about the cars (Which is better, faster, worse? Which is the best, fastest, worst?).
- Move to exercise 2, ask two students to read the examples.
- Turn to the Activity Book and let your students practice the similar examples.

Today's Word: Hurricane

(N) (Physical Geography) a severe, often destructive storm, esp a tropical cyclone

You can show a video about hurricanes around the world.

Comparative and superlative – irregular adjectives

Activity Book, page 15

1-Complete the table

Adjective	Comparative	Superlative
Good	Better than	The best
Bad	Worse than	The worst
Fast	Faster than	The fastest
Slow	Slower than	The slowest
Beautiful	More beautiful than	The most beautiful
Happy	Happier than	The happiest

2-Compare and write

1

1. Car number 1 is slow. It is bad.
2. Car number 2 is slower. It is worse.
3. Car number 3 is the slowest. It is the worst.

2

1. Car number 1 is expensive. It is good.
2. Car number 2 is more expensive. It is better.
3. Car number 3 is the most expensive. It is the best.

Determiners

Structure: Determiners (anybody, no one, each, any, every)

Vocabulary: anybody, no one, each, any, every

Outcomes:

4Ug1 4L4
4L6 4Re3
4Uw3

Presentation:

- **Warm-up activity:** Ask students certain questions in order to benefit from their responses. Ask them: What did you buy yesterday from the market? Who did you see yesterday? Do you like English? Do you like wars?
- Introduce the words (anybody, no one, each, any, every). Write them on the board. If you feel that it is difficult to give students all the words in the same class you can give them three words in each class.
- Use the students' sentences in a way that you can use such words. Say: 'Yesterday, you bought something from the market. You did not see anybody yesterday. Everybody likes English. No one likes wars'. Give students more examples. Say: 'Is there any question? Each student should study hard to pass the exam'.
- Introduce the structure. Draw the students' attention to the use of each determiner (with interrogative, affirmative or negative sentences). Say: 'I can't see anyone talking', 'No one should eat in the classroom', 'Is there anybody who disagrees with me?'
- Ask students to open their book and read the text silently.
- Pick two students to read the text loudly. Then ask the class to answer the questions.
- Enthuse students to write sentences using such determiner.
- Have a worksheet to encourage your students practice different exercises. Provide only two options. Ask for volunteers to provide the correct answer. It is not wrong to ask for translations (interpretations) to make sure that your students understand the meaning.

The answers:

- 1 A florist
- 2 Nobody knows him.
- 3 He closes at 5 o'clock.
- 4 No, it doesn't. It costs 1 dollar.
- 5 No, she will not buy any flowers.

Determiners

Today's Word: Volcano

(N) An opening in the earth's crust from which lava, ash, and hot gases flow or are ejected during an eruption

Show them a video about volcanoes on YouTube.

Teacher's Resources

-Visit this website:

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/some-any-every-and-no>

-Let them practice more exercises through the following website:

<https://www.usingenglish.com/quizzes/70.html>

Activity Book, page 16

1-Complete the conversation

Sophie:- Who is this man?

Oscar:- He's the new shoemaker. He makes and sells shoes.

Sophie:- Does anybody know him?

Oscar:- No! No one knows him. He's new. But they say his shoes are the best.

Sophie:- Is he always at his shop?

Oscar:- Yes, he opens at nine and closes at five every day.

Sophie:- Are his shoes expensive?

Oscar:-each pair costs ten dollars.

Sophie:- Oh! Good! I will buy one .

Oscar:- What colour?

Sophie:- Style colour.

Oscar:- Wow! Each style has different colours.

2-Answer and write

- 1 The man in the photo is a shoemaker.
- 2 No! No one knows him.
- 3 He closes his shop at five o'clock.

Intensification

Structure: Intensification

More + Adjectives (more than one syllable) + than

The most + Adjectives (more than one syllable)

Vocabulary: anybody, no one, each, any, every

Outcomes:

4Uw3

4S4

Presentation:

- Enthuse your students. Ask them to open their books p.19, ask 'What can you see in the pictures?' 'Did you notice that the girl is jumping, and she is happy, while the boy is sitting down and doing nothing?!' Draw the students' attention that the girl is more active than the boy, while the second boy is more active than the girl, so he is the most active among them.
- Give them more examples using long adjectives. Show them a picture of a mountain and a tree then say 'It is more difficult to climb this mountain than to climb this tree', 'It is more dangerous to climb this mountain than to climb this tree'. Show them a picture of a beautiful garden and another of a garden where all the trees are broken, then say 'This garden is more beautiful than the other garden'. Show them another picture of two materials e.g gold, silver and plastic. Ask them which is more expensive? Enthuse them to participate. They should say 'Gold is more expensive than silver and plastic'.
- Use the same adjectives to teach the superlative form. Say: 'Gold is the most expensive material', 'This garden is the most beautiful one', 'Climbing mountains is the most dangerous sport ever'.
- Ask a student to read the sentences from the book.
- Move to the following pictures. Help students to do the same to the pictures that are related to the first adjective.
- Divide the students into groups. Give students 5 minutes to do the same thing, do not help them.
- Move to the Activity Book. Let your students practice more similar exercises. There are a lot of exercises; you can give a number of exercises as homework.

Intensification

Today's Word: Flood

(N) An overflowing of water onto land that is normally dry

(bring a picture that shows a flood) and ask students 'What is this?' 'Have you ever seen a flood?', 'Why does it happen?' Write the word's definition on the board.

Activity Book, page 17

- **1-Look, say and write**

The hand watch number 2 is more expensive than the hand watch number 1.
The hand watch number 3 is more expensive than the hand watch number 2.
The hand watch number 3 is the most expensive.

- **Beautiful**

The landscape in picture number 2 is more beautiful than the landscape in picture number 1.
The landscape in picture number 3 is more beautiful than the landscape in picture number 2.
The landscape in picture number 3 is the most beautiful.

- **Cheerful**

The girl in picture number 2 is more cheerful than the boy in picture number 1.
The boy in picture number 3 is more cheerful than the girl in picture number 2.
The boy in picture number 3 is the most cheerful.

- **Angry**

The boy in picture number 2 is angrier than the boy in picture number 1.
The boy in picture number 3 is angrier than the boy in picture number 2.
The boy in picture number 3 is the angriest.

Egyptian pyramids

Writing is fun p.18:

- Say 'Open your Activity Book at page 18'. Look at the exercise 'Describe your favourite season'.
- Choose pupils to read the text aloud, check their pronunciation.
- On the board, write 'My favourite season is' Ask pupils 'What's your favourite weather/season?'
- Choose different pupils to answer. And ask them why?
- Ask students to write what they said on the Activity Book. Check students' writing after they finish.

Reading is fun! (Egyptian pyramids)

- Ask students certain questions in the next class to make sure that they read the text.
You can ask them:
How many pyramids are there in Egypt?
Where is the largest pyramid located?
The big question will be 'When you visit the pyramids in Egypt, what are you going to look for?'
- Tell the students if they want to have more information about this topic, they can visit the following website and watch a short documentary video about it.
http://www.eslvideo.com/eslvideo_quiz_int.php?id=15099

Outcomes:

Re5 4W4
 4W6 4Uw3
 4Ug1 4Ug2
 4S1 4S2
 4S6

Presentation:**1-Read and write**

Ask students to tell you what each person does. Create fun and a kind of competition between students. Appreciate those who answered quickly and correctly. Read the text provided loudly. Give students some time to write the appropriate answers in the blanks. Then discuss the answers together.

The answers:

- What does the man in the photo do?
He's a soldier.
What does a soldier do?
A soldier is someone who defends his country and fights the enemies.
Does he kill innocent people?
No, he does not.
- What does the man in the photo do?
He's a baker.
What does a baker do?
A baker is someone who bakes delicious bread.
Does he make pastries, too?
Yes, he does.
- What does the man in the photo do?
He is a football player.
What does a football player do?
A football player is someone who plays football.
Does he play tennis, too?
No, he doesn't.

Activity Book, page 19**1-Look and write**

- What does the man in the photo do? The man in the photo is a carpenter. A carpenter is someone who makes, finishes and repairs wooden objects.
- What does the man in the photo do? The man in the photo is a hairdresser. A hairdresser is someone who cuts hair and shaves beards.
- What does the man in the photo do? The man in the photo is a mechanic. A mechanic is someone who makes, uses, or repairs machines, vehicles and tools.

p.22

Presentation:**1-Look, say and write on your notebook**

- 1 Encourage your students to look at the pictures.
- 2 Ask them 'What are these people doing?'
- 3 Accept students' answers. Encourage brainstorming and critical thinking. Remind them of anything they forget to answer. Promote students' self-confidence and give them stickers, ribbons or presents.

p.23

Presentation:**1-Write about you**

- 1 Remind students about adverbs of frequency. Ask them to open their notebooks and draw the same table on the notebook and write about themselves. Check their answers and correct their notebooks.
- 2 Ask three students to read the three texts. Recommend all the students to focus. Then ask them to write on their notebooks five things they are going to do.

Activity Book, page 20**1-Look and write**

- 2 Someone is climbing a mountain.
- 3 Some players are playing gridiron (the American football).
- 4 Some students are listening to their teacher.
- 5 A person is swinging in the air.
- 6 A person is flying wearing a wingsuit.

Activity Book, page 21

1-Look, compare and write

The boy in the right picture is happier, while the boy in the left picture is sadder.

The pair of shoes on the right is newer, while the pair of shoes on the left is older.

The car on the right is more expensive, while the car on the left is cheaper.

Activity Book, page 22

1-Write about your activities

Students' own answer

You can brainstorm by asking your class to remind you about the suitable place where each adverb is used in the sentence.

2-Look and write

- 2 He is going to travel.
- 3 He is going to have an exam.
- 4 He is going to have some fun with his family.

Writing is fun, page 23

Let your students be creative. Promote them to use their imagination to continue the story. Tell them not to forget that each story has a plot, time, place, character, theme, conflict and resolution. Tell your students that you can make a happy or a sad end. They can feel free to create the events that they want. (You can benefit from the information provided p.43, unit 9, Activity Book).

Past simple & Continuous

Structure: Past simple & continuous

Vocabulary: happening, holding, buying

Outcomes:

4Re1
4Ug7
4Ug4
4L5

Presentation:

- Greet your students. Ask them what is the name of this boy (and point to Jack). What happened to him? What about this boy? (Point to Oscar). The aim of asking such questions is to discover those who prepared the lesson before.
- Play the CD. After that, read the text loudly and ask students to repeat after you, following the ALM (Audio Lingual Method).
- Appoint some students to read the text loudly.
- After reading, ask the students specific questions to make sure that they understood the lesson such as 'What was Jack doing when the doorbell rang? Why was Jack's mum holding bags? What happened to Oscar?'
- First, introduce the past simple through writing some actions that took place the day before e.g someone knocked the door. The telephone rang, I lost my purse. Then illustrate the past continuous actions which take duration in the past e.g I was writing the exam questions, I was having my dinner, I was jogging in the park.
- Write a timetable for the actions e.g
At 6 Pm I was jogging in the park, I lost my purse.
At 7 Pm I was having my dinner, the telephone rang.
At 8 Pm I was writing the exam questions, someone knocked the door.
- Illustrate the relationship between the past simple and past continuous. Things will be clearer if you act out two actions the first is the longer action which took duration in the past and the second is the shorter and it interrupted the longer one. You can say 'You were reading the lesson when someone knocked the door', let your students realize that what will be acted out are actions that took place in the past. Ask a student to role-play that he/she is studying and let another student open the door. Then say 'A was studying when B opened the door'. Use the timetable that you wrote. Combine both tenses with when and while e.g while I was jogging in the park, I lost my purse. When the telephone rang, I was having my dinner. I was writing the exam questions when someone knocked the door.
- For more explanation and practice visit the following website. Have your students answer the exercises at the bottom of the page. Monitor and ask them about the reasons of choosing certain answers.
<https://learnenglish.britishcouncil.org/en/quick-grammar/past-continuous-and-past-simple>

Past simple & Continuous

Today's Word: Measure

(N/V.TR) The dimensions, quantity, or capacity of something as ascertained by comparison with a standard

Be creative. Find your own method to teach this word.

Teacher's Resources

- Useful drills on the past simple vs. past continuous are in the following exercise.
<https://www.ego4u.com/en/cram-up/grammar/simpas-paspro/exercises?ex07>

Activity Book, page 24

1-Read, search and write

You can take your students to the computer lab and let them search by themselves for the information needed.

1 Name: Albert Einstein
Famous for: Physics
Date of Death: 18 April 1955

2 Name: Mahmoud Darwish
Date of Birth: 13 March 1941
Place of Birth: Al-Birwa.
Famous for: Poetry (literature)
Date of Death: August 9, 2008, Houston.

3 Name: Taha Hussein
Date of Birth: November 15, 1889
Place of Birth: Egypt
Famous for: Prose (literature)
Date of Death: October 28, 1973

4 Name: Benjamin Franklin
Date of Birth: January 17, 1706
Place of Birth: Boston
Famous for: Science and politics
Date of Death: April 17, 1790

Lesson 2

Page 27

Past simple & Continuous

Structure: Past simple and continuous

Vocabulary: Brush, hair, comb, fall down, clean, paint,

Outcomes:

4S5
4S8
4Ug4
4Ug5

Presentation:

- Make a short revision of the past simple and continuous. Help the students brainstorm through asking them some questions about the use of both tenses.
- Ask your students to look at the pictures and to describe what they see. Let one of the students read the sentence which is at the top of the page. Ask students if they find something different from the previous lesson (the existence of when to connect between the two actions).
- Draw attention of the use to 'when' that comes before the simple past sentence.
- Give students some time to connect the two actions in both pictures using 'when'.

Today's Word: Laugh

(v.int) To show or feel amusement or good humor

Write the word's definition on the board. Ask students 'what did you understand? Who can act this verb out?'

Activity Book, page 25

1-Look and write about pictures

- He was painting the wall when he fell down.
- She was cleaning the window when she broke it.
- They were going on a trip when they had an accident.

Intensification

Structure: Yes/No and Wh questions

Vocabulary: prepare, set

Outcomes:

4Re3
4Ug5
4S1
4S6
4S7

Presentation:

- Ask your students to look at the picture and describe what they see. Promote them and ask them 'Who do you think these people are?' 'Have you ever celebrated your birthday with your relatives?' 'Did you receive a lot of presents?' Draw their attention to the sad girl and ask them 'Why do you think that she is sad?'
- Move to p.29 and let your students read the text silently. Try to ask them any question that is related to the text to assess their comprehension. Then read the text loudly and have a discussion with your students.
- The aim of this lesson is to teach the students how to ask a question using the past continuous tense.
- Write the same timetable that you wrote the lesson before. Write only the past continuous actions. Then ask students 'What I was doing at 6. Pm? Was I eating my breakfast?' Use your body language, facial expressions body- to- ear gesture to elicit the answer: Yes, you were/No, you were not.
- Ask two students to work in pairs to practice the conversation. They can provide information about themselves and others at a sentence level.

Today's Word: Upset, Ignore

Upset: (V.tr) make (someone) unhappy, disappointed, or worried

Ignore: (V.tr) To refuse to pay attention to; disregard

Ignore Role-play a situation in a way that you ignore something. You can ignore a specific student's question more than one time. Then, at the end of the lesson, tell the class 'I ignored A's questions. Repeat the word IGNORE. This way is called immersion 'when students are put in the situation to learn something'. Explain to them that you ignored it intentionally, then answer the student's question.

Activity Book, page 26

1 Write correct sentences

- 2 My mother was making lunch when my sister came.
- 3 My baby brother was sleeping when the doorbell rang.
- 4 My aunt was watching the TV when I fell down.
- 5 My grandfather was sleeping when my grandmother woke up.

2 Look, ask and answer

What is strange about this photo?

Make this exercise very exciting and full of fun. Divide the class into groups. Make a kind of competition between the groups. The group that discovers more strange elements in the picture will be the winner. Award the winner group.

Some expected answers:

- 1 The man who is swimming is wearing three hand watches.
- 2 The boy is wearing two eye glasses.
- 3 The duck is wearing a pair of slippers.
- 4 There is a shark and a group of fish in the swimming pool.
- 5 There is a submarine in the swimming pool.
- 6 The inanimate creatures are personified such as the animals and the snowman.

Activity Book, page 27

1 Correct the mistakes

2. Was preparing

3. Was helping

4. Was setting

5. Putting

6. Were

7. Was crying

8. Was giving

9. Were welcoming

10. Was bringing

11. The most beautiful

12. Was having

The Boy and the Wolf

Writing is fun, page 28

Let your students be creative. Promote them to use their imagination to continue the story. Tell them not to forget that each story has a plot, a time, a place and characters. Tell your students that you can make a happy or a sad ending. They can feel free to create the events that they want.

Reading is fun! The Boy and the Wolf

- Ask students: What is the lesson that we learned from the story? What should we do? What should we not do?
- Advise students to visit the following website and read more stories.
- Let them read 'The prince and the honest girl'
<http://www.worldstories.org.uk/stories/story/20-the-prince-and-the-honest-girl>

Quantitative Pronouns

Structure: Quantitative pronouns

Anything/something/some

Vocabulary: looking for/wallet

Outcomes:

4Re5

4Uw1

4Uw2

4S8

Presentation:

- **Warm up activity:** ask students certain questions in order to benefit from their responses. Ask them: 'What did you buy yesterday from the market? Can some of you sing a song in English? Do you have anything to eat?'
- Introduce the words (Anything/something/some). Write them on the board. If you feel that it is difficult to give students all the words in the same class you can give them one quantitative pronoun in each class.
- Use the students' statements in a way that you can use such words. Say: 'Yesterday you bought something from the market. Some of you can sing a song in English. Some of you don't have anything to eat'. Give students more examples.
- Introduce the structure. Illustrate to them that something/some/anything are used when the speaker cannot/doesn't need or want to specify a number or an exact amount. Tell them, using simple words, that 'something' means a thing that is unknown, and it is often used in a positive sentences. On the other hand, 'anything' means a thing of any kind, and it is used in questions and negative sentences. While 'some' precedes plural countable nouns and uncountable nouns in the affirmative sentences.
- Give them an example that shows the difference between the original sentence that has a specific number and a sentence that includes 'some'. Draw the students' attention by asking them about the difference and let them answer. E.g * I saw seven deer when riding my bike in the forest yesterday. * I saw some deer when riding my bike in the forest yesterday. Tell them that (I don't know exactly how many deer I saw. Or: It is not important that you know exactly how many deer I saw). Give more examples about 'anything' and 'something'.
- Ask students to open their books and read the text silently.
- Motivate students' critical thinking through asking them 'What is the name of the girl? Who is the other person in the picture? What does Emily hold?'
- Pick students advanced students to read the text loudly. Then, pick different students to read.

Quantitative Pronouns

Today's Word: Dangerous

(Adj) Being able or likely to do harm

Show a picture of a lion and say this is a dangerous animal. Show them a video about someone who is crossing the road while the traffic light is green and say 'It is dangerous to cross the road while the light is green'.

Teacher's Resources

In the following websites, you will find useful exercises for your class:

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

Activity Book, page 29

1 Complete the sentences

1. anything 2. somthething 3. any
4. some/some 5. something 6. some 7. any

2 Choose the correct answer

1. anything 2. something 3. some 4. any

Quantitative Pronouns

Structure: Quantitative pronouns
Anything/something/some/no/nothing

Outcomes:

4S5
4S6
4L9

Presentation:

- Make a short revision of the quantitative pronouns that students learnt in the previous class. Ask them 'Who can give me a sentence on (some, something, anything)?' Write their sentences on the board, and help the students correct their own mistakes.
- Explain 'no' and 'nothing' to the students after writing the sentences on the board.e.g I have no idea about this rule/there is no sugar, nothing will disturb you/There's nothing you can say to make me forgive you. I never want to speak to you again.
- Illustrate to them that 'no' and 'nothing' mean no single thing and they negate the existence of a certain thing.
- Promote students to look at the pictures. Ask them to read the words under each picture. Give them enough time and ask them to say a complete sentence using the words. Help them when they need it. Correct each student's wrong answer indirectly (such as encouraging him/her to choose between the right and the wrong answer and in a way that doesn't embarrass them).

Sing

Play the CD. Listen happily to the song. Ask students what they understood. Play it again. Stimulate students to sing the song individually. Give all the students who sing properly and follow the rhythm and intonation extra marks.

Quantitative Pronouns

Today's Word: Different

(Adj) not identical or the same

Write the word 'different' on the board. Tell students that every person is different from the others in the way they talk, behave and dress. I am different from you, and you are different from your brothers...etc. Ask students 'What does the word 'different' mean?'

Activity Book, page 30

1 Look and write

- 2 She did not eat to get thinner.
- 3 She helped her mum to make her happy.
- 4 He worked hard to make some money.
- 5 He is running fast to win the race.
- 6 He is taking pills to get better.

2 Write

Explain to the students what this exercise needs. Ask them to write the four sentences individually. Monitor them while they are writing.

Lesson 3

Page 33

Infinitive of purpose

Structure: Infinitive of purpose

Vocabulary: poor, win, medicine

Outcomes:

4W1

4Ug6

4S5

Presentation:

- **Warm-up activity:** Play the classic memory game; mention a certain thing that you did the day before e.g 'I went to the market to buy some rice', 'I went to the market to buy a carton of milk'. Raise your intonation when you say to buy. Ask your students to complete the sentence. Say 'I went to the market to buy...'. Use hand- to- ear gesture so that students are expected to complete this sentence, elicit 'a loaf of bread, chips, chocolate...etc'.
- Have your students repeat back the sentence. Focus on the infinitive (to buy).
- Write some incomplete sentences on the board, and let the students complete each sentence with the suitable infinitive of purpose.

Examples:

1 I run every day for half an hour

a. To keep fit.

2 We went to the cinema

b. To see the new film.

3 I sleep early every day

c. To ...

4 I study for the exam

d. To ...

5 She bought chocolates

e. To give to her mother.

- Move to the Learner's Book. Ask students 'What can you see in the picture?'
- Read the two sentences that are below the pictures.
- Make sure that students understand the meaning of the whole sentence. Ask them 'Why did he give the poor man a present?' Students are expected to answer 'to make him happy'. Explain the rule in a simple way. Give more examples from the real world and even examples from the class.

Infinitive of purpose

- Let your students work in pairs. Ask them to join the two sentences using the infinitive.
- Move to the next exercise. Ask students to write about themselves on their notebook and check their answers. Ask two volunteers to write one or two sentences on the board. Appreciate the correct answers and correct the wrong ones indirectly so students can revise their mistakes by themselves.

Today's Word: Delicious

(Adj) Highly pleasing or agreeable to the senses, especially of taste or smell

Ask students to bring anything that they want to eat in the break. Bring an apple and eat a little in front of the class. Say 'Yum! ...' Let your students eat the things they brought. Say 'Is the thing you ate delicious?' Use your facial expressions to help them.

Activity Book, page 31

3 Write reasons for these actions

- 1 The mother is buying some vegetables to cook healthy food.
- 2 Animals stay close to form a community and to have their own specific jobs or niches in the community.
- 3 They are studying hard to get high marks.
- 4 We will go to Germany to have fun and to learn everything about this country.
- 5 My family went to our old house to bring the pillow they forgot there.

Activity Book, page 32

1 Look and write.

Something/far

The explorer found something far.

Nothing/eat

Jack opened the refrigerator, but he found nothing to eat.

Something/T-shirt

Jack can feel something in his t-shirt.

2 Look, read and ✓.

There isn't anything in the refrigerator. Yes

There are some apples on the table. No

There is no one in the kitchen. No

Jack can feel something in his t-shirt. Yes

Nothing in the kitchen is delicious. Yes

Today's Word: Dramatic

(Adj) Very sudden or noticeable, or full of action and excitement

You can show your class a particularly dramatic theatrical performance on YouTube. Imitate the performers' movements and describe them as 'dramatic'.

Writing is fun, page 33

- Back to the Writing Rules You Need to Know!

Reading is fun! The blue whales

- Show students a short video about the whales on YouTube. The keyword is 'the blue whale'.

Look/sound/feel/ taste/smell like

Structure: Look/sound/feel/taste/smell like

Vocabulary: Movie, look, sound, feel, taste, smell

Outcomes:

4L1
4L4
4S4
4S6
4Uw5

Presentation:

- Teach smell, taste, feel, sound, look. Bring different relevant pictures about food, perfumes ...etc and mime smelling, tasting and looking.... etc at the food.
- Say 'It smells delicious! It tastes wonderful! It looks amazing!' Remember to sound enthusiastic and change intonation in your voice.
- Show the same pictures to the class and try to elicit full sentences

describing the food on the cards. Encourage pupils to sound enthusiastic and use the correct tone and intonation when describing the pictures.

- Ask pupils to open their books p.36.
- Focus pupils' attention on the pictures by asking 'Who can you see?' Elicit Jack and Oscar.
- Tell pupils to listen and follow the dialogue in their books.
- Ask pupils some comprehension questions and elicit full answers: What is the name of the movie that they are going to watch? What are they going to buy? How does the popcorn smell and taste?
- Write 'smell', 'taste', 'feel', 'sound' and 'look' on the board. Practice saying the words with the class. Ask them to repeat the words a few times as a class and then individually.

Today's Word: Evaporation

(V.tr) To draw moisture from, as by heating, leaving only the dry solid portion

- Show a video that explains the evaporation process.

Activity Book, page 34

① Complete the sentences

1. These flowers which my mother plants smell really good.
2. It looks like we will not be on time.
3. The salad in this restaurant is yummy and tastes like the salad we eat at home.
4. No cake tastes more delicious than the cake Anthony sells in his shop.
5. It looks like they are not friends anymore.

② Write

Back to Writing Rules You Need to Know!

Look/sound/feel/ taste/smell like

Outcomes:

- 4L1
- 4L4
- 4S4
- 4S6
- 4Uw5

Presentation:

- Revise the verbs from the previous lesson with your class, (smell, taste, feel, sound and look). Ask them to give you a full sentence on each word.
- Stimulate students to listen carefully in order to find the answers of the first exercise and check the right answers. Observe students and evaluate their performance.
- Move to the second exercise. Read the puzzle. Enthuse your students; tell them to make a similar puzzle. Ask a student to stand in front of the class and describe the object in mind and let the whole class guess the answer.

1-Listen and mark

It looks like Oscar isn't going back to his old school. Yes

Oscar misses his old friends. Yes

Oscar said that Lily's bag smelled like potatoes. No

There were flowers in Lily's bag. No

Oscar didn't eat the apple because they tasted bad. No

- Go to the Activity Book and practice similar exercises.

Today's Word: Experiment

(N) The process of conducting such a test

- Show them a scientific experiment video. Write the word experiment on the board. Read it loudly and ask students to repeat after you.

Activity Book, page 35

1

Listen and mark

- It looks like Max will stay at his gym. No
- Max's new gym smells really good and it's clean. No
- Sophie thinks that it looks like a good idea if they go to the same gym. Yes
- Max will go to Sophie's gym. No
- The food at Sophie's gym tastes like the food at her home. Yes

2

Play with puzzles

- What looks like half a melon, tastes like a melon and smells like a melon?
It is the other half of the melon.
- What looks like half a biscuit, tastes like a biscuit and smells like a biscuit?
It is the other half of biscuit.
- What looks like half an apple, tastes like an apple and smells like an apple?
It is the other half of the apple.

Tag questions

Structure: Tag questions

Outcomes:

4Uw4
4S2
4L9

Presentation:

- Greet your students. Ask them to sit down. Tell them 'This is the fourth grade, isn't it?' Change your voice, raise your voice when you reach to the tag question, use the hand- to- ear gesture so that students are expected to answer yes or no. Ask them other more questions such as: 'You have English class every day, haven't you?', 'You are not sleepy, are you?'
- Introduce tag questions to the students. Explain to them that we usually use question tags for confirmation and sometimes to invite other people to agree with us.
- Write different affirmative and negative sentences on the board with different auxiliary verbs. Then put the write question tag for each sentence. Explain the procedure of forming the tag questions in your simple words so that students can understand. Use your imagination and be creative.
- Ask students to open their books p. 38. Let them read the text silently. After that, read it loudly and slowly. Pick different students to read the lesson. Draw their attention to the words in the red colour.
- Read the auxiliary verb in each sentence and tag question of each sentence again and ask the students to repeat after you.
- Let them play the following exciting matching game which provides students with enough practice on the tag questions. Students can play this game in groups of three. One student is given a set of Question Cards and the other two students are given a set of Tag Cards each. The student with the question cards turns over a question card and reads the beginning of the tag question aloud. The other two students race to find the correct tag from their set and give it to the student. The first student who finds the correct card gets a point. At the end of the game, the student who gets more points wins.
- Move to lesson 4 and let your students practice the examples.
- Show students the following movie and let them practice more exercises on tag questions:
<http://learnenglishteens.britishcouncil.org/>

Tag questions

Today's Word: Gravity, Laboratory

- Bring anything and then throw it down. Ask students 'Why does this thing fall down?'
- Show your students a picture of a laboratory and ask them, 'Where do scientists conduct experiments?'

Gravity: (N) The natural attraction between physical bodies, especially when one of the bodies is a celestial body, such as the earth

Laboratory: (N) A room or building equipped for scientific experiments, research, or teaching, or for the manufacture of drugs or chemicals

Activity Book, page 36

1-Play with the Tag Questions

Encourage the whole class to play this exercise and learn from it at the same time.

Ask the first student to read the first sentence then let the next student who is sitting next to him/her choose the suitable question tag. Then move to the next student and so on.

1. You are a boy, aren't you?
2. You live next to the school, don't you?
3. Your brother is older than you, isn't he?
4. Your father is a doctor, isn't he?
5. Your mother is older than your father, isn't she?
6. Your friends are many, aren't they?
7. You love school, don't you?
8. You don't like homework, do you?
9. You won a game, didn't you?
10. Your mum was tidying your bedroom, wasn't she?
11. You don't cheat in exams, do you?
12. You can't be late for school, can you?
13. Your teacher likes you, doesn't he/she?

Choose random students to answer each question.

Tag questions

Activity Book, page 37

1

Read and Match

He sleeps a lot, doesn't he?
We were late, weren't we?
I can jump higher than you, can't I?
You are shorter than your father, aren't you?
We took him, didn't we?
It is cloudy today, isn't it?
He doesn't eat breakfast, does he?
They live here, don't they?

2

Write a sentence for each question tag below

They didn't go out last Sunday, did they?
He can swim, can't he?
We were right, weren't we?
She cooks very well, doesn't she?
He is not smart, is he?
They don't like travelling, do they?

Writing is fun, page 38

- Promote student's creativity in drawing. Explain what the exercise demands, and ask each student to answer the questions about the picture they drew.

Reading is fun! Wingsuit flying

- Ask students 'What is this?' Elicit a wingsuit. 'Why do people use it?' Elicit to fly.

Outcomes:

4Uw1	4Uw2
4Uw4	4Uw5
4Ug6	4Ug7
4Ug4	4W4
4W6	4S1
4S2	4S6

Presentation:

Ask students beforehand to prepare the revision unit.
In the next class, discuss the exercises together.

1-Look and write

- Promote your students to look at the pictures, read the sentence below and ask students to remind you about the rule.

The answers:

- The builder was fixing the roof when he fell down.
- The mother was preparing the second cake when the first one burnt.
- They were playing when he broke his leg.
- She was talking on the phone when she had an accident.
- The children were playing when their father entered the house.
- She was doing her homework when the telephone rang.

Activity Book, page 39**1-Look and write**

- They were playing when their father entered the house.
- She was talking in the phone when she had an accident.
- They were playing when he broke his leg.
- She was preparing another cake when the first cake that was in the oven burned.
- She was writing her homework when the telephone rang.

Presentation:**1-Read and write on your notebook**

- Read the guidelines in front of the students. Explain to them that they are required to write a song following the instructions.
- Move to the next exercise and ask them to write sentences about themselves, check their answers.

Activity Book, page 40**1 Search and write**

- Mohammad Ali:
Date of birth: January 17, 1942-famous for: A professional boxer
- Roger Federer:
Place of birth: Basel, Switzerland-famous for: Professional tennis player
- Steve Jobs:
Date of birth: February 24, 1955-famous for: Information technology entrepreneur and inventor
- Sami Yousef:
Place of birth: Tehran, Iran-famous for: Singer of Islamic songs

2 Write five sentences for each column

- Make your students feel free to write the sentences they want and make sure that they use the verbs 'looks like' and 'feels like' properly.

Presentation:

1) Read and match

- He goes to school every day, doesn't he?
- She is going to travel next year, isn't she?
- They are watching a movie, aren't they?
- He wrote a letter to his friend, didn't he?
- There were so many people in the park today for the festival, weren't there?
- They meet and run in the park daily, don't they?

2) Read and complete

- Are you looking for something sir?
- Yes I am. I am searching for my bag. I left it in this restaurant early today.
- Is there anything in it?
- Yes, there are some papers and some photos.
- Is there anything special about the bag?
- Yes, It is really expensive, and it has a golden button on it.
- Oh! I found it today and sent it to the manager.
- OK, I will go and talk to him.
- Is there anything else I can help you with?

Activity Book, page 41

1-Look and write

- He was running when he felt the earthquake.
- She was buying a book when she felt the earthquake.
- He was crossing the road when he felt the earthquake.
- She was drawing and painting when she felt the earthquake.
- He was talking in the phone when he felt the earthquake.

Activity Book, page 42**① Read and match**

- He eats breakfast every day, doesn't he?
- She is going to teach us math, isn't she?
- They are playing some good music, aren't they?
- He jumped over the wall, didn't he?
- They were talking to each other with anger, weren't they?
- They come and walk in this garden every week, don't they?

② Read and complete

- Would you like something to eat, madam?
- Yes, please. May I have some salad and some vegetables?
- Would you like something special in the salad?
- Yes, put anything that makes it more delicious. Oh! Can you change this juice please?
- Is there something wrong with the juice?
- Is there anything else I can help you with?

Activity Book, page 43

The mistakes are in blue. Correct them and rewrite the paragraph again

Last August, on a Sunday morning, Sophie and Lily went to the sea to have some fun. The weather was sunny and amazing! It was sunnier than any other day. They bought some food and cold drinks. When they got there, they found Emily sitting under the sun. They welcomed her to join them in their tent.

Jason and the Super Phone!

Vocabulary: owner, shocked, movement, magical phone, powerful, freeze, 'you owe them'.

Outcomes:

4S8
4Re3

Presentation:

- Encourage your students to prepare the story and read it at home.
- Before reading the story, 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.
- Read the first part of the story loudly. Be creative and funny; change your voice, sing little songs, use gestures. You might even be able to get some of your students to help you in reading.
- In the next classes read the following texts and discuss them together.
- Have the 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 the character will say if there is a pattern they follow in the way they speak. 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 had a similar experience.
- After you finish, ask students 'what did you learn from the lesson?', 'If you were Jason, what would you do with the super phone?'
- Explain to them the short story's elements as mentioned in the Activity Book. Encourage your students to determine the stories elements.
- After illustrating the whole story, ask the students to sit in a circle. Choose a student to start the story with 'once upon a time there was a boy his name was...' using his own words. Each student adds 2-3 sentences to the story. You should make sure that each student is being consistent with what his/her classmate has already said. Continue the circle, finish with 'And he apologized for every person he has hurt'.
 1. Characters:
 - Jason
 - Kenneth
 - Jason's father
 2. Setting

Jason and the Super Phone!

Activity Book, page 47

- 1 Character:
 - Jason
 - Kenneth
 - Jason's father
- 2 Setting
 - On his way back from school
 - School
 - Home
- 3 Plot:
 - Jason found a beautiful small phone.
 - Jason called his friend Keneth, then Keneneth bacame a piece of ice.
 - Jason took the phone and started calling his classmates, those he didn't like, and started to freeze them.
 - His father got angry.
- 4 Conflict:
 - Person vs. person conflict
 - Jason froze every person who, as he thought, was not good.
 - He punished people according to his personal criteria.
 - Everyone got angry.
- 5 Resolution:

His father told Jason that this powerful phone should help people not hurt them. He took the phone from him and asked him to apologize to every person he hurt.
- 6 Theme:

We should use power to help people not to hurt them.

Activity Book, page 48

- Back to Writing Rules You Need to Know!

Future (Dreams) + Preposition (Like and about)

Structure: Future (dreams) + preposition (like and about)

What will you be 20 years from now?

I will be

Vocabulary: pilot, writer, firefighter, astronaut

Outcomes:

4Re4

4Uf1

4L4

4L2

4S1

Presentation:

- Introduce the future tense with 'will' by asking the students 'Who is the president of the USA?' Elicit 'Donald Trump' say 'he will be the president until 2020'. Ask them more questions e.g 'who is hungry?' Reply 'OK, I will make you sandwiches'. Be creative give more funny examples. Explain to them the use of will which is to express an action that will take place in the future.
 - Start speaking about your hopes and plans by using 'will' since it is a good way that attracts the students' attention. 'I will visit my parents, I will complete my study abroad, I am sure that you will speak English fluently at the end of the course' .
 - Ask students 'what do these people do?' Elicit: A pilot, writer, firefighter, astronaut.'
 - Have different students to read the lesson.
 - Following the ALM (Audio Lingual Method), say loudly 'I will be', 'I will write', 'I will bring' and let your students repeat.
 - Ask a number of students 'What will you be in the future?' Elicit 'I will be a' Help the first student to answer the question. Then, ask the same question to other students. Write some sentences on the board.
- 1 Advise the students to open the following video 'in five years, the city will help you living in it'. Encourage them to answer the questions that are related to it using the modal verb will.
http://www.eslvideo.com/eslvideo_quiz_int.php?id=19701

Today's Word: Celebrate, Discourage

Celebrate: (V.int) To participate in a party or have a good time
(V.tr) To observe (a day) or commemorate (an event) with ceremonies or festivities

Discourage: (V.tr) To deprive of confidence, hope, or spirit

Write the definitions on the board. Use the interactive version to teach the students the right pronunciation.

Activity Book, page 49

1-Read and write

- 1 When she grows up, she will be a creative painter. She will paint everything beautiful. She will be very famous like Leonardo da Vinci.
- 2 When she grows up, she will be a professional scientist. She will make scientific experiments, so that she can discover something that may people around the world.
- 3 When he grows up, he will be a great manager. He will sit in an office. He will organize his work and will help any visiting clients.

Activity Book, page 50

1

Back to Writing Rules
You Need to Know!

2

What will you or will you not do?

- You lost your bag at school and the school is closed.
I will tell my parents if they can contact the school guard.
I will not stay in front of the school and cry.
- You meet a person who doesn't speak your language and needs your help to find a restaurant.
I will ask an adult who speaks his language to help him.
I will not lead him to the wrong place.
- You see a man who is trying to steal your neighbour's car.
I will call the police and tell my neighbour as soon as possible.
I will not be a negative person and not do anything.
- Your teacher is sick and tired.
I will keep silent in the class in order not to disturb him.
I will not make any noise.

Prepositions of location

Structure: Prepositions of location

(turn left, turn right, go straight on, on the right/ left, towards, into, opposite, between)

Outcomes:

4Uw7

4S1

4S4

Presentation:

- **Warm-up activity:** Let your students enjoy learning how to give directions. On the board, draw familiar places to the students. You can draw a simple map of the neighborhood, a few streets, the school and any nearby shops. Ask them 'Where is the school?' Have a student come to the board and point it out in front of the class. You can ask about the location of other places.
- To teach the different prepositions, start firstly with simple prepositions that the students are familiar with. Ask two pupils to come in front of the class. Ask them to stand facing each other. Hold up two flashcards e.g 'opposite' and 'between'. Ask students to point to the correct card (opposite). Ask a third pupil to stand between them, then ask the students to choose the right answer 'between'. Do the same thing for the other prepositions.
- Introduce the phrases (turn left, turn right, go straight on, on the right/left, towards, into, opposite, between). Try to elicit their meanings from the students. Write the words on the board with arrows demonstrating each direction and have your students repeat after you and learn the right pronunciation.
- Call a student to role-play one of the prepositions, ask him/her to 'turn left', 'turn right' You can act the direction out in front of the students to help him/her. Give a chance to other students.
- Ask all the students to turn left and right while they are in their places.
- Do the same with the rest of the prepositions.
- Introduce phrases to describe the location of the school in the map you drew. E.g
 - Turn right/left.
 - Go straight.
 - You will see the school on the left.
 - It is next to (the library, the post office, the shop).

Have your students practice using the directions and give a whole set of directions without any help. Draw an imaginary map, and ask them about the location of a specific place. Call a student to give the first section of the direction, and then appoint another student to give the other section of the direction. Complete the process until you reach your destination.

Draw pupils' attention to the picture in page 54. Say 'This is a town'. Point to the streets and the different buildings which exist such as the bank, café, Gas building, flowers shop and the book shop.

Prepositions of location

Apply the same thing for describing the positions and the directions of a building. Ask students to open their books p.54. Ask them about the way to the flowers building if a person wants to move from the bank to the flowers building.

An amazing video that shows a map and the directions to get to a specific place accompanied with questions you can answer to assess your understanding.

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>

Today's Word: Yawn, Cough

Yawn: (V.int/N) To open the mouth wide with a deep inhalation, usually involuntarily from drowsiness, fatigue, or boredom

Cough: (V.int) To expel air from the lungs suddenly and noisily, often to keep the respiratory passages free of irritating material

- Write the first word on the board then start yawning.
- Write the second word on the board and start coughing.
- Students are expected to guess each word's meaning.

Activity Book, page 51

1-What will happen?

- 1 He will make an accident because he is talking on the phone while he is driving.
- 2 He will fall.
- 3 The man will slip because there is a banana peel.
- 4 The cat will eat the mouse.
- 5 The plane will land.
- 6 He will be fired because he is sleeping during work hours.

Activity Book, pages 52+53

- The answer of the exercises depend on each student's drawing.

Reading is fun! Bats

- Ask students 'Have you ever seen a bat?'
'What do you know about bats?'
- Show the students a video on YouTube .
The keyword is 'Bats'

Possibility (might)

Structure: Possibility (might + base form)

What might happen to someone who doesn't sleep for three days?

Vocabulary: Alone

Outcomes:

4S1

4Uf2

4Re4

Presentation:

- Encourage students to use the modal verb in their daily speech. Pose various questions such as: 'What might you eat for lunch? Some students will be likely to answer with 'I might eat pizza'...etc. If you did not receive any answer, talk about yourself, say 'I might have some pasta for lunch'. Ask another question 'where might you go on Friday?' Be creative and ask more questions.
- Introduce the word '**might**'. Write it on the board. Read it loudly and ask students to repeat after you. Draw the students' attention to its use.
- Tell your students about something you might do during the day 'I might go shopping', 'I might visit my parents'.
- Ask the students to open their books p.57. Have them read the questions silently and think of an answer. After that, read it loudly. Give students three minutes to think. Motivate them to answer the questions logically using 'might' in their answers. Pick different students to answer the questions. Write their answers on the board.
- Let your students work in pairs. Ask them to take five minutes writing a question and answering it using the modal verb '**might**'.

Today's Word: Edge

(N) A thin, sharpened side, as of the blade of a cutting instrument

- Write the definition on the board. Show the students a picture that captures an edge, or you can show them the edge of any object in the classroom.

Possibility (might)

Activity Book, page 54

1

Fill in the blanks

- ① It's so cold outside. I will wear my new jacket.
- ② Can I help you?
- ③ He has broken his, so he can't play football.
- ④ She might be sick because she didn't come to school today.

2

What might happen next?

- ① The teacher might punish Lily because she didn't do her homework.
 - ② The teacher might give her extra homework.
 - ③ Lily might get tired because she had a lot of homework.
 - ④ The teacher might call Lily's parents and tell them about her missing homework.
- Let students imagine the situation; you can inspire them with different ideas.

Possibility (could) Suggestions (shall)

Outcomes:

4Uf2
4L4

Presentation:

- Stimulate students to look at the picture. Ask them 'Who are these two people?' 'Where are they?' Do they look happy or sad?'
- Discuss the answers together. Enthuse students by giving extra marks for those who answered properly.

Today's Word: Horizon

(N) The apparent intersection of the earth and sky as seen by an observer

- Show them a picture of the horizon. Stimulate students to write a sentence using the word **horizon**.

1-Listen and answer

- 1-Because he was really worried about Oscar.
- 2-Because Oscar is sick.
- 3-A strange voice.
- 4-A thief.
- 5-The same voice.

Possibility (could) Suggestions (shall)

Activity Book, page 55

1

Fill in the blanks

- ① When I was a kid, I could not write short stories, but now I can.
- ② There is too much noise coming from outside. I shall close the window.
- ③ Shall I tell George that you are waiting for him?
- ④ I can't talk to you now. I am very busy.
- ⑤ He could be home, or he could be out. Shall we call him to check?
- ⑥ We might travel to Belgium next year, but my father might not travel with us.

2

Correct the mistakes

- ① We couldn't reach him.
- ② Shall we go to take her from the airport?
- ③ She couldn't buy a mobile when she was a kid.
- ④ The new student is really smart because he can do any homework fast and correctly.

Defining relative clauses (which, who, that, where)

Structures: Defining relative clauses (which, who, that, where)

Outcomes:

4Ug7

Presentation:

- **Warm-up activity:** Ask students any question so that you can use their responses to teach them relative pronouns. Ask them about their hobbies, subjects they like to study, family If you ask them, for example, 'What do you like to play?' and a student answered 'I like playing football'. Write his answer on the board.
- Introduce 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 relative pronouns. Do not explain all the relative clauses at the same class. In the first class explain 'which' and 'who' since 'which' relates to inanimate objects or things and 'who' refers to people. Benefit from the responses that you wrote on the board e.g 'I like playing football'. Say 'Ali is a boy who likes playing football', 'football is the game which every boy likes to play'. Give enough examples about each relative pronoun. Explain their function in a simple way. In the next class explain the other two relative pronouns 'where' and 'that'. Ask them 'Where do you usually like to go?' Use the students' answer to illustrate the relative pronoun 'where'. E.g 'I like to go to the mall'. Say to the students: 'The mall is the place where we buy things'. Give examples on the relative pronoun 'that'. Explain to them that the relative pronoun 'that' may refer to things, to places or to people.
- Go back to the lesson; ask your students to underline the different relative pronouns and to circle the thing, place or person that these relative pronouns refer to.
- Read the text in front of your students.
- Raise your voice when you reach the relative pronouns (which, who, that, where).
- Let your students read the lesson.
- Move to the Activity Book and get your students to practice more exercises.

Defining relative clauses (which, who, that, where)

Today's Word: Universe, Space

- Write the definition of the word universe. Give more explanation on this word. Be creative!
- Show your class a picture of outer space.

Universe: (N) All matter and energy, including Earth, the galaxies, and the contents of the space between the galaxies, regarded as a whole

Space: (N) The empty area outside Earth's atmosphere, where the planets and the stars are

Reading is fun! Chess

- Ask students 'Who knows how to play chess?' Encourage them to read the text. Ask them in the next class, questions about the it. Get your students to know more about chess. The keyword is 'How to Play: Chess' on YouTube.

Activity Book, page 56

1-Look and write

- 1 Emily will try the car which has two doors.
- 2 Jack called the policeman to catch the boy who stole his wallet.
- 3 The woman told her friend Sally that the restaurant where they ate last week is closing in half an hour.

Defining relative clauses (which, who, that, where)

Activity Book, page 57

1

Correct the mistakes. There is one correct

- ① I will meet you at the park where we met last time.
- ② I am going to buy a pair of shoes which looks like yours.
- ③ This is the boy who got the full mark in the final exam.
- ④ The coffee shop where we drank coffee yesterday is really a nice place.

2

Join the sentences using (where, which and who)

- ① Germany is a country where many scientists live.
- ② Jack is a student who gets the highest marks.
- ③ I bought a new car which is red.
- ④ Our neighbours are nice people who visit us every Friday.
- ⑤ Football is one of the most famous games which people like.

Activity Book, page 58

Correct and rewrite the following paragraph

On Monday, Oscar, who lives in New York City, went to Max's house to play football which was their favourite game. Oscar scored three goals, but Max scored four. Max was the winner. After they finished, they went outside to drink juice which was really cold. They ate some fruits.

Perfect forms (Present)

Structure: Present perfect with (yet, already)

Outcomes:

4R1
4Ug3
4S4

Presentation:

Present perfect is a tense that students usually confuse with past simple. You should explain to the students in a simple way the difference between the past simple event which started and finished in the past and the present perfect which started in the past, but it continues to happen in the present, or its results extend to the present. You can draw two columns; in the first column write the actions that you did and finished yesterday e.g went shopping, visited parents..etc, and in the second column, write the things that started in the past and haven't finished yet e.g this week, this month, this year.

Ask a student to clean the board (let's consider that her name is Sarah), then say 'Sarah has already cleaned the board'. Explain in your words that the action happened in the past but its result appears in the present which is in this case (The board is clean).

Write on the board anything. Negate the same sentence, use 'yet' at the end of the sentence 'Sarah has not cleaned the board yet'. The result is that the board is still not clean. Ask : 'Has Sarah cleaned the board yet?' elicit 'No, she hasn't.'

Give more examples. Use the auxiliary verb 'have' with the plural subjects. Say: 'You have already written the sentences on your notebook'. Ask your students to negate the sentence, elicit 'You have not written the sentences on your notebook yet'. Ask them 'Have you written the sentences on your notebook yet?' elicit: 'Yes, we have, or no, we have not'.

Write some of the lesson's present perfect sentences on the board. Write more affirmative sentences with 'already' and more questions and negative sentences with 'yet', and then let your students deduce the rule.

Pick two students to read the conversation. Correct their pronunciation when necessary. Give a chance to anyone who wants to read.

Read the conversation in front of your students. Move to the questions and give the class two minutes to answer them.

The questions' answers:

1. No, she hasn't.
2. She hasn't finished the writing exercises yet.
3. He has been sick all week.

Perfect forms (Present)

Today's Word: College

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

- Write its definition. Give synonymous words for it.

Activity Book, page 59

1 Correct the verb in the brackets

- 2 Sophie's father has been sick and can't go to work today.
- 3 Have you finished playing tennis?
- 4 I have watched the movie, and I feel sad because the hero is dead.
- 5 Has she gone to her university?

2 Fill in the table

2	Catch	Caught	Caught
3	Drink	Drank	Drunk
4	View	Viewed	Viewed
5	See	Saw	Seen
6	Smell	Smelt	Smelt
7	Touch	Touched	Touched

Perfect forms (Present)

Structure: Present perfect

Vocabulary: but, brush, prepare, language, book a ticket

Outcomes:

4R1

4Ug3

4S4

Presentation:

- Greet your students. Make a revision through motivating students to choose the correct answer, ask "I **has or have** lost my keys", "They have **break or broken** the window".
- Ask a student to read what Sophie's said g. Read and explain what students should do in this exercise. Write on the board one of the sentences using 'but' e.g. 'she has brushed her teeth, but she has not watched TV'.
- Move to the second exercise; illustrate to the students the difference between the base, past and past participle forms of the verb through acting out a specific action.
- An interesting way you can use to teach the 4th grade the different forms of the verb is through singing the verbs. This way simplifies memorizing the verbs by heart.
- Ask students to put the right form of the verbs in the table.

The answers:

Write. Wrote. Written

Go. Went. Gone

Sleep. Slept. Slept

Do. Did. Done

Study. Studied. Studied

Eat. Ate. Eaten

Clean. Cleaned, Cleaned

Today's Word: Biography

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

- Write its definition. Give synonymous words for it.

Perfect forms (Intensification)

Outcomes:

4R1 4Ug3
4S4 4S5
4S5 4S6
4S8

Presentation:

- Make sure that your students differentiate between the negative and affirmative forms of the present perfect.
- Read the conversation loudly. Enthuse the students to use their imagination to find a situation that suits each picture. Divide them into groups. Observe their behavior. Make sure that each individual is taking part in the conversation. Give them enough time.
- Discuss students' answers. Appreciate their efforts. Give all the groups a chance.

Today's Word: Dictionary, Fiction

- Bring a dictionary and tell them that this is a dictionary. Ask them to repeat the word after you. Ask them 'for what do we use the dictionary?'
- Bring a literary book with you, for example, a novel. Tell your class, 'this is a novel. It's fiction'.

Dictionary: (N) A reference work containing an alphabetical list of words in one language with their translations in another language

Fiction: (N) The type of book or story that is written about imaginary characters and events and not based on real people and facts

1-Look and practice using your ideas

- 1 Why can't Oscar stand? Because he has broken his leg.
- 2 Why can't she enter? Because she has forgotten her keys.
- 3 Why is he crying? Because he has lost his mum.
- 4 Why is she sitting near the beach? Because she has played handball and wanted to relax.
- 5 Why is the father sad? Because his son has got a low mark.
- 6 Why is he sleeping? Because he has worked very hard.
- 7 Why is the mother angry? Because her son has not bought her eggs.

Perfect forms (Intensification)

Activity Book, pages 60+61

1-Look and write

- ① Sophie can't enter because she has forgotten the key.
- ② Oscar can't stand because he has broken his leg.
- ③ He's late for work because he's woken up late and hasn't found a taxi.
- ④ He's happy because he has hugged his dad.
- ⑤ He's crying because he has lost his mum.
- ⑥ He is sleeping because he has been working too hard.
- ⑦ His mom is angry because he has eaten all the ice cream.
- ⑧ The dad is unhappy because his son has got low grades.

Activity Book, page 62

① Look and write

Sophie has drunk lemon juice, but she has not cleaned the garage.

Sophie has tasted the cooked food, but she has not slept early.

Sophie has studied French language, but she has not done her homework.

② Correct the mistakes. There is one that is correct

- Many people have come to see the concert.
- I have lost my car keys, and I can't get in my car.
- Correct
- My mother has finished cleaning the dishes.

Writing is fun, p.63

Back to Writing Rules You Need to Know!

Reading is fun! Common cold

- The following website gives students extra information about common cold
- ① <http://www.eschooltoday.com/common-cold/common-cold-information-for-kids.html>

Outcomes:

4L4	4R2
4W2	4R2
4W3	4R2
4S7	4Uw7

Presentation:

- For the first exercise encourage them to listen carefully. Tell them that those who answer all the questions correctly the whole class will clap for them. Play the interactive CD. Let your students answer. Play the CD again and let the students check their answers. Discuss the answers together. Make your students feel how much you are proud of them!
- In the second exercise read the text loudly. Discuss it with your students. Give them homework to write on their notebooks about their dreams. Check their notebooks and correct their mistakes in the next class.

1-Listen and mark

- He will be a brave pilot. Max
- He will save children and help people. Oscar
- He will be a famous writer. Jack
- He will tell stories about places he visits. Max
- He will be a firefighter. Oscar
- He will be the next Shakespear. Jack

Activity Book, page 64**1 Read and complete**

1. shall	2. couldn't	3. shall
4. might	5. could	6. could

2 Write five sentences

Tell your students to use their imagination and to write sentences using the modal verb might.

Presentation:

Ask your students to remind you about the use of modals. They have already studied **might** (for weak possibilities) and **will** (to express future events). This exercise provides extra two modals. The first modal is 'shall', and it comes with the first person pronouns 'I' and 'We'. The second one is 'could', which expresses strong possibility/probability and requests. Give them two minutes to work individually and choose the correct answer.

- **1-Read and complete**

1. shall
2. could
3. shall
4. might
5. could
6. could

* Get them to practice modals more by answering the questions that are provided in the following website: <http://a4esl.org/q/h/0101/ig-modals.html>

- **2-Write five sentences**

In the second exercise, promote your students to write meaningful and grammatical sentences using their imagination. You can break the routine by making a kind of competition; write 'The First', 'The Second', 'The Third'... For the students who finish quickly and write correct sentences.

Activity Book, page 65

- 1 **Listen and mark**

She will be a nurse. Sophie
 She will save children and fight evil. Lily
 She will be a famous writer. Emily
 She will work with doctors. Sophie
 She will be a police officer. Lily
 She will write about people like Neil
 Armstrong. Emily

- 2 **Write about your dreams**

Back to Writing Rules You
 Need to Know!

Presentation:

- In exercise (1), follow the same way that was mentioned before in Unit 12 (lesson 2).
- In exercise (2), make a short revision about the use of relative clauses.

Have your students work in pairs. Give them enough time to work on the exercise.

1) Complete the table

Run. Ran. Run

Write. Wrote. Written

Walk. Walked. Walked

Bring. Brought. Brought

Read. Read. Read

See. Saw. Seen

Dream. Dreamt/Dreamed. Dreamt/Dreamed

2) Read and choose

1. done
2. has
3. been
4. where
5. which
6. who

Leave this page for students. Let the students work in pairs. Let each one tell his/her classmate about the place they want to go to. Then, ask them to exchange their books, and have each student check his/her classmate's direction.

Reading is fun! Leonardo da Vinci

- Ask them the big question 'What have you heard about Leonardo da Vinci? What could you say about his works that are very famous?'

Activity Book, page 67

1 Complete the table

1	Type	typed	typed
2	Burn	burnt	burnt
3	Fly	flew	flown
4	Draw	drew	drawn
5	Print	printed	printed
6	Notice	noticed	noticed
7	Fall	fell	fallen

2 Read and complete

- 1 have
- 2 done
- 3 been
- 4 where
- 5 which
- 6 who

Activity Book, page 68

1-Correct and rewrite the following sentences. One of the sentences is correct

1. What have you done?
2. My dad has got a new job.
3. I will fly to England to study.
4. He will not be here tomorrow.
5. They are cleaning the room now.
6. He has four bags.
7. The man who gave you a gift is here.
8. Correct
9. This is the place where we met last year.
10. It has been a pleasure to meet you.

If clause (zero)

Structure: If clause (zero)**Outcomes:**

4Ug8

4Re1

4S2

4S7

Presentation:

- Greet your students. Ask them 'how are you?', 'how do you find English class?', 'Is it interesting or boring?' Enthuse them, promote their self-confidence.
- Ask them 'What can you see in the picture?' elicit 'Water, colours, a candle, someone is going to eat a burger' have a discussion with them, break the routine, and make your students feel relaxed.
- Make a kind of brainstorming 'If you mix the red and the blue colours, what is the result?' 'What about the water, what happens if the water reaches 100 degrees?' 'If you eat too much, what is the result?' Point to the pictures try to help students to find the answers. Raise students' attention to the use of 'if'.
- Explain the meaning of 'if/when' through. Using real examples from the class. Tell them 'If you study hard, you get a full mark', 'If the bell rings, the class ends' ...etc
- Read the first box. Choose an advanced student to read the second box. Give a chance to other students to read.
- Move to the conversation at the bottom of page 72. Let two students read. Make sure that the students understand the conversation. Let them work in pairs asking and answering about each picture.
- Ask students to give you more examples using 'if/when'. Write the correct sentences on the board.
- Move to the next page, ask the students 'What happens if you...?' Ask about all the pictures. Encourage your students to answer.
- Let your students enjoy the following writing activity; your students should create conditional sentences in a chain format. Let them sit in a circle in groups of five or six. Give each student a worksheet. Ask one of the students to write the first half of the conditional sentence. The student should write his/her 'if-clause' at the top of the worksheet. Each student then passes their paper to the person on the right who

If clause (zero)

completes the second half of the first conditional sentence any way they like. The student then passes the paper to the student on the right. The next student then uses the second half of the sentence to write the beginning half of a new first conditional sentence. The students should keep passing the paper until everyone finishes writing and the worksheet is Completed. Students correct any mistakes on their worksheet and then read the sentences loudly to the whole class.

- Show the students a video on YouTube about the first conditional, write the keyword 'First conditional'.

Today's Word: Important, Cheap

Important: (Adj) Of great significance or value; outstanding

Cheap: (Adj) Relatively low in cost; inexpensive or comparatively inexpensive

Tell the students that 'it is important to study hard on the exam'. Give them more examples. Ask them 'who guessed the word's meaning?'

Teach the word cheap through giving its opposite; say to the students 'Gold is expensive while plastic is cheap'. 'A Fox car is cheap, while a Mercedes one is expensive'. Let your students guess the meaning.

Teacher's Resources

The following website gives students the chance to practice zero conditional. Advise them to visit the website at the end of this lesson.

<http://www.perfect-english-grammar.com/zero-conditional-exercise-1.html>

If clause (zero)

Activity Book, page 69

1-Make sentences using (when/if)

- ① - If you mix red and blue, they get purple.
- Red and blue get purple when you mix them.
- ② - If you eat much, you get fat.
- You get fat when you eat much.
- ③ - If my dad cooks, he burns food.
- My dad burns food when he cooks.
- ④ - If you heat ice, it melts.
- Ice melts when you heat it.
- ⑤ - Plants die when they get no water.
- If the plants get no water, they die.
- ⑥ - If you study hard, you pass exams.
- You pass exams when you study hard.
- ⑦ - If water freezes, it becomes solid.
- Water becomes solid when it freezes.

Activity Book, page 70

① Answer the questions

- If I swim in deep water, I drown.
- If an earthquake happens, I become afraid.
- If I catch a cold, I stay in the bed.
- If I use computer for hours, I have a headache.

② Write four facts using the zero conditional

- If water reaches a 100 degrees, it boils.
- You get water if you mix hydrogen and oxygen.
- Water freezes at 0 Celsius.
- If there are no plants on Earth, we don't get any oxygen.

Before/After (with past reference)

Structure: Before/After (with past reference)

Outcomes:

4Ug7 4L4
4S1 4S2
4S5 4S7

Presentation:

- Greet your students. The best way to start is through contextualizing examples, such as the ones that talk about you or the examples that are related to the students inside the classroom in a real context. Learners need not only know the 'how' but also the 'why'.
- Tell them any piece of information using **before** to connect the past perfect with the past simple, say 'I had given a lesson to the 3rd grade before I came to your class', 'I had eaten my breakfast before I came to school'. Ask them the following questions in order to assess their comprehension 'Which happened first and which happened later'.
- Draw a timeline that shows both tenses.
- Connect the same sentences, use **after** and change the sentence positions. 'I came to your class after I had given a lesson to the 3d grade', 'I came to school after I had eaten my breakfast'.
- Draw students' attention to the use of **before** and **after**. Give more examples. Use **before** and **after** at the beginning of the sentence and explain to the students what the changes are 'Before I came to class, I had given a lesson to the 3rd grade' 'After I had eaten my breakfast, I came to school'.
- Ask students to talk about actions they had done using **before** and **after**.
- Then move to the listening exercise and explain what the students are expected to do in this exercise. Discuss the answers together.
- Move to exercise two. Let your students work in pairs. The first student will connect the two events using **before**, while the second student will be to connect the same sentences using **after**.
- Do the same in lesson 4. Let your students work in pairs, but this time the first student will use the past perfect and past simple tenses in the form of a question 'What had Sally done before she went to bed?' Draw their attention to the use of the auxiliary verb after the 'wh-word'.
- Move to exercise two. Ask students to work individually and to describe the pictures using their imagination to write meaningful and grammatical sentences. Pick a student to read the sentences in the bottom of the page. Give students enough time. Then, ask some students to write their sentences on the board. Have a discussion with them about the sentences they wrote.

Before/After (with past reference)

Today's Word: Expensive, Precious

Expensive: (Adj) Marked by high prices

Precious: (Adj) Of high cost or worth; valuable or highly esteemed

Tell students that 'Gold is very expensive'.
'Diamonds and rubies are precious stones'. Give more sentences. Use your body language to illustrate the meaning of these two words.

Reading is fun! Floods

- Show students a video on YouTube. The keyword is 'The causes of flooding'.

Activity Book, page 71

1 Listen and number



2 Look and write

Her car had slipped before it crashed.

The car crashed after it had slipped.

Before/After (with past reference)

Activity Book, page 72

1 Look and write five sentences

- Emily had eaten breakfast before she went to school.
- Emily had gotten back home before she ate lunch.
- Emily had eaten lunch before she studied.
- Emily had watched TV before she went to bed.
- Emily went to bed after she had watched TV.

2 Look, ask and answer

- 1. What had he done before he went to school?
He had waited for the bus.
- 2. What had he done before he studied?
He had had his lunch.
- 3. What had he done before he slept?
He had played baseball.

Activity Book, page 73

1-Correct and rewrite the following sentences. One of the sentences is correct

1. What time is it?
2. If you eat too much, you get fatter.
3. My best subject is English.
4. She doesn't know me.
5. They are watching a movie.
6. We have three cats.
7. She had eaten before she went out.
8. Correct.
9. Ice melts when you boil it.
10. He gave his son a computer.

Punctuation Marks (. , ? !)

Structure:

Punctuation Marks (. , ? !)

Vocabulary: burn, help, that's really kind of you!, question mark, exclamation mark, period**Outcomes:**4Re5
4W8**Presentation:**

- Greet the students, say 'Hello! How are you?'
- Ask them to open their books p.77. Enthuse them to describe what they can see in the picture.
- Build on the students' previous knowledge. Ask them if they are familiar with the marks that are coloured in red. If they do not know anything about them, explain the function of each mark in a simple way e.g write the name of each punctuation mark beside its symbol. Tell them that we use a period when a certain thought is completed. A comma is used to make a pause between thoughts, and between a list of things. It is like a short breath. A question mark is used after a question, while an exclamation mark is used after a sentence that expresses a strong feeling. Give easy examples to the students in order to understand the marks' functions.
- Read the text loudly and carefully. Change your intonation, especially when you reach an exclamation mark, a question mark or a full stop.
- Give the students a chance to read. Train them to change their intonation when necessary.
- Correct their mistakes indirectly by appreciating their reading and repeating the same sentence with the correct intonation.
- Move to the exercise below. Give them time to match the punctuation mark with its name.

Today's Word: Hidden

(Adj) Concealed; obscure; covert

- Ask students to find out the word meaning and to write a meaningful sentence.

Punctuation Marks (. , ? !)

Activity Book, page 74

1 Look and write

- Comma
- Question mark
- Exclamation mark

2 Read and punctuate the conversation

Jack: Hello! How are you, Sophie?

Sophie: I'm fine, Jack. How are you?

Jack: I'm OK. Today is really hot! Isn't it?

Sophie: Yes, it is. I was going to my friend's house, but I don't think I can go now. The sun will burn me!

Jack: I went out to buy some fruits, vegetables, sugar, rice and drinks.

Sophie: Wow! This is a lot! I'll help you then.

Jack: Oh! Thank you, Sophie. That's really kind of you.

Teacher's Resources

Go to YouTube. Write the keyword 'Punctuation Explained (by Punctuation!) | Scratch Garden' which is a nice video that teaches children the function of each punctuation mark in an interesting way.

Punctuation Marks (. , ? !)

Structure: Punctuation Marks (. , ? !)

Outcomes:

4Re5
4W8

Presentation:

- Ask students to open their books p.78.
- Explain what they are supposed to do in each exercise.
- Let the students work in pairs. Give them some time to find the answers.
- During this time, write the sentences on the board. Then, discuss the answers together. After that, ask each student to write the right punctuation mark on the board.
- You can recommend your students to test their understanding of the lesson by visiting the following website: <http://www.timeforkids.com/homework-helper/grammar-wizard/punctuation-practice>

1-Correct the punctuation marks

What an amazing view!

How old is the sun?

There are four seasons in the year.

There were many people here.

This man is really fast! Isn't he?

2-Put the correct punctuation mark

Emily likes to study English (,) and science. She is really smart (!) She is even smarter than her older brother (.) The teacher asked her once "What is your hobby, Emily (?)" She said: "My hobby is studying all the time (!)". Her teacher liked her ever since (.)

Punctuation Marks (. , ? !)

Today's Word: Clear

(Adj) Easily seen through; transparent

- Look at the window, tell students if the weather is clear 'The sky is clear'. While If the weather is not clear say 'the sky is not clear. There are a lot of clouds, can you see?'
Write the word 'clear' on the board and ask students what it means.

Activity Book, page 75

1 Correct the punctuation marks

1. How old is Max?
2. What a terrible mistake!
3. This woman is really nice, isn't she?
4. He has got a car.
5. The room is empty.

2 Punctuate the following paragraph

Wow (!) This mall is very big (.) I remember when I came here years ago when it was smaller in size and not as many people were here like today (.) I like this mall because it sells everything (.) You can find toys (,) foods (,) drinks (,) clothes (,) electronics (,) and many other things (.) This place is huge (!) Its door is even bigger than my house (.)

Dictionary

Structure: Finding out a word from the dictionary

Presentation:

- Ask the whole class beforehand to bring a dictionary.
- Bring your dictionary. Explain the way of finding a word in the dictionary step by step. Tell them that dictionaries follow alphabetical order. The word “door”, as an example, begins with letter “d”, which means that it will be in the section after letter “c” and before letter “e”. Find the word ‘dictionary’ and let your students follow your steps in order to reach to the word’s meaning: First open the dictionary on letter “d”. Then, look for the letter-sequence “di”. Then, look for the letter-combination “dic” and move down in the pages until you find the word “Dictionary”.
- Give another example; ask students to find out the same word with you step by step.
- Move to the exercises. Let your students work individually. Give them enough time to find the answers.

2 Find these words in the dictionary

Arch: A structure, such as a freestanding monument, shaped like an inverted U

Bureaucracy: Management or administration marked by hierarchical authority among numerous offices and by a fixed procedures

Calculation: The act process, or result of calculating

Magnificent: Superb or very fine

Queue: A line of people, vehicles, etc. waiting for something

3 Arrange these words as they show up in the dictionary

artist
balcony
bold
composition
computer
dictation
dictator
yawn
yellow

Dictionary

Today's Word: Odd, Obvious

Odd: (Adj) Deviating from what is ordinary, usual, or expected; strange or peculiar

Obvious: (Adj) Easy to see, recognize, or understand

- Ask students to look for the words in the dictionary.

Activity Book, page 76

1 Read and answer

First, open the dictionary on the letter "C". Then, next to "O", search for the letter "m". Then, look for the letter "p" and move down in the pages until you find the word "Company".

2 Find these words in the dictionary

Tunnel: An underground or underwater passage
Education: The act or process of educating or being educated
Nationality: The status of belonging to a particular nation by origin, birth, or naturalization
Fabric: Cloth produced by weaving or knitting textile fibres
Geography: The study of the earth and its features

Activity Book, page 77

1 Arrange these words as they appear in the dictionary

- | | | | | | |
|----------------|--------------|-------------|----------------|-----------|------------|
| 1. Annual | 2. Anonymous | 3. Brave | 4. Brutal | 5. Camera | 6. Camping |
| 7. Deteriorate | 8. Determine | 9. Parallel | 10. Psychology | 11. Yard | 12. Yawn |

Dictionary

Activity Book, page 77

2 Find similar words

- Annoying: noisy, disturbing, irritating
- Very: so, much, highly
- Big: large, huge, great
- Small: tiny, little, young

Activity Book, page 78

Complete the sentences. Use the dictionary to find the meanings of the new words

- | | | | |
|----------------|----------|-----------------|---------|
| 1. happy | 2. kind | 3. brothers | 4. loud |
| 5. cool...many | 6. clean | 7. best...smart | 8. slow |

Reading is fun! Cyber-schools

- Show them the following video on YouTube. Ask them if they agree or disagree with the speaker's opinion and why. The keyword is 'Study of Virtual Learning Environment'.

Structure: Daily conversation

Vocabulary: Impossible, maybe, intolerable, harsh

Outcomes:

4S1

4S2

Presentation:

- Greet your students. Ask them about the previous skill that they learnt (using a dictionary).
- Ask them to open their books p.82. Encourage them to tell you what they can see in the picture (elicit two men). Let them be more precise; ask them 'What's each person wearing? What can you see behind the man who is wearing a hat? What's do you think each person's job is?'
- After the previous brainstorming, introduce the lesson as a story so that you can attract the student's attention. Say 'Once upon a time, there were two people who met in the street and they had the following conversation: ...'
- After you read the conversation, ask a student to act one role while you act the other.
- Choose another couple of students to read the conversation.
Stimulate your students by asking 'Who can act out the conversation without reading from the book?' Choose two volunteers; help them if they forget any word. Appreciate their participation and surprise them by giving them extra marks.
- After that, ask them to imagine themselves in the same situation 'You are in the bus station, and a conversation starts between a stranger and you, tell him/her real information about you'. Choose two students after giving them some time to organize their thoughts.
- You can practice the same exercise in lesson two with a slight variation. Tell your students that the conversation takes place between two friends who know each other very well, but it seems that they aren't in the same country.
- In lesson 3, the third conversation takes place between two old friends who haven't seen each other for a long time, and they've met by chance in a restaurant, etc. Act it out, and encourage your students to role-play the same situation.
- In lesson four, bring a telephone. Put it in front of the students. They will be curious and will ask themselves 'Why did the teacher bring the telephone? What will we do with it?'
Read the conversation loudly. Illustrate to the students beforehand that this is a telephone conversation.

Daily conversations

Today's Word: Impossible, Maybe

- You can give logical real life examples: 'It's impossible to live without water. It's impossible to live without food'.
- Show a picture of cloudy skies, and say: 'Maybe it's going to rain, but I'm not sure'.

Impossible: (Adj) If an action or event is impossible, it cannot happen or be achieved

Maybe: (Adv) Used to show that something is possible or that something might be true

Today's Word: Intolerable, Harsh

- You can encourage your students to use the dictionary in order to learn the meanings of abstract words.

Intolerable: (Adj) Too bad or unpleasant to deal with or accept

Harsh: (Adj) Unpleasant, unkind, cruel, or more severe than is necessary

Reading is fun! Stars

- 'The Life Cycle of Stars' is a very useful video you can show your class on YouTube. It might be a bit difficult. However, you can show it to your class and ask them what they understood.

Activity Book, page 79

1-Study page 82 on student's book, and complete these conversations

1-Kevin: "It's nice to meet you. My name is Kevin."

Denzel: "I'm Denzel. It's a pleasure to meet you."

Kevin: "What was your name again?"

Denzel: "Denzel."

Kevin: "So, Denzel, what do you do for living?"

Denzel: "I am a doctor. I've been a doctor for five years now. What about you?"

Kevin: "I am a painter."

Denzel: "Do you like you job?"

Kevin: "Yes, I like my job. It feels really good to paint something and show it to people."

Denzel: "That's great. It sounds like a good job."

Kevin: "Yes, it is really a good job and I like it."

Denzel: "It was nice meeting you, Kevin"

Kevin: "It was a pleasure meeting you, Denzel."

Activity Book, page 80

2-Kara: "What are you doing, Tommy?"

Tommy: "I am writing a letter to my friend."

Kara: "To your friend? Which one?"

Tommy: "Samuel"

Kara: "Where does he live?"

Tommy: "He lives in Washington, and what are you doing?"

Kara: "I am doing my homework, but it is really hard."

Tommy: "Do you need any help?"

Kara: "Oh! Yes, please. I need some help. Can you help me with my English homework?"

Tommy: "Yes, sure."

Activity Book, page 81

3-Nora: "Hey there, Sue! It's been a long time."

Sue: "Yes! It's been a long time, Nora! What a surprise!"

I haven't seen you in ages! What are you doing here?"

Nora: "I just moved to this place and got a new job. What about you?"

Sue: "I live here and work at the library. Do you live near here?"

Nora: "Yes, I have found an apartment next to the hospital. But I don't like it there."

Sue: "Why?"

Nora: "Because the area is very noisy. Do you know other quieter places?"

Sue: "Yes, I know many places, and I will help you find one."

Nora: "Oh! That would be very kind of you. Thanks!"

Activity Book, page 82

4-Tom's Mother: Hello!

Don: Hello! Is Anthony there?

Tom's Mother: I'm sorry. He's not here right now.

Don: May I know where is he?

Tom's Mother: Mmm! He went outside with some friends.

Don: What time will he be back?

Tom's Mother: Maybe in a few minutes. May I ask who is calling?

Don: His friend, Don.

Tom's Mother: Would you like me to leave him a message?

Don: Yes, please. Could you tell him to call me as soon as he gets home?

Tom's Mother: Yes, sure.

Don: Thanks.

Writing is fun, p.83

1-Punctuate the sentences using (. ? !) and capitalization

1-What time does she wake up?

2-My favourite sport is table tennis.

3-How much money do you have?

4-Wow! This house is so big!

5-What are you doing tomorrow?

6-My father is travelling to France on September.

7-Have you watched the movie "The Lion King"?

8-School starts on Sunday.

9-Rome is the capital of Italy.

10-Do you go to school on Friday?

Outcomes:

4Re5

4W8

4S1

4S2

Presentation:**1 Correct the punctuation marks**

Make a revision about the use of punctuation. Let students work individually, then discuss the exercise together.

1-Jack likes winter.

2-What a bad smell!

3-How many years have you lived in the USA?

4-The day gets longer in summer.

5-Tony visited France, Italy, China and Japan.

6-It was a lovely day, wasn't it?

2 Make sentences using (If/When)

Ask students to remind you of this rule; let them work in pairs.

1-If we mix red and blue, we get purple.

We get purple when we mix red and blue.

2-If we heat ice, it melts.

Ice melts when we heat it.

3-If we freeze water, it becomes solid.

Water becomes solid when we freeze it.

Activity Book, page 84**1 Look and write**

2-He had played before he watched TV.

Yes, he watched TV before he had played.

3-He had lifted the boxes before they fell.

Yes, the boxes fell after he had lifted them.

2 Use the dictionary to write the meaning

Temporary: Lasting, used, serving, or enjoyed for a limited time

Domestic: Relating to a country's internal affairs

Fragile: Easily broken, damaged, or destroyed

Speechless: Temporarily unable to speak

Miracle: Wonder, a wonderful or amazing event, act, person, or thing

Presentation:

1 Look and describe the pictures using the past perfect and past simple tenses

Encourage your students to use their imagination to make meaningful and grammatical sentences. Choose two students to read the conversation. Give them time to think.

Discuss the exercise together.

She had cleaned the room before she watched the TV.

Yes, she watched the T.V after she had cleaned the room.

He had been in pain before he had treatment.

Yes, he has treatment after he had been in pain.

2 Use the dictionary to write the meanings of these words

Leave this exercise as homework. Check their homework the next day.

Constant: Unchanging in nature

Democracy: A political or social unit that has such a government

Remain: To continue in the same state or condition

Stunning: Causing or capable of causing emotional shock or loss of consciousness.

Keyboard: A complete set of keys

Activity Book, page 85

1 Correct the punctuation marks

I can't believe this!

Is it true?

How often do you play rugby?

What an amazing world!

Salma called Ely, Michel, Lorry and Scot.

It was a good place, wasn't it?

2 Write sentences using (If/When)

1-If we mix black and white, we get grey.

we get grey colour when we mix black and white.

2-If we heat plastic, it melts.

Plastic melts when we heat it.

3-If juice freezes, it becomes solid.

Juice becomes solid when it freezes.

Presentation:**1-Look and describe the pictures**

Encourage your students to use their imagination to make meaningful and grammatical sentences.

1-After she had drunk her usual milk and eaten her delicious cake, she went out.

2-After she had watched TV, she went to sleep.

3-After she had come back home, she watched TV.

2-Talk and write about Teddy's schedule

What had Teddy done before he had dinner?

He had studied.

What had Teddy done before he studied?

He had watched TV.

What had Teddy done before he ate lunch?

He had gotten back home.

What had Teddy done before he got back home?

He had gone to school.

What had Teddy done before he ate breakfast?

He had brushed his teeth.

1-Listen and complete the conversation

Have your students work individually on this exercise.

Jacob: "It's nice to meet you. My name is Jacob."

Richard: "I'm Richard. It's a pleasure to meet you, Jacob."

Jacob: "What was your name again?"

Richard: "Richard."

Jacob: "So, Richard, what do you do for a living?"

Richard: "I am a teacher. I have been a teacher for 7 years now. I like my job very much and I never get bored. What about you Jacob?"

Jacob: "I'm a pilot."

Richard: "Good! Do you like your job?"

Jacob: "Yes, I do. It feels really good to watch the world from above."

Richard: "That's right. It's great job."

Jacob: "Yes, it is really a good job and I like it."

Richard: "It was really nice meeting you, Jacob."

Jacob: "Oh! Thank you, it was nice meeting you too, Richard."

Reading is fun! Aurora

Student can enjoy watching Aurora on YouTube. The keyword is 'Night of the Northern Lights' Lights', or you can just type 'Aurora'.

Activity Book, page 86**1 Look and write about the pictures**

- She washed her face after she had woken up.
Before she had her breakfast, she had washed her face.

2 Look, ask and answer

- What had Goerge done before he studied?
He had gone out with friends.
- What had Goerge done before he went out with friends?
He had eaten lunch.
- What had Goerge done before he ate lunch?
He had got back home from school.
- What had Goerge done before he got back home from school?
He had eaten breakfast.
- What had Goerge done before he ate the breakfast?
He had woken up.

Activity Book, page 87**1-Complete the conversation**

Michael's mother: Hello.

Tim: Hello, is Michael there?

Michael's mother: I am sorry. He's not here right now.

Tim: What time he will be back?

Michael's mother: Maybe in an hour. He went to buy a few things from the supermarket. May I ask who is calling?

Tim: This is his friend, Tim.

Michael's mother: Would you like to leave him a massage?

Tim: Oh! It's ok. Could you please tell him to call me as soon as he gets home?

Michael's mother: Of course.

Tim: Thanks.

Activity Book, page 88**Write a conversation between two people**

- Back to Writing Rules you Need to Know!

Today's Words!

Unit
1

Accurate, Ancient,
Generous, Traditional

Unit
2

Annoy, Divide,
Avoid, Appreciate

Unit
5

Measure, Laugh,
Ignore, Upset

Unit
3

Earthquake, Hurricane,
Volcano, Flood

Unit
6

Dangerous, Different,
Delicious, Dramatic

Unit
7

Evaporation, Experiment,
Gravity, Laboratory

Unit
10

Celebrate, Discourage,
Yawn, Cough

Unit
11

Edge, Horizon,
Universe, Space

Unit
12

College, Biography,
Dictionary, Fiction

Unit
14

Important, Cheap,
Expensive, Precious

Unit
15

Hidden, Clear,
Odd, Obvious

Unit
16

Impossible, Maybe,
Intolerable, Harsh

A

B

E

A

U

T

Teacher's Resources

- ① http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-present.php
- ② http://www.eslvideo.com/eslvideo_quiz_beg.php?id=272332-
- ③ http://www.myenglishpages.com/site_php_files/grammar-exercise-present-progressive.php
- ④ http://www.eslvideo.com/eslvideo_quiz_beg.php?id=17483
- ⑤ http://www.eslvideo.com/eslvideo_quiz_beg.php?id=27753
- ⑥ <https://www.usingenglish.com/quizzes/70.html>
- ⑦ http://www.eslvideo.com/eslvideo_quiz_int.php?id=15099
- ⑧ <https://www.ego4u.com/en/cram-up/grammar/simpas-paspro/exercises?ex07>
- ⑨ <http://www.worldstories.org.uk/stories/story/20-the-prince-and-the-honest-girl>
- ⑩ <http://busyteacher.org/24452-some-any.html>
- ⑪ <http://www.ecenglish.com/learnenglish/lessons/anything-nothing-something-everything>
- ⑫ http://www.eslvideo.com/eslvideo_quiz_int.php?id=19701
- ⑬ <http://www.eschooltoday.com/common-cold/common-cold-information-for-kids.html>
- ⑭ <http://www.perfect-english-grammar.com/zero-conditional-exercise-1.html>
- ⑮ <http://www.timeforkids.com/homework-helper/grammar-wizard/punctuation-practice>
- ⑯ <http://busyteacher.org/24134-at-the-playground.html17->
- ⑰ http://www.myenglishpages.com/site_php_files/grammar-exercise-present-progressive.php
- ⑱ http://www.eslvideo.com/eslvideo_quiz_beg.php?id=17483
- ⑲ <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/some-any-every-and-no>
- ⑳ <https://learnenglish.britishcouncil.org/en/quick-grammar/past-continuous-and-past-simple>
- ㉑ <http://busyteacher.org/24452-some-any.html>
- ㉒ <http://learnenglishteens.britishcouncil.org/>
- ㉓ <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>
- ㉔ <http://a4esl.org/q/h/0101/ig-modals.html>

A

B

E

A

U

T

I

Titles of Units

- Unit 1: What do these people do?
- Unit 2: He never forgets his homework.
- Unit 3: Who is younger?
- Unit 4: Revision
- Unit 5: What was happening?
- Unit 6: I see something in your hand.
- Unit 7: It sounds like a great idea.
- Unit 8: Revision
- Unit 9: Jason and the super phone
- Unit 10: Today we will talk about dreams.
- Unit 11: What might happen in 2030?
- Unit 12: I haven't finished yet.
- Unit 13: Revision
- Unit 14: What happens if you freeze water?
- Unit 15: Wow! This is too much!
- Unit 16: Let's talk English.
- Unit 17: Revision



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Reading is Fun in Order of Appearance

- Desserts
- The moon
- Egyptian pyramids
- Oceans
- The Boy and the Wolf
- The blue whale
- Wingsuit flying
- The birthday surprise
- Bats
- Chess
- Common cold
- Leonardo Da Vinci
- Floods
- Cyber-schools
- Stars
- Aurora

