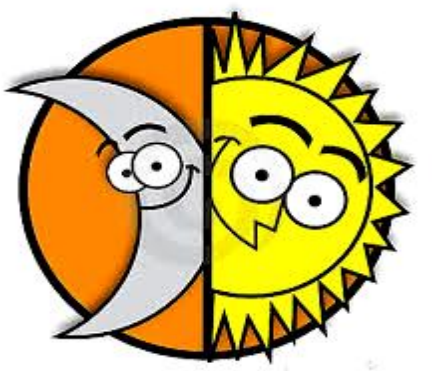


" الشَّمْسُ وَالْقَمَرُ بِحُسْبَانٍ (5) وَالنَّجْمُ وَالشَّجَرُ يَسْجُدَانِ (6) "

شمس وقمر

Teacher's guide  
Units (1, 2 & 3)



أ / وليد الشعراوى



# UNIT 1

## Visitors to Egypt

SB pages 1-5 WB pages 1-3

### Objectives

#### Grammar

Giving advice: *should/shouldn't*

#### Reading

Reading an email to a tourist

#### Listening

Listening to a conversation with a tourist

#### Speaking

Asking for and giving recommendations

#### Writing

Writing an email

### LESSON 1 SB page 1


#### Outcomes

- To welcome the students to their new class
- To introduce the unit to the students
- To talk about holiday activities
- To read an email recommending holiday places and activities

#### Before using the book:

- Introduce yourself and say *Good morning/afternoon* to the students. Encourage them to reply in the same way.
- Write the title of the unit, *Visitors to Egypt*, on the board. Ask the students what recommendations they would make to someone planning to visit Egypt as a tourist. Elicit the names of places and activities and write them on the board.
- Ask the students about places they have visited as tourists, and ask them what they most enjoyed.

### SB Page 1







## Visitors to Egypt

1

### Lesson 1

**1 Match the words and the pictures**

bazaar    snorkelling    windsurfing    youth hostel

**OBJECTIVES**

- Describing things which people should/shouldn't
- Reading: Reading an email to a tourist
- Listening: Listening to a conversation with a tourist
- Speaking: Asking for and giving recommendations
- Writing: Writing an email

**2 Ask and answer**

Why do you think tourists visit Hurghada? What activities are there to do?

**3 Read the email and check your answers to exercise 2**

**4 Read again and complete the email with the words from exercise 1**

**5 Choose the correct words**

- 1 Catherine isn't coming to Hurghada in the spring.
- 2 The youth hostel is more expensive than a hotel.
- 3 The police station is in the old / new part of the city.
- 4 You can take a boat to go windsurfing / fishing.
- 5 Samir advises Catherine to go / not to go to the old part of the city.

**Dear Catherine,**

I'm so happy to hear that you and your family are visiting Hurghada in the spring! It's a wonderful place for a holiday. There's a lot to do and many different places to stay. You can camp, stay in a hotel or in the new **1 youth hostel**. It is very modern and comfortable, but much cheaper than the hotels. You can find out information at the tourist information centre. You should go there when you arrive. It's near to the police station in the middle of the new part of the city.

Hurghada has some beautiful beaches. When it's windy, you should definitely try **2**. You can take a boat trip to the islands around Hurghada. You can go snorkelling or 3. You can also go fishing from a boat.

You shouldn't walk too much in the sun. It is best to visit places early in the morning. Don't forget to go to the **4** in the old part of the city. It's a great place to buy souvenirs.

Have a great time!

Samir

### 1 Match the words and the pictures

- 1 Draw attention to the Objectives box on page 1, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Ask the students to look at the pictures. Read out the first word (*bazaar*) and ask them to match it with the correct picture (*d*).
- 3 Students continue the task in pairs.
- 4 Check answers with the whole class.

#### Answers:

- |               |                |
|---------------|----------------|
| a snorkelling | b youth hostel |
| c windsurfing | d bazaar.      |

### 2 Ask and answer

- 1 On the board, write *Hurghada*. Ask the students what they know about the city – for example, its location, its size, its main industry (*on the Red Sea; the third largest city in Egypt; tourism*).
- 2 Read out the question and allow time for the students to discuss ideas in pairs.
- 3 Elicit ideas from the whole class.



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### 3 Read the email and check your answers to exercise 2

- 1 Ask the students to look at the email and read the first three sentences. Ask who wrote it (Salma), who it is written to (Catherine), and what they think the message will be about (where to stay and what to do in Hurghada).
- 2 Students read the text quickly. Ask if their answers to exercise 2 were mentioned.

Answers:

You can go to beautiful beaches, go windsurfing, take a boat trip, go scuba diving and snorkelling, go fishing, visit the bazaar.

### 4 Read again and complete the email with the words from exercise 1

- 1 Students read the text again, this time completing the missing words.
- 2 Tell them to underline any unknown words while they are reading.
- 3 Check answers with the whole class, and explain the meaning of unknown words.
- 4 Ask the class to put new words in their own sentences.

Answers:

- 2 windsurfing
- 3 snorkelling
- 4 bazaar

### 5 Choose the correct words

- 1 Read out the first sentence, with both options, to the class and check that the students agree that the correct answer is *is coming*.
- 2 Ask the students to complete the task in pairs. Go round and offer help where necessary.
- 3 Check answers, referring students back to the text if necessary.

Answers:

- 2 less
- 3 new
- 4 fishing
- 4 to go

## LESSON 2

SB page 2 WB page 1

### Outcomes

- To give advice using *should/shouldn't*



### SB Page 2

1

### Lesson 2

#### 1 Underline the modals used for advice in these sentences

- 1 You should go there when you arrive.
- 2 You should definitely try some windsurfing.
- 3 You shouldn't walk too much in the sun.

#### Giving advice: *should / shouldn't*

- We use *should / shouldn't* to say that something is or is not a good idea. *Should* and *shouldn't* are followed by the infinitive without *to*.
- The form is the same for all subjects, singular and plural.

Tourists should wear sun cream when it's very hot. You shouldn't walk too much in the sun.

#### 2 Read the situations and give advice using *should* or *shouldn't*

- 1 Your friend is going outside. It is raining. You shouldn't go outside. It's raining.
- 2 Your friend forgot to do his / her English homework. The lesson starts in five minutes. You should go now. The bus goes in ten minutes and plural.
- 3 Your younger brother / sister wants to look at the sun.
- 4 Your friend fell over when he / she was playing sport. Now it hurts when he / she walks.
- 5 There is a small fire in your washing machine. Your younger brother / sister gets some water.

#### 3 Use the table to give advice for tourists

Take lots of photos	✓
Don't wear shorts in the sand	✗
Buy some Egyptian food	✓
Wear a hat when you're out	✗



#### 1 Underline the modals used for advice in these sentences

- 1 On the board, write modals. Then write these sentences and ask the class to identify the modals: *We mustn't be late for school. Could you swim when you were five? (mustn't and could are modals).*
- 2 Explain that *should* is another example of a modal and tell the students to read the Grammar box.
- 3 Students read sentences 2 and 3 in exercise 1 and underline the modals. Check answers.

Answers:

- 2 You should definitely try some windsurfing.
- 3 You shouldn't walk too much in the sun.





## 2 Read the situations and give advice using *should* or *shouldn't*

- 1 Students read the first sentence. Elicit ideas for advice they could give. Remind them to use *should* or *shouldn't*.
- 2 Put the students in pairs to discuss the situations and the advice they would give. Go round and monitor.
- 3 Read out each situation in turn and invite different students to share the advice they would give.

### Example answers:

- 1 You should take an umbrella.
- 2 You should tell the teacher./You should do the homework quickly.
- 3 You shouldn't look at the sun.
- 4 You should go to the doctor's.
- 5 You shouldn't pour water on electrical items.

## 3 Use the table to give advice for tourists

- 1 First, ask the students to read the table and then suggest some more ideas. Write good ideas on the board. Some suggestions: *wear comfortable shoes; have a map of the metro; buy a guidebook.*
- 2 In pairs, students take it in turns to give each other advice. Go round and listen, and check they use *should* and *shouldn't* correctly.
- 3 Invite different students to give advice to the class.

### Answers:

You should take lots of photos.  
You shouldn't drink water from the canal.  
You should try some Egyptian food.  
You shouldn't stay in the sun too long.

## WB Page 1



## Visitors to Egypt

### 1 Match the words and their meanings

- |   |   |
|---|---|
| 1 <input type="checkbox"/> tourist                    | a an office where you can find out about a city or an area                    |
| 2 <input type="checkbox"/> police station             | b an inexpensive place where young people can stay when they are travelling   |
| 3 <input type="checkbox"/> shopping                   | c an office for people who catch thieves                                      |
| 4 <input type="checkbox"/> tourist information centre | d swimming with equipment so that you can breathe with your head in the water |
| 5 <input type="checkbox"/> youth hostel               | e a market or a group of shops  |

### 2 Complete the table using these words

*skiing, sailing, snorkelling, shopping, swimming, windsurfing*

Sports you can do on the water: Sports you can do in the water:

--	--

### 3 Complete the advice with *should* or *shouldn't*

- 1 When you go diving, you *should* tell people where you are going.
- 2 You *shouldn't* swim too far from the boat.
- 3 You *should* stay under the water for too long.
- 4 You *should* look out for dangerous sharks.
- 5 You *shouldn't* go diving if the weather is bad.



### 4 Write a paragraph about what you should do to help your parents at home

## 1 Match the words and their meanings

- 1 Allow time for the students to read the list of words and the list of meanings.
- 2 Read out the first word and check the students agree that *e* is the correct answer (given as the example).
- 3 Allow time for the students to complete the task. Then check the answers as a whole class.

### Answers:

- |     |     |
|-----|-----|
| 2 c | 3 d |
| 4 a | 5 b |

## 2 Complete the table using these words

- 1 Allow time for the students to read the list of words in the box. Then read out the two headings and check they understand the difference (*on the water/in the water*).
- 2 Put them in pairs to complete the task.
- 3 Check answers.



Answers:

Sports you can do on the water	Sports you can do in the water
fishing	scuba diving
sailing	snorkelling
windsurfing	swimming

### 3 Complete the advice with *should* or *shouldn't*

- 1 Read out the first sentence, completed as the example. Check that the students agree that this is the correct advice.
- 2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

- |             |             |
|-------------|-------------|
| 2 shouldn't | 3 shouldn't |
| 4 should    | 5 shouldn't |

### 4 Write a paragraph about what you should do to help your parents in the home

- 1 Elicit some ideas from the students (for example, tidy your room, wash the dishes) and write a list on the board.
- 2 Students then write a short paragraph. Remind them to use *should*. Go round and monitor.
- 3 Invite different students to read out their paragraphs.

Answers:

Students' own answers

## LESSON 3 SB page 3

### Outcomes

- To listen to a conversation with a tourist
- To ask for and give recommendations



## SB Page 3

### Lesson 3

#### 1 Ask and answer

When tourists visit your village or city, what should they see or do? Use the ideas in the idea map to make suggestions.



- 2 Listen to Tarek and his father talking to two tourists. Do the tourists want to see or do the same things that you suggested in exercise 1?
- 3 Listen again and answer the questions

- 1 What does Tarek's father think that the tourists should see?
- 2 Why do Tarek and his father recommend a tour with a guide?
- 3 Where and when can the tourists buy a guidebook?
- 4 What kind of food do Tarek and his father recommend?

- 4 Take turns to be a visitor to your area. Ask for and give recommendations.

**Asking for recommendations**

Where do you suggest we start?

Do you recommend to visit with a guide / going to the museum?

What's the best place to buy a guidebook?

Is there a good place to buy local food?

**Giving recommendations**

I recommend to visit / you buy a guidebook / I suggest that you start

The best place to buy traditional Egyptian food is ...

You can find a guidebook at the tourist information centre.

**Internet search**

Find out what things used to be before it became popular with tourists.

#### 1 Ask and answer

- 1 Allow time for the students to study the idea maps. Then elicit suggestions more specific to the students' own village or city. Write ideas on the board.
- 2 Model *They should go to ...* and then have different students make similar suggestions using the ideas on the board.
- 3 In pairs, students continue to practise making suggestions using ideas from the board or the idea maps. Go round and monitor.
- 4 Tell the students to note down their ideas for use in a later lesson (see Workbook page 3 exercise 3).

#### 2 Listen to Tarek and his father talking to two tourists. Do the tourists want to see or do the same things that you suggested in exercise 1?

- 1 Read out the instructions. Tell the students just to listen to the general meaning of the conversation, and not to worry about details because they will hear it again.
- 2 Play the recording and then ask the students whether they heard their ideas mentioned. (In the recording they mention the tourist information





centre, ancient sites, the museum, the bazaar and a café which serves traditional Egyptian food.)



### Tapescript

**Tarek:** Look, Father! Those tourists are lost.  
**Father:** Yes, we should help them. Excuse me! Do you need any help?  
**Woman:** Oh, thank you! We're looking for the tourist information centre.  
**Father:** It isn't far from here, but it is closed today. Can we help you?  
**Man:** Thank you! It's our first trip to Egypt, you see. There's so much to see and do here, we don't know what to do first! We're interested in all the ancient sites and famous places. Where do you suggest we start?  
**Father:** I suggest that you visit the museum. It's a good place to learn all about the things you'll see at the ancient sites.  
**Woman:** That's a good idea. When we're at an ancient site, do you recommend a tour with a guide?  
**Father:** Yes, that's a very good idea. The guides can tell you a lot of interesting things about a place. I also recommend you buy a guidebook. You can buy one at the tourist information centre tomorrow when it opens.  
**Man:** OK. We also want to go shopping. What's the best place to buy souvenirs? Do you recommend going to the bazaar?  
**Tarek:** Yes, you should go to the bazaar in the old part of the city. There are lots of crafts to buy there.  
**Woman:** That sounds good. Oh, one more thing. Is there a good place to eat near the museum? It's nearly lunchtime and we're really hungry.  
**Father:** The best place to try traditional Egyptian food is the café opposite the museum. Have a good day.  
**Man:** You too. Thank you very much!

### 3 Listen again and answer the questions

- 1 First, ask the students to read the questions. Stronger students could note down any answers they think they already know.
- 2 Play the recording again and then allow time for them to write down or check their answers and compare them with their partner's.
- 3 Check answers with the whole class and if necessary play the recording again.

### Answers:

- 1 The museum
  - 2 Because guides can tell you a lot of interesting things about a place.
  - 3 From the tourist information centre, when it opens tomorrow.
  - 4 They recommend traditional Egyptian food.
- 4 Take turns to be a visitor to your area. Ask for and give recommendations**
- 1 First, elicit from the class suggestions of local places and activities they would recommend to tourists, and write the ideas on the board.
  - 2 Students then read the Functions box, saying each expression out loud.
  - 3 In pairs, students take turns to play the part of a tourist asking for recommendations while his/her partner suggests one of the places on the board.
  - 4 Invite different students to re-enact their conversations to the class.



### Internet search

- 1 Read out the instruction and ask the students what they already know about Hurghada's past.
- 2 Now tell the students that they are going to do an internet search to find out more about it. The research can be done in class if there are enough resources, or as homework. Tell the students to type the question in the Internet search box into a search engine.
- 3 When they have carried out their research, ask the students to report their findings to the rest of the class.
- 4 As a further activity, the students could write one or two paragraphs giving the information they have discovered and comparing the old Hurghada with how it is today.

## LESSON 4 SB page 4 WB page 2

### Outcomes

- To ask and answer a quiz about helping tourists
- To discuss ways to help tourists
- To design a tourist brochure for Egypt



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## Lesson 4

### Work in pairs to do the quiz

1. Look at the first situation and the three options. Discuss them with your partner. What do you think?
2. You should be the best of the three options.
3. You should be the best of the three options.
4. You should be the best of the three options.
5. You should be the best of the three options.
6. You should be the best of the three options.
7. You should be the best of the three options.
8. You should be the best of the three options.
9. You should be the best of the three options.
10. You should be the best of the three options.



### Work in pairs

1. If you answered 'No' to the question above, then you probably don't like to go to Egypt. Why not?
2. How often do you go to Egypt?
3. Why is it important to go to Egypt?
4. Can you think of other ways to help them?

### Work in groups and design a brochure encouraging tourists to visit Egypt

1. First, think of three or four different types of tourists. What are they?
2. Then, think of three or four different types of tourists. What are they?
3. Write the brochure.
4. Look at other groups' brochures. What do you like?



### 1 Work in pairs to do the quiz

1. First, explain that in this quiz there are no 'right answers' – the questions are there to stimulate discussion.
2. Read out the first situation and the three options to the whole class, and elicit initial ideas. Ask students to give reasons for their opinions.
3. Then put the students in pairs to consider all the situations. Go round and monitor, encouraging them to give reasons each time.
4. Read out each situation to the whole class. Encourage a discussion and have a show of hands for each option.

#### Answers:

Students' own answers

### 2 Work in pairs

1. Ask the students to read the first question and note down countries in pairs.
2. Invite the students to give their ideas and make a list on the board.
3. Then ask them to look at the second and third

questions and discuss them with their partner. Ask different students to say what they think. Encourage a short class discussion.

#### Example answers:

1. and 2. Students' own answers
3. Because they do not know the country as well as you. It is kind to help people.
4. Students' own answers
3. Work in groups and design a brochure encouraging tourists to come to Egypt
1. Ask the students to read the instructions.
2. Put them into groups and ask them to discuss their ideas about the museum to visit Egypt. Invite the students to give share their ideas and make a list on the board.
3. Ask the groups to work together to find suitable pictures and write their brochures.
4. In class, pass the brochures around and ask the class to compare how each is different and what they like about the brochures that other groups have created.

### WB Page 2

#### 1. Choose the correct answer from A, B, C or D.

1. The first situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
2. The second situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
3. The third situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
4. The fourth situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
5. The fifth situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
6. The sixth situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
7. The seventh situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
8. The eighth situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
9. The ninth situation is about a person who is ...  
A. happy B. sad C. surprised D. angry
10. The tenth situation is about a person who is ...  
A. happy B. sad C. surprised D. angry



#### 2. Complete the dialogue.

Student: Hello, my name is ...  
Teacher: Hello, my name is ...

1. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
2. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
3. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
4. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
5. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
6. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
7. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
8. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
9. Student: Hello, my name is ...  
Teacher: Hello, my name is ...
10. Student: Hello, my name is ...  
Teacher: Hello, my name is ...

#### 3. Write a paragraph about what you like to do when you are ...

Write a paragraph about what you like to do when you are ...



- 1 Choose the correct answer from a, b, c or d
- 1 Ask the students to read the first sentence and all four options. Then ask a student to read out the completed sentence, given as the example. Check that students agree that *assistant* is the correct answer.
- 2 Tell them to read each sentence and all the options carefully. Then allow time for them to complete the task.
- 3 Students compare answers in pairs.
- 4 Check answers with the whole class.

Answers:

2	c	3	c
4	a	5	b

## 2 Complete the dialogue

- 1 Ask a student to read out the first sentence in the dialogue, completed as the example.
- 2 Allow time for the students to complete the task and then compare answers in pairs.
- 3 Check the answers by asking two students to read out the completed dialogue.

Answers:

- 2 best place
- 3 the best
- 4 You can
- 5 you recommend
- 6 I recommend
- 7 suggest that we
- 8 suggest that

## 3 Write a paragraph about what you like to do when you visit a beach

- 1 Read out the instruction and ask the students to brainstorm some ideas in pairs. Go round and make suggestions if necessary (e.g. play games; sunbathe; swim; read; have a picnic; relax; go windsurfing/snorkelling/diving).
- 2 Elicit ideas from the whole class and write notes on the board.
- 3 Allow time for the students to write their paragraphs. Go round and make corrections, offering prompts where necessary.
- 4 Ask confident students to read out their work to the class.

Answers:

Students' own answers

## REVIEW SB page 5 WB page 3

### Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

### Before using the book:

- Write *Visitors to Egypt* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.



### SB Page 5

## Review

Now you can ...

- talk about tourist attractions and activities

### 1 Match the words and their meanings

- |   |                               |
|---|-------------------------------|
| 1 <input checked="" type="checkbox"/> a sport you can do on the water           | a. Snapper                    |
| 2 <input type="checkbox"/> an underwater activity                               | b. tourist information centre |
| 3 <input type="checkbox"/> a building where tourists can find out about a place | c. youth hostel               |
| 4 <input type="checkbox"/> an inexpensive place to stay on holiday              | d. windsurfing                |
| 5 <input type="checkbox"/> a place where you can go shopping                    | e. snorkelling                |

- use *should / shouldn't* to give advice

### 2 Complete the sentences with *should* or *shouldn't*

- 1 You *should* buy a guidebook before you go to a city for the first time.
- 2 You *shouldn't* take photos of people unless you ask them first.
- 3 Look after your possessions. You *shouldn't* leave them on a bus or train.
- 4 You *should* always carry your passport with you when you are travelling because people sometimes want to check it.

- ask for and give recommendations

### 3 Complete the questions or answers

- 1 Is there *a good place to go shopping near here?*  
Yes, there are some very good shops next to the market.
- 2 Do you *like the boat trips*?  
Yes, the boat trips are really good.
- 3 What's the best place to see dolphins?  
Is near the island.
- 4 Where do you suggest we stay in the city?  
In the city hotel.

## Dictionary skills

A dictionary uses the following abbreviations to tell us what part of speech a word is:

noun (n), verb (v), adjective (adj), adverb (adv), preposition (prep)

Some words can be more than one part of speech. Look at the examples in the table and complete it in pairs.

Word	Noun (n)	Verb (v)	Adjective (adj)	Adverb (adv)
break	✓	✓		
help	✓	✓		
guide				
light				
spectrum				
tour				
well				



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- 1 Match the words and their meanings
- 1 Read out the first definition and check the students agree that *windsurfing* is the matching word (given as the example).
- 2 Allow time for the students to complete the task. Then check the answers as a whole class.

Answers:

2 e 3 b 4 c 5 a

- 2 Complete the sentences with *should* or *shouldn't*

- 1 Write the first sentence on the board and elicit the answer. Students then check in their books.
- 2 Allow time for the students to complete the task in pairs and then check answers.

Answers:

- 2 shouldn't
- 3 shouldn't
- 4 should

- 3 Complete the questions or answers

- 1 Ask two students to read out the first question and answer, as the example.
- 2 Students complete the task in pairs.
- 3 Check the answers by asking different pairs of students to read out each question and answer.

Answers:

- 2 Do you recommend a boat trip?
- 3 The best place to see dolphins
- 4 I suggest that you stay

### Dictionary skills

- 1 Allow time for the students to read the first part of the Dictionary skills box and then ask different students to give examples of each part of speech.
- 2 Read out the next part and invite students to tell you about *help* (it can be a noun or a verb). If possible, provide students with dictionaries and ask them to look the word up to check.

Allow time for the students to complete the task in pairs, using dictionaries if possible to check their own answers.

Check the answers as a whole class. Invite the students to put each word in different sentences

to show the different parts of speech.

Answers:

break: noun, verb  
guide: noun, verb  
question: noun, verb  
well: adverb, adjective

help: noun, verb  
light: adjective, noun, verb  
tour: noun, verb

### WB Page 3

- 1 Write the correct part of speech for the underlined words below

- 1 When you need help, you can ask at the tourist information centre.
- 2 We worked for two hours, and then we took a break.
- 3 You shouldn't question your parents too much. They are usually right.
- 4 They will tour through many of Egypt's best ancient sites.
- 5 She plays tennis very well.
- 6 What time does it become light in the morning?

- 2 Read and correct the mistakes in this email

Dear Hassan,

- 1 I'm very happy to hear that you are going to visit England in the summer.
- 2 I advice that you first visit London.

- 3 You should to find some good youth hostels to stay in.

- 4 The best place to try traditional English food is at a food market.

Have a great time!

Tom

- 3 Write an email recommending places for a tourist to visit

- Think about places a tourist might want to visit in your area.
- What activities do you recommend?
- Can you give any other piece of advice, for example, clothes to wear or things to bring?

Remember to use *should* / *shouldn't* and expressions of recommendation.



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- 1 Write the correct part of speech for the blue words below

- 1 On the board, write the following: verb; noun; adjective. Then elicit several examples for each part of speech, making sure they are in full sentences to show context.
- 2 Read out the first sentence in exercise 1 and check the students agree that in this sentence *help* is a noun. Ask what else it could be (a verb) and elicit a sentence to show this (e.g. My mum helped me with my homework).
- 3 Students work in pairs to discuss each sentence and note down their answers. Go round and monitor.
- 4 Check answers, and for each word discuss what other part of speech it could be.



Answers:

- 2 noun. It could also be a verb (*I've broken my leg*).
- 3 verb. It could also be a noun (*Ask a question*).
- 4 verb. It could also be a noun (*We went on a tour*).
- 5 adverb. It could also be an adjective (*I'm feeling well today*).
- 6 adjective. It could also be a verb (*Please light the fire*) or a noun (*Switch the light on*).

## 2 Read and correct the mistakes in this email

- 1 Ask the students to read the example carefully and identify the mistake (*on the summer should be in the summer*).
- 2 Students complete the task in pairs while you go round and monitor.
- 3 Ask different students to read out each sentence for the class to check their answers.

Answers:

- 2 I recommend that you first visit London.
- 3 You should find some good youth hostels to stay in.
- 4 The best place to try traditional English food is at a food market.

## 3 Write an email recommending places for a tourist to visit

- 1 Remind the students of the notes they made in Lesson 3; tell them they will need them for this task.
- 2 Tell them to read the instructions carefully, and then to reread the text on Student's Book page 1.
- 3 Allow time for them to plan and write their emails, using their notes and the prompts given. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary.
- 4 Ask the students to exchange their work with a partner and check grammar and spelling.

Answers:

Students' own answers

# Assessment

## Speaking task

**Outcome:** to ask for and give recommendations

Use SB p3, Functions box

- 1 Ask the students to imagine a tourist has asked for recommendations about places to eat in your town.
- 2 In pairs, they discuss ideas and then take turns to ask for and give recommendations. Assess on their use of the expressions in the Functions box.

## Reading task

**Outcome:** to read an email sent to a tourist

Use SB p1, exercise 3 text

- 1 On the board, write these sentences: 1 *There's a campsite at Hurghada.* 2 *If you want to find out about Hurghada, it's best to go to the police station.* 3 *Salma recommends windsurfing.* 4 *Salma thinks the best time to see the city is in the afternoon.*
- 2 Ask the students to read the text again and write down True or False for each sentence.
- 3 Check answers as a class. Ask students to explain the false answers.

## Writing Task

**Outcome:** to use should/shouldn't

- 1 Write these prompts on the board: clothes, souvenirs, public transport.
- 2 Ask the students to write some advice to a tourist for each prompt, using should or shouldn't in each sentence.
- 3 Invite different students to read out their sentences for the rest of the class to check that the clauses are used correctly.

## Listening task

**Outcome:** to understand a conversation with a tourist

Use the recording for SB p3, exercises 2 and 3

On the board, write the following gapped extract from the last part of the recording:

We also want to go shopping. What's \_\_\_\_\_ to buy souvenirs? Do you \_\_\_\_\_ to the bazaar?

Yes, you \_\_\_\_\_ to the bazaar in the old part of the city. There are lots of crafts to buy there.

That sounds good. Oh, one more thing. \_\_\_\_\_ to eat near the museum? It's nearly lunchtime and we're really hungry.

- 2 Ask the students to complete the missing words as they listen to the recording. Students complete the missing words as they listen to the recording.



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## Objectives

## Grammar

Comparatives and superlatives: *few/fewer/the fewest; little/less/the least*

## Reading

A conversation about reading

## Listening

Listening to a discussion about a story

## Speaking

Discussing a story

## Writing

Writing a book review

## LESSON 1 SB page 6

## Outcomes

- To talk about reading habits
- To read a conversation about reading, and answer questions

## Before using the book:

Write the title of the unit, *Books and reading*, on the board and ask the students to tell you what they think they will study in the unit.



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## Books and reading

## Lesson 1

## OBJECTIVES

- Grammar: Comparatives and superlatives: *few/fewer/the fewest; little/less/the least*
- Reading: A conversation about reading
- Listening: Listening to a discussion about a story
- Speaking: Discussing a story
- Writing: Writing a book review

## 1 Ask and answer



- 1 When and where do you read?
- 2 What kind of things do you enjoy reading?

## 2 Read the conversation. Where do you think Tarek and Omar are?

Tarek: I have some time before my next lesson. Let's choose a book to read.  
Omar: There are lots of historical stories here, but there are few detective stories.  
Tarek: That's because detective stories are more popular, aren't they? People like trying to solve the problems before the detective. People have less interest in historical stories.  
Omar: Detective stories are too long. I have little time to read this year because I have more schoolwork. So I want a book with fewer pages than a detective story.  
Tarek: This book has the fewest number of pages and will take you the least amount of time to read.  
Omar: Tarek, that book is about traveling, isn't it?  
Tarek: True! This book is good. Its title is *Ten Facts about the World*.  
Omar: I read a review of that book. It said it was very good. I'll read that!



## 3 Answer the questions

- 1 What does Tarek want to do before his next lesson?
- 2 Why does Tarek say that detective stories are more popular than historical stories?
- 3 Why doesn't Omar have very much time to read this year?
- 4 What kind of book does Tarek first recommend to Omar?
- 5 How does Omar know that *Ten Facts about the World* is a good book?

## 1 Ask and answer

- 1 Read out the first question and invite one or two students to answer briefly.
- 2 Students then work in pairs to discuss both questions in more detail. Go round and monitor.
- 3 Invite different students to share their ideas with the class.

Answers:

Students' own answers

## 2 Read the conversation. Where do you think Tarek and Omar are?

- 1 Read out the question and then allow time for the students to read the conversation quickly. Tell them not to worry about understanding every word.
- 2 Elicit the answer from the class.

Answers:

in the library



### 3 Answer the questions

- 1 Ask the students to read the conversation aloud, in pairs.
- 2 Students then answer the questions in pairs. Remind them not to worry about any unfamiliar words at this point.
- 3 Invite different students to give their answers, and to point to the part of the text where they found the information.
- 4 Ask the students to read the conversation again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

#### Answers:

- 1 He wants to choose a book to read.
- 2 People like trying to solve the problems before the detective.
- 3 He has more schoolwork.
- 4 He recommends a children's book.
- 5 He read a review of it.

## LESSON 2 SB page 7 WB page 4

#### Outcome

- To use *few, fewer, the fewest, little, less and the least* correctly



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## SB Page 7

### Lesson 2

2

#### 1 Complete the sentences with these words from the article

**fewer fewer fewest less little least**

- 1 There are lots of historical stories in this library, but there are **fewer** detective stories.
- 2 People have **less** interest in historical stories.
- 3 I have **less** time to read this year because I have more schoolwork.
- 4 I want a book with **fewer** pages than a detective story.
- 5 This book has the **fewest** number of pages and will take you the **least** amount of time to read.



#### GRAMMAR BOX

#### Using comparatives and superlatives for comparison:

#### **few / fewer / the fewest; little / less / the least**

- We use these words for comparison. We use *few / fewer / the fewest* with countable nouns.  
*Few students read magazines.*
- We use *little / less / the least* with uncountable nouns.  
*There is little water in the lake because it was very dry this year.*
- The comparative forms are *fewer* and *less*.  
*I've got fewer books than you. You've got less meat than I have.*
- The superlative forms are *the fewest* and *the least*.  
*Class 4 has the fewest students. This bottle has the least water.*

#### 2 Complete these sentences with the correct form of *few* or *little*

- 1 There are **fewer** than 20 people on the bus today.
- 2 The **least** number of tourists visits the museum early in the morning.
- 3 Students often have **less** sleep during school time than during the holidays.
- 4 The Antarctic is the place in the world that has the **least** rain.
- 5 **Fewer** people think that English is not a useful language.

#### 3 Ask and answer

- 1 What is the **least** time you have spent waiting for a bus?
- 2 Which has **fewer** legs, a horse or a spider?
- 3 Which day of the week do you think has the **fewest** number of cars on the road? Why?
- 4 On Mondays, do you spend **less** time at home or at school?
- 5 When is the **best** time of the year in Egypt?



#### 1 Complete the sentences with these words from the article

- 1 Allow time for the students to read the Grammar box. Go round and answer any queries.
- 2 Ask the students to look at the example in exercise 1. Then allow time for the students to copy out the remaining sentences and complete the task. Go round and check.

#### Answers:

- 2 less
- 3 little
- 4 fewer
- 5 the fewest, the least

#### 2 Complete these sentences with the correct form of *few* or *little*

- 1 Ask the students to read the example and then complete the task with a partner, referring back to the Grammar box if necessary. Alternatively, you could do this exercise with the whole class.
- 2 Invite different students to read out the sentences. Ask the rest of the class to say whether they are correct and, if not, to correct them.



Answers:

- |          |        |
|----------|--------|
| 2 fewest | 3 less |
| 4 least  | 5 Few  |

### 3 Ask and answer

- 1 First, ask the students to read the first question. Then invite two students to read out the speech bubbles.
- 2 Students read the rest of the questions and take turns to ask and answer. They should give a reason for the answer to question 5.
- 3 Finally, invite different pairs to act out their conversations for the class.

Answers:

- 1 Students' own answers
- 2 A horse
- 3 and 4 Students' own answers
- 5 Summer is the driest time, because it has the least rain.

### 1 Complete the sentences

- 1 Read out the first sentence, completed as the example. Then tell the students to complete the task in pairs. Remind them to read the whole sentence each time before completing it.
- 2 Check answers by inviting different students to read out the sentences.

Answers:

- 2 detective
- 3 title
- 4 review

### 2 Read and correct the mistakes in these sentences

- 1 Read out the first sentence and check the students agree that *fewer* is the correct amendment.
- 2 Allow time for the students to complete the task and check in pairs.
- 3 Check answers by asking different students to read out the complete sentences.

Answers:

- 2 1.6 litres is the least amount of water that women should drink every day.
- 3 There are very few people who live in the west of Egypt.
- 4 The tour guide said that ten is the **least** number of tourists she can take on the boat trip.
- 5 The hotel was noisy, so they had **little** sleep last night.
- 6 Very few people have travelled to the deepest parts of the sea.

### 3 Answer the questions

- 1 Ask two students to read out the questions and discuss ideas as a class.
- 2 Allow time for the students to complete the task in pairs.
- 3 Check the answers by asking two students to read out the questions and answers.

Answers:


- 1 air
- 2 and 3 Students' own answers

WB Page 4

Module 1

2

## Books and reading



**1 Complete the sentences**

1 This is a historical story about the pharaohs in ancient Egypt.

2 A detective helps the police in their work.

3 The title of the book you are using is New History.

4 I want to see that film because the newspaper says that it is very exciting.

**2 Read and correct the mistakes in these sentences**

1 There are least English cars than Korean cars in Egypt.  
*There are fewer English cars than Korean cars in Egypt.*

2 1.6 litres is the fewest amount of water that women should drink every day.

3 There are very less people who live in the west of Egypt.

4 The tour guide said that ten is the less number of tourists she can take on the boat trip.

5 The hotel was noisy, so they had few sleep last night.

6 Very little people have travelled to the deepest parts of the sea.

**3 Answer the questions**

1 Which weighs the least, air, water or soil?

2 What is the least time you have spent doing your homework?

3 Do few tourists visit your area, or do many tourists visit it?



## LESSON 3 SB page 8

### Outcomes

- To read and understand an adventure story
- To practise expressing feelings
- To carry out an internet search about an author

### SB Page 8

## Lesson 3

2 Read the end of a story below. What kind of story do you think it is?

The trees are the first living things that Hassan has seen in five days. The wind is blowing and the leaves on the trees are **trembling**, like him. He is **tired and weak**. A few hours before he arrived here, Hassan thought he was going to die. There was no food in the desert and he knew that the little water he had would run out another day. Now he knows that he will find water, because if there are trees, there must be water somewhere. But he still does not know where he is. How far is it to the nearest road, where he might find help? The sun is going down quickly and he knows it will be cold for the next eight hours. How can he stay warm for another night in the desert? Suddenly, he sees something. Someone is carrying a light towards him. He realises that it is a man. Finally, help has arrived. He is safe.



3 Read the story again and answer the questions

- 1 If someone is **trembling**, he is *taking very hard / standing quietly*.
- 2 If a person feels **weak**, he is *not strong / excited*.
- 3 Why do you think that Hassan felt *tired and weak*?
- 4 Why did Hassan think that he was going to die?
- 5 How does he know that he will find water?
- 6 How does he know that he is safe?

4 Listen to Salma and Nadia talking about the story and check your answers to exercises 1 and 2

5 Work in pairs

- 1 Read the end of the story again.
- 2 Talk about how the story makes you feel using expressions from the Functions box.

### Expressing feelings

I feel / felt (frightened / quite happy)  
Did the story make you feel (frightened / happy)?  
How did you feel when Hassan finally saw the trees?  
It made me feel (excited).  
How do you feel about (the story) now?  
I don't feel (sad).

### Internet search

Find out about your favourite Egyptian writer.



worry about any words they don't know at this point.

2 Allow time for the students to answer the questions and check in pairs. Do not confirm the answers at this point.

3 Listen to Salma and Nadia talking about the story and check your answers to exercises 1 and 2

1 Explain that Salma and Nadia have read the story and that the students are going to listen to the girls talking about it.

2 Students listen to the recording and check their answers to exercises 1 and 2.

3 Finally, go through any new vocabulary from the text.

### Answers:

#### Exercise 1

It is an adventure story.

#### Exercise 2

- 1 If someone is trembling, he/she is shaking very hard.
- 2 If a person feels weak, he/she is not strong.
- 3 He has been in the desert for five days.
- 4 He had no food and little water in the desert.
- 5 Because there are trees there, and they need water.
- 6 He has seen someone who is carrying a light towards him so he knows that help has arrived. (It is his friend Ahmed.)



### Tapescript

Nadia: Did you like the end of the story?

Salma: I'm not sure I understand it. Who is the man with the light? And why does it say that the leaves are trembling? People usually tremble when they feel excited or frightened, not leaves.

Nadia: Hassan is trembling because he is tired and weak. He's been in the desert for five days. I don't think the writer is saying that the leaves feel frightened when the wind comes, but they are moving in the same way as Hassan because he is so tired.

Salma: How did you feel when Hassan finally saw the trees?

Nadia: It made me feel excited! You know that he will find some water because there are trees there, and they need water. We know that he won't die.



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Salma: I think it's clever because we think that he will be alone in the desert for another night, but then he sees the light.

Nadia: Why do you think there is a man with a light?

Salma: I think that it's his friend Ahmed. Ahmed knew that Hassan was going in the desert and we know that Ahmed knows the desert very well. So Hassan is safe now.

Nadia: Yes, I think you're right.

Salma: How do you feel about the story now?

Nadia: I feel quite happy! I like adventure stories like this.

#### 4 Work in pairs

- 1 Elicit adjectives that describe feelings. Then ask the students to read the Functions box.
- 2 Ask two students to read out the speech bubbles and explain that they should work in pairs to talk about how the story made them feel. Monitor as they are working, encouraging them to give reasons for their answers.

Answers:

Students' own answers



#### Internet search

- 1 Read out the instruction and ask the students who their favourite Egyptian author is.
- 2 Now tell the students that they are going to do an internet search to find out more about him/her. Students research in class or as homework. Remind them to type the name of the author into a search engine.
- 3 When they have carried out their research, ask the students to report their findings to the rest of the class.
- 4 As a further activity, the students could write one or two paragraphs about their favourite story that the author has written.

### LESSON 4 SB page 9 WB page 5

#### Outcomes

- To talk about novels
- To read a summary
- To write a summary



### Lesson 4

#### 1 Ask and answer

- 1 What kind of novels do you like to read? Why?
  - ☐ Adventure stories
  - ☐ Detective stories
  - ☐ Mysteries
  - ☐ Historical stories
  - ☐ Other
- 2 What do you think is important in a novel?

#### 2 PROJECT

- 1 Write a short summary of your favourite book. Use about 150 words.
- 2 Write down the important points in the story and a little about the characters. Ask the questions: Who, What, How?
- 3 Remember that a summary is short. Do not include a lot of description. For example, we do not need to know that the most important character was tall unless it is important for the story. You might not need the names of all the characters.
- 4 Do not copy sentences from the book. Use your own words.
- 5 Do not give your opinion.

#### Black Beauty

By Anna Sewall



"Black Beauty" by Anna Sewall  
"Black Beauty" is a story about a black horse in nineteenth-century England. The horse tells the story of his life which begins at a farm. Black Beauty's mother teaches him to be a good horse. Farmer Grey is very kind and Black Beauty is happy. When Black Beauty is four, Farmer Grey sells him to Squire Gordon. Black Beauty makes friends with other horses and the squire looks after them very well.  
Unfortunately, the squire moves abroad and Black Beauty is sold to different people. Some people are very unkind. One of his homes is very bad. Black Beauty has many adventures before he finally finds a good home again.

#### 1 Ask and answer

- 1 First, ask the students to read the list of genres, and elicit or suggest an example for each.
- 2 Put the students in pairs. Tell them to take turns to ask each other about each genre and to tick the appropriate boxes for their partner (and add notes for *Other*, if appropriate).
- 3 Read out the list to the class. Ask the students to raise their hands for each genre their partner likes reading, and to tell you about any other genres mentioned.
- 4 Read out the second question and elicit ideas from the whole class.

Answers:

Students' own answers

#### 2 Project

- 1 Tell the students they are going to write a summary of a book. Allow time for them to read all the instructions carefully.
- 2 Brainstorm books that the students might like to summarise and write suggestions on the board.



- You could then put the students in pairs or small groups with people who choose the same book.
- 3 Tell the students to read the summary of *Black Beauty*, and to use it as a model.
  - 4 Students plan their summaries, together or individually, referring to the instructions. Go round and offer help where necessary.
  - 5 Students then write their summaries. Go round and check them.
  - 6 Ask volunteers to read out their summaries to the class.

## WB Page 5

### 1 Match the words and their meanings

- |                                      |  |
|--------------------------------------|--|
| 1 <input type="checkbox"/> adventure | a text that gives the most important information about something |
| 2 <input type="checkbox"/> character | b something unusual, exciting and maybe dangerous                |
| 3 <input type="checkbox"/> well      | c a person in a book, play, film, etc.                           |
| 4 <input type="checkbox"/> summary   | d shake a little when you are afraid, worried or excited         |
| 5 <input type="checkbox"/> terrible  | e not strong   |



Module 1 2

### 2 Rewrite the following using the word(s) in brackets to give the same meaning

- 1 Not many people like historical novels. (few)  
Few people like historical novels.
- 2 I would like to read this detective story, but I don't have much time. (little)  
I would like to read this detective story, but I have little time.
- 3 Rodina has more books in her bag than Malak. (fewer)  
Rodina has fewer books in her bag than Malak.
- 4 I don't have as much interest in adventure stories as I do in mysteries. (less)  
I have less interest in adventure stories than in mysteries.

### 3 Complete the dialogue

asked don't feel like how make

- Nazem: Did you like the 1 film?
- Muiz: No, I didn't understand it.
- Nazem: Did the film 2 you feel frightened?
- Muiz: Some of it did. It also made me feel sad.
- Nazem: How did you 3 when Ahmed returned from the desert?
- Muiz: I didn't understand. Why was Yehia so 4 to see him?
- Nazem: Ahmed was his brother. He last saw him ten years ago!
- Muiz: I didn't know that he was his brother!
- Nazem: 5 do you feel about the film now that you know this?
- Muiz: I understand it now. I 6 feel sad!



### 4 Write a paragraph about your favourite Egyptian writer

### 1 Match the words and their meanings

- 1 Read out the first word and check the students agree that b is the matching definition (given as the example).
- 2 Allow time for the students to complete the task. Then check the answers as a whole class.

Answers:

2 c 3 e 4 a 5 d

### 2 Rewrite the following using the word(s) in brackets to give the same meaning

- 1 Read out the first answer.
- 2 Students rewrite the sentences individually. Go round and monitor.
- 3 Invite different students to give answers to the class.

Answers:

- 2 I would like to read this detective story, but I have little time.
- 3 Malak has fewer books than Rodayna.
- 4 I have less interest in adventure stories than in mysteries.

### 3 Complete the dialogue

- 1 Ask a student to read out the first line in the dialogue, completed as the example.
- 2 Allow time for the students to complete the task and then compare answers in pairs.
- 3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 make 3 feel 4 excited 5 How 6 don't

### 4 Write a paragraph about your favourite Egyptian writer

- 1 First, brainstorm the names of Egyptian authors, and write them on the board. Prompt a short discussion about each one to encourage ideas for their writing. Ask the students about the information they found in the Internet search in Lesson 3.
- 2 Allow time for the students to plan and write their paragraphs. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and check, offering help where necessary.
- 3 Ask the students to exchange their work with a partner and check grammar and spelling.
- 4 Invite volunteers to read their paragraphs out to the class.



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## REVIEW SB page 10 WB page 6

### Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using *few/fewer/the fewest; little/less/the least*
- To practise expressing feelings
- To develop word building skills

### Before using the book:

- Write *Books and reading* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

### SB Page 10

## 2 Review

Now you can ...

- talk about books and reading

1 Match the words and their definitions

1 review	a the name given to a book, play, etc
2 summary	b a long story that is written
3 novel	c writing which gives your opinion about a book or film
4 title	d writing that gives the main information about something

• use *few / fewer / the fewest; little / less / the least*

2 Choose the correct words

- The old library has fewer books than the modern library.
- We all do less work when we feel tired.
- This bottle has the least / the least orange juice in it.
- Do you know the animal with the fewest / the least teeth?

• express feelings

3 Complete the dialogue

about do you feel don't feel How makes me feel make you feel nervous feel sad

Male: Does this novel 1 make you feel frightened?  
 Soha: No, it makes me 2 happy.  
 Male: 3 How does the end of this story make you feel?  
 Soha: It 4 makes me feel nervous.  
 Male: How 5 do you feel when you do an exam?  
 Soha: I feel 6 don't feel nervous.  
 Male: How do you feel 7 about speaking English now?  
 Soha: I 8 feel sad why I miss it!

### Word building skills

The root of these words is *care*. We can add different endings to change the meaning of the root word. The ending will often help you decide what kind of word it is.

care (n) care (v) careful (adj) carefully (adv)

What endings can you add to help?

### 1 Match the words and their definitions

- Read out the first word and check the students agree that *c* is the matching definition (given as

the example).

- Allow time for the students to complete the task and then check the answers as a whole class.

Answers:

2 d 3 b 4 a

### 2 Choose the correct words

- Read out the first sentence, completed as the example.
- Remind the students to refer back to the Grammar box (on page 7) if necessary. Then tell them to complete the task. Go round and offer help as required.
- Check answers by inviting different students to read out the sentences with the correct words.

Answers:

2 less  
3 the least  
4 the fewest

### 3 Complete the dialogue

- Ask a student to read out the first sentence in the dialogue, completed as the example.
- Allow time for the students to complete the task and then compare answers in pairs.
- Check the answers by asking two students to read out the completed dialogue.

Answers:

2 feel sad  
3 How  
4 makes me feel  
5 do you feel  
6 nervous  
7 about  
8 don't feel

### Word building skills

- Ask students to read the Word building skills box carefully. You could then ask the students to make sentences containing each word.
- In pairs, students think of different endings for the root word *help*. If dictionaries are available, encourage their use.
- Elicit their answers and write them on the board. Again, you could ask the students to make



sentences containing each word.

Answers:   
The same endings can be added to *help* as to *care*:   
*helper helpful/helpless helpfully/helplessly*

## WB Page 6

### Module 1 2 Complete the sentences using the correct form of the words in brackets

- 1 Mary's mother is a *carer* (care). She helps people who are very old.
- 2 There were eggs in it, so we were very *careful* (care) with them.
- 3 Ahmed drove very *carefully* (care) after he passed his driving test.

### 3 Choose the correct words to complete the book review

You have heard of the writer, Daniel Defoe. 1 don't I (haven't I) you? One of my favourite 2 novels / characters by Daniel Defoe is a book called *Robinson Crusoe*. It is about a boy who wants to become a sailor. When he grows up, he travels to many countries and has many 3 adventures / troubles. His boat sinks and he lives for many years on 4 an island / a valley. I liked the 5 description / description of how he finds food and a place to live. Finally, Crusoe meets some other people and returns to England. Some of the story 6 did / made me feel sad, but at the end I felt happy. It was a very 7 enjoyed / enjoyable story and the 8 character / characters are wonderful.



Daniel Defoe

### 4 Write a book review

- Choose a book you like or know well.
  - Write a short description of the story.
  - Say which parts of the story you like or don't like.
  - Say how the book makes you feel.
- Remember that in a review, it is important to include your opinion.



### 1 Complete the sentences using the correct form of the words in brackets

- 1 Read out the instructions, and tell the students that they have to change the words in brackets to nouns, adjectives or adverbs.
- 2 Read out the first sentence, completed as the example. Elicit what kind of word *carer* is (a noun).
- 3 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.
- 4 You could ask the students to say what kind of word each answer is.

Answers:

- 2 careful (adjective)
- 3 carefully (adverb)

### 2 Choose the correct words to complete the book review

- 1 Tell the students to read the whole text quickly, without worrying about the correct answers.
- 2 They then work in pairs to choose the correct words. Go round and monitor.
- 3 Finally, invite different students to read out the complete text, sentence by sentence.

Answers:

- 2 novels
- 3 adventures
- 4 an island
- 5 description
- 6 made
- 7 enjoyable
- 8 characters



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### 3 Write a book review

- 1 Read out the instructions and then invite the class to suggest suitable books.
- 2 Students either choose a book and work alone, or work with a partner who has chosen the same book. Allow time for them to plan what to write. Tell them to reread the review in exercise 2. Remind them that when they describe the story, they should use the present simple tense.
- 3 Allow time for the students to write their reviews. They should start their answers in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary and making sure they follow all the instructions.
- 4 Ask the students to exchange their work with a partner and check grammar and spelling.
- 5 Invite volunteers to read out their reviews to the class.

Answers:

Students' own answers



# Assessment

## Speaking task

**Outcome:** to express feelings

Use SB p8, Functions box

- 1 Ask the students to reread the Functions box and then close their books.
- 2 While they are reading, write some or all of the following topics on the board:  
*My first day at school   Going to the beach   Music   Meeting friends   Exams   Sport*
- 3 Put the students in pairs or small groups and ask them to choose three of the topics.
- 4 They then take it in turns to ask and answer, for example, *How did you feel on your first day at school? Does going to the beach make you feel happy?* Go round and monitor. Let them consult their books if necessary, but encourage them not to. Assess them on their use of expressions in the Functions box.

## Reading task

**Outcome:** to read a conversation about reading

Use SB p6, exercise 2 text

- 1 On the board, write these sentences: 1 Tarek wants to find a new book to read. 2 There are lots of comedy novels in the library. 3 Omar likes detective stories. 4 Tarek likes short books. 5 Omar thinks that *Around the World in 80 Days* will be a good book.
- 2 Ask the students to read the text again and write down *True (T)*, *False (F)* or *Doesn't Say (DS)* for each sentence.
- 3 Check answers as a class.

## Writing task

**Outcome:** To practise using *few/fewer/fewest; less/little/least*

Use SB p7, Grammar box.

- 1 On the board, write the following:
  - 1 \_\_\_\_\_ students in my class like detective books. Most people prefer adventure stories.
  - 2 I've got \_\_\_\_\_ bread than you! Could I have some more, please?
  - 3 Our new house has \_\_\_\_\_ rooms than our old house, but they're bigger.
  - 4 There's \_\_\_\_\_ water left in the jug. Could you fill it up, please?
  - 5 Ako does the \_\_\_\_\_ work of anyone in the class, but his results are excellent.
  - 6 I've read the \_\_\_\_\_ books of anyone in my class. I should try to read more.
- 2 Elicit the correct word to complete the first sentence (*Few*). Then ask students to complete the rest of the sentences.
- 3 In pairs, students complete all the sentences. Go round and check.

## Listening task

**Outcome:** to understand a conversation about a story

Use the recording for SB p8, exercise 3

- 1 On the board, write the following incomplete extracts from the recording:
  - 1 Why does it say that the leaves are \_\_\_\_\_?
  - 2 I don't think the writer is saying that the leaves feel \_\_\_\_\_.
  - 3 Hassan is trembling because he is tired and \_\_\_\_\_.
  - 4 It made me feel \_\_\_\_\_!
  - 5 I feel quite \_\_\_\_\_!
- 2 Play the recording, pausing as necessary, and ask the students to complete the extracts with the missing words.
- 3 Check answers and play it again if necessary.



شمس وقمر





## Objectives

Grammar  
Present and past simple passive  
Reading  
Reading a website article about a festival  
Listening  
Listening to a description of a festival  
Speaking  
Sequencing events in a festival  
Writing  
Writing an email about a special day

## LESSON 1 SB page 11

### Outcomes

- To read about spring festivals
- To answer questions about a website article

### Before using the book:

- Write the title of the unit, *Festivals and special days*, on the board and ask the students to tell you what they think this means and what they will study in the unit. Confirm any correct answers.
- Ask the students to name festivals and special days that are celebrated in Egypt. Which ones are their favourites? Why?



شمس وقمر



## Festivals and special days

### Lesson 1

#### OBJECTIVES

- Grammar: Present and past simple passive
- Reading: Reading a website article about a festival
- Listening: Listening to a description of a festival
- Speaking: Sequencing events in a festival
- Writing: Writing an email about a special day

#### 1 Ask and answer

How do you know when it is the start of spring?

#### 2 Match the words and their definitions

- |   |  |
|---|--|
| 1 <input checked="" type="checkbox"/> celebrate | a an important day with lots of activities |
| 2 <input type="checkbox"/> festival             | b without having to pay any money          |
| 3 <input type="checkbox"/> free                 | c better or more important than usual      |
| 4 <input type="checkbox"/> special              | d be a sign for something                  |
| 5 <input type="checkbox"/> represent            | e enjoy activities on an important day     |



#### 3 Read the website article and check your answers to exercise 1

### Spring festivals

Spring is **celebrated** in different ways all over the world. It is a very **special** time of the year. In Egypt, Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.

In Japan, people celebrate when small flowers first appear on thousands of trees across the country. People go outside and have picnics under the trees with their friends and family.

In the town of Zénica in Bosnia, people have a **festival** of eggs in spring. Hundreds of eggs are cooked in a big pan for breakfast and these are given to all the people of the town for **free**.

In Australia, the start of spring is celebrated in September. In the city of Canberra, there is a month-long flower festival to celebrate spring. You can see about a million beautiful flowers in the city's main park, and you can also listen to music.

Why do so many countries celebrate spring? The flowers and eggs all **represent** the new life that we can start to enjoy after the winter months have ended.



#### 4 Answer the questions

- When do people in Japan start to celebrate spring?
- What do they do to celebrate, and who do they do it with?
- Do people have to buy breakfast at Bosnia's festival of eggs? Why? / Why not?
- What can you see and do at the flower festival in Australia?

### 1 Ask and answer

- Draw attention to the Objectives box on page 11, which refers to the objectives of the unit, and explain in Arabic if necessary.
- Read out the question and ask students to discuss it in small groups. Invite them to share their ideas and tell them that they will find out more about the beginning of spring in different places when they read the text.

### 2 Match the words and their definitions

- Read out the first word and check the students agree that *e* is the matching definition (given as the example).
- Allow time for the students to complete the task and then check the answers as a whole class.

Answers:

2 a 3 b 4 c 5 d

### 3 Read the website article and check your answers to exercise 1

- Students read the text quickly, without worrying about every word.



- 2 Elicit the answer to the question in exercise 1 about the different countries mentioned in the text.

Answers:

It is celebrated in different ways around the world, often when flowers appear on trees for the first time in the year.

#### 4 Answer the questions

- 1 Ask the students to read the questions and then allow time for them to read the text more slowly, and to find the answers.
- 2 When they have finished, ask them to check their answers with a partner before checking them orally as a whole class. Encourage them to use complete sentences.
- 3 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

- 1 When small flowers first appear on cherry trees across the country
- 2 They go outside and have picnics under the trees with their friends and family.
- 3 No, because eggs are cooked and given to all the people in the town for free.
- 4 You can see a million beautiful flowers in the city's main park and you can listen to music.

## LESSON 2 SB page 12 WB page 7

### Outcomes

- To use the present and past simple passive correctly
- To talk about festivals and special days



### 3

### Lesson 2

#### 1 Underline the passive verbs in these sentences

- 1 Spring is celebrated in different ways all over the world.
- 2 Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.
- 3 Hundreds of eggs are cooked in a big pan.
- 4 In Australia, the start of spring is celebrated in September.

#### GRAMMAR BOX

##### Present and past simple passive

- We use the passive when we don't know the subject of a sentence, or when the action is more important than the subject / person who does it. We can also use *by* + noun to talk about the person or thing that does the action.
- The form of the present simple passive is *am / is / are + (not) + past participle*.  
In Bosnia, the people cook eggs in a big pan. (active)  
In Bosnia, eggs are cooked in a big pan. (passive)
- The form of the past simple passive is *was / were + (not) + past participle*.  
I didn't send the email. (active) The email wasn't sent. (passive)
- To make Yes / No questions, the form is *am / is / are / was / were + noun / pronoun + past participle*.  
Are special foods eaten at the festival? Yes, they are.  
This toy is fantastic. Was it made in Egypt? Yes, it was.
- Question words come before the verb (*be* form).  
Why is this sometimes kept in open air? (passive)  
How was fish cooked in the past?

#### 2 Make questions and answers in the present or past simple passive

- 1 Who first pizza / invented by? Who was the first pizza / invented by?  
The first pizza was invented / by an Italian.
- 2 Where Sham el-Nessim / celebrate today? It is celebrated / all over the country.
- 3 What papyrus / first use for / long ago? It was used / by the ancient Egyptians.
- 4 What often / give / to children at New Year today? Sweets are given / to children.



#### 3 Ask and answer

- 1 What special days are celebrated by your family?
- 2 Are there any festivals that are celebrated in your city / village or school?

#### 1 Underline the passive verbs in these sentences

- 1 Read out the first sentence. Explain that *is celebrated* is the passive form of the verb, in the present simple tense.
- 2 Elicit or explain why the passive is used here (it is not so important who celebrates the festival - the important part of the sentence is the festival itself).
- 3 Elicit or explain how the passive is formed in this example (*be* in the present simple, then the past participle of the verb *celebrate*).
- 4 Now allow time for the students to read the Grammar box. Go round and answer any queries.
- 5 Ask the students to copy sentences 1-4 from exercise 1 into their notebooks and underline the passive verbs.



- Answers:
- Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.
  - Hundreds of eggs are cooked in a big pan.
  - In Australia, the start of spring is celebrated in September!

6 Ask the students to tell you the tense of each passive verb, and to explain how they know (by looking at the tense of the verb *be*, before the past participle). The tenses are: 1 present simple; 2 past simple; 3 present simple; 4 present simple.

## 2 Make questions and answers in the present or past simple passive

- Call out some of the verbs needed for this exercise for the students to reply with their past participles (*invent, invented; celebrate, celebrated; use, used; give, given*).
- Students then read the example and complete the rest of the questions and answers with a partner, referring back to the Grammar box if necessary.
- Invite different students to read out the questions and answers. Ask the rest of the class to say whether they are correct and, if not, to correct them.

Answers:

- Who was the first pizza invented by? The first pizza was invented by an Italian.
- Where is Sham el-Nessim celebrated today? It is celebrated all over the country.
- What was papyrus first used for long ago? It was used for paper by the ancient Egyptians.
- What is often given to children at New Year today? Sweets are given to children.

## 3 Ask and answer

- Read out the first question and invite different students to tell the class about the special days their families celebrate.
- In small groups, students ask and answer the questions; go round and listen, offering prompts where necessary.
- Finally, invite different students to tell the class about what the other students in their group have told them.

3

Module 1

## Festivals and special days



### 1 Complete the sentences

*celebrate festival free special represents*

- When do people *celebrate* ... new year in your country?
- Many countries have a ... when it is the start of spring.
- The teacher asks the children what "50" ...
- Sham el-Nessim is a ... day for all of us.
- You do not have to pay to go into the museum. It is ...

### 2 Read and correct the mistakes in these present passive sentences

- Cats *is* worn in winter. *Cats are worn in winter.*
- Oranges *is* grown in hot countries. *Oranges are grown in hot countries.*
- Spring *is* celebrate all over the world. *Spring is celebrated all over the world.*
- Sam *is* keeping in that cupboard. *Sam is kept in that cupboard.*
- Many photos *are* look of the Pyramids every day. *Many photos are taken of the Pyramids every day.*

### 3 Complete the text using the present passive or past passive form of the verbs in brackets

In the past, fish 1 *was* caught. ... (catch) every day. Then it 2 ... (take) to the markets where people could buy it. Later, fish 3 ... (put) into cars which could 4 ... (sell) in shops for many months. Today, a lot of the fish that we buy 5 ... (freeze) on the day it 6 ... (catch).

## 1 Complete the sentences

- Read out the example and check that the students agree that *celebrate* is the correct answer.
- Students complete the task in pairs. If dictionaries are available, encourage their use.
- Check answers.

Answers:

- festival
- represents
- special
- free

## 2 Read and correct the mistakes in these present passive sentences

- Ask the students to read the example carefully and identify the mistake (the correct form of *be*, in this case *are*, is missing).
- Students complete the task in pairs while you go round and monitor.
- Ask different students to read out each sentence for the class to check their answers. For each sentence, ask them to explain the mistake.



Answers:

- 2 Oranges **are** grown in hot countries. (plural form of *be*, not singular)
- 3 Spring is **celebrated** all over the world. (*celebrated*, not *celebrate*)
- 4 Jam is **kept** in that cupboard. (past participle not present continuous)
- 5 Many photos are **taken** of the Pyramids every day. (past participle, not past simple)

### 3 Complete the text using the present passive or past passive form of the verbs in brackets

- 1 Ask the students to read the example sentence and check that they understand what to do.
- 2 The students complete the exercise individually and check their answers in pairs. Go round and monitor.
- 3 Then check the answers as a whole class. Ask different students to read out each sentence.

Answers:

- 2 was taken
- 3 was put
- 4 be sold
- 5 is frozen
- 6 is caught

## LESSON 3 SB page 13

### Outcomes

- To listen to a description of a festival
- To use sequencing words to describe a special day
- To carry out an internet search about the longest day of the year



### Lesson 3

#### 1 Ask and answer

What is your favourite festival of the year?

#### 2 Match these sentences about Chinese New Year with the pictures

- 1 ☒ There are **parades**, where people wear colourful **costumes**.
- 2 ☐ At 12 o'clock, there are fireworks and the sky is filled with colours. It's very noisy!
- 3 ☐ We **decorate** our homes with red paper **lanterns**.

#### 3 Listen to Li describing Chinese New Year. Who do young people visit on the first day of the new year?

- 4 Listen again. Are these sentences true (T) or false (F)?
- 1 ☒ Chinese New Year is an important festival in China.
- 2 ☐ After the houses are decorated, they are cleaned.
- 3 ☐ New Year's dinner is usually fish.
- 4 ☐ The red envelopes that children are given contain messages.
- 5 ☐ The first thing that happens on New Year's Day is fireworks.
- 6 ☐ At midday, there are parades.

#### 5 Work in pairs

- a Think of a special day that you celebrate or have celebrated.
- b Describe and order the events on that day for your partner.

**FUNCTIONS BOX**

**Using sequencing words**

First of all, (we clean our houses).  
 Next, (we decorate our homes).  
 Afterwards, (many people go shopping).  
 After / Before / At (dinner, children are given envelopes).  
 At midnight / midday (there are fireworks).  
 The next day / morning / afternoon, (we wear our new clothes).



First of all, we go shopping for special food.

**Internet search**

Find out which countries celebrate the longest day of the year, and what they do on this day.

#### 1 Ask and answer

- 1 Read out the question and encourage a short class discussion. Ask the students to say why they enjoy their chosen festivals.

#### 2 Match these sentences about Chinese New Year with the pictures

- 1 Ask the students to look at the pictures and say what they can see. They then complete the exercise by matching the pictures and locations.
- 2 Read out the first sentence and ask the students to match it with the correct picture (b). Check that they understand *parade* and *costume*.
- 3 Repeat with sentences 2 and 3, checking the students' understanding of *lanterns*.

Answers:

- 2 a 3 c

#### 3 Listen to Li describing Chinese New Year. Who do young people visit on the first day of the new year?

- 1 Tell the students that they are going to hear someone called Li talking about Chinese New



- Year and how it is celebrated. Read out the question and then play the recording.
- 2 Read out the question again and elicit the answer from the class.

### Tapescript

Li: My name's Li. I'm from China. My favourite festival is New Year. It lasts for about eight days. It's the most important festival for Chinese people and we start preparing for it a week before it starts. First of all, we clean our houses. We sweep and wash all the floors, doors and windows. Next, we decorate our homes with red paper lanterns. Afterwards, many people go shopping for new red clothes.

There is always a special meal on the night before New Year's Day. Relatives come from far away to join their families. Lots of special New Year food is eaten, but the most important food is usually fish. Dinner is usually eaten at home, not often in a restaurant. After dinner, children are given red envelopes with some money inside by their parents. At midnight, there are fireworks and the sky is filled with colour and noise.

The next morning, on the first day of the new year, we wear our new clothes and say congratulations to our friends and neighbours. Traditionally, young people visit older people to say Happy New Year to them. At midday, there are parades where people dress up in colourful costumes. Some people wear huge lion costumes, too.

Answers:

They visit older people to say Happy New Year to them.

#### 4 Listen again. Are these sentences true (T) or false (F)?

- 1 Ask the students what they remember from the recording they have just heard.
- 2 Allow time for them to read the six sentences. Tell them they are going to hear the recording again and that they should not start the task until it is finished.
- 3 Play the recording for the students to listen and then write their answers.
- 4 Check answers as a whole class. If necessary, play the recording again.

Answers:

- 2 F (They clean the houses first.)
- 3 F (It is usually eaten at home.)
- 4 F (They usually contain money.)
- 5 T (They start at midnight.)
- 6 T

### 5 Work in pairs

- 1 Students choose a special day that their families celebrate.
- 2 Tell them to read the Functions box. Then invite one or two confident students to tell the class about the sequence of events on the special day that they have chosen, using the example to help.
- 3 In pairs, students tell each other about their special days. Go round and listen, making sure they use expressions from the Functions box.
- 4 Finally, invite some different students to tell the class about their special days.



### Internet search

- 1 Ask the students when the longest day of the year is in Egypt.
- 2 Now tell the students that they are going to do an internet search to find out which countries celebrate the longest day of the year and what they do on this day.
- 3 Ask them to look at the Internet search box and elicit what they should type into the search engine, for example, *longest day celebrations*. This can be done in class if there are enough resources, or as homework. You could also ask them to choose one country to tell the rest of the class about.
- 4 Ask the students to report their findings to the rest of the class.

## LESSON 4 SB page 14 WB page 8

### Outcomes

- To learn about Sham el-Nessim
- To use critical thinking skills to discuss festivals





3
Lesson 4

## SHAM EL NESSIM

**Sham el-Nessim** means smelling the breeze and it is celebrated all over Egypt on a Monday in April or May. The festival started in about 1700 BCE. The ancient Egyptian year had three seasons and Sham el-Nessim was held to celebrate the start of spring. Sham el-Nessim isn't celebrated in any other country.

- Today, Sham el-Nessim is a holiday and families go out to enjoy the fresh spring air. The spring air is very good for you! People often have a picnic in the country, in parks or along the Nile.
- Special food is eaten at Sham el-Nessim. Traditionally, boiled eggs are eaten for breakfast. Eggs are decorated in bright colours by children. They usually paint the eggs in the morning and leave them in the sun to dry.
- Another traditional food which is eaten on this day is **fourkh** fish that is dried with salt. This tradition also dates back to ancient Egyptian times. When people had more fresh fish than they could eat, they put salt on it to **preserve** it.
- It is important to buy **fourkh** from a clean shop so that you are sure that the fish will be good for you.

**1** Answer the questions about the words in red in the text.

- 1 Is a breeze a strong wind or a weak wind?
- 2 If you preserve something, does it last a long time or a short time?
- 3 If something is traditional, has it been done for a long or short period of time?

**2** Answer these questions.

- 1 Why and when did the festival of Sham el-Nessim first start?
- 2 How is Sham el-Nessim celebrated by most people these days?
- 3 Why did people first eat dried fish?
- 4 Why should you buy **fourkh** from a clean shop?

**3** **CRITICAL THINKING**

- 1 How was Sham el-Nessim celebrated by your family last year?
- 2 Which other times of the year do you think are important? Why?
- 3 Why do you think tourists like to visit a country when there is a festival?

### 1 Answer the questions about the words in red in the text

- 1 Ask the students what they know about the Sham el-Nessim festival. Ask whether they know when the festival was first celebrated and why people eat the traditional food that is eaten during the festival. Tell them that they will find out later.
- 2 Students read the text. Tell them not to worry about any words they don't know at this point. Check their answers.
- 3 Students then look at the words in red. Ask them what they think the words mean. They then answer the questions. Remind them to read the sentences around the words in red in order to understand their meaning.
- 4 Check answers as a whole class.

#### Answers:

- 1 a weak wind
- 2 a long time
- 3 for a long period of time

### 2 Answer these questions

- 1 Students answer questions 1–4, looking back at the text where necessary.
- 2 Check answers as a whole class.
- 3 Ask students whether there were any words in the text that they didn't understand. Encourage them to work out the meaning from context before confirming their ideas.

#### Answers:

- 1 To celebrate the start of spring; in 2700 BCE.
- 2 People have picnics and eat traditional food. Children decorate eggs.
- 3 They preserved it because they had more fresh fish than they could eat.
- 4 So you are sure that the fish will be good for you.

### 3 Critical thinking

- 1 Put the students into small groups to discuss the first question.
- 2 Monitor as they are working, helping where necessary.
- 3 Invite different groups to share their ideas, before holding a short class discussion.
- 4 Repeat with the second question.

#### Example answers:

- 1 and 2 Students' own answers
- 3 So that they can experience part of a different culture.





### Answer the questions

- 1 What kind of food can you preserve with salt?
- 2 Are costumes clothes that you wear every day or clothes that you wear for special days?
- 3 Do people use lanterns to see at night or to keep warm during the day?
- 4 Is midnight the minute after 11.59 a.m. or the minute after 11.59 p.m.?
- 5 Are there many or a few people in a parade?

### Complete the sentences with words from exercise 1

- 1 The children were happy at the school play.
- 2 Many people like to have food to eat.
- 3 At midnight, there were fireworks to celebrate the start of spring.
- 4 He walked up the street in a parade.
- 5 There was no electricity on the farm, so the farmer used lanterns so that he could read.

### Complete the text about Thanksgiving Day in Canada

Afterwards At Next next day up-off

1 ... a large bird and special food are brought at the shops and cooked.  
2 ... we play or watch a game of American football. 3 ... many people go on a parade, with balloons and music. 4 ... dinner, we eat the turkey and say thank you for all the good things in our life. The 5 ... we give money or food to poor people.



### 1 Answer the questions

- 1 Read out the first question and elicit the answer from the class (*You can preserve fish with salt*).
- 2 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

Answers:

- 1 You can preserve fish with salt.
- 2 They are clothes you wear for special days.
- 3 You use them to see at night.
- 4 It is the minute after 11.59 p.m.
- 5 There are many people.

### 2 Complete the sentences with words from exercise 1

- 1 Ask the students to look at the example and elicit what they have to do (they have to use the words in italics in exercise 1).
- 2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

- 2 preserve
- 3 midnight
- 4 parade
- 5 lanterns

### 3 Complete the text about Thanksgiving Day in Canada

- 1 Ask the students to read the text quickly without worrying about the gaps.
- 2 Then allow time for them to complete the task and check in pairs.
- 3 Check the answers as a whole class.

Answers:

- 2 next
- 3 Afterwards
- 4 At
- 5 next day

### REVIEW SB page 15 WB page 9

#### Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using the present and past simple passive correctly
- To practise using sequencing words correctly

#### Before using the book:

- Write *Festivals and special days* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.





## Review

Now you can ...

• talk about special days

1 Complete the sentences

breeze celebrate costumes decorate festival parade

- 1 My favourite **festival** is Eid al-Fitr. It is held to the end of Kartudan.
- 2 At some festivals, children join a and wear colourful
- 3 When we eggs for Sham al-Nasim, we try to use natural colours from plants.
- 4 When we stood on the beach, we could feel a blowing from the sea.

• use the present and past simple passive correctly

2 Write the sentences using the correct form of the passive

- 1 Who invented fireworks? *Who were fireworks invented by?*
- 2 How do people celebrate New Year in China?
- 3 The children made their wonderful costumes.
- 4 Thousands of people watch the parade every year.
- 5 My parents gave me new clothes for Eid al-Fitr.
- 6 Why do people preserve fish?



• use sequencing words

3 Complete the sentences

- | Afterwards | At | Before | First of all | The next | After |
|------------|----|--------|--------------|----------|-------|
| 1          | 2  | 3      | 4            | 5        | 6     |
- 1 *First of all*, the two-day festival is opened by Mr Sergany at 9 a.m.  
 2 there is an art competition. 3 midday, lunch is served.  
 4 lunch, there is a children's sports competition. 5 morning, you can look at and buy crafts. 6 Mr Sergany closes the festival at 1 p.m., you can listen to some traditional music.

### Writing skills

A good piece of writing always ends with a conclusion (a closing sentence). You can use the following expressions:

- To conclude, this is one of the most important festivals of the year.
- To summarise, festivals are very important for everyone in Egypt.
- In conclusion, there are many festivals that we can enjoy in Egypt.

### 1 Complete the sentences

- 1 Read out the first sentence, half completed as the example.
- 2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

- 1 celebrate
- 2 parade/costumes
- 3 decorate
- 4 breeze

### 2 Write the sentences using the correct form of the passive

- 1 Ask the students to study the example.
- 2 Students complete the exercise individually before checking their answers with a partner. Go round and monitor.
- 3 Invite different students to read out their answers.

Answers:

- 2 How is New Year celebrated (by people) in China?
- 3 Wonderful costumes were made by the children every year.
- 4 The parade is watched by thousands of people every year.
- 5 I was given new clothes for Eid al-Fitr by my parents.
- 6 Why is fish preserved (by people)?

### 3 Complete the sentences

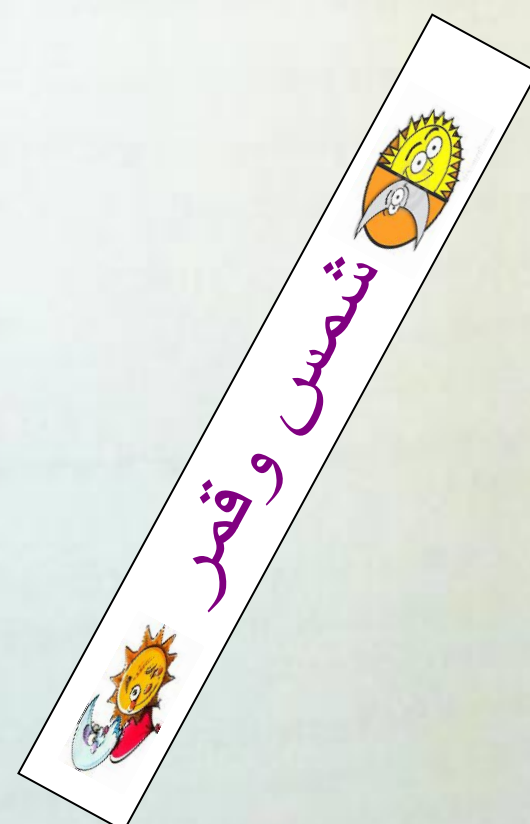
- 1 Read out the first sentence, completed as the example.
- 2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

- 2 Afterwards
- 3 At
- 4 After
- 5 The next
- 6 Before

### Writing skills

- 1 Ask students which part of an essay is at the end (the conclusion). Elicit different ways of starting a concluding paragraph.
- 2 Students then read the Writing skills box and examples.





## 1 Write a sentence to conclude this article

Remember how that people usually think and decorate their houses. Relatives meet to eat a special meal and after dinner, children are given money or real jewellery. There are fireworks at midnight.

## 2 Put these sentences in the correct order

at home.

to ask me to tell you what my brothers and I do on Mother's Day in England.

• At dinner, we give her a small present or some flowers.

• After we come home from our grandparents' house, we make Mum a cup of tea.

• After that, we give her our card before we go to our grandparents' house.

• One of all, we make Mum a card to thank her for all the things she has done for us.

• Next, we make her a nice breakfast.

So Mother always has Mother's Day!

End with:

She

## 3 Write an email about a special day

• Why is this day celebrated?

• What do you usually do on this day?

• Do you eat any special food?

Remember to use sequencing words and write a conclusion.



## 1 Write a sentence to conclude this article

1 Elicit the phrases for starting a conclusion (e.g. *To conclude; To summarise; In conclusion, etc.*).

2 Students read the article and complete it with a concluding sentence. Go round and monitor. Offer help if necessary.

3 Check answers.

Answers:

Students' own answers

## 2 Put these sentences in the correct order

1 Ask the students to read the text quickly and ask what it is about (Mother's Day in England).

2 Then ask the students to read the sentences more carefully and put them into the correct order.

3 Check the answers as a whole class.

Answers:

a 5 b 4 c 3 d 1 e 2

## 3 Write an email about a special day

1 Ask the students to reread the text on page 14 of the Student's Book, and tell them they are going to write about another special day. Explain that it does not have to be a festival – it could be a day that is special just for their family.

2 Tell them to discuss ideas with a partner, and make notes.

3 Before they start writing, refer them to the Functions box on page 13 of their Student's Books, and tell them to use sequencing words to describe the order of events.

4 They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their work with a partner to read and check for spelling and grammar.

5 Finally, invite different students to read out their emails for the class.



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# A s s e s s m e n t

## Speaking task

**Outcome: to sequence events**

Use SB p13, Functions box

- 1 Ask the students to think about what they do on a typical Friday. Tell them to note down their ideas, in chronological order.
- 2 Elicit some ideas from the class, and write them on the board.
- 3 In pairs, students tell each other what they do on Fridays, using the expressions from the Functions box.

## Reading task

**Outcome: to read a website article about a festival**

Use SB p11, exercise 3 text

- 1 Write the following incomplete sentences on the board: 1 In Japan, people celebrate the appearance of \_\_\_\_\_ on the cherry trees in spring. 2 In Zenica, Bosnia, people eat \_\_\_\_\_, which are given to them for free. 3 Spring is celebrated in the month of \_\_\_\_\_ in Australia. 4 Flowers and eggs represent \_\_\_\_\_.
- 2 Ask the students to read the text again and then complete the sentences.
- 3 Students discuss their ideas in pairs. Check answers as a class.

## Writing Task

**Outcome: to practise using the passive**

- 1 On the board, write the following sentences: 1 We celebrate Mother's Day every year. 2 In China, they give the new year the name of an animal. 3 When did they start Teacher's Day? 4 Our town held a big celebration last year.
- 2 Tell the students to rewrite the sentences in the correct tense of the passive. Go round and monitor.
- 3 Invite different students to read out their sentences for the rest of the class to check.

## Listening task

**Outcome: to understand a description of a festival**

Use the recording for SB p13, exercises 3 and 4

- 1 On the board, write the following incomplete extracts from the beginning of the tapescript:  
1 I'm from China. \_\_\_\_\_ is New Year.  
2 First of all, \_\_\_\_\_.  
3 Next, we \_\_\_\_\_ with red paper lanterns.  
4 There is always a special meal \_\_\_\_\_ New Year's Day.
- 2 Play the recording, and ask the students to complete the missing information.

