

New English Leaders

Book 6
Teacher's Guide



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Scope and Sequence

Unit	Vocabulary	Grammar	Skills
1 The Sleeping Giant page 4	dormant, explode, pressure, molten, devices, satellites, evacuation, shelters, survival, warnings	Going to and present continuous: future plans <i>I'm going to visit Paris next month. (I have decided to visit Paris.)</i> <i>I'm visiting Paris next month. (I have already bought the ticket.)</i> Will: future predictions and immediate decisions <i>She will pass the exam.</i> <i>I'll carry your bag.</i>	Reading: a text about volcanoes Listening: listening for details about Daniel's plans Speaking: asking and answering questions about weekend plans and predictions Writing: writing an informal letter
2 Riding into the Future page 12	autonomous, innovations, sensors, congestion, tubes, magnetic, efficient, vertically, transportation, evolving	May, might, and could: expressing possibility <i>She may join the club. (It is likely that she will join the club.)</i> <i>She could join the club. (It is possible, but there are other options too.)</i> <i>She might join the club. (There is only a small chance. No one is very sure.)</i> Must and can't <i>They must be exhausted. They've been running all day.</i> <i>That can't be her bag. It's a different colour.</i>	Reading: a text about transportation in the future Listening: listening for details about Jack's weekend in the future Speaking: asking and answering questions about class trip Writing: writing an informal email
3 The Door Behind the Wall page 20	curious, hollow, creak, flashlight, journal, project, museum, decorate, reflect, discovery	If clauses: type zero and type one (revision) <i>If you mix red and white, you get pink.</i> <i>If it rains tomorrow, I will (I'll) stay home.</i> If clause: type two <i>If I won the lottery, I would (I'd) buy a new house.</i> <i>If I didn't have homework, I would go to the party.</i> <i>If I were taller, I would play basketball.</i>	Reading: a story about discovering a hidden room Listening: listening for details about a day at the animal shelter Speaking: asking and answering questions about things that are always true, real future situations, or imaginary situations Writing: writing a descriptive essay
4 Pioneers with Paws page 28	pioneer, mission, orbit, gravity, observe, launch, task, design, return, exploration	Passive voice: simple present <i>Paper is recycled every day.</i> <i>Paper is not (isn't) recycled every day.</i> <i>Is paper recycled every day? Yes, it is. / No, it isn't.</i> Passive voice: simple past <i>Paper was recycled yesterday.</i> <i>Paper was not (wasn't) recycled yesterday.</i> <i>Was paper recycled yesterday? Yes, it was. / No, it wasn't.</i>	Reading: a text about animal pioneers in early space exploration Listening: listening for details about a day at the science museum Speaking: asking and answering questions about chores Writing: writing a descriptive essay
5 The Power of Rest page 36	concentrate, rest, vital, memory, organise, physical, repair, irritable, habit, beneficial	Present perfect <i>I have already eaten dinner.</i> <i>She has just finished her homework.</i> <i>We have been to this place before.</i> <i>I haven't visited the museum yet.</i> <i>Have you ever travelled to another country?</i> <i>I have never eaten sushi before.</i> Present perfect continuous <i>They have been studying all morning.</i> <i>They have not (haven't) been studying all morning.</i> <i>Have they been studying all morning? Yes, they have. / No, they haven't.</i>	Reading: a text about the importance of sleep Listening: listening for details about the benefits of sleeping earlier Speaking: asking and answering questions about life experiences and past activities Writing: writing a post card

Unit	Vocabulary	Grammar	Skills
6 Living with Machines page 44	smart, assistant, comfortable, appear, diagnose, drone, sensor, pollution, depend, emerge	Past perfect: affirmative, negative, and questions <i>She had finished her homework before dinner started.</i> <i>She had not (hadn't) finished her homework before dinner started.</i> <i>Had she finished her homework before dinner started? Yes, she had. / No, she hadn't.</i> If clause: type three <i>If we had left earlier, we would have caught the train.</i> <i>We would have arrived on time if the car hadn't broken down.</i>	Reading: a text about how machines are changing everyday life Listening: listening for details about an unexpected night without internet Speaking: asking and answering questions about imagined past situations Writing: writing an informal letter
7 Voices from the Dust page 52	archaeologist, ancient, mural, conceal, clay, stream, exhibit, handmade, support, clue	Passive voice: present continuous <i>The house is being painted by Liam now.</i> <i>The house is not (isn't) being painted by Liam now.</i> <i>Is the house being painted by Liam now? Yes, it is. / No, it isn't.</i> Passive voice: past continuous <i>The house was being painted by Liam yesterday at 5 p.m.</i> <i>The house was not (wasn't) being painted by Liam yesterday at 5 p.m. Was the house being painted by Liam yesterday at 5 p.m.? Yes, it was. / No, it wasn't.</i>	Reading: a story about discovering an ancient village Listening: listening for details about the ruins under the sand Speaking: asking and answering questions about festival activities Writing: writing a descriptive essay
8 Places Where Nature Rules page 60	rainforest, tribe, medicine, research, climate, desert, oasis, coral, unique, protect	Relative clauses <i>The girl who won the prize is my cousin.</i> <i>I found a shell, which was very colourful.</i> <i>This is the house that we visited.</i> <i>This is the café where we met.</i> <i>I remember the day when we first met.</i> Relative clauses: restrictive vs. non-restrictive <i>The book that has a blue cover is mine.</i> <i>My brother, who lives in Canada, is coming to visit.</i>	Reading: a text about powerful natural places on Earth Listening: listening for details about the Amazon Rainforest Speaking: asking and answering questions about favourite person, subject, place, and time of year Writing: writing a fact file
9 From a Small Village to Global Fame page 68	athlete, dream, dedicated, practice, success, setback, routine, attitude, perseverance, journey	Reported speech <i>She said she was tired.</i> <i>He said he was watching TV.</i> <i>He said he had finished his work.</i> <i>She said she had eaten already.</i> <i>He said he was going to travel next year.</i> Reported speech: time and place words <i>Sarah said, "I baked a cake yesterday."</i> → <i>Sarah said she baked a cake the day before.</i>	Reading: a text about Mo Salah's success story Listening: listening for details about favourite football players Speaking: reporting what friends said about food Writing: writing an informal letter
10 Life on Social Media page 76	scroll, comment, album, likes, downsides, perfect, realise, tutorials, break, distraction	Used to: talking about past habits and situations <i>I used to walk to school</i> <i>I didn't use to walk to school.</i> <i>Did you use to walk to school? Yes, I did. / No, I didn't.</i> Wish: expressing present and past regret <i>I wish I had more free time.</i> <i>He wishes he had left earlier.</i> <i>I wish I were taller.</i>	Reading: a blog about the effects of social media Listening: listening for details about finding balance with social media Speaking: asking and answering questions about past habits and present or past regrets Writing: writing a fact file

Introduction

New English Leaders is a comprehensive six-level course designed for primary learners of English. Built on a strong grammar-based foundation, the course offers a balanced focus on reading, vocabulary development, grammar practice, phonics instruction, listening comprehension, speaking fluency, and guided writing. Aligned with CEFR levels Pre-A1 to B1, the series supports learners as they build their confidence and progress toward independent language use in meaningful, real-world contexts. Each unit combines various engaging instructional approaches, including structured stories, interactive dialogues, videos, skill-building activities, and end-of-unit board games. Lessons are carefully scaffolded to be clear, enjoyable, and purposeful, keeping pupils motivated while developing both accuracy and fluency in English.

Course Components

For Students

- **Student's Book**

Covers all core skills with structured lessons in reading, vocabulary, grammar, phonics, listening, speaking, and writing.

- **Activity Book**

Provides extra practice for reading, vocabulary, grammar, and phonics to reinforce learning in class or at home.

- **Interactive Student Book**

Full digital version of the Student's Book with integrated audio, video, and interactive activities.

- **Interactive Activity Book**

Digital format of the Activity Book, offering self-paced practice across all skills.

- **Audio & Video Access**

Students can listen and watch course content anytime via the Ajyall E-Learning Platform.

For Teachers

- **Teacher's Guide**

Includes step-by-step lesson plans, answer keys, and teaching tips for every unit.

- **Classroom Resources Pack**

Printable flashcards, writing samples, and additional resources for classroom use.

- **Assessment Tools**

Access to unit tests, mid-term and end-of-term assessments, printable worksheets, and flashcards in ready-to-use formats.

Skill Development Overview

Reading

Reading lessons feature short illustrated texts, fables, and informational passages. A wide range of comprehension tasks, such as wh-questions, true/false, multiple choice, sequencing, and grammar-in-context, help develop vocabulary knowledge and critical thinking. These activities ensure structured reading practice across genres and text types.

Vocabulary

Vocabulary is introduced through visuals and theme-based word groups, then reinforced with listen-and-repeat practice, matching, labelling, classification, and sentence completion. As pupils progress, vocabulary activities shift towards more academic and functional use, supporting broader comprehension and accurate written expression.

Grammar

Grammar is taught through modelled examples, dialogues, and rule tables, followed by varied exercises such as gap filling, matching, sentence reordering, and error correction. As learners advance, grammar tasks incorporate real-life functions, enabling pupils to apply rules with greater accuracy and flexibility.

Phonics

Phonics instruction starts with sound–letter recognition, gradually progressing to blending, spelling, and decoding. Engaging tasks such as matching, gap-filling, missing letter activities, and unscrambling strengthen early reading and pronunciation skills in a clear, structured way.

Listening

Each listening section begins with a short video that sets the theme and provides context. Pupils then complete focused audio tasks like true/false, multiple choice, and gap-fills, helping them develop listening for detail, comprehension, and inference. This step-by-step approach enhances understanding of real-world spoken English.

Speaking

Speaking tasks are woven throughout every unit, beginning with visually supported descriptions and progressing to guided exchanges, Q&A activities, role-plays, and personal expression. These structured opportunities build fluency and help pupils apply unit grammar and vocabulary in meaningful spoken interactions.

Writing

Writing activities follow a carefully sequenced path from structured sentence formation to a range of extended writing formats. Throughout the course, pupils produce informal letters, emails, postcards, fact files, descriptive paragraphs, and essays with built-in support to develop organisation, vocabulary use, and grammar accuracy.

Learning Through Fun and Interaction

Each unit in New English Leaders concludes with a lively and interactive board game that reinforces the unit's key grammar and vocabulary. These games are designed to be both simple and engaging, encouraging pupils to revisit what they've learned in a collaborative and enjoyable way. Through structured play, learners practise language in context, promoting fluency, confidence, and teamwork in the classroom.

Assessment and Review

Assessment is thoughtfully integrated throughout the New English Leaders course to provide both formal and informal opportunities for tracking pupil progress. Regular review sections, practice tasks in the Activity Book, and printable tests, covering units, mid-term, and end-of-term checkpoints, allow for ongoing evaluation and reinforcement. In addition, board games serve as informal revision tools that assess understanding in a relaxed and supportive format, helping to consolidate learning through play.

A Flexible and Supportive Course

New English Leaders is designed with flexibility in mind, making it suitable for various teaching environments. The course works effectively in traditional classroom settings and is fully compatible with digital resources. Its consistent structure, scaffolded progression, and rich visual materials support both teacher preparation and pupil engagement. By combining a strong grammar foundation with purposeful vocabulary, skills integration, and interactive activities, the course empowers learners to build real-world English competence with confidence.

Unit Walkthrough

Lesson One: Reading

Reading lessons in Grade 6 develop early literacy by using short stories or texts, supported at times by rhymes or repetitive texts, along with clear visuals and familiar vocabulary. Pupils practise recognising sight words, reading aloud with rhythm, and understanding meaning through pictures and context.

This question activates prior knowledge and introduces the topic. It encourages pupils to observe, think, and participate before reading.

Pupils listen and follow the text. The simple structure and repetition support word recognition, pronunciation, and early reading fluency.

This reflective task helps pupils connect the lesson to their experience, reinforcing comprehension and encouraging personal response.

Pupils read short statements and decide if they are true or false, checking their understanding of key details in the text.

Pupils use clues from the text to make inferences, encouraging deeper thinking beyond the literal meaning.

Pupils explain the main idea or message, helping them connect the text to values and broader lessons.

Pupils identify what a pronoun or word refers to, supporting their understanding of cohesion within the text.

Pupils locate and copy a sentence or phrase from the text, practising how to find evidence to support answers.

Pupils identify examples of parts of speech in the text, linking grammar learning to real reading contexts.

Pupils answer comprehension questions based on the text by recalling key facts, such as numbers, actions, and characters. The exercise helps them focus on important details and practise recalling information from memory.

Pupils read a series of sentences about the text and number them in the correct order. This task helps them understand story sequence, cause-and-effect relationships, and the logical flow of events.

Unit 1 The Sleeping Giant

Reading

1. Look at the picture. What do you think the text is about?

2. Listen and read. (F)

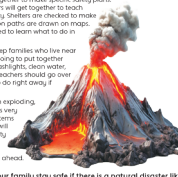
There are volcanoes that don't erupt for a long time. This volcano is "dormant," which means it is not active at the moment. However, it could be again in the future. Volcanoes may be changing deep below the surface even when they don't look like they are doing anything. Inside the Earth, hot gases, pressure, and molten rock can slowly build up. The volcano might explode if this pressure gets too high.

Scientists are paying close attention to dormant volcanoes all over the world. As soon as a volcano starts to show signs of life, like small earthquakes, rising temperatures, or gas flowing, experts start to closely watch it. Scientists place special devices around the volcano to measure the temperature, gas amount, and ground movement. These tools make it easier to find even small changes, to get information from above, scientists also use satellites, drones, and balloons. The system will send out warnings to nearby towns if the signs of danger worsen.

Getting ready for a possible eruption takes a group effort. Scientists and local emergency services are working together to make specific safety plans. In places close to volcanoes, residents will get together to teach people what to do in an emergency. Shelters are checked to make sure they are ready, and evacuation paths are shown on maps. Families, schools, and hospitals need to learn what to do in case of an eruption.

Simple steps should be taken to keep families who live near volcanoes safe. Many people are going to put together survival kits with food, medicine, flashlights, clean water, and important papers. At school, teachers should go over safety rules and teach kids what to do right away if an alarm goes off.

Scientists can't stop volcanoes from erupting, but the work they do saves lives. It's very important to have early notice systems and plan for emergencies. People will be better prepared for the possibility of the sleeping giant waking up if they have the right tools, can communicate effectively, and plan ahead.



Unit 1 The Sleeping Giant

Reading

4. Read and write T (true) or F (false).

A. Dormant volcanoes cannot erupt again. ☐

B. Scientists use tools to measure changes around volcanoes. ☐

C. Families are not expected to prepare for volcanic eruptions. ☐

D. Shelters and evacuation routes are part of emergency plans. ☐

E. Scientists are able to stop volcanoes from erupting. ☐

5. Based on the information about warning systems, what can you infer about why they are important?

6. What does the author imply about preparing for volcanic eruptions?

7. What does the underlined word "they" in the text refer to?

8. Find a sentence that shows how scientists detect early signs of danger.

9. Read the text again and find out:

A. A noun: _____

B. An adjective: _____

C. A preposition: _____

D. An adverb: _____

E. A verb: _____

F. A subject pronoun: _____

Unit 1 The Sleeping Giant

Reading

1. Refer to the text in your student book and answer the following questions:

A. What does it mean when a volcano is called "dormant"?

B. How do scientists know a volcano might erupt soon?

C. What tools do scientists use to monitor volcanoes?

D. How are communities getting ready for possible eruptions?

E. What are families doing to stay safe?

F. What is one idea from the text that you think is most important? Why?

2. Read the text again. Circle the wrong word in each sentence. Write the correct one.

A. Scientists place chains around the volcano to measure changes.

B. A volcano might sleep if the pressure gets too high.

C. The system will send out presents to nearby towns if danger increases.

D. Families, schools, and pets need to learn what to do in case of an eruption.

E. People are going to pack survival kits with food, water, and important pictures.

F. Scientists can stop volcanoes from erupting.

Grade 6 Reading Strategies

In Grade 6, reading includes short stories or repetitive texts supported by clear visuals and audio. Strategies focus on building fluency, rhythm, and comprehension through a balance of listening, reading aloud, and guided discussion. The approach is structured around three main phases:

- **Pre-reading:** Pupils are prompted with a general question related to the topic or illustration. This activates background knowledge, sparks curiosity, and prepares them for the reading.
- **During reading:** Pupils listen to or read the text, following along with the visuals. Repetition and predictable patterns develop word recognition, pronunciation, rhythm, and understanding of sentence structures in context.
- **Post-reading:** Pupils answer comprehension questions, recall key details, and sequence events to reinforce understanding. This stage also encourages reflection on the lesson or moral of the text, helping pupils make personal connections and practise critical thinking through inference, analysis, and evaluative questions.

Lesson Two: Vocabulary

This lesson introduces thematic vocabulary related to the unit topic. It supports word recognition and understanding through visuals, enabling pupils to connect images to written words. The vocabulary is extracted directly from the unit reading section to reinforce comprehension and encourage contextual use.

Pupils listen to each vocabulary word and its definition. They repeat the word aloud to practise correct pronunciation and reinforce understanding.

Pupils read each sentence carefully and choose the correct word from the vocabulary list to complete it. This activity reinforces the meaning and usage of each word in context.

Pupils read each definition carefully and choose the correct vocabulary word from the word box. This helps them review word meanings and reinforce word-definition associations.

Pupils read the dialogue and fill in the blanks using the words from the word box. This task builds understanding of word usage in natural conversation and supports fluency in reading.

Pupils look at each scrambled word and rearrange the letters to form the correct vocabulary word. This activity strengthens spelling and reinforces word recognition through problem-solving.

Vocabulary

1. Listen and repeat.

- **dormant (adjective):** not active now, but may be later
- **explode (verb):** to burst suddenly
- **pressure (noun):** force pushing on something
- **molten (adjective):** melted by heat
- **devices (noun):** tools or machines
- **satellites (noun):** machines that orbit Earth and send data
- **evacuation (noun):** leaving a place for safety
- **shelters (noun):** safe places to stay
- **survival (noun):** staying alive in danger
- **warning (noun):** a danger message

2. Complete the sentences.

A. She packed a _____ kit for her hiking trip.

B. _____ help us use GPS on our phones.

C. People ran to the _____ during the storm.

D. The weather app gave a _____ about strong winds.

E. The blacksmith poured _____ metal into a mould.

F. Bears stay _____ during the winter.

G. The fire drill was just a practice _____.

H. Balloons can _____ if you blow too much air into them.

I. There was a lot of _____ before the big exam.

J. We used special _____ to test the sound in class.

Vocabulary

1. Write the correct word next to each definition.

	explode	dormant	pressure	satellites	evacuation
A. _____ (noun): machines that orbit Earth and send data					
B. _____ (adjective): not active now, but may be later					
C. _____ (noun): leaving a place for safety					
D. _____ (noun): force pushing on something					
E. _____ (verb): to burst suddenly					

2. Complete the dialogue.

	dormant	evacuation	warning	explode	survival	shelters
A: Did you hear the news? The volcano might (1) _____!						
B: Really? But I thought it was (2) _____.						
A: It was, but now there's a (3) _____ they said we must get ready for (4) _____.						
B: Where will people go?						
A: There are (5) _____ in the next town. They're safe for (6) _____.						
B: I hope everyone listens to the warning and stays safe.						

3. Arrange the letters and write the correct words.

A. The word that means tools or machines is _____ (c e d v i s e s).

B. The word that means safe places to stay is _____ (s h e l t e r s).

C. The word that means a danger message is _____ (w i n g a r n).

D. The word that means melted by heat is _____ (m o l t e n).

E. The word that means staying alive in danger is _____ (s u r v i v a l).

Grade 6 Vocabulary Strategies

In Grade 6, vocabulary is introduced through listening, repetition, and contextual practice. The following strategies support word recognition, pronunciation, spelling, and understanding through engaging and meaningful activities:

- **Audio and repetition:** Pupils listen to vocabulary words and repeat them aloud to practise pronunciation and develop sound-word associations.
- **Contextual application:** Pupils complete sentences and dialogues using vocabulary from a word bank, promoting correct word usage in context.
- **Definition matching:** Pupils read definitions and write the correct vocabulary word, reinforcing understanding of meaning and part of speech.
- **Spelling reinforcement:** Pupils unscramble letters to find vocabulary words, helping them internalise the correct spelling and structure.

Lesson Three: Grammar

Each grammar lesson in the Student Book follows a consistent structure that supports clear, step-by-step understanding. The section is divided into two related parts and includes a contextual dialogue, simple rules, and guided practice activities. Grammar is taught explicitly but always in context, with regular recycling in later speaking and writing tasks.

A short conversation introduces the grammar in use. It helps pupils hear and see the structure naturally before it's explained.

This task provides practice for the first part of the rule.

The first box explains the first part of the grammar rule in a simple format. It uses clear examples and visuals to highlight the form and meaning.

The second box introduces the second part of the rule. It builds on the first and often presents a related or complementary structure.

This exercise provides practice for the second part of the rule.

Grammar

1. Listen and read.

Hey, Lara! Do you have any plans for the weekend?

That sounds wonderful. I'm meeting my football team at 9 a.m. on Saturday.

I'm not sure yet. Maybe I'll go hiking if the weather's good.

Do you think it will rain?

I don't think so. The forecast says it'll be sunny all weekend.

I'm helping my brother with his science project on Sunday afternoon.

2. Learn.

Going to and Present Continuous Future Plans

Use "going to" to talk about plans or intentions that we have already decided before the moment of speaking. These are things we plan to do but that are not necessarily arranged with others.

In affirmative sentences, use the subject followed by the correct form of the verb "to be" (am, is, and are), then "going to", and finally the base form of the main verb.

I	am	going to	verb (base form)
You/They/We/Plural nouns	are	going to	verb (base form)
She/He/It/Singular nouns	is	going to	verb (base form)

Examples:
Affirmative: "I'm going to visit Paris next month." (I have decided to visit Paris. I am talking about my decision.)
Negative: "I'm not going to visit Paris next month."
Question: "Are you going to visit Paris next month?" "Yes, I am." / "No, I am not."

Use the present continuous to talk about future arrangements that are already planned or organised. These are fixed events, often agreed with another person and with a set time or place.

In affirmative sentences, use the subject, the correct form of "to be" (am, is, and are), and the base form of the main verb with the "ing" ending.

I	am	verb (base form + ing)
You/They/We/Plural nouns	are	verb (base form + ing)
She/He/It/Singular nouns	is	verb (base form + ing)

Examples:
Affirmative: "I'm visiting Paris next month." (I have already bought the ticket.)
Negative: "I'm not visiting Paris next month."
Question: "Are you visiting Paris next month?" "Yes, I am." / "No, I am not."

3. Circle the correct answers.

A. I (am going to visit / am visiting) my cousins this weekend. (I have decided to visit them.)
B. She (is going to bake / is baking) a cake tonight. (She plans to bake, but hasn't arranged it yet.)
C. We (are going to fly / are flying) to London at 6 p.m. (The tickets are already booked.)
D. They (are going to watch / are watching) a movie later. (They have planned it but not arranged the time.)
E. We (is going to join / is joining) the football club this term. (We filled out the form and paid already.)
F. I (am going to meet / am meeting) Sarah after school. (We agreed on the time this morning.)

4. Learn.

Will Future Predictions and Immediate Decisions

Use "will" when something is not planned in advance. It helps you talk about predictions, promises, offers, or quick decisions made at the moment of speaking.

In affirmative sentences, use the subject followed by "will" and the base form of the main verb.

I	will	verb (base form)
You/They/We/Plural nouns	will	verb (base form)
She/He/It/Singular nouns	will	verb (base form)

Prediction: "He will pass the exam."
Immediate decision: "I'll carry your bag."
To make a negative sentence, add "not" after "will": "We often use the short form "won't".
Prediction: "She won't pass the exam."
Immediate decision: "I won't carry your bag."
To ask a question, begin with "will" followed by the subject and the base form of the verb.
Prediction: "Will she pass the exam?" "Yes, she will." / "No, she won't."
Immediate decision: "Will you carry my bag?" "Yes, I will." / "No, I won't."

5. Read the following sentences. Write "prediction" if the sentence refers to a future guess, or "immediate decision" if it refers to something decided at the moment of speaking.

A. I'll open the window.
B. We will become a legendary footballer one day.
C. I'll help you carry those books.
D. She will probably win the race.
E. Don't worry. I'll call the doctor now.
F. I think it will rain tomorrow.

3. Complete the sentences or questions with the correct form of "will."

A. "I'm hungry." I _____ (make) a sandwich.
 B. She thinks he _____ (not, pass) the test.
 C. _____ you _____ (come) to the cinema with us?
 D. "It's cold." I _____ (close) the window.
 E. My brother _____ (be) ten years old soon.
 F. I _____ (not, carry) all these bags alone.
 G. I think we _____ (win) the game tomorrow.
 H. _____ they _____ (visit) us this summer?
 I. I don't think Mum _____ (like) this movie.
 J. "It's too dark here." I _____ (turn on) the lights.

4. Circle the correct answers.

A. I think it (will / is going to) rain later.
 B. We (are flying / will fly) to Cairo tomorrow.
 C. I (will / am going to) help you carry that box.
 D. She (is going to bake / will bake) a cake this weekend.
 E. They (will meet / are meeting) the new manager.
 F. My cousin (will / is going to) visit us next month.
 G. Don't worry. I (am going to talk / will talk) to the teacher.
 H. Omar (is playing / will play) football with his friends.
 I. She (is going to start / will start) a drawing class.
 J. I'm tired. I think I (am going to stay / will stay) at home.

5. Rearrange the words to form correct sentences or questions.

A. the museum / We / tomorrow. / are / visiting
 B. isn't / She / to the meeting. / coming
 C. Are / later? / you / your cousins / meeting
 D. paint / am / my bedroom / this weekend. / going to / I
 E. that / sandwich. / He / eat / won't
 F. going to / today. / are not / They / play football

6. Write the correct form of the verbs in the sentences below, and then rewrite the questions below, and then rewrite the sentences below.

Grammar

1. Circle the correct answers.

A. I (am going to start / am starting) a new book tonight. (I've planned to read it for days.)
 B. They (are going to play / are playing) basketball after lunch. (They haven't arranged the time yet.)
 C. We (are going to have / are having) lunch with our cousins at 2 p.m. (It's already arranged.)
 D. She (is going to paint / is painting) her room soon. (She's been thinking about colours for weeks.)
 E. I (am going to join / am joining) the music club. (The teacher has already added me to the list.)
 F. Tom (is going to buy / is buying) a guitar next month. (He's planning to save money for it.)
 G. We (are going to stay / are staying) at a hotel during the school trip. (The teacher booked it yesterday.)

2. Complete the sentences or questions with the correct form of the verbs. Use "going to" for future plans or the present continuous for future arrangements.

A. I _____ (visit) my friend this evening. (We agreed on the time.)
 B. We _____ (travel) to Agaba next weekend. (We've been planning it all week, but it's not arranged yet.)
 C. She _____ (not, come) to the party. (She has decided.)
 D. They _____ (have) lunch with their uncle at 1 p.m. (It's arranged.)
 E. My brother _____ (buy) a new phone soon. (He's been saving money for it.)
 F. I _____ (not, join) the trip this Friday. (I told the teacher already.)
 G. _____ you _____ (see) the dentist tomorrow? (You booked the appointment, right?)
 H. My cousins _____ (stay) with us next week. (They've already packed their bags.)

The activity book provides detailed and varied exercises that give pupils structured practice on both parts of the grammar rule.

Each unit includes an additional worksheet that provides extra exercises to reinforce both parts of the grammar rule.

Unit 1

The Sleeping Giant

Worksheet

1. Circle the correct answers.

A. I think it (will / is going to) snow tomorrow.
 B. We (are visiting / will visit) our grandparents this weekend.
 C. Don't worry. I (will / am going to) explain the homework to you.
 D. She (is baking / will bake) some biscuits this afternoon. She already has the ingredients.
 E. They (will travel / are travelling) to Spain next Friday. The tickets are ready.
 F. My brother (will / is going to) buy a new phone. He has saved the money.
 G. Look at those clouds! It (will / is going to) rain.
 H. We (are meeting / will meet) the new teacher tomorrow morning.
 I. I (am going to read / will read) more books this year. It's my resolution.
 J. He just called. He (is going to be / will be) late for the meeting.

2. Make negative sentences, form questions, and answer them.

A. I'm going to start a new hobby next month.
 • Negative: _____
 • Question: _____
 • Answer: _____

B. We're meeting our teacher at 10 a.m. tomorrow.
 • Negative: _____
 • Question: _____
 • Answer: _____

C. I'll carry those bags for you.
 • Negative: _____
 • Question: _____
 • Answer: _____

3. Find the mistakes in the paragraph below, and then rewrite it correctly.

Next weekend, I'm going start a new painting course because I have always wanted to learn more about art. On Saturday morning, we're meet our teacher at the art studio at 10 o'clock. We have already arranged the class, and everyone is eager to participate. I think it's going to be very enjoyable, and I'm sure I'll makes new friends there. If the weather is perfect, we will has a short picnic after the lesson, but if it rains, we'll staying inside and talk about our projects.

Grade 6 Grammar Strategies

Grammar in Grade 6 is taught explicitly through clear instruction and visual support. Teachers use the following strategies to build understanding and promote correct usage:

- **Contextual introduction:** Begin each lesson with a short dialogue to present the grammar in use.
- **Visual explanation:** Use charts and boxed examples to illustrate rules step by step.
- **Two-part focus:** Teach grammar in two connected parts, each followed by a simple, guided activity.
- **Picture-based practice:** Use visual tasks (e.g., circling or matching) to reinforce each part of the rule.
- **Recycling through use:** Revisit grammar in speaking and writing tasks to support retention.
- **Extra worksheets:** Use the additional unit worksheet for further grammar practice and consolidation.

Lesson Five: Listening

The listening section follows a simple, scaffolded approach to help pupils develop real-world listening skills. Each task is built around a familiar context and includes visual support and short, focused activities.

Pupils watch a brief video to enhance their background knowledge and prepare for the subsequent listening task.

Pupils answer simple factual questions, helping them focus on listening a key information.

Listening

1. Watch the video.

2. Listen to the recording and answer the following questions:

A. What is Daniel going to do on Monday after school?

B. What is Daniel taking to the museum?

3. Listen to the recording again and write T (true) or F (false).

A. Daniel is meeting his best friend on Tuesday. ☐

B. He is going to do his homework with his friend. ☐

C. Daniel's class is visiting the art gallery. ☐

D. They are leaving for the trip at 8:30 a.m. ☐

E. Daniel is taking a notebook and a camera. ☐

F. He thinks the weekend will be hot. ☐

G. Daniel plans to go swimming at the weekend. ☐

H. If the weather is nice, he will go to the park. ☐

Pupils listen to the audio and demonstrate their understanding by answering a simple comprehension task based on what they hear.

Grade 6 Listening Strategies

Listening lessons are structured to guide pupils step by step, starting with visual and contextual support to prepare them for understanding spoken English. Teachers use the following strategies to support listening comprehension and engagement:

- **Video preparation:** Use the short video to introduce the theme and activate prior knowledge.
- **Guided listening:** Play the recording and guide pupils through a simple comprehension task.

Lesson Six: Speaking

The speaking section provides guided oral practice and is directly built on the grammar taught earlier in the unit. Pupils use the target structures in simple, meaningful way supported by visuals.

Pupils use grammar rules to ask and answer questions about objects.

Speaking

1. Use "going to," the present continuous, and "will" to talk about your weekend plans and predictions. Follow the examples.

What are you doing/going to do this weekend?

Do you think you will enjoy it?

I'm visiting my grandmother.

Yes, I think I will. I always have fun when I visit her.

A. going to the beach
B. visiting family
C. having a sleepover
D. doing homework
E. helping at home
F. going to the cinema
G. playing football
H. going shopping
I. playing basketball
J. baking a cake

Model questions and answers guide pupils in speaking with confidence.

Pictures help pupils say full structures with correct grammar.

Grade 6 Speaking Strategies

Speaking tasks are designed to help pupils practise grammar orally in a supported and visual way. Teachers use the following strategies:

- **Grammar application:** Guide pupils to use target grammar structures from the lesson in short, spoken sentences.
- **Visual prompts:** Use pictures to help pupils name and describe objects clearly and confidently.
- **Sentence modelling:** Provide sentence starters or examples to support correct structure and fluency.

Lesson Seven: Writing

Each writing section is structured to guide pupils from sentence-level practice to short, structured writing tasks. The focus aligns with the grammar of the unit and introduces simple writing formats.

Pupils listen to and read a short model text that introduces the writing format and target language in context.

Writing

1. Listen and read.

Date → September 18, 2025

Greeting → Dear Jacob,

Opening Sentence → I hope you're doing great and enjoying your school year so far!

Body → I'm having a busy weekend ahead, and I want to tell you all about my plans and what I think will happen!

On Saturday, I'm going to visit my uncle because I've already decided to do that before now. We're going to watch a football match at his house, which we planned together earlier. Later, I'm having dinner with the whole family, as we already agreed on the time and place.

On Sunday, I think it will rain in the morning, so we might stay indoors. My mum says she'll bake a cake for breakfast; she just promised that today. I'm not sure yet, but maybe I'll call you in the evening to chat about our weekends.

Questions to Engage the Friend → What are you doing this weekend? Are you planning to stay at home or go somewhere fun?

Concluding Sentence → I can't wait to hear about your weekend!

Closing → Take care,
Zain

Writing

1. Follow the model in your student's book and write an informal letter to your friend. In your letter, use "going to," the present continuous, and "will" to write about your weekend plans and predictions.

Date → _____

Greeting → Dear _____

Opening Sentence → I hope you're doing great and enjoying your school year so far!

Body → I'm having a busy weekend ahead, and I want to tell you all about my plans and what I think will happen!

On Saturday, I'm going to _____ because I've already decided to do that before now. We _____, which we planned together earlier. Later, _____, as we already agreed on the time and place.

On Sunday, I think it will _____, so we might _____. My _____ says _____ will _____. I'm not sure yet, but maybe I _____ just promised that today.

Questions to Engage the Friend → What are you doing this weekend? _____?

Concluding Sentence → I can't wait to hear about your weekend!

Closing → Take care,

Pupils complete their version of the text using visual prompts and sentence frames for support.

Grade 6 Writing Strategies

In Grade 6, writing lessons follow a structured and supportive approach that progresses from sentence construction to the creation of short written texts. Teachers use the following strategies to guide pupils:

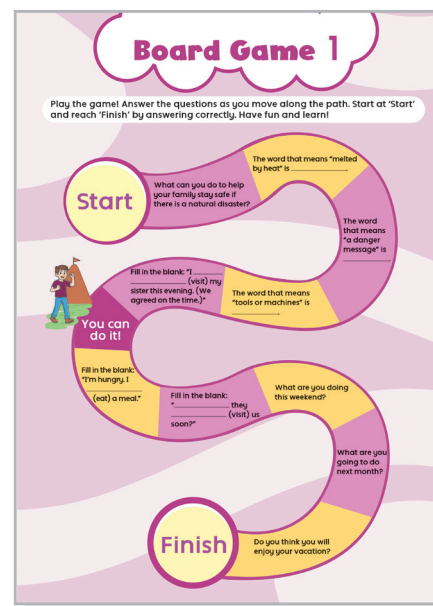
- **Start with grammar:** Begin writing instruction by introducing simple sentence construction that aligns with the unit's grammar focus.
- **Model first:** Present a short, clear model text for pupils to read or listen to before they write.
- **Guide the task:** Use sentence frames, visual cues, and prompts to help pupils write their version.

Lesson Eight: Board Game

Grade 6 Board Game Strategies

Each board game provides a fun, interactive way to review vocabulary, phonics, and grammar from the unit. It encourages oral participation, teamwork, and active recall.

- **Integrated review:** Questions cover key elements from the unit, including vocabulary meaning, grammar forms, and phonics patterns.
- **Active speaking:** Pupils answer questions aloud as they move around the board, reinforcing spoken language in a playful context.
- **Collaborative learning:** The game format promotes turn-taking, listening, and cooperative learning in a low-pressure environment.



Unit One

The Sleeping Giant

Unit	Vocabulary	Grammar	Skills
1 The Sleeping Giant page 4	dormant, explode, pressure, molten, devices, satellites, evacuation, shelters, survival, warnings	Going to and present continuous: future plans <i>I'm going to visit Paris next month. (I have decided to visit Paris.)</i> <i>I'm visiting Paris next month. (I have already bought the ticket.)</i> Will: future predictions and immediate decisions <i>She will pass the exam.</i> <i>I'll carry your bag.</i>	Reading: a text about volcanoes
			Listening: listening for details about Daniel's plans
			Speaking: asking and answering questions about weekend plans and predictions
			Writing: writing an informal letter

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the text about volcanoes by answering comprehension questions.
- explain why it is important to prepare for volcanic eruptions using information from the text.
- recognise and use vocabulary related to volcanoes and safety (dormant, explode, pressure, molten, devices, satellites, evacuation, shelters, survival, warning).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use "going to" correctly in affirmative and negative sentences to describe future plans and intentions.
- use the present continuous tense to talk about future arrangements that are already organised.
- use "will" correctly to make predictions and immediate decisions about the future.
- listen for specific details about weekend plans and predictions and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about weekend plans using "going to," the present continuous, and "will."
- practise pair work to make predictions and immediate decisions in context.
- write an informal letter to a friend about weekend plans and predictions using "going to," the present continuous, and "will."

Unit Plan

Unit 1 - The Sleeping Giant	WEEK 2	Lesson 1	Reading 1	p.4 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.4 (ex.3) p.5 (ex.4)		
		Lesson 3	Reading 3		p.2 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.5 (ex. 5-9)		
		Lesson 5	Vocabulary	p.6	p.3	
	WEEK 3	Lesson 1	Grammar 1	p.7 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.8 (ex.3)	p.4 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.8 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.5 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.6 (ex.5 + ex.6)	Worksheet
	WEEK 4	Lesson 1	Listening	p.9 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.9		
		Lesson 3	Writing	p.10		
		Lesson 4	Writing		p.7	
		Lesson 5	Board Game & Assessment	p.11		Unit 1 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and key events in the text about dormant volcanoes and preparation for eruptions.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Answer and ask questions to recall details about scientists' work, community safety measures, and family preparedness.
- Reflect on the importance of early warning systems, planning, and cooperation during natural disasters.
- Discuss the significance of preparation and how it helps reduce risks when facing volcanic eruptions.

➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures of volcanoes, scientists monitoring with equipment, and families preparing survival kits. Ask, "What do you think this text will be about?" Encourage students to make predictions about the role of scientists, leaders, and families during volcanic eruptions.
- Introduce the text: Present the title and opening question: "What can you do to help your family stay safe if there is a natural disaster like a volcanic eruption?" Prompt students to share prior knowledge or experiences about natural disasters or safety plans.
- Model fluent reading: Read the text aloud as students follow along. Emphasise phrases such as "The volcano might explode if this pressure gets too high" and "The work they do saves lives" to capture the seriousness of the topic. Use clear and steady intonation to model fluency.
- Break down the text: Reread key sections and ask questions such as, "What signs do scientists look for to know a volcano might erupt soon?" and "What are families advised to do to prepare?" Guide students to connect the text to real-life safety measures.
- Focus on vocabulary: Highlight words such as 'dormant', 'eruption', 'monitor', 'warning system', 'evacuation', and 'preparedness'. Discuss meanings in context and ask students to use them in short sentences or reflections.
- Incorporate visuals: Show images of volcanoes erupting, survival kits, and evacuation maps. Ask students to describe what they see, using sentences such as "Scientists measure changes in the volcano" and "Families prepare survival kits with food and medicine."
- Encourage reflection: Conclude by asking, "Why is preparation important if we cannot stop a volcano from erupting?" Facilitate a discussion about the role of science, teamwork, and planning in saving lives.

➤ Activity:

• Part 1

- Have students open their student books to page 5, Exercise 4. Ask them to read each statement carefully and decide whether it is true or false based on the text. Encourage them to underline or highlight the sentences that support their answers. Review as a class, asking students to explain why the statement is true or false. For incorrect statements, guide students to rewrite them correctly.
- Have students open their student books to page 5, Exercise 5. Guide them to reflect on the information about warning systems. Ask, "What can you infer about why warning systems are important during volcanic eruptions?" Encourage students to provide examples from the text to support their reasoning.
- Have students open their student books to page 5, Exercise 6. Discuss what the author implies about preparing for volcanic eruptions. Ask questions such as, "Why is preparation important for families and communities?" and "What could happen if people are not prepared?" Students should write short answers supported by details from the passage.
- Have students open their student books to page 5, Exercise 7. Direct them to identify the noun that the underlined word "they" refers to in the text. Encourage them to look back at the context carefully. Have them share their answers and explain their reasoning.

- Have students open their student books to page 5, Exercise 8. Instruct them to scan the text to find a sentence that shows how scientists detect early signs of danger. Ask, “Which tools do scientists use to monitor volcanoes?” and have them copy the relevant sentence and explain its meaning.
- Have students open their student books to page 5, Exercise 9. Ask them to reread the passage and find one example of a noun, adjective, preposition, adverb, verb, and subject pronoun. Encourage pair or small-group work, and then review the answers together as a class.

• Part 2

- Begin by asking students to refer back to the text in their student book. Have them reread the relevant sections to practise comprehension and focus on main details, such as what it means when a volcano is “dormant”, how scientists know a volcano might erupt, and what families and communities do to prepare.
- Read the passage aloud together as a class. Encourage participation by asking students to read key sentences aloud, such as “Scientists place special devices around the volcano to measure changes” or “Families, schools, and hospitals need to learn what to do in case of an eruption.” This will help improve fluency and engagement.
- Guide students in answering comprehension questions that explore key ideas. Ask questions like, “What tools do scientists use to monitor volcanoes?” “How are communities preparing for possible eruptions?” “What are families doing to stay safe?” and “Why is it important to have early notice systems?”
- Have students open their activity books to page 2, Exercise 1. Ask them to write full-sentence answers to the comprehension questions, such as “What does it mean when a volcano is dormant?” and “How do scientists detect changes in a volcano?” Provide model answers on the board to support weaker learners.
- Have students open their activity books to page 2, Exercise 2. Instruct them to circle the wrong word in each sentence and replace it with the correct one from the text. Encourage them to reread the passage carefully to identify the errors. Review the corrected sentences together and discuss how the changes improve accuracy and meaning.

Answer Key

Student's Book, page 5

Q. 4.

A. F B. T C. F D. T E. F

Q. 5.

They give people time to get ready or leave before a volcano erupts.

Q. 6.

The author implies that early preparation helps protect people and saves lives.

Q. 7.

It refers to scientists.

Q. 8.

“Scientists place special devices around the volcano to measure the temperature, gas amount, and ground movement.”

Q. 9.

A. pressure B. ready C. around D. closely E. explode F. they

Activity Book, page 2

Q. 1.

A. It means the volcano is not active now but could erupt in the future.

B. They look for signs like small earthquakes, rising temperatures, and escaping gases.

C. They use sensors, satellites, drones, and webcams to measure and observe changes.

D. They are making safety plans, checking shelters, and preparing evacuation routes.

E. They are going to pack emergency kits with food, water, medicine, and important papers.

F. Early warning systems are most important because they help people act quickly and stay safe.

Q. 2.

A. chairs → devices B. sleep → explode C. presents → warnings

D. pets → hospitals E. pictures → papers F. can → can't

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.

- Learn new vocabulary.
- Write words correctly.

➤ **Instructional Techniques:**

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ **Activity:**

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 6

Q. 2.

A. survival B. Satellites C. shelters D. warning E. molten
F. dormant G. evacuation H. explode I. pressure J. devices

Activity Book, page 3

Q. 1.

A. satellites B. dormant C. evacuation D. pressure E. explode

Q. 2.

1. explode 2. dormant 3. warning 4. evacuation 5. shelters 6. survival

Q. 3.

A. devices B. shelters C. warning D. molten E. survival

Section 3: Grammar

➤ **Objectives:**

By the end of this section, students will be able to:

- Engage in brief dialogues using "be going to," present continuous, and "will" to describe planned or scheduled future activities, predictions, and quick decisions.

- Identify and use “be going to” for intentions/plans, present continuous for fixed future arrangements, and “will/won’t” for predictions and immediate decisions.
- Construct simple sentences orally using am/is/are + going to + base verb, am/is/are + verb-ing (with a set time/place), and will/won’t + base verb to describe future activities.
- Ask and answer questions using Am/Is/Are and Will with the correct structure to inquire about future plans, arrangements, and predictions.
- Apply the correct affirmative, negative, and question forms of all three future structures in written and oral exercises to express plans, arrangements, predictions, offers, and decisions.

➤ **Instructional Techniques:**

- Start by explaining the three future uses shown in the dialogue—be going to (plan/intention), present continuous (already arranged), and will (prediction/decision now)—and model the forms in one line each: S + am/is/are + going to + V, S + am/is/are + V-ing, S + will/won’t + V.
- Introduce visual aids to anchor meaning: a to-do list for plans, a weekly planner for arrangements, and a weather icon for predictions. Give quick examples in context, such as “I’m going to visit my cousins on Saturday,” “We’re flying to London at 6 p.m.,” and “Do you think it will rain?”
- Display contrasting sentences to clarify time reference and use, for example, “They’re playing football now” versus “They’re playing football tomorrow at 9 a.m.,” and add contrasts like “He’s going to join the club this term” and “I’ll help you carry those books.”
- Lead choral and individual repetition to secure pronunciation and contractions, drawing attention to rhythm in I’m/He’s/We’re, going to, -ing, and won’t as you drill lines such as “I’m not going to bake,” “She’s meeting her team at nine,” and “It’ll be sunny all weekend.”
- Demonstrate yes/no questions and short answers in one step: “Are you meeting your teacher tomorrow? — Yes, I am./No, I’m not.” “Are you going to visit your cousins on Saturday? — Yes, I am./No, I’m not.” “Will it rain on Sunday? — Yes, it will./No, it won’t.”
- Show how to form wh- questions smoothly by keeping everything on one line, e.g., “What time are they flying?” “Where are you going to visit?” “Who will carry the bag?” and provide concise model answers after each.
- Provide quick oral practice where each learner says one going-to plan, one present continuous arrangement with time/place, and one will prediction or immediate decision, for example, “I’m going to bake a cake tonight,” “I’m meeting my football team at 9 a.m.,” and “I’ll call the doctor now.”
- Run a listen-and-respond drill to reinforce question–answer pairs without pausing, cycling through prompts like “Are they watching a movie later?” “Is he meeting Sarah after school?” “Will you help me with my bag?” and requiring short answers such as “Yes, they are,” “No, he isn’t,” and “Yes, I will.”
- Set up pair role-plays using calendar and weather prompts so students ask and answer about weekend plans with the correct choice of going to, present continuous, or will while giving natural short answers.
- Finish with a single integrated written task where students rewrite mixed future sentences using the correct form and label each as a plan, arrangement, prediction, or immediate decision, ensuring all examples and questions stay embedded within the same paragraph.

➤ **Activity:**

- Have students open their student books to page 8, Exercise 3. Guide them to circle the correct option by choosing be going to for plans/intentions that are not yet arranged and the present continuous for fixed arrangements already organised with a set time/place; remind them of the forms (am/is/are + going to + base verb vs am/is/are + verb-ing) and model with the task prompts, e.g., “I am going to visit my cousins this weekend” (a decided plan), “She is going to bake a cake tonight” (plan not arranged), “We are flying to London at 6 p.m.” (tickets booked), “They are going to watch a movie later” (planned but time not arranged), “He is joining the football club this term” (already paid/arranged), “I am meeting Sarah after school” (time agreed this morning).
- Have students open their student books to page 8, Exercise 5. Instruct them to read each sentence and write “prediction” if it expresses a future guess or “immediate decision” if it is something decided at the

moment of speaking; explain that both uses take will/won't + base verb, but clues help— offers/promises with "I'll ..." and "now" signal an immediate decision (e.g., "I'll open the window," "Don't worry; I'll call the doctor now," "I'll help you carry those books"), while words like "probably," "one day," "I think," and future time phrases signal a prediction (e.g., "He will become a legendary footballer one day," "She will probably win the race," "I think it will rain tomorrow").

- Have students open their activity books to page 4, Exercise 1. Ask them to circle the correct answer in each sentence by choosing between be going to (plans/intentions that aren't fully arranged) and the present continuous (fixed arrangements already organized with a time/place). Tell them to use the hints in brackets to decide. Example: "We (are going to fly / are flying) to London at 6 p.m. (The tickets are already booked.) → are flying."
- Have students open their activity books to page 4, Exercise 2. Instruct them to complete each sentence or question with the correct form of the verb using "be going to" for future plans or present continuous for arranged events; include negatives and questions where needed. Examples: "I _____ (visit) my friend this evening. (We agreed on the time.) → 'I'm visiting my friend this evening.'" "_____ you _____ (see) the dentist tomorrow? (You booked the appointment, right?) → Are you seeing the dentist tomorrow?" "She _____ (not, come) to the party. (She has decided.) → isn't coming."
- Have students open their activity books to page 5, Exercise 3. Guide them to complete the sentences with the correct form of "will" for predictions, offers, promises, or decisions made at the moment of speaking. Examples: "I'm hungry. I'll make a sandwich." "Do you think she will pass the test?" "Will you come to the cinema with us?"
- Have students open their activity books to page 5, Exercise 4. Ask them to circle the correct answer by choosing between "will," "be going to," and the present continuous according to meaning: use "will" for offers/instant decisions or general predictions, "be going to" for intentions/plans, and the present continuous for fixed arrangements with a set time. Examples: "I think it (will / is going to) rain later → will." "We (are flying / will fly) to Cairo tomorrow at 9 a.m. → are flying." "Don't worry; I am going to talk/will talk to the teacher now → will talk."
- Have students open their activity books to page 6, Exercise 5. Instruct them to rearrange the jumbled words to form correct sentences or questions, using capitalization and punctuation, and applying "be going to," present continuous, "will," and "won't" correctly. Examples: "the museum / We / tomorrow. / are / visiting → We are visiting the museum tomorrow." "Are / later? / you / your cousins / meeting → Are you meeting your cousins later?" "that / sandwich / He / eat / won't → He won't eat that sandwich."
- Have students open their activity books to page 6, Exercise 6. Ask them to find and correct the mistakes in each sentence/question, then rewrite them. Remind them: will + base verb (not will helps), be going to + base verb (not going to buys), present continuous = be + verb-ing, and question word order (be/will + subject + base/-ing). Model a few: "Is we going to watch the movie tonight? → Are we going to watch the movie tonight?" "I will helps you with your homework. → I will help you with your homework." "I think she going win the race. → I think she is going to win the race." "Are they fly to Dubai next week? → Are they flying to Dubai next week? / Are they going to fly to Dubai next week?" "Will it is cold tomorrow? → Will it be cold tomorrow?"

Answer Key

Student's Book, page 8

Q. 3.

A. am going to visit B. is going to bake C. are flying D. are going to watch E. is joining F. am meeting

Q. 5.

A. immediate decision B. prediction C. immediate decision D. prediction E. immediate decision F. prediction

Answer Key

Activity Book, pages 4-6

Q. 1.

A. am going to start B. are going to play C. are having D. is going to paint
E. am joining F. is going to buy G. are staying

Q. 2.

A. am visiting B. are going to travel C. is not going to come D. are having
E. is buying F. am not joining G. Are, seeing H. are staying

Q. 3.

A. will make B. won't pass C. Will, come D. will close E. will be
F. won't carry G. will win H. Will, visit I. will like J. will turn on

Q. 4.

A. will B. are flying C. will D. is going to bake E. are meeting
F. is going to G. will talk H. is playing I. will start J. will stay

Q. 5.

A. We are visiting the museum tomorrow. B. She isn't coming to the meeting.
C. Are you meeting your cousins later? D. I am going to paint my bedroom this weekend.
E. He won't eat that sandwich. F. They are not going to play football today.

Q. 6.

A. Are we going to watch the movie tonight? B. I will help you with your homework.
C. I think she will win the race. D. I am going to buy a new pencil case.
E. Are they flying to Dubai next week? F. Will it be cold tomorrow?

Section 4: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Daniel and his plans for next week. Ask them to look carefully at what he is going to do on different days and at the weekend. Encourage them to think about questions like "What plans does Daniel have with his best friend and his class?" and "What will Daniel do at the weekend depending on the weather?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 9 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 9

Q. 2.

A. He is going to do his homework with his friend.

B. A notebook and a camera.

Q. 3.

A. F B. T C. F D. T E. T F. F G. F H. T

Transcript

Daniel's Plans

Hi, my name is Daniel. I have a lot of plans for next week. On Monday, I'm meeting my best friend after school. We're going to do our homework together at his house. On Wednesday, my class is visiting the science museum. We are leaving school at 8:30 in the morning. I'm going to take my notebook and a camera. At the weekend, I think it will be cold, so I'll stay at home and read a book. If the weather is nice, I'll go to the park with my family.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use "going to," the present continuous, and "will" to talk about their weekend plans and predictions.
- Ask and answer questions about what they are doing at the weekend using the correct tense.
- Engage in dialogues to describe and predict weekend activities.

➤ Instructional Techniques:

- Display the list of weekend activities on the board (e.g., going to the beach, visiting family, having a sleepover, doing homework, helping at home, going to the cinema, playing football, going shopping, playing basketball, baking a cake).
- Model how to ask and answer questions using "going to," the present continuous, and "will." For example:
"What are you doing this weekend?"
"I'm visiting my grandmother."
"Do you think you will enjoy it?"
"Yes, I think I will. I always have fun when I visit her."
- Provide explanations of how 'going to,' the present continuous, and 'will' are used for future plans and predictions.
- Emphasise sentence structures:
[Subject + am/are/is + verb-ing] (for arrangements).
[Subject + be + going to + base verb] (for plans).
[Subject + will + base verb] (for predictions).

➤ Activity:

- Have students take turns asking and answering questions about their weekend plans. For example:
Student A: "What are you doing this weekend?"
Student B: "I'm going to the cinema."
Student A: "Do you think you will enjoy the film?"
Student B: "Yes, I will. It's an action film, and I love them."
- Encourage students to practise using different weekend activities from the pictures.
- Promote peer feedback to help students use the correct tense and build confidence in conversation.

Section 6: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write an informal letter that includes all parts: date, greeting, opening sentence, body, questions to engage the friend, concluding sentence, and closing.
- Use "going to," the present continuous tense, and "will" to describe weekend plans and predictions.

- Demonstrate clear organisation and detail when expressing future activities and events.
- Make their writing engaging by asking questions and predicting what might happen.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, pointing out its main parts: date, greeting, opening sentence, body, questions to engage the friend, concluding sentence, and closing.
- Explain the writing process, highlighting how to use "going to," the present continuous tense, and "will" to talk about planned weekend activities and predictions.
- Provide a sample letter (e.g., Zain's weekend letter) to show how to organise content and combine the three forms for future meaning.
- Review how questions can make the letter more conversational, such as "What are you doing this weekend?"
- Remind students to use time expressions (on Saturday, in the evening, on Sunday) and transitions to keep their ideas connected and logical.

➤ **Activity:**

- Start by reviewing the model letter with the students. Identify how the letter is structured step by step.
- Point out examples of *going to*, the present continuous, and *will* in the model letter, e.g., "On Saturday, I'm going to visit my uncle." "We're going to watch a football match." "I think it will rain."
- Practise asking and answering weekend questions orally as a class, e.g., "What are you doing this weekend?" "Are you going to see your friends?"
- Have students repeat useful patterns aloud for practice, such as "I'm going to..." / "We're having..." / "I think it will..."
- Guide students to follow the model in their student's book to write their own informal letter to a friend. Their letter should describe weekend plans using "going to," the present continuous, and "will."
- Encourage students to include all parts of the letter and write in full sentences that describe detailed plans, e.g., "On Saturday, I'm going shopping with my family. Later, I'm going to have lunch with my grandparents."
- Give time for students to add a few personal touches, such as drawings or extra details, to make the letter engaging.
- After writing, have students exchange letters with a partner or share them in small groups, giving feedback on structure, clarity, and correct use of future forms.

Section 7: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.

- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 11

Q.1 Help prepare emergency kits, follow safety plans, and listen to emergency updates.

Q.2 molten

Q.3 warnings

Q.4 devices

Q.5 I am visiting my sister this evening.

Q.6 I will eat a meal.

Q.7 Will they visit us soon?

Q.8 I'm visiting my grandmother.

Q.9 I'm going to start a new hobby.

Q.10 Yes, I think I will. I love travelling.

Unit Two

Riding into the Future

Unit	Vocabulary	Grammar	Skills
3 Riding into the Future page 20	autonomous, innovations, sensors, congestion, tubes, magnetic, efficient, vertically, transportation, evolving	May, might, and could: expressing possibility <i>She may join the club. (It is likely that she will join the club.)</i> <i>She could join the club. (It is possible, but there are other options too.)</i> <i>She might join the club. (There is only a small chance. No one is very sure.)</i> Must and can't <i>They must be exhausted. They've been running all day.</i> <i>That can't be her bag. It's a different colour.</i>	Reading: a text about transportation in the future
			Listening: listening for details about Jack's weekend in the future
			Speaking: asking and answering questions about class trip
			Writing: writing an informal email

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the text about future transportation by answering comprehension questions.
- explain how new innovations may change transportation using information from the text.
- recognise and use vocabulary related to transportation and technology (autonomous, innovations, sensors, congestion, tubes, magnetic, efficient, vertically, transportation, evolving).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use "may," "might," and "could" to talk about possible future events.
- use "must" and "can't" to express certainty, necessity, or prohibition in the present.
- detect and correct mistakes in sentences using modal verbs of possibility, certainty, and prohibition.
- listen for specific details about Jack's weekend in the future and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about a class trip using "may," "might," "could," "must," and "can't."
- practise pair work to describe possibilities, obligations, and prohibitions about class trips.
- write an informal email about a future class trip using "may," "might," "could," "must," and "can't."

Unit Plan

Unit 2 - Riding into the Future	WEEK 5	Lesson 1	Reading 1	p.12 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.12 (ex.3) p.13 (ex.4)		
		Lesson 3	Reading 3		p.8 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.13 (ex. 5-9)		
		Lesson 5	Vocabulary	p.14	p.9	
	WEEK 6	Lesson 1	Grammar 1	p.15 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.16 (ex.3)	p.10 (ex.1)	
		Lesson 3	Grammar 3	p.16 (ex.4 + ex.5)	p.10 (ex.2)	
		Lesson 4	Grammar 4		p.11 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.12 (ex.5 + ex.6)	Worksheet
	WEEK 7	Lesson 1	Listening	p.17 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.17		
		Lesson 3	Writing	p.18		
		Lesson 4	Writing		p.13	
		Lesson 5	Board Game & Assessment	p.19		Unit 2 Assessment

Section 1: Reading

➤ Objectives:

By the end of this lesson, students will be able to:

- Identify and understand the main ideas and key details in the text about future transportation.
- Read aloud individually, with a partner, or in groups to practice fluency and comprehension.
- Retell the key information about autonomous cars, hyperloop systems, and flying taxis.
- Answer and ask questions to recall details about new technologies and their possible impact.
- Reflect on how transportation may change in the future and what ideas might shape their own country.

➤ Instructional Techniques:

- Begin the lesson by engaging students with the pictures on the page. Ask, “What do you think the text is about?” Guide them to predict that it will be about future ways of travel and how technology is changing transportation.
- Introduce the text by pointing to the title “Riding into the Future” and the opening question: “What do you think transportation might look like 20 years from now?” Allow students to share ideas about cars, trains, or planes they imagine might exist in the future.
- Read the passage aloud while students follow along. Model fluency and expression by emphasizing sentences such as “Imagine stepping into a car with no pedals, no driver, and no steering wheel” and “These rapid systems might make travel between cities faster, more efficient, and more comfortable.” Highlight how punctuation guides meaning and tone.
- Guide students through a second reading of key sections. After each part, ask questions like, “How do autonomous cars work?” “What is the hyperloop, and why is it faster than normal trains?” “How might flying taxis change travel in cities?” Encourage students to connect details to the main idea of transportation evolving in the future.
- Focus on vocabulary by drawing attention to key terms such as 'autonomous,' 'sensors,' 'congestion,' 'hyperloop,' 'magnets,' 'efficient,' and 'sky ports.' Explain each term in context and encourage students to use these words when talking about the text.
- Support comprehension with visuals from the page. Point out the picture of the driverless car, the hyperloop system, and the flying taxi. Ask students to describe what they see using sentences from the reading, for example, “The car has no driver” or “The hyperloop moves pods through tubes.”
- Conclude the lesson with a reflective question: “How might transportation look in your country 20 years from now?” Encourage students to imagine possibilities, discuss benefits and challenges, and consider how technology could improve travel in the future.

➤ Activity:

• Part 1

- Have students open their student books to page 13, Exercise 4. Ask them to read the text again and decide whether each statement is true or false based on the information about future transportation. Encourage them to underline or highlight the exact sentence that supports each answer. Discuss each statement as a class, asking students to justify their choices. For any false statements, guide them to rewrite them so they are true according to the text.
- Have students open their student books to page 13, Exercise 5. Guide students to infer how flying taxis might help in busy cities. Prompt them with: “Where do flying taxis travel?” “How do they take off and land?” “How could this reduce problems on crowded streets?” Encourage students to use details from the passage about vertical take-off and travelling above traffic to support their ideas.
- Have students open their student books to page 13, Exercise 6. Discuss what the author implies about future transportation overall. Ask: “Does the writer think change is unlikely or ongoing?” “Will all ideas appear immediately?” Lead students to use clues such as the statements that transportation is evolving, some ideas may take time, and travel may look very different in the future. Students write a short response using evidence from the text.

- Have students open their student books to page 13, Exercise 7. Direct students to find the sentence with the underlined word “they.” Ask them to identify what “they” refers to by checking the noun phrase just before it. Remind the class that pronouns usually refer back to a specific noun mentioned earlier in the same paragraph. Invite a few students to share their reasoning.
- Have students open their student books to page 13, Exercise 8. Instruct students to scan the text for a sentence that shows how the hyperloop could change long-distance travel. Encourage them to look for ideas about speed and journey time, then copy the sentence and explain briefly what change it describes.
- Have students open their student books to page 13, Exercise 9. Ask students to reread the text and find one example for each category: a noun, an adjective, a preposition, an adverb, a verb, and a subject pronoun. Suggest they work in pairs to check that each word truly fits the category in context, then compare answers as a class.

• Part 2

- Begin by having students refer to the text in their student book. Ask them to reread the relevant sections carefully to practise comprehension and focus on key details. For example, students can discuss how autonomous cars differ from regular cars, how self-driving taxis could reduce traffic problems, and how the hyperloop and flying taxis might change the way people travel.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “Imagine stepping into a car with no pedals, no driver, and no steering wheel” or “These rapid systems might make travel between cities faster, more efficient, and more comfortable.” This activity helps students practise fluency and engage actively with the text.
- Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask: “What makes autonomous cars different from regular cars?” “How could self-driving taxis help people in busy cities?” “What is the hyperloop, and how might it change travel?” “What are flying taxis, and how might they be used in the future?” “What do engineers hope to achieve by creating new ways to travel?” and “Which idea from the text do you think could become real soon, and why?” Encourage students to support their answers with evidence from the text.
- Have students open their activity books to page 8, Exercise 1. Direct them to write answers to the comprehension questions based on the text. Remind them to use full sentences and underline keywords from the passage to support their responses. Write one or two sample answers on the board to model how to answer clearly.
- Have students open their activity books to page 8, Exercise 2. Ask them to reread each sentence, circle the incorrect word, and replace it with the correct one from the text. For example, in “Flying taxis use wheels to move along the road,” students will correct “wheels” to “propellers”. After they complete the task, review the answers as a class, asking students to explain why each original word was wrong and how the corrected word fits the meaning of the text.

Answer Key

Student’s Book, page 13

A. F B. T C. F D. T E. F

Q. 5.

They might reduce traffic by flying over crowded streets and help people reach places more quickly.

Q. 6.

The author implies that transportation is changing quickly and may become very different in the near future.

Q. 7.

It refers to self-driving taxis.

Q. 8.

“A journey that now takes hours could one day take just thirty minutes.”

Q. 9.

A. car B. fascinating C. above D. quickly E. travel F. they

Answer Key**Activity Book, page 8**

Q. 1.

- A. They can move and follow traffic rules without a driver by using cameras and sensors.
- B. They may reduce traffic and give people more time to rest, read, or work.
- C. It's a high-speed magnetic transportation system that might reduce long journeys to just minutes.
- D. They are small electric aircraft that take off and land vertically. In the future, they might fly over busy streets to help people reach their destinations more quickly.
- E. They hope to make transportation faster, safer, and more efficient.
- F. Flying taxis might become real soon because they are already being tested in some cities.

Q. 2.

- A. wheels → wings B. drivers → computers C. air → tubes
- D. unlikely → likely E. stop → improve F. common → tested

Section 2: Vocabulary**➤ Objectives:****By the end of this section, students will be able to:**

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key**Student's Book, page 14**

Q. 2.

A. vertically B. efficient C. congestion D. evolving E. sensors
F. transportation G. tubes H. autonomous I. magnetic J. innovations

Activity Book, page 9

Q. 1.

A. transportation B. congestion C. efficient D. autonomous E. innovations

Q. 2.

1. autonomous 2. sensors 3. transportation 4. evolving 5. efficient

Q. 3.

A. sensors B. vertically C. tubes D. magnetic E. evolving

Section 3: Grammar**➤ Objectives:****By the end of this lesson, students will be able to:**

- Engage in brief dialogues using “may,” “might,” and “could” to express present or future possibility, and “must” and “can’t” to show strong certainty, deduction, necessity, or prohibition.
- Identify and choose appropriately between “may/might/could” for uncertain possibilities and “may not/might not” for negative possibilities, recognising that “could not/couldn’t” signals impossibility rather than weak possibility.
- Construct simple sentences orally and in writing with the correct structure for modals (subject + modal + base verb) without “to” or verb endings.
- Ask and answer questions about possibilities and deductions using modals, e.g., “Could she be in the library?” “Might they come later?” “Must he be the new teacher?” and explain choices.
- Apply “must” for strong deductions or rules and “can’t” for near-certain negatives or prohibitions in both written and oral exercises.

➤ Instructional Techniques:

- Start by explaining how we use “may,” “might,” and “could” to talk about something that is possible but not certain and how we use “must” and “can’t” to show strong certainty or rules, emphasising the structure subject + modal + base verb and contrasting “may not/might not” (negative possibility) with “couldn’t” (impossible).
- Introduce visual prompts from the unit dialogue and model sentences such as “She might be in the library,” “She could be with Mr Jack,” “Her backpack is here—she must be nearby,” and “That can’t be Sue’s notebook,” keeping attention on the modal + base verb form.
- Display example sentences on the board and explain meanings in context, for example, “Sarah may join the club” (possible), “Sarah might join the club” (less likely), “Sarah could join the club” (general possibility), “Sarah may not join the club” (negative possibility), “That can’t be her bag” (near-certain negative), and “You must study hard” (rule/necessity).
- Encourage choral repetition of affirmative and negative forms and short answers where natural, e.g., “Might she be in class?—She might,” “Must he be the coach? — He must.” “Can’t it be Tom’s? — It can’t.”
- Demonstrate how to form yes/no questions and wh-questions with modals by placing the modal before the subject, for example, “Could she be in the library?” “What might they bring to the party?” “Why must we arrive early?” and discuss why each modal fits the situation.
- Provide oral practice by asking students to make deductions from clues, e.g., show a backpack and say, “The bag is here, but Layla isn’t—what do you think?” to elicit “She might be nearby” or “She must be in the library.”
- Use role-plays or pair work where Student A gives a clue and Student B responds with a suitable modal, for example, A: “The lights are off and it’s midnight.” B: “They must be asleep,” or A: “I can’t find my book; the library is open.” B: “It could be on your desk.”

- Give written and spoken drills mixing possibility and certainty so students practise switching modals accurately, for example, transforming prompts into “may/might/could,” “may not/might not,” “must,” or “can’t” sentences while justifying their choices in one short phrase.

➤ **Activity:**

- Have students open their student books to page 16, Exercise 3. Guide them to read each sentence and circle the most suitable modal of possibility (may / might / could). Remind them that these modals all mean something is possible but not certain; writers often choose “may” for a stronger or more likely possibility, “might” for a weaker one, and “could” for a general possibility. Tell them to use context clues such as “likely,” “possibly,” or “I’m not sure yet” to decide. Example: “They could be in the library now” (general possibility) / “Sarah might join the club this term; I’m not sure yet.”
- Have students open their student books to page 16, Exercise 5. Instruct them to circle the correct modal (must / can’t) to show strong deduction or prohibition. Explain that “must” expresses something we are almost sure is true or a necessity, while “can’t” shows we are almost sure something is not true or is not allowed. Encourage them to look for evidence in the sentence (facts, clues, or rules) to choose correctly. Example: “They can’t use their phones in class; it’s not allowed” (prohibition) / “He must be the new teacher; he’s carrying all the lesson books” (strong deduction).
- Have students open their activity books to page 10, Exercise 1. Instruct them to read each sentence and circle the correct modal of possibility (may / may not / might / might not / could) based on the clues in the sentence; remind them that we use may/might/could to show something is possible, and may not/might not to show it is possibly not true. Tell them to look for context hints such as “the lights are off,” “she signed up,” or “the teacher is absent” to decide the most suitable option. Example: “They _____ be in the library; the lights are off and the door is closed.” → “They might be in the library.”
- Have students open their activity books to page 10, Exercise 2. Guide them to choose between must and can’t to show strong certainty or prohibition; explain that must expresses something we are almost sure is true or a rule/necessity, while can’t shows we are almost sure something is not true or is not allowed. Encourage them to use logic from the sentence, e.g., evidence, rules, or signs. Example: “Drivers _____ stop at a red light.” → “Drivers must stop at a red light.” “This _____ be their car; they don’t even drive.” → “This can’t be their car.”
- Have students open their activity books to page 11, Exercise 3. Ask them to complete each sentence with the best option from the box (e.g., must be hungry, can’t be true, might rain, could win, might not come, can’t remember, must be tired, may leave) by matching meaning and context; remind them that must = strong certainty, can’t = strong negative certainty/impossible, and may/might/could = possibility. Example: “Look at those clouds! It _____ this afternoon.” → “It might rain this afternoon.”
- Have students open their activity books to page 11, Exercise 4. Instruct them to tick the sentence that has the same meaning by matching the clue words to the correct modal: “almost sure” → must, “not allowed” → can’t, “maybe” → might/may/could, “I’m certain” → must. Encourage students to justify their choices aloud. Example: “I’m almost sure she’s at home.” → Tick “She must be at home.”
- Have students open their activity books to page 12, Exercise 5. Guide them to rearrange the jumbled words to form correct sentences using the modal verbs may, might, could, must, and can’t. Remind them to begin with the subject, then the modal verb, followed by the base form of the main verb. For example, “home / may go / soon / My friend” → “My friend may go home soon.” Encourage them to pay attention to word order and meaning. After finishing, review each sentence as a class and explain why the chosen modal is correct in that context.
- Have students open their activity books to page 12, Exercise 6. Instruct them to find and correct the mistakes in each sentence. Remind students that modal verbs are always followed by the base form of the main verb, and we don’t add –s, –ed, or –ing endings. For example, “Lily might not finishes her homework” → “Lily might not finish her homework.” Ask students to underline the incorrect part, then rewrite the whole sentence correctly. After they complete the task, discuss the corrections as a class to reinforce the correct use of modal verbs.

Answer Key**Student's Book, page 16**

Q. 3.

A. may B. could C. might D. may E. could F. may G. might H. could

Q. 5.

A. must B. must C. can't D. must E. can't F. must

Activity Book, pages 10-12

Q. 1.

A. may B. might not C. may not D. may not E. might F. may G. might not H. may not

Q. 2.

A. can't B. must C. must D. can't E. must F. can't G. can't H. must

Q. 3.

A. must be tired B. can't be true C. might rain D. could win
E. may leave F. can't remember G. might not come H. must be hungry

Q. 4.

A. 2 B. 2 C. 1 D. 2 E. 1 F. 2

Q. 5.

A. My friend may go home soon. B. The kids must be hungry.
C. This story can't happen in real life. D. The sky might turn dark soon.
E. Our team could score a goal.

Q. 6.

A. James must know the answer. He studied all night.
B. This can't be Olivia's classroom. Her name isn't on the door.
C. Emma might be at the front gate. She left the room a few minutes ago.
D. Liam may not come today. He was feeling sick this morning.
E. Noah could be the team captain. He plays very well and helps the others.
F. Lily might not finish her homework because she forgot her books at school.**Section 4: Listening**➤ **Objectives:****By the end of this section, students will be able to:**

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short story about Jack's ideas of weekends in the future. Ask them to look carefully at the new technologies and activities he describes. Encourage them to think about questions like "How might people shop in the future?" and "What might families or students do on weekends?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 17 listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 17

Q. 2.

A. He might ride a sky bike or play games in a 3D world.

B. Smart screens that explain everything.

Q. 3.

A. F B. T C. F D. T E. T F. F

Transcript

My Weekend in the Future

Hi, I'm Jack. I think weekends in the future might be very exciting! People may not go to malls like they do now. Instead, they could shop using virtual glasses at home, and drones might deliver their orders in minutes. On Saturdays, I might ride a sky bike or play games in a 3D world with my friends. Some families could even visit space hotels. That must be enjoyable, but it must also be expensive! On Sundays, people might relax while robot helpers cook and clean. Students may finish homework on smart screens that explain everything. The future could be full of amazing things, but we must still use our time wisely. And we can't forget to spend time with our families.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use "may," "might," "could," "must," and "can't" to ask and answer questions about class trips.
- Formulate questions and responses about where they might go and what they must or can't do.
- Engage in dialogues to discuss possible activities, rules, and requirements for a class trip.

➤ Instructional Techniques:

- Display the list of class trip activities and rules on the board (e.g., historical village—take notebooks—can't touch the old buildings; science centre—wear a lab coat—can't eat or drink near the exhibits; nature reserve—wear walking shoes—can't pick the plants).
- Model how to ask and answer questions using may, might, could, must, and can't. For example:
"Where might we go on our next class trip?"
"We may go to the science centre."
"What must we take with us?"
"We must take a camera."
"What can't we do there?"
"We can't run or shout inside the museum."
- Provide explanations of how each modal verb is used: may/might/could → possibility, must → obligation, can't → prohibition.
- Emphasise sentence structures:
[Subject + may/might/could + base verb]
[Subject + must + base verb]
[Subject + can't + base verb]

➤ Activity:

- Have students take turns asking and answering questions about possible class trips. For example:
Student A: "Where might we go on our class trip?"
Student B: "We might go to the historical village."
Student A: "What must we take with us?"
Student B: "We must take notebooks."
Student A: "What can't we do there?"
Student B: "We can't touch the old buildings."
- Encourage students to use the pictures to practise different places, items, and rules.
- Promote peer feedback to help students use modal verbs correctly and confidently in conversation.

Section 6: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write an informal email to a friend about a class trip.
- Use “may,” “might,” “could,” “must,” and “can’t” to describe possible destinations, necessities, and prohibitions.
- Organise their email using the correct structure: sender, receiver, subject line, salutation, opening sentences, body, concluding sentences, closing, and signature.
- Express ideas clearly and politely in a friendly, conversational style.

➤ Instructional Techniques:

- Display the model email on the board and highlight each part: email sender, receiver, subject line, salutation, opening sentences, body (possibilities, necessities, prohibitions), concluding sentences, closing, and sender’s name.
- Review how to use modal verbs correctly in writing: may / might / could → possibilities, must → necessities, can’t → prohibitions.
- Model an example email by reading it aloud and pointing out the use of modal verbs. For example:
“We might go to the historical village.”
“We must bring our notebooks.”
“We can’t eat or drink near the exhibits.”
- Explain how to use polite and friendly sentences in informal emails (e.g., “I hope you’re doing great!” “Write back soon!”).
- Emphasise logical organisation and clarity of expression in the email.

➤ Activity:

- Start by reviewing the example email in the Student’s Book with the students. Point out how the email is structured (email sender, receiver, subject line, salutation, opening sentences, body paragraphs, concluding sentences, closing, and signature).
- Discuss how modal verbs (may, might, could, must, can’t) are used to talk about possibilities, necessities, and prohibitions. For example: “We might go to the historical village.” “We must take our notebooks.” “We can’t touch the old buildings.”
- Model how to ask and answer questions that could be included in the email. For example: “Where might we go on our trip?” “What must we take with us?” “What can’t we do there?”
- Have the students repeat the structure and key sentence patterns aloud as a class for practice.
- Have students follow the model email in the Student’s Book to write their own informal email to a friend about their next class trip, using may, might, could, must, and can’t.
- Encourage students to include all parts of the email: sender, receiver, subject, salutation, opening sentences, body with modal verbs, concluding sentences, closing, and signature.
- Prompt students to add specific details about the trip, for example: “We might visit the science centre.” “We must wear lab coats.” “We can’t eat or drink near the exhibits.”
- Allow students time to revise their emails and make improvements based on peer or teacher feedback.
- After writing, give students the opportunity to share their emails with a partner or in small groups. Encourage them to provide constructive feedback on each other’s work, focusing on structure, clarity, and correct use of modal verbs.

Section 7: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.

- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 19

Q.1 It might include self-driving cars, flying taxis, and faster, cleaner travel.

Q.2 innovations

Q.3 sensors

Q.4 evolving

Q. 5 I might go to the zoo this weekend; I'm not sure yet.

Q. 6 Sally may likely join the science club.

Q. 7 You must be ill; you don't breathe well.

Q.8 We might go to the nature reserve.

Q.9 We must take walking shoes and water bottles.

Q.10 We can't pick the plants or feed the animals.

Unit Three

The Door Behind the Wall

Unit	Vocabulary	Grammar	Skills
3 The Door Behind the Wall page 20	curious, hollow, creak, flashlight, journal, project, museum, decorate, reflect, discovery	If clauses: type zero and type one (revision) <i>If you mix red and white, you get pink.</i> <i>If it rains tomorrow, I will (I'll) stay home.</i> If clause: type two <i>If I won the lottery, I would (I'd) buy a new house.</i> <i>If I didn't have homework, I would go to the party.</i> <i>If I were taller, I would play basketball.</i>	Reading: a story about discovering a hidden room
			Listening: listening for details about a day at the animal shelter
			Speaking: asking and answering questions about things that are always true, real future situations, or imaginary situations
			Writing: writing a descriptive essay

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the story about discovering a hidden room by answering comprehension questions.
- explain how Adam's discovery led to creating a school museum using information from the story.
- recognise and use vocabulary related to discoveries and projects (curious, hollow, creak, flashlight, journal, project, museum, decorate, reflect, discovery).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use type zero and type one conditionals to describe facts and real future situations.
- use type two conditionals to describe imaginary or unlikely situations.
- detect and correct mistakes in sentences using different types of conditionals.
- listen for specific details about a day at the animal shelter and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions using type zero, type one, and type two conditionals.
- practise pair work to describe real and imaginary situations using if-clauses.
- write a descriptive essay including facts, real future possibilities, and imaginary ideas using if-clauses.
- organise writing with an introductory paragraph, body paragraphs, and a closing paragraph following the guided model.

Unit Plan

Unit 3 - The Door Behind the Wall	WEEK 8	Lesson 1	Reading 1	p.20 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.20 (ex.3) p.21 (ex.4)		
		Lesson 3	Reading 3		p.14 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.21 (ex. 5-9)		
		Lesson 5	Vocabulary	p.22	p. 15	
	WEEK 9	Lesson 1	Grammar 1	p.22 (ex.1) p.23 (ex.2)		
		Lesson 2	Grammar 2	p.24 (ex.3)	p.16 (ex.1)	
		Lesson 3	Grammar 3	p.24 (ex.4 + ex.5)	p.16 (ex.2)	
		Lesson 4	Grammar 4		p.17 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.18 (ex.5 + ex.6)	Worksheet
	WEEK 10	Lesson 1	Listening	p.25 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.25		
		Lesson 3	Writing	p.26		
		Lesson 4	Writing		p. 19	
		Lesson 5	Board Game & Assessment	p.27		Unit 3 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and key events in the text about discovery and perseverance.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Retell the story of Adam's curiosity and how he uncovered the hidden door and its secrets.
- Answer and ask questions to recall details about Adam's actions, the hidden room, and the students' response.
- Reflect on the importance of curiosity, teamwork, and preserving memories, as illustrated in the text.

➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures of an old school, a hidden door, and a stack of books. Ask, "What do you think the story will be about?" Encourage predictions about discovery, curiosity, and the value of the past.
- Introduce the text: Present the title and opening question: "What would you have done if you had found a hidden door in your school?" Invite students to share personal ideas or experiences about finding hidden or forgotten things.
- Model fluent reading: Read the passage aloud as students follow along. Highlight key sentences such as "Curious, Adam stepped closer and gently tapped on the wall" and "What started as a hidden door became something more, a living memory of the school's past." Model tone, pauses, and expression to demonstrate proper fluency.
- Break down the text: Reread key sections and ask questions such as, "What did Adam notice about the wall?" "What was inside the hidden room?" and, "How did the students transform the discovery into something meaningful?" Guide students to connect Adam's curiosity to the larger theme of preserving memories.
- Focus on vocabulary: Draw attention to key words such as "journal," "discovery," "museum," "memory," and "inspired." Explain their meanings in context and encourage students to use them in their responses.
- Incorporate visuals: Use illustrations from the story, such as Adam shining his phone light into the room or students decorating the space. Ask students to describe the images using phrases like "Adam found a dusty old notebook" or "The students turned the room into a school museum."
- Encourage reflection: Conclude by asking, "What lessons did you learn from Adam's discovery?" Facilitate a discussion about how curiosity and teamwork can turn small ideas into something powerful, encouraging students to think about ways they can preserve and share important memories in their own lives.

➤ Activity:

• Part 1

- Have students open their student books to page 21, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on The Door Behind the Wall. Encourage them to underline the exact sentence in the text that supports each answer. Discuss as a class and have students justify their choices. For any false statements, guide them to rewrite them so they are true according to the story.
- Have students open their student books to page 21, Exercise 5. Guide them to reflect on Adam's actions throughout the text. Ask, "What can you infer about Adam's personality? What do his actions show about him?" Prompt for evidence such as noticing the unusual wall, investigating carefully, sharing the discovery with Lucy, and helping transform the room into a museum.
- Have students open their student books to page 21, Exercise 6. Discuss what the author implies about small discoveries. Lead students to use clues from the last paragraph (e.g., small ideas can grow into something powerful when shared). Students write a brief answer using evidence from the text.
- Have students open their student books to page 21, Exercise 7. Direct them to find the sentence with the underlined word "it." Ask students to identify what "it" refers to by checking the noun just before it in

context (e.g., the hidden room/school museum or Adam’s curiosity—depending on the underlined sentence). Remind them that pronouns usually point back to a specific noun mentioned earlier. Invite a few students to share their reasoning.

- Have students open their student books to page 21, Exercise 8. Instruct them to scan the text for a sentence that shows students worked together to improve the hidden room. Encourage them to look for details like bringing old items, cleaning, decorating, and making signs. Have them copy the sentence and explain briefly how it shows teamwork.
- Have students open their student books to page 21, Exercise 9. Ask them to reread the text and identify one example for each category: a noun, an adjective, a verb, a possessive pronoun, a subject pronoun, and a preposition. Suggest pair work to check that each word truly fits its category in context, then compare answers as a class.

• Part 2

- Begin by having students refer to the story in their student book. Ask them to reread the relevant sections to practise comprehension and focus on key details. For example, students can discuss where Adam noticed the unusual wall, what he found behind it, and how the discovery changed into something valuable for the school.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as “Curious, Adam stepped closer and gently tapped on the wall” or “What started as a hidden door became something more, a living memory of the school’s past.” This helps build fluency and keeps everyone engaged with the text.
- Guide students in answering comprehension questions that explore the text’s themes and details. Ask: “Where did Adam find the hidden door?” “What did the room behind the wall contain?” “What was special about the notebook Adam found?” “What idea did Lucy have after Adam showed her the room?” “How did the students turn the room into a museum?” and “What did Adam’s curiosity lead to?” Encourage students to support each answer with evidence from the story.
- Have students open their activity books to page 14, Exercise 1. Direct them to write full-sentence answers to the questions based on the story. Remind them to underline key words in the student book that confirm their answers. Write one or two model answers on the board to clarify expectations and allow students to check their work.
- Have students open their activity books to page 14, Exercise 2. Ask students to read the six events carefully and number them in the correct order. Encourage them to reread the story to find sequencing clues (e.g., first Adam stayed late, then he noticed the wall, later he and Lucy planned a museum, etc.). When they finish, review as a class and discuss briefly how each event leads to the next to confirm understanding of the plot.

Answer Key

Student’s Book, page 21

Q. 4.

A. F B. T C. T D. F E. T

Q. 5.

Adam is curious and thoughtful, and he cares about preserving history.

Q. 6.

The author implies that small discoveries can lead to meaningful change and inspire others.

Q. 7.

It refers to Adam’s curiosity.

Q. 8.

“They cleaned the space, decorated the walls, and made signs to explain the story of the room.”

Q. 9.

A. notebook B. hidden C. discovered D. his E. they F. behind

Activity Book, page 14

Q. 1.

A. Adam found the hidden door in a quiet hallway that most students rarely used.

B. The room contained stacks of books, old school photos, broken furniture, and a student journal.

C. The notebook was a student journal from over 30 years ago with stories and project plans.

D. Lucy suggested turning the room into a school museum.

E. They cleaned the room, brought in old items, decorated it, and made signs to tell its story.

F. It led to the discovery of the hidden room and the creation of a school museum.

Q. 2.

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

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 22

Q. 2.

A. decorate B. flashlight C. creak D. journal E. curious
F. project G. museum H. reflect I. hollow J. discovery

Activity Book, page 15

Q. 1.

A. museum B. discovery C. curious D. journal E. decorate

Q. 2.

1. hollow 2. journal 3. discovery 4. project 5. decorate 6. curious

Q. 3.

A. reflect B. creak C. flashlight D. project E. hollow

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Engage in brief dialogues using Type Zero, Type One, and Type Two conditionals to describe general truths, possible future events, and imaginary or unlikely situations.
- Identify and use Type Zero conditionals correctly to describe scientific facts, general rules, and things that are always true when a condition is met.
- Identify and use Type One conditionals to talk about real or possible situations in the future and their likely results.
- Identify and use Type Two conditionals to describe hypothetical or imaginary situations in the present or future and what would happen if the condition were true.
- Construct simple sentences orally and in writing using the correct structures of Type Zero, Type One, and Type Two conditionals.
- Ask and answer questions using conditional sentences to practise expressing facts, possibilities, predictions, and imaginary ideas.

➤ Instructional Techniques:

- Start by explaining the usage of Type Zero, Type One, and Type Two conditionals, highlighting the structures. Type Zero uses: If + present simple, present simple (e.g., “If you heat ice, it melts”). Type One uses: If + present simple, “will” + base verb (e.g., “If it rains tomorrow, we will stay home”). Type Two uses: If + past simple, “would” + base + base verb (e.g., “If I had wings, I would fly everywhere”). Emphasise the difference in meaning: Type Zero for facts and rules, Type One for real future possibilities, and Type Two for unreal or unlikely situations.
- Display example sentences on the board to show the differences. For Type Zero: “If you don’t water plants, they die.” For Type One: “If you study hard, you will pass the exam.” For Type Two: “If I were rich, I would buy a big house.” Explain that with Type Two we often use “were” for all subjects, e.g., “If I were taller, I would play basketball.”
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and stress in each type of conditional, and contrast them to show the difference in meaning. For example, compare “If water reaches 100°C, it boils” (a fact, Type Zero) with “If it rains tomorrow, we will cancel the match” (a real possibility, Type One) and “If I had a car, I would travel the world” (imaginary, Type Two).
- Demonstrate how to form questions with conditionals. For example: Type Zero: “What happens if you don’t brush your teeth?” → “You get cavities.” Type One: “What will you do if you miss the bus?” → “I will walk to school.” Type Two: “What would you do if you saw a lion?” → “I would run away.” Encourage students to notice how the form changes depending on the type.
- Provide oral practice by asking students to role-play situations. For example: Type Zero → “If the sun sets, it gets dark.” Type One → “If you call me tonight, I will help you with your homework.” Type Two → “If I had a million dollars, I would build a school.” Encourage pairs to practise asking and answering questions using all three types.
- Incorporate visuals such as weather symbols, scientific experiments, and dream scenarios to help students create their own conditional sentences. For example, show a rainy cloud picture for Type One: “If it rains, what will you do?” or a fantasy picture of a rocket for Type Two: “If you travelled to the moon, what would you see?”
- Conclude with written exercises where students complete, correct, or create conditional sentences for each type. Ensure they practise affirmative, negative, and interrogative forms. For example: Type Zero → “If you mix blue and yellow, you get green.” Type One → “If she doesn’t study, she won’t pass.” Type Two → “If I were you, I would apologise.”

➤ **Activity:**

- Have students open their student books to page 23, Exercise 3. Guide them to complete each sentence with the correct form of the verb in Type Zero or Type One conditionals. Remind them that Type Zero is used to describe general truths, facts, or things that always happen when a condition is met, while Type One is used to describe real or possible situations in the future. For example: “If you heat water, it boils” (Type Zero fact) or “If it rains tomorrow, we will stay home” (Type One possibility). Encourage students to look at the time indicators and context to decide which form to use.
- Have students open their student books to page 24, Exercise 5. Instruct them to complete each sentence with the correct form of the verb in Type Two conditionals. Explain that Type Two is used to talk about imaginary, unreal, or unlikely situations in the present or future, and to imagine what would happen if the condition were true. For example: “If I had a camera, I would take pictures of everything” or “If she studied more, she would pass the exam.” Remind students that the “if clause” uses the past simple, while the main clause uses “would” and the base form of the verb.
- Have students open their activity books to page 16, Exercise 1. Instruct them to carefully read each sentence and complete it with the correct form of the verb in the if clause and the main clause. Remind students that Type Zero is used for general truths or scientific facts (e.g., “If you heat ice, it melts.”) and that Type One is used for real or likely situations in the future (e.g., “If it rains tomorrow, we will stay at home.”). Encourage students to pay close attention to the subject and tense of each part of the sentence to select the correct form.
- Have students open their activity books to page 16, Exercise 2. Guide them to complete each sentence using the correct form of the verb in Type Two conditionals. Explain that Type Two is used to describe imaginary or unlikely situations in the present or future. For example: “If I were taller, I would play basketball.” Remind students that in this form, the if-clause uses the past tense, while the main clause uses “would” + base verb. Provide additional examples such as “If she studied more, she would get better grades” and “If we lived closer, we would see each other more often.”
- Have students open their activity books to page 17, Exercise 3. Instruct them to carefully read each sentence and choose the correct answer from the two options in brackets. Remind students that Type Zero conditionals use the present simple in both clauses to describe facts and general truths (e.g., “If you heat ice, it melts”), Type One conditionals use the present simple in the if-clause and “will + base verb” in the main clause to describe real future possibilities (e.g., “If she wins the race, she will get a medal”), and Type Two conditionals use the past simple in the if-clause and “would + base verb” in the main clause to describe unreal or imaginary situations (e.g., “If I saw a bear, I would run away”). Encourage students to identify the type of conditional in each sentence to choose the correct verb form. Review the answers together as a class, highlighting why each conditional type is used.
- Have students open their activity books to page 17, Exercise 4. Guide them to read each sentence and decide whether it expresses a fact (Type Zero), a real possibility (Type One), or an unreal situation (Type Two). Remind students that facts describe things that are always true (e.g., “If salt mixes with water, it dissolves”), real possibilities refer to likely future events (e.g., “If Ben wakes up early, he will catch the bus”), and unreal situations describe imaginary or hypothetical scenarios (e.g., “If I had wings, I would fly above the clouds”). Ask students to label each sentence with “fact,” “real possibility,” or “unreal situation” accordingly. Review the answers together, and encourage them to give their own examples of each type of conditional.
- Have students open their activity books to page 18, Exercise 5. Instruct them to match each situation with the correct piece of advice. Explain that these are examples of Type Two conditionals used for giving advice with “If I were you, I would...” For instance: “If I were you, I would go to the nurse.” Encourage students to read both the situation and the advice carefully before matching.
- Have students open their activity books to page 18, Exercise 6. Guide them to identify and correct mistakes in sentences containing if clauses. For example, “If Liam finishes his lunch, he would get dessert” should be corrected to “If Liam finishes his lunch, he will get dessert” (Type One). Remind students to check whether the sentence refers to a general fact, a real/likely future event, or an

imaginary situation, and then choose the correct structure (Type Zero, Type One, or Type Two). Encourage them to rewrite the sentences correctly in their notebooks.

Answer Key

Student's Book, pages 23-24

Q. 3.

A. get B. will start C. makes D. will stay E. get
F. will give G. will answer H. turns I. will catch J. starts

Q. 5.

A. would take B. lived C. would buy D. asked
E. woke F. would pass G. didn't have H. saw

Activity Book, pages 16-18

Q. 1.

A. evaporates B. will pass C. heat D. will miss E. don't eat
F. will help G. melts H. will stay I. dies J. doesn't set

Q. 2.

A. were B. had C. didn't live D. would get E. didn't forget
F. would become G. wouldn't grow H. knew I. would drive

Q. 3.

A. melts B. went C. will get D. had E. boils
F. would pass G. saw H. turns I. will miss J. would buy

Q. 4.

A. fact B. real possibility C. unreal situation D. fact E. real possibility
F. unreal situation G. fact H. real possibility I. unreal situation J. fact

Q. 5.

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

Q. 6.

A. If Liam finishes his lunch, he will get dessert. B. If I were a fish, I would swim all day.
C. If I had a magic wand, I would make the classroom fly. D. If you mix red and yellow, you get orange.
E. If you boil eggs too long, they become hard. F. If Olivia doesn't hurry, she will miss the train.

Section 4: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Mia's visit to an animal shelter. Ask them to look carefully at how she helps the animals and what she learns from the experience. Encourage them to think about questions like "What animals were at the shelter?" and "What did Mia do to help the dogs and other animals?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 25, and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.

- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 25

Q. 2.

- A. They helped feed the dogs, clean their cages, and play with the animals.
- B. Because he was friendly.

Q. 3.

- A. T B. F C. F D. T E. F F. T

Transcript

A Day at the Animal Shelter

Hi, I'm Mia. Last weekend, I visited an animal shelter with my cousin. We helped feed the dogs, clean their cages, and play with the animals. It was hard work but really fun. The shelter had cats, dogs, and even two rabbits. If you love animals, volunteering at a shelter is a great idea. I walked a small brown dog named Max. He was so friendly; if I could adopt a dog, I'd choose him. One of the workers told us that Max was found on the street, but now he's healthy and waiting for a new home. We also made toys from old T-shirts to keep the animals busy. I didn't know shelters needed so much help every day. If I have time next month, I'll go again. It felt good to do something helpful.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use if clauses (Type Zero, Type One, and Type Two) to ask and answer questions about real, future, and imaginary situations.
- Formulate conditional questions and responses to describe what happens in different situations.
- Engage in dialogues to discuss everyday facts, possible future actions, and imaginary scenarios using if clauses.

➤ Instructional Techniques:

- Display a list of situations and prompts on the board (e.g., touch a hot pan, it rains tomorrow, have wings, mix blue and yellow, don't brush your teeth, your friend feels sad, your tablet stops working, were a robot, had a magic pencil, were invisible for a day).
- Model how to ask and answer questions using if clauses. For example: "What happens if you touch a hot pan?" → "If I touch a hot pan, I get burnt." (Type Zero)
"What will you do if it rains tomorrow?" → "If it rains tomorrow, I'll stay inside." (Type One)
"What would you do if you had wings?" → "If I had wings, I'd fly over the city." (Type Two)
- Provide explanations of when to use each type of conditional:
Type Zero: facts/general truths (If + present simple, ... present simple).
Type One: real future situations (If + present simple, ... will + base verb).
Type Two: imaginary/hypothetical situations (If + past simple, ... would + base verb).
- Emphasise the structure of each conditional type with examples.

➤ Activity:

- Have students work in pairs. One student asks a question using an if clause, and the other answers using the correct conditional type.
- Examples:
Student A: "What happens if you eat too much candy?"
Student B: "If I eat too much candy, I get a stomachache." (Zero conditional)
Student A: "What will you do if your tablet stops working?"
Student B: "If my tablet stops working, I'll tell my parents." (First conditional)
Student A: "What would you do if you were invisible for a day?"
Student B: "If I were invisible for a day, I'd play tricks on my friends." (Second conditional)
- Encourage students to practise with a variety of prompts from the pictures (mixing colours, brushing teeth, being a robot, etc.).

- Promote peer feedback to help students refine their use of if clauses and gain confidence in conversation.

Section 6: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a descriptive essay that includes all required parts: title, introductory paragraph, body paragraphs, and closing paragraph.
- Use *if clauses* (Type Zero, Type One, and Type Two) to write about things that are always true, things that might happen soon, and imaginary situations.
- Provide specific details, examples, and personal thoughts to support their ideas.
- Organise their essay clearly and logically, using appropriate transitions to maintain coherence.

➤ Instructional Techniques:

- Display the example essay on the board, highlighting its structure: title, introductory paragraph, body paragraphs (true situations, real future situations, and imaginary situations), and closing paragraph.
- Explain the writing process, emphasising how to use different *if clauses*: Type Zero for always true situations, Type One for real possible future events, and Type Two for imaginary situations.
- Provide a sample essay (e.g., “If I Could Change the World”) to show how students can combine real and imaginary ideas in one piece of writing.
- Review how to make the essay engaging by adding details and personal reflections, for example, “If I don’t brush my teeth, I get a toothache” (Type Zero), “If it rains tomorrow, I’ll stay home and draw” (Type One), and “If I had wings, I’d fly over the city” (Type Two).
- Remind students to link their paragraphs with transitions and ensure that their ideas follow a logical order.

➤ Activity:

- Start by reviewing the example descriptive essay with the students. Point out how each paragraph serves a different purpose: true routines, possible future events, and imaginary ideas.
- Highlight the use of *if clauses* in the essay. Practise identifying which type is being used (Type Zero, Type One, or Type Two).
- Model how to ask questions that inspire different “if” situations, e.g., “What happens if you eat too much sugar?” (Type Zero), “What will you do if it rains tomorrow?” (Type One), “What would you do if you could fly?” (Type Two).
- Have the students repeat useful sentence patterns aloud as practice, such as “If I don’t..., I...” / “If it rains, I’ll...” / “If I were..., I’d...”
- Guide students to follow the model essay in their student’s book to write their own descriptive essay using all three types of *if clauses*.
- Encourage students to write in detail, including examples of routines, real possibilities, and imaginary adventures.
- Allow time for students to share their essays with a partner or small group, focusing feedback on structure, clarity, and correct use of *if clauses*.

Section 7: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 27

Q.1 I would have opened the door carefully and explored inside.

Q.2 creak

Q.3 flashlight

Q.4 reflect

Q.5 If water boils, it makes steam.

Q. 6 If it rains tomorrow, we will stay at home.

Q. 7 If I were rich, I would buy a yacht.

Q.8 If I touch fire, I get burnt.

Q.9 If my pencil breaks, I'll use another one.

Q.10 If I were a robot, I would help people all day.

Unit Four

Pioneers with Paws

Unit	Vocabulary	Grammar	Skills
4 Pioneers with Paws page 28	pioneer, mission, orbit, gravity, observe, launch, task, design, return, exploration	Passive voice: simple present <i>Paper is recycled every day.</i> <i>Paper is not (isn't) recycled every day.</i> <i>Is paper recycled every day? Yes, it is. / No, it isn't.</i> Passive voice: simple past <i>Paper was recycled yesterday.</i> <i>Paper was not (wasn't) recycled yesterday.</i> <i>Was paper recycled yesterday? Yes, it was. / No, it wasn't.</i>	Reading: a text about animal pioneers in early space exploration
			Listening: listening for details about a day at the science museum
			Speaking: asking and answering questions about chores
			Writing: writing a descriptive essay

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the text about animal pioneers in space by answering comprehension questions.
- explain how animals contributed to early space exploration and spacecraft design using information from the text.
- recognise and use vocabulary related to space and exploration (pioneer, mission, orbit, gravity, observe, launch, task, design, return, exploration).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use the passive voice in the simple present tense to describe routines and general truths.
- use the passive voice in the simple past tense to describe completed actions in the past.
- detect and correct mistakes in sentences using the passive voice.
- listen for specific details about a day at the science museum and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about daily chores using the passive voice.
- practise pair work to describe routines and completed tasks using the passive voice.
- write a descriptive essay about chores at home using the simple present and simple past passive.
- organise writing with an introductory paragraph, body paragraphs, and a closing paragraph following the guided model.

Unit Plan

Unit 4 - Pioneers with Paws	WEEK 11	Lesson 1	Reading 1	p.28 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.28 (ex.3) p.29 (ex.4)		
		Lesson 3	Reading 3		p.20 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.29 (ex. 5-9)		
		Lesson 5	Vocabulary	p. 30	p. 21	
	WEEK 12	Lesson 1	Grammar 1	p.31 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.32 (ex.3)	p.22 (ex.1)	
		Lesson 3	Grammar 3	p.32 (ex.4 + ex.5)	p.22 (ex.2)	
		Lesson 4	Grammar 4		p.23(ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.24 (ex.5 + ex.6)	Worksheet
	WEEK 13	Lesson 1	Listening	p.33 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.33		
		Lesson 3	Writing	p.34		
		Lesson 4	Writing		p. 25	
		Lesson 5	Board Game & Assessment	p.35		Unit 4 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and key events in the text about animals sent into space.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Answer and ask questions to recall details about space missions with animals and what scientists learnt.
- Reflect on the importance of these missions in advancing space exploration.
- Discuss the significance of the animals' roles and how they contributed to human knowledge about space travel.

➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures of animals in space, such as Laika the dog or monkeys in early missions. Ask, "What do you think the text will be about?" Encourage predictions about why animals were sent into space and what scientists hoped to discover.
- Introduce the text: Present the title and opening question: "Do you think it was fair to send animals into space to test its effects?" Prompt students to share prior knowledge or opinions about animals in experiments and space history.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as "Laika, a dog from the streets of Moscow" and "These missions helped scientists understand how the body responds to space travel." Emphasise tone, pauses, and expression to model fluency.
- Break down the text: Reread key sections and ask questions such as, "Why were animals sent into space before humans?" "What did scientists learn from these missions?" and "How did these missions change the design of spacecraft?" Guide students to connect the information to the development of space exploration.
- Focus on vocabulary: Draw attention to key words such as "mission," "weightlessness," "spacecraft," "experiment," and "exploration." Explain their meanings in context and encourage students to use them when discussing the text.
- Incorporate visuals: Use the pictures provided in the text, such as the monkey in a testing chamber and Laika in her capsule. Ask students to describe what they see using phrases like, "The monkey is inside a glass chamber" or "Laika was sent into orbit in 1957."
- Encourage reflection: Conclude by asking, "Do you think it was fair to send animals into space? Why or why not?" Facilitate a discussion about ethics, scientific progress, and respect for the animals' contributions. Encourage students to think critically about the balance between discovery and responsibility.

➤ Activity:

- Part 1
- Have students open their student books to page 29, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on *Pioneers with Paws*. Encourage them to underline or highlight the exact sentence that supports each answer. Discuss as a class and have students justify their choices. For any false statements, guide them to rewrite them so they are true according to the text.
- Have students open their student books to page 29, Exercise 5. Guide them to reflect on the role of animals in early space research. Ask, "What can you infer about why animals were used before humans?" Encourage students to use details from the passage (e.g., helping scientists understand the body's response to space, training chimpanzees to perform tasks) to support their answers.
- Have students open their student books to page 29, Exercise 6. Discuss what the author implies about how animals were treated over time. Prompt with: "How did care and equipment change?" "What does the text say about today's practice?" Lead students to note improvements in safety and that animals are no longer sent for the same reasons. Students write a brief evidence-based answer.

- Have students open their student books to page 29, Exercise 7. Ask them to find the underlined word "they" and check the noun before it to see what it refers to. Remind students that pronouns usually point back to a specific noun (here, the animals). Invite a few students to share their reasoning.
- Have students open their student books to page 29, Exercise 8. Instruct them to scan the text for a sentence that shows animals helped improve safety in space. Encourage them to look for ideas about improved spacecraft designs and safety systems. Have them copy the sentence and briefly explain how it proves the point.
- Have students open their student books to page 29, Exercise 9. Ask them to reread the text and find one example for each category: a noun, an adjective, a verb, a possessive pronoun, a subject pronoun, and a preposition. Suggest pair work to verify each choice in context, then compare answers as a class.

• Part 2

- Begin by having students refer to the text in their student book. Ask them to reread the relevant sections to practise comprehension and focus on key details. For example, students can discuss why animals were used before humans, which animals were sent (fruit flies, mice, dogs, monkeys, and chimpanzees), why Laika's flight mattered, what chimpanzees learnt to do, how these missions improved spacecraft and safety, and why animals aren't used the same way today.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as "Before humans ever stepped into a rocket, animals were sent into space," "Laika... became the first living creature to orbit the Earth," and "Thanks to these missions, early spacecraft designs were improved, and safety systems were developed." This helps build fluency and keeps everyone engaged with the text.
- Guide students in answering comprehension questions that explore the text's themes and details. Ask: "Why were animals used before humans in space missions?" "What kinds of animals were sent into space?" "Why was Laika's flight important?" "What did chimpanzees learn to do in space?" "How did animal missions help future spacecraft design?" and "Why don't scientists use animals for space testing today?" Encourage students to support each answer with evidence from the passage.
- Have students open their activity books to page 20, Exercise 1. Direct them to write full-sentence answers to the questions based on the story. Remind them to underline keywords in the student book that confirm their answers. Write one or two model answers on the board to clarify expectations and allow students to check their work.
- Have students open their activity books to page 20, Exercise 2. Ask students to read each sentence, circle the incorrect word, and write the correct one on the line. Encourage them to reread the text for clues. For example, in "Laika was a famous monkey sent into orbit," students should replace monkey with dog. When they finish, review the answers as a class and discuss briefly why each correction is necessary to confirm understanding of key details.

Answer Key

Student's Book, page 29

Q. 4.

A. T B. F C. T D. T E. F

Q. 5.

They helped scientists understand how space would affect living creatures before sending humans.

Q. 6.

The author implies that scientists began treating animals with more care as technology and awareness improved.

Q. 7.

It refers to the animals sent into space.

Q. 8.

"Thanks to these missions, early spacecraft designs were improved, and safety systems were developed."

Q. 9.

A. rocket B. famous C. return D. their E. they F. into

Activity Book, page 20

Q. 1.

A. To test how living things might react in space.

B. Fruit flies, mice, monkeys, dogs, and chimpanzees.

C. She was the first living creature to orbit Earth.

D. They learned to press buttons and complete tasks.

E. They led to improvements in design and safety systems.

F. Because they now use machines and computer models.

Q. 2.

A. monkey > dog B. bears > mice C. mice > chimpanzees D. didn't use > used E. weaker > safer F. still > no longer

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 30

Q. 2.

A. launch B. task C. return D. pioneer E. design
F. orbit G. mission H. observe I. exploration J. Gravity

Activity Book, page 21

Q. 1.

A. exploration B. pioneer C. gravity D. observe E. design

Q. 2.

1. mission 2. launch 3. task 4. design 5. pioneers 6. orbit 7. observe

Q. 3.

A. mission B. orbit C. return D. launch E. task

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Identify and use the passive voice in the simple present to describe general truths, routines, habits, and processes where the doer is unknown or not important.
- Identify and use the passive voice in the simple past to describe completed actions where the focus is on the result rather than the doer.
- Construct affirmative, negative, and interrogative sentences in both the present passive and past passive accurately.
- Recognise the difference between active and passive sentences and transform active sentences into passive ones.
- Ask and answer questions in the passive voice to enquire about actions and processes in the present and past.
- Apply the correct structure of the passive voice in both oral and written exercises to describe actions, events, and processes in real-life contexts.

➤ Instructional Techniques:

- Begin by explaining the structure of the passive voice: subject + correct form of the verb 'to be' (am, is, are / was, were) + past participle (verb 3). For example: "The floor is cleaned every day" (present passive) and "The floor was cleaned yesterday" (past passive).
- Introduce visual aids or examples to show how active sentences change into passive ones by moving the object to the subject position. For example: "People recycle paper every day" → "Paper is recycled every day."
- Display example sentences on the board using both present and past passive forms in different contexts. For instance, "Apples are washed before they are packed" vs. "The gifts were wrapped before the party."
- Encourage students to repeat sentences aloud, focusing on correct pronunciation and structure of the passive voice. For example: "Lunch is served every afternoon" and "The painting was stolen in 2020."
- Demonstrate how to form negative passive sentences by adding "not" after the verb "to be." For example: "Paper is not recycled every day" and "The room was not cleaned yesterday."
- Show how to form yes/no questions in the passive voice by placing the verb 'to be' before the subject. For example: "Is lunch served at school?" "Yes, it is." / "No, it isn't." and "Was the room cleaned yesterday?" "Yes, it was." / "No, it wasn't."
- Provide oral practice by asking students to describe actions in the passive voice, both in the present and the past. For example: "Food is prepared in the kitchen every day" or "A message was sent to her last night."
- Use role-play or pair work to have students ask and answer questions in the passive voice. For example: "Is the homework checked every day?" "Yes, it is." / "No, it isn't." or "Was the homework checked yesterday?" "Yes, it was." / "No, it wasn't."
- Provide opportunities for students to practise changing active sentences into passive sentences in both oral and written exercises, ensuring they can form affirmative, negative, and interrogative structures in the simple present and simple past passive.

➤ Activity:

- Have students open their student books to page 32, Exercise 3. Guide them to complete each sentence with the correct form of the verb in the passive voice (simple present). Remind them that the passive voice is formed using the subject + the correct form of to be (am, is, are) + past participle. Explain that the focus is on the action or result, not the doer. For example: "Lunch is served every afternoon" or "Apples are washed before they are packed." Encourage students to pay attention to singular and plural subjects to choose between is and are.
- Have students open their student books to page 32, Exercise 5. Instruct them to complete each sentence with the correct form of the verb in the passive voice (simple past). Remind them that the structure is

subject + was/were + past participle, and that the doer is either unknown or unimportant. For example: "The gifts were wrapped before the party" or "The painting was stolen from the gallery." Encourage students to carefully check whether the subject is singular (use was) or plural (use were).

- Have students open their activity books to page 22, Exercise 1. Instruct them to carefully read each sentence and complete it with the correct form of the verb in the passive voice. Remind students that in the present passive, we use "am," "is," or "are" + past participle. For example: "Lunch is served at school every afternoon." Encourage them to pay attention to the subject of the sentence to select the correct form of "to be."
- Have students open their activity books to page 22, Exercise 2. Guide them to complete each sentence with the correct form of the verb in the past passive. Explain that in the past passive, we use was/were + past participle. For example: "The letters were delivered yesterday." Remind students to focus on whether the subject is singular or plural to choose between "was" and "were."
- Have students open their activity books to page 23, Exercise 3. Guide them to circle the correct verb form (present or past passive) to complete each sentence. Encourage them to carefully read the time expressions and context. For example, "The walls are painted white every year" (present passive) vs. "The match was played last Saturday" (past passive).
- Have students open their activity books to page 23, Exercise 4. Guide them to rewrite the sentences in the passive voice. Remind students that in the passive voice, the focus is on the action, not who does it. For example: "The chef prepares the meals every day" → "The meals are prepared every day." Encourage them to identify the subject, verb, and object in the active sentence before converting it into the passive form.
- Have students open their activity books to page 24, Exercise 5. Instruct them to rewrite the given sentences in the active voice. Remind them that in the active voice, the subject performs the action. For example: "The letters are delivered by the postman every morning" → "The postman delivers the letters every morning." Encourage students to focus on making the subject clear.
- Have students open their activity books to page 24, Exercise 6. Instruct them to carefully read each sentence, identify the mistakes in the use of passive forms, and then rewrite them correctly. For example: "The painting is sold last week" → "The painting was sold last week." Remind students to check whether the sentence should be in the present or past passive, and ensure that the verb "to be" agrees with the subject.

Answer Key

Student's Book, page 32

Q. 3.

A. is served B. are washed C. is cleaned D. is released E. are made

Q. 5.

A. was cleaned B. were wrapped C. was stolen D. were eaten E. was sent

Activity Book, pages 22-24

Q. 1.

A. is not served B. are — borrowed C. are watered D. are not sent E. Are — checked

F. is cleaned G. are not used H. are — emptied I. is not marked J. Are — turned off

Q. 2.

A. was set B. were not punished C. were sold D. were not delivered E. Was — decorated

F. was found G. was not opened H. were — taken I. were made J. Were — sent

Q. 3.

A. are painted B. was built C. are served D. was played E. is spoken

F. were washed G. are sold H. was taken I. are made J. is swept

Q. 4.

A. The meals are prepared by the chef every day.

C. A sports day is organised by the school every year.

E. The homework is checked by the teacher daily.

Q. 5.

A. The postman delivers the letters every morning.

C. The cooks serve lunch at noon.

E. The gardener waters the plants every evening.

Q. 6.

A. Lunch is served at 12:30 every day.

C. Is breakfast offered at the hotel?

E. The windows were not closed before the storm.

B. The classroom was cleaned by the students yesterday.

D. The fence was painted by them last weekend.

F. The packages were delivered by them this morning.

B. The team completed the project on Friday.

D. The principal awarded the trophies.

F. The teacher collected the homework after the lesson.

B. The floors are not cleaned on Sundays.

D. The painting was sold last week.

F. Were the invitations sent yesterday?

Section 4: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Olivia's visit to the science museum. Ask them to look carefully at the exhibits she describes, including animals, fossils, and technology. Encourage them to think about questions like "What did Olivia learn about the rare birds?" and "What special robot did she see in the technology zone?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 33 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks with the correct answers.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 33

Q. 2.

A. They visited the science museum.

B. To help people who can't keep real pets.

Q. 3.

A. science B. birds C. endangered D. glass E. discovered F. demonstrated

Transcript

A Day at the Science Museum

Hi, I'm Olivia. Last weekend, my class visited the science museum. It was full of amazing exhibits about animals, space, and inventions. In one room, we saw models of rare birds. I learnt that some of them are protected because they are endangered. In another section, old animal bones were displayed in glass cases, and information was shown about where they were found. We even watched a short video explaining how fossils are discovered and studied by scientists. At the end, we explored the technology zone, where a robot dog was demonstrated. It was designed to help people who can't keep real pets. I really enjoyed the visit; it made science feel exciting and real.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use the passive voice to ask and answer questions about chores that are done regularly or were done in the past.
- Formulate questions and responses about household chores using the correct passive structures.
- Engage in dialogues to discuss daily and past household tasks in the passive form.

➤ **Instructional Techniques:**

- Display a list of common household chores on the board (e.g., furniture dusted, beds made, lunchboxes packed, bathroom cleaned, toys picked up, shoes arranged, plants watered, laundry sorted, mirrors wiped, floors swept).
- Model how to ask and answer questions using the passive voice. For example:
“What chores are done at your house every day?” → “The floor is mopped, and the dishes are washed.”
“What chores were done yesterday?” → “The windows were cleaned, and dinner was cooked.”
- Provide explanations of how the passive voice is formed: [Subject + be (is/are/was/were) + past participle].
- Emphasise the difference between present passive (chores done regularly) and past passive (chores already done).

➤ **Activity:**

- Have students work in pairs and ask each other questions about chores using the passive voice.
- Examples:
Student A: “What chores are done in your house every day?”
Student B: “Beds are made, and lunchboxes are packed.”
Student A: “What chores were done yesterday?”
Student B: “The bathroom was cleaned, and the toys were picked up.”
Student A: “Are the plants watered every day?”
Student B: “Yes, the plants are watered every day.”
- Encourage students to use a variety of chores from the list to practise both present and past passive forms.
- Promote peer feedback to help students refine their speaking skills and build confidence in using the passive voice in conversation.

Section 6: Writing

➤ **Objectives:**

By the end of this section, students will be able to:

- Write a descriptive essay about household chores that includes a title, introductory paragraph, body paragraphs, and closing paragraph.
- Use the simple present passive to describe chores that are done regularly at home.
- Use the simple past passive to describe chores that were done yesterday or before.
- Organise their essay clearly and logically, ensuring all parts are connected and cohesive.

➤ **Instructional Techniques:**

- Display the model essay on the board, highlighting its structure: title, introductory paragraph, body paragraph 1 (daily chores in present passive), body paragraph 2 (chores done yesterday in past passive), and closing paragraph.
- Explain how the simple present passive is used for daily routines, e.g., “The beds are made,” “The dishes are washed.”
- Explain how the simple past passive is used for chores completed in the past, e.g., “The furniture was dusted,” “The windows were cleaned.”
- Provide examples of both forms and compare them so students clearly see the difference between present and past passive.
- Review how to make the essay descriptive and clear by adding time expressions (in the morning, yesterday, later in the afternoon, before the visitors came).
- Remind students to use transitions between paragraphs to keep their writing logical and well-structured.

➤ **Activity:**

- Start by reviewing the example essay with the students, pointing out how chores are described in the present passive for daily routines and in the past passive for chores done yesterday.
- Practise identifying sentences from the model essay and categorising them as present passive or past passive.
- Model how to ask and answer questions about chores using passive voice, e.g., “What chores are done in the morning?” “What chores were done yesterday?”
- Have the students repeat useful sentence patterns aloud as practice, such as “The beds are made every morning” / “The laundry was folded yesterday.”
- Guide students to follow the model essay in their student’s book to write their own descriptive essay about chores at their home.
- Encourage students to include detailed examples of both regular chores and chores completed yesterday.
- Allow students time to revise their essays, checking for correct use of passive voice and coherence of structure.
- After writing, let students share their essays with a partner or small group, giving feedback on clarity, organisation, and use of the passive voice.

Section 7: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other’s answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student’s Book, page 35

Q.1 I think it was necessary at the time because it helped scientists learn how to keep astronauts safe.

Q.2 mission

Q.3 launch

Q.4 gravity

Q.5 A new film is released every year.

Q. 6 These shirts are made of cotton.

Q. 7 The prize was won by Jack last year.

Q.8 The bathroom is cleaned, and the beds are made.

Q.9 The floor is swept, and the furniture is dusted.

Q.10 Lunchboxes were packed, and the floors were swept.

Unit Five

The Power of Rest

Unit	Vocabulary	Grammar	Skills
5 The Power of Rest page 36	concentrate, rest, vital, memory, organise, physical, repair, irritable, habit, beneficial	Present perfect <i>I have already eaten dinner.</i> <i>She has just finished her homework.</i> <i>We have been to this place before.</i> <i>I haven't visited the museum yet.</i> <i>Have you ever travelled to another country?</i> <i>I have never eaten sushi before.</i> Present perfect continuous <i>They have been studying all morning.</i> <i>They have not (haven't) been studying all morning.</i> <i>Have they been studying all morning?</i> <i>Yes, they have. / No, they haven't.</i>	Reading: a text about the importance of sleep
			Listening: listening for details about the benefits of sleeping earlier
			Speaking: asking and answering questions about life experiences and past activities
			Writing: writing a post card

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the text about the importance of sleep by answering comprehension questions.
- explain the benefits of good sleep habits for memory, focus, and physical health using information from the text.
- recognise and use vocabulary related to sleep and health (concentrate, rest, vital, memory, organise, physical, repair, irritable, habit, beneficial).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use the present perfect tense to talk about experiences, completed actions with current results, and repeated actions.
- use the present perfect continuous tense to describe actions that started in the past and are still happening now.
- listen for specific details about the benefits of sleeping earlier and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about life experiences using the present perfect tense.
- practise pair work to describe recent and ongoing activities using the present perfect continuous.
- write a postcard to a friend using the present perfect to describe experiences and the present perfect continuous to describe recent activities.

Unit Plan

Unit 5 - The Power of Rest	WEEK 14	Lesson 1	Reading 1	p.36 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.36 (ex.3) p.37 (ex.4)		
		Lesson 3	Reading 3		p.26 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.37 (ex. 5-9)		
		Lesson 5	Vocabulary	p.38	p.27	
	WEEK 15	Lesson 1	Grammar 1	p.39 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.40 (ex.3)	p.28 (ex.1)	
		Lesson 3	Grammar 3	p.40 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.28 (ex.2) p.29 (ex.3)	
		Lesson 5	Grammar 5		p.29 (ex.4) p.30 (ex.5 + ex.6)	Worksheet
	WEEK 16	Lesson 1	Listening	p.41 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.41		
		Lesson 3	Writing	p.42		
		Lesson 4	Writing		p.31	
		Lesson 5	Board Game & Assessment	p.43		Unit 5 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and important details in the text about the benefits of sleep and rest.
- Read aloud individually, in pairs, or in groups to practise fluency, accuracy, and comprehension.
- Answer and ask questions to recall details about how sleep affects memory, health, and emotions.
- Reflect on the importance of good sleep habits for learning, concentration, and well-being.
- Discuss practical ways to improve sleep routines and why rest is essential for both the body and the brain.

➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures related to sleep (e.g., children resting, alarm clocks, or a darkened bedroom). Ask, “What do you think the text will be about?” Encourage predictions about why sleep might be important and how it affects daily life.
- Introduce the text: Present the title and opening question: “Do you think you get enough sleep every night? What could you do to improve your sleep habits?” Invite students to share personal experiences of feeling tired at school or being more focused after a good night’s rest.
- Model fluent reading: Read the passage aloud as students follow along. Highlight key phrases such as “proper rest is essential for learning, thinking clearly, and feeling well” and “a good night’s sleep helps the brain focus, solve problems, and make smart decisions.” Emphasise tone, pauses, and expression to demonstrate fluency.
- Break down the text: Reread key sections and ask questions such as, “How does sleep support memory?” “What happens to the body when people do not receive enough rest?” and, “What small changes can improve sleep habits?” Guide students to connect the text’s message to their routines.
- Focus on vocabulary: Draw attention to key words such as memory, hormones, rest, irritability, and habits. Explain meanings in context and encourage students to use them when discussing the text and writing their reflections.
- Incorporate visuals: Use images from the story, such as the picture of a child sleeping and another struggling to stay awake. Ask students to describe what they see using sentences like, “The girl looks worn out because she did not get enough sleep,” or “Sleeping well helps students feel ready for school.”
- Encourage reflection: Conclude by asking, “Why is sleep so important for your health and learning?” Facilitate a discussion about how small daily actions—like going to bed earlier or reducing screen time—can make a big difference. Encourage students to think about practical ways they can improve their sleep habits.

➤ Activity:

- Part 1
- Have students open their student books to page 37, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on The Power of Rest. Encourage them to underline the exact sentence that supports each answer. Discuss each statement as a class and have students justify their choices. For any false statements, guide them to rewrite them so they are true according to the text.
- Have students open their student books to page 37, Exercise 5. Guide them to reflect on pupils who stay up late at night. Ask, “What can you infer about how staying up late affects school performance, mood, and health?” Encourage students to use details from the passage (e.g., finding it harder to concentrate, feeling irritable, getting sick more easily, doing worse in school) to support their answers.
- Have students open their student books to page 37, Exercise 6. Discuss what the author implies about sleeping late on weekends. Prompt with: “Does catching up on sleep at the weekend always solve the problem?” “What does the text suggest about having regular sleep habits?” Students write a brief evidence-based answer.

- Have students open their student books to page 37, Exercise 7. Direct them to find the sentence with the underlined word “they.” Ask students to identify what “they” refers to by checking the noun phrase mentioned just before it (the small changes/good sleep habits). Remind the class that pronouns usually refer back to a specific noun earlier in the paragraph. Invite a few students to share their reasoning.
- Have students open their student books to page 37, Exercise 8. Instruct them to scan the text for a sentence that shows sleep helps the brain store knowledge. Encourage them to look for ideas about the brain organising and storing what was learnt during the day. Have them copy the sentence and explain briefly what it means.
- Have students open their student books to page 37, Exercise 9. Ask them to reread the text and find one example for each category: a noun, an adjective, a verb, a possessive pronoun, a subject pronoun, and a preposition. Suggest pair work to verify that each word truly fits its category in context, then compare answers as a class.

• Part 2

- Begin by having students refer to the text in their student book. Ask them to reread the relevant sections to practise comprehension and focus on key details. For example, students can discuss why sleep is important for the brain, what the brain does while you are sleeping, how sleep affects the body, what happens if you don’t get enough rest, what experts recommend for better sleep, and one thing people have learnt about sleep over the years.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as “Proper rest is essential for learning, thinking clearly, and feeling well” and “These small changes are very important.” “They can help you fall asleep more easily and feel better in the morning.” This helps build fluency and keeps everyone engaged with the text.
- Guide students in answering comprehension questions that explore the text’s themes and details. Ask: “Why is sleep important for the brain?” “What does the brain do while you are sleeping?” “How does sleep affect your body?” “What happens if you don’t get enough rest?” “What do experts recommend for better sleep?” and “What is one thing people have learnt about sleep over the years?” Encourage students to support each answer with evidence from the passage.
- Have students open their activity books to page 26, Exercise 1. Direct them to write full-sentence answers to the six questions based on the text. Remind them to underline keywords in the student book that confirm their answers. Write one or two model answers on the board to clarify expectations and allow students to check their work.
- Have students open their activity books to page 26, Exercise 2. Ask students to read each sentence, circle the incorrect word, and write the correct one on the line. Encourage them to reread the text for clues. For example, in “The brain stops working during sleep,” students should replace “stops” with “works” (or “keeps working”). When they finish, review the answers as a class and discuss briefly why each correction is necessary to confirm understanding of key details.

Answer Key

Student’s Book, page 37

Q. 4.

A. F B. T C. F D. T E. F

Q. 5.

They are more likely to face difficulty in learning and concentrating during the day.

Q. 6.

It may not be enough to fix the effects of poor sleep during the week.

Q. 7.

It refers to small changes.

Q. 8.

“Your brain works diligently while you sleep, organising and storing all the knowledge you have acquired throughout the day.”

Q. 9.

A. hormones B. vital C. repair D. your E. it F. before

Answer Key

Activity Book, page 26

Q. 1.

- A. Because it helps with memory, focus, and decision-making.
- B. It organises and stores the information you learnt.
- C. It repairs the body, helps it grow, and keeps it strong.
- D. You may feel tired, get sick easily, or become irritable.
- E. Go to bed at the same time, turn off screens early, and keep your room quiet.
- F. That it affects both the body and the brain.

Q. 2.

- A. rarely > always B. stops > is ongoing C. alone > together
- D. an easy > a hard E. 12 > 24 F. unsafe > safe

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key**Student's Book, page 38**

Q. 2.

A. memory B. repair C. rest D. vital E. irritable
F. organise G. physical H. concentrate I. beneficial J. habit

Activity Book, page 27

Q. 1.

A. concentrate B. irritable C. habit D. memory E. organise

Q. 2.

1. rest 2. concentrate 3. organise 4. beneficial 5. habit 6. irritable 7. vital

Q. 3.

A. rest B. repair C. beneficial D. vital E. physical

Section 3: Grammar**➤ Objectives:****By the end of this section, students will be able to:**

- Identify and use the present perfect tense to describe experiences, completed actions connected to the present, and repeated actions without focusing on when they happened.
- Recognise the rules for forming the present perfect tense with “have” or “has” + past participle (verb 3).
- Use common time expressions with the present perfect, such as 'already,' 'just,' 'before,' 'yet,' 'ever,' and 'never.'
- Construct affirmative, negative, and interrogative sentences in the present perfect tense.
- Identify and use the present perfect continuous tense to describe actions that started in the past and continue into the present or that have recently stopped.
- Construct affirmative, negative, and interrogative sentences in the present perfect continuous using have/has + been + verb-ing.
- Apply both the present perfect and present perfect continuous in oral and written exercises to describe experiences, ongoing activities, and results.

➤ Instructional Techniques:

- Begin by explaining the structure of the present perfect tense: subject + “have/has” + past participle. For example: “I have visited London,” “She has eaten sushi.” Show how negatives are formed by adding *not*: “He has not finished,” “They haven’t travelled abroad.” Questions are formed with “Have/Has” at the beginning: “Have you ever tried coding?”
- Display example sentences on the board using time expressions: *already, just, before, yet, ever, and never*. For instance: “I have already eaten dinner,” “She has just finished her homework,” “Have you ever travelled abroad?”
- Encourage students to repeat sentences aloud, focusing on correct pronunciation and word order in affirmative, negative, and question forms.
- Introduce the present perfect continuous structure: subject + “have/has” + been + verb-ing. For example: “We have been studying all morning,” “He has been waiting for the bus.” Highlight that this tense shows how long something has been happening or that the action is still continuing.
- Show the difference between present perfect simple and continuous with examples. For example: “She has lived here for years” (present perfect simple) vs. “She has been living here for years” (present perfect continuous). Explain that both are correct, but the continuous form focuses on the duration of the activity.
- Remind students not to use present perfect continuous with stative verbs like “*know*,” “*believe*,” and “*like*.” For these, use the present perfect simple instead. Example: “I have known him for two years.”
- Provide oral practice by asking students questions like, “Have you ever eaten sushi?” “What have you been doing today?” Encourage answers such as “Yes, I have” or “I have been reading.”

- Use pair work or role-playing to practise dialogues that include both present perfect and present perfect continuous. For example: "Have you finished your project?" "Yes, I have just completed it." "What have you been working on lately?" "I have been learning coding with my group."
- Provide written and oral exercises where students choose between the present perfect and present perfect continuous to describe experiences, ongoing activities, and recent actions.

➤ **Activity:**

- Have students open their student books to page 40, Exercise 3. Guide them to circle the correct form of the verb in the present perfect tense. Remind students that the structure is have/has + past participle (verb 3). Explain that "have" is used with plural subjects and I/you/we/they, while "has" is used with singular subjects he/she/it. For example: "I have visited this museum before" or "She has just finished her lunch." Encourage them to pay close attention to time expressions such as "already," "just," "ever," "never," and "yet," which are commonly used with the present perfect.
- Have students open their student books to page 40, Exercise 5. Guide them to circle the correct form of the verb in the present perfect continuous tense. Remind students that the structure is have/has + been + verb-ing. Explain that this tense is used to describe actions that began in the past and are still continuing or that have recently stopped but have present results. For example: "They have been working on this project since morning" or "She has been studying English for two hours." Highlight that it shows the duration or continuity of the action, rather than just the result.
- Have students open their activity books to page 28, Exercise 1. Instruct them to complete each sentence with the correct, present perfect verb. Remind students that the present perfect is formed with have/has + past participle. Explain that it is used to discuss experiences, completed actions connected to the present, or actions with results now. For example: "I have never eaten sushi before" or "She has just finished her project." Encourage them to pay attention to adverbs such as "already," "just," "yet," "ever," and "never" to guide their answers.
- Have students open their activity books to page 28, Exercise 2. Guide them to complete each sentence with the correct, present perfect continuous verb. Remind them that the present perfect continuous is formed with have/has been + verb-ing. Explain that it is used to emphasise how long something has been happening or to describe actions that started in the past and continue into the present. For example: "I have been studying for my exams since Monday" or "She has been looking for her glasses for half an hour." Encourage students to use time expressions like "for," "since," "all day," and "lately" to identify the correct form.
- Have students open their activity books to page 29, Exercise 3. Instruct them to read each sentence carefully and circle the most suitable answer. Explain that some verbs (like "know," "believe," and "like") are stative verbs and are not usually used in the continuous form, so the present perfect simple is preferred. For example: "I have known her for ten years" (not "I have been knowing"). Other actions that emphasise duration can take the continuous form, such as "He has been waiting outside for over an hour." Encourage students to choose between the present perfect simple and the present perfect continuous forms based on the meaning of the sentences.
- Have students open their activity books to page 29, Exercise 4. Guide them to complete the dialogue using the correct form of the verbs in brackets. Remind them that some blanks will require the present perfect simple and others the present perfect continuous, depending on the context. For example: "I have been working on my project all weekend" (continuous for duration) or "I have already finished most of it" (simple for result). Encourage them to pay attention to time expressions like "since," "for," "already," "yet," and "all weekend" to choose the correct tense.
- Have students open their activity books to page 30, Exercise 5. Instruct them to rearrange the words to form correct sentences or questions in the present perfect simple or continuous. For example: "You have finished your homework" or "I have been studying all morning." Remind students to start with the auxiliary have/has, followed by the subject, and then the past participle or been + verb-ing, depending on whether the simple or continuous form is needed.

- Have students open their activity books to page 30, Exercise 6. Instruct them to read each sentence carefully and find the mistakes related to the use of the present perfect tense. After identifying the mistakes, they should rewrite the sentences correctly. For example: “She have visited London twice” → “She has visited London twice,” or “He hasn’t been work this week” → “He hasn’t been working this week.” Remind them to check subject–verb agreement (has/have), correct past participle forms, and correct use of the continuous.

Answer Key

Student’s Book, page 40

Q. 3.

A. have visited B. has just finished C. have never flown D. have already seen E. has not eaten

Q. 5.

A. have been working B. has been studying C. have been feeling D. has been waiting E. have been walking

Activity Book, pages 28-30

Q. 1.

A. have never eaten B. has just finished C. have been D. Have / travelled E. has not visited
F. have already cleaned G. have not tried H. Have / seen I. has never driven J. have just arrived

Q. 2.

A. have been studying B. has been looking C. have been working D. have been waiting E. has been playing
F. has been snowing G. have been talking H. have been running I. has not been feeling J. have been trying

Q. 3.

A. have known B. has believed C. have liked D. has been waiting E. have been working
F. has loved G. have been reading H. has been thinking I. have not believed J. has been raining

Q. 4.

1. have been working 2. haven’t been sleeping 3. have already finished 4. have heard
5. have been trying 6. have eaten 7. have been

Q. 5.

A. You have finished your homework. B. I have been studying all morning.
C. We haven’t eaten yet. D. I haven’t been feeling well.
E. Have they called you today? F. Has he been sleeping all day?

Q. 6.

A. She has visited London twice. B. Have you met the new teacher?
C. He hasn’t been working this week. D. He has believed that story since childhood.
E. They have known the answer all along. F. Have they been waiting since morning?

Section 4: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Ethan and how his new sleep habits have improved his daily life. Ask them to look carefully at the changes he made and the effects on his focus, energy, and mood. Encourage them to think about questions like “What did Ethan change about his bedtime routine?” and “How has sleeping earlier helped him at school?”
- Have students open their students’ books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 41 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks based on the information they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 41

Q. 2.

A. He has started going to bed earlier.

B. He has been feeling more focused and participating more in class.

Q. 3.

A. started B. focused C. videos D. tired E. participating F. fizzy G. mood

Transcript

Why I've Started Sleeping Earlier

Hi, I'm Ethan. Over the past month, I've started going to bed earlier, and I've already noticed a big difference. I've been feeling more focused at school, and I don't yawn through every lesson anymore! Before, I used to stay up playing games or watching videos, and I was always worn out in the morning. My teacher even said I've been participating more in class lately. I've also stopped drinking fizzy drinks at night, and that's helped too. Getting enough sleep isn't just good for your energy; it helps your memory and mood as well. I didn't believe it at first, but now I've seen the results myself.

Section 5: Speaking

➤ **Objectives:**

By the end of this section, students will be able to:

- By the end of this section, students will be able to:
- Use the present perfect tense to ask and answer questions about life experiences.
- Use the present perfect continuous tense to ask and answer questions about activities that started in the past and are still happening.
- Engage in dialogues to talk about personal experiences and ongoing activities using both tenses correctly.

➤ **Instructional Techniques:**

- Display a list of life experiences and ongoing activities on the board (e.g., climb a mountain, try strange food, sleep in a tent, help a stranger, watch a scary movie, learn English, play a video game, watch a film, draw a picture, make a report).
- Model how to ask and answer questions using the present perfect tense for experiences. For example:
"Have you ever climbed a mountain?" → "Yes, I have. It was very exciting."
"Have you ever tried strange food?" → "Yes, I have tried sushi. It was delicious."
- Model how to ask and answer questions using the present perfect continuous tense for ongoing activities. For example:
"How long have you been learning English?" → "I've been learning English for three years."
"How long have you been playing that video game?" → "I've been playing it since last night."
- Provide explanations of how each tense is formed and used:
Present Perfect: [have/has + past participle] → life experiences.
Present Perfect Continuous: [have/has + been + verb-ing] → actions continuing until now.

➤ **Activity:**

- Have students work in pairs. One student asks about life experiences using the present perfect tense, and the other answers. Then they switch roles.
- Examples:
Student A: "Have you ever slept in a tent?"
Student B: "Yes, I have. I slept in one last summer."

Student A: "Have you ever helped a stranger?"

Student B: "Yes, I have. I once helped someone carry their bags."

- Have students continue by asking about ongoing activities using the present perfect continuous tense.

Student A: "How long have you been drawing that picture?"

Student B: "I've been drawing it for an hour."

Student A: "How long have you been making your report?"

Student B: "I've been making it since yesterday."

- Encourage students to use a wide range of examples from the pictures and prompts.
- Promote peer feedback to help students refine their use of both tenses and build confidence in real conversations.

Section 6: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a postcard to a friend that includes a greeting, opening sentences, body parts, concluding sentences, a closing, and a signature.
- Use the present perfect to talk about their trip experiences.
- Use the present perfect continuous to describe activities they have been doing recently during the trip.
- Organise their writing clearly and logically, using the correct structure of a postcard.

➤ Instructional Techniques

- Display the example postcard on the board, pointing out its structure: greeting, opening sentences, body part 1 (experiences you've had), body part 2 (activities you've been doing), body part 3 (interesting details), concluding sentences and questions, closing, and signature.
- Explain how the present perfect is used for trip experiences, e.g., "I've visited so many famous places."
- Explain how the present perfect continuous is used for recent or ongoing activities, e.g., "I've been trying different dishes every day."
- Provide the sample postcard (e.g., Tina's from Rome) and highlight how it combines both forms naturally.
- Review the conversational tone of postcards and the importance of asking a friendly question to the reader.
- Remind students to use transitions (since, for almost a week, recently, so far) to make their writing flow smoothly.

➤ Activity

- Start by reviewing the example postcard with the students, highlighting the use of present perfect for experiences and present perfect continuous for ongoing activities.
- Practise orally by asking questions like: "What have you visited on your trip?" (present perfect), "What have you been doing every day?" (present perfect continuous).
- Model how to begin the postcard with a greeting and opening sentence, e.g., "Hello from Amman, Jordan! I've been here for five days."
- Have the students repeat useful sentence patterns aloud, e.g., "I've visited..." / "I've been trying..." / "I've learnt..."
- Guide students to follow the model in their student's book to write their own postcard to a friend, describing a real or imaginary trip.
- Encourage them to include at least one paragraph using present perfect and another using present perfect continuous.
- Allow time for students to add drawings or paste a photo to make their postcards more personal.
- After writing, give students the opportunity to read their postcards to a partner or in small groups, providing peer feedback on structure, clarity, and grammar use.

Section 7: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 43

Q.1 I could try going to bed earlier and turning off my phone before bedtime.

Q.2 vital

Q.3 irritable

Q.4 beneficial

Q.5 It has rained a lot this week.

Q. 6 I have read this book many times.

Q. 7 I have been feeling sick all day.

Q.8 Yes, I have. It was during a school trip.

Q.9 No, I haven't. I'm afraid of heights!

Q.10 I've been learning it since Grade 1.

Unit Six

Living with Machines

Unit	Vocabulary	Grammar	Skills
6 Living with Machines page 44	smart, assistant, comfortable, appear, diagnose, drone, sensor, pollution, depend, emerge	Past perfect: affirmative, negative, and questions <i>She had finished her homework before dinner started.</i> <i>She had not (hadn't) finished her homework before dinner started.</i> <i>Had she finished her homework before dinner started? Yes, she had. / No, she hadn't.</i> If clause: type three <i>If we had left earlier, we would have caught the train.</i> <i>We would have arrived on time if the car hadn't broken down.</i>	Reading: a text about how machines are changing everyday life
			Listening: about an unexpected night without internet
			Speaking: asking and answering questions about imagined past situations
			Writing: writing an informal letter

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the text about how machines are changing everyday life by answering comprehension questions.
- recognise and use vocabulary related to technology and innovation (smart, assistant, comfortable, appear, diagnose, drone, sensor, pollution, depend, emerge).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use the past perfect tense correctly in affirmative, negative, and interrogative sentences.
- use type three conditionals to describe imagined or unreal past situations.
- detect and correct mistakes in sentences using the past perfect tense and type three conditionals.
- listen for specific details about an unexpected night without internet and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about imagined past situations using type three conditionals.
- practise pair work to describe regrets, missed chances, or unreal situations in the past.
- write an informal letter about personal problems or mistakes, using type three conditionals to imagine different outcomes.

Unit Plan

Unit 6 - Living with Machines	WEEK 17	Lesson 1	Reading 1	p.44 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.44 (ex.3) p.45 (ex.4)		
		Lesson 3	Reading 3		p.32 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.45 (ex.5-9)		
		Lesson 5	Vocabulary	p.46	p.33	
	WEEK 18	Lesson 1	Grammar 1	p.47 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.48 (ex.3)	p.34 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.48 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.35(ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.36 (ex.5 + ex.6)	Worksheet
	WEEK 19	Lesson 1	Listening	p.49 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.49		
		Lesson 3	Writing	p.50		
		Lesson 4	Writing		p. 37	
		Lesson 5	Board Game & Assessment	p.51		Unit 6 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and important details in the text about how machines and AI affect daily life.
- Read aloud individually, with a partner, or in groups to develop fluency, accuracy, and comprehension.
- Ask and answer questions about the different uses of machines in homes, schools, hospitals, farms, and cities.
- Reflect on the benefits and challenges of relying on machines in modern society.
- Discuss the importance of using machines wisely and how technology may influence the future.

➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures of smart devices, robots, or city technology. Ask, “What do you think the text will be about?” Encourage students to predict how machines are used in everyday life and what changes they might bring.
- Introduce the text: Present the title and opening question: “Which of the inventions in the text do you think has changed life the most? Why?” Prompt students to share personal experiences of using machines at home, in school, or in public places.
- Model fluent reading: Read the passage aloud as students follow along. Highlight key sentences such as “Machines have become part of almost everything we do” and “If we use machines wisely, they can help us build a better world.” Emphasise tone, pace, and expression to demonstrate fluent reading.
- Break down the text: Reread key sections and ask guiding questions like, “How are machines used in hospitals?” “What changes have machines brought to schools?” “How do machines help farmers?” and “What improvements do machines bring to cities?” Encourage students to connect these uses to their own lives.
- Focus on vocabulary: Highlight important terms such as artificial intelligence (AI), inventions, smart cities, diagnose, and efficient. Discuss their meanings in context and ask students to use them in sentences or short explanations.
- Incorporate visuals: Use the images from the text, such as smart boards in schools, robots on farms, and city traffic control. Ask students to describe what they see using phrases like, “The robot is spraying water on the plants,” or “Students are using tablets for research.”
- Encourage reflection: Conclude the lesson by asking, “Do machines make life easier or more complicated?” Facilitate a discussion about the advantages and disadvantages of technology, guiding students to think critically about how machines shape our future.

➤ Activity:

- Part 1
- Have students open their student books to page 45, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on Living with Machines. Encourage them to underline the exact sentence in the text that supports each answer. Discuss as a class and have students justify their choices. For any false statements, guide them to rewrite them so they are true according to the passage.
- Have students open their student books to page 45, Exercise 5. Guide them to reflect on machines used in farming. Ask, “What can you infer about how robots and drones change farm work?” Prompt for ideas such as planting seeds, spraying water, checking plant health, and spotting areas that need attention. Ensure answers are supported with details from the text.
- Have students open their student books to page 45, Exercise 6. Discuss what the author implies about the future of technology. Lead students to note that technology is advancing rapidly and raises important questions about reliance on machines and future jobs. Students write a brief response using evidence from the final paragraph.

- Have students open their student books to page 45, Exercise 7. Direct them to find the sentence with the underlined word “they.” Ask students to identify what “they” refers to by checking the noun mentioned just before it (in context, machines). Remind the class that pronouns usually point back to a specific noun earlier in the paragraph. Invite a few students to share their reasoning.
- Have students open their student books to page 45, Exercise 8. Instruct them to scan the text for a sentence that shows people used to do more things by hand. Encourage them to copy the sentence and explain briefly how it shows the contrast between past and present ways of working.
- Have students open their student books to page 45, Exercise 9. Ask them to reread the passage and find one example for each category: a noun, an adjective, a verb, a possessive pronoun, a subject pronoun, and a preposition. Suggest pair work to verify each choice in context, then compare answers as a class.

• Part 2

- Begin by having students refer to the text in their student book. Ask them to reread the relevant sections to practise comprehension and focus on key details. For example, students can discuss what smart devices can do at home, how AI supports doctors in hospitals, what drones do on farms, which jobs might disappear, what sensors and cameras check in smart cities, and how teachers prepared lessons before technological tools became common.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “Machines have become part of almost everything we do.” “In hospitals, doctors now use artificial intelligence (AI) to read X-rays,” and “Street lamps with smart features can turn on when someone walks by.” This builds fluency and keeps everyone engaged with the text.
- Guide students in answering comprehension questions that explore the text’s themes and details. Ask: “What can smart devices do at home?” “How has AI helped doctors in hospitals?” “What do drones do on farms?” “What kind of jobs might disappear because of technology?” “What do sensors and cameras in smart cities check?” and “How were teachers preparing lessons before technological tools became common?” Encourage evidence-based answers using key phrases from the passage.
- Have students open their activity books to page 32, Exercise 1. Direct them to write full-sentence answers to the six questions. Remind them to underline the words in the student book that confirm each answer. Provide one or two model answers on the board to clarify expectations.
- Have students open their activity books to page 32, Exercise 2. Ask students to read each sentence, circle the incorrect word, and write the correct one on the line. Remind them to check the student book for clues. For example: in “AI slows doctors in finding diseases,” replace “slows” with “helps”; in “Farmers use machines to work the sea,” replace “sea” with “land/fields.” When finished, review as a class and have students justify each correction with evidence from the text.

Answer Key

Student’s Book, page 44

Q. 4.

A. F B. T C. F D. T E. F

Q. 5.

Machines in farming make work faster and more efficient, helping farmers do more in less time.

Q. 6.

The author implies that technology will keep developing, and it’s important that we use it responsibly.

Q. 7.

It refers to machines.

Q. 8.

“Before these smart machines appeared, people had done many tasks by hand.”

Q. 9.

A. machine B. efficient C. diagnose D. their E. they F. around

Activity Book, page 32

Q. 1.

A. Smart devices at home can vacuum the floor, turn on lights, and answer questions.

B. AI has helped doctors by reading X-rays and quickly diagnosing diseases.

C. Drones fly over fields and help farmers find areas that need attention.

D. Jobs that machines and AI can do more efficiently might disappear.

E. They check the air quality, traffic conditions, and when streets need cleaning.

F. They prepared posters, flashcards, and handwritten notes.

Q. 2.

A. don’t clean > clean B. slows > helps C. sea > land

D. waste > save E. harder > easier F. shouldn’t > should

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 46

Q. 2.

- A. Smart B. diagnose C. assistant D. depend E. appear
F. sensor G. drone H. comfortable I. pollution J. emerge

Activity Book, page 33

Q. 1.

- A. drone B. diagnose C. sensor D. assistant E. comfortable

Q. 2.

1. drone 2. sensor 3. assistant 4. efficient 5. depend 6. emerge

Q. 3.

- A. smart B. appear C. pollution D. depend E. emerge

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Identify and use the past perfect tense to describe actions that were completed before another past action.
- Recognise the rules for forming the past perfect tense in affirmative, negative, and question forms.
- Construct sentences using the past perfect tense with time expressions such as "before" and "after."
- Use the past perfect tense in conditional sentences (Type Three) to describe unreal past situations and their imagined results.
- Ask and answer questions using the past perfect tense.
- Apply both the past perfect tense and Type Three conditionals in written and oral exercises to describe sequences of past events, regrets, and unreal situations.

➤ Instructional Techniques:

- Begin by explaining the concept of the past perfect tense, emphasising its use for actions that happened before another past action. For example: "The bus had left before I reached the stop."
- Introduce visual aids or timelines to demonstrate how the past perfect shows the sequence of two past actions. For example: "She had finished her project before the teacher arrived."
- Display example sentences on the board showing affirmative, negative, and question forms of the past perfect. For example: Affirmative: "He had gone to bed before midnight." Negative: "She hadn't finished her work before dinner." Question: "Had you studied before the exam started?"
- Encourage students to repeat sentences after you, focusing on the structure had + past participle.
- Demonstrate the use of "before" and "after" with past perfect and simple past. For example: "They had left before the movie started" vs. "The movie started after they had left."
- Introduce Type Three conditionals to describe unreal or impossible past situations. For example: "If I had studied harder, I would have passed the exam."
- Provide examples to show the difference between real past facts (past simple) and unreal past situations (Type Three). For example: Fact: "I didn't study, so I failed." Unreal past: "If I had studied, I would have passed."
- Give oral practice by asking students to describe regrets or missed chances using Type Three. For example: "If I had woken up earlier, I wouldn't have missed the bus."
- Encourage role-playing or pair work where students exchange regrets or past situations using the past perfect and Type Three conditionals.
- Provide opportunities for students to practice both tenses in written and oral exercises, focusing on sequences of past actions and unreal past conditions.

➤ Activity:

- Have students open their student books to page 48, Exercise 3. Guide them to circle the correct answer for each sentence, choosing between the past perfect and the simple past forms. Remind them that the past perfect (had + past participle) is used to describe an action that happened before another past action, while the simple past is used for the later action. For example: "The bus had left before I reached the stop." Emphasise that the past perfect shows which action happened first, and the simple past shows the second action.
- Have students open their student books to page 48, Exercise 5. Guide them to circle the correct answer for each conditional sentence, choosing between Type Three conditionals (if + past perfect, would have + past participle) and simple past forms. Remind them that Type Three conditionals are used to describe unreal or impossible situations in the past, often expressing regret or imagining a different result. For example: "If she had studied harder, she would have passed the test." Explain that the past perfect is used in the if-clause and would have + verb 3 is used in the main clause.
- Have students open their activity books to page 34, Exercise 1. Instruct them to complete each sentence with the correct form of the verb in the past perfect tense. Remind them that the past perfect tense is

used to show that one action was completed before another action in the past. For example, "Leo had left before we reached the station." Encourage students to pay attention to whether the action happens before or after another event to choose the correct form.

- Have students open their activity books to page 34, Exercise 2. Instruct them to rewrite each pair of sentences twice, once using "before" and once using "after." Explain that when using "before," the past perfect tense is used in the first action and the past simple in the second. When using "after," the order is reversed. For example: "The students had taken the test before the teacher gave the answers"/"The teacher gave the answers after the students had taken the test."
- Have students open their activity books to page 35, Exercise 3. Instruct them to complete each conditional sentence with the correct form of the verb. Explain that these sentences use the third conditional (if-clause Type Three) to describe past situations that did not happen and their imagined results. For example: "If Ava had brought her notebook, she would have written the answers." Remind students that the structure is "if + past perfect" in the if-clause and "would have + past participle" in the result clause.
- Have students open their activity books to page 35, Exercise 4. Instruct them to rewrite each pair of sentences using the if-clause, Type Three. Explain that this structure is used to talk about unreal past situations and their results. For example: "I didn't eat breakfast. I was very hungry." → "If I had eaten breakfast, I wouldn't have been very hungry." Remind students to use "if + past perfect" in the first clause and "would(n't) have + past participle" in the second clause.
- Have students open their activity books to page 36, Exercise 5. Instruct them to rearrange the words to form correct sentences or questions. Explain that they need to pay attention to correct word order when writing sentences in the past perfect or third conditional. For example: "Sarah had cooked dinner" or "If I had studied, I would have passed." Remind them that statements start with the subject, while questions often begin with "Had." Encourage them to check each sentence carefully to ensure correct use of the past perfect tense and conditional structures.
- Have students open their activity books to page 36, Exercise 6. Guide them to read each sentence carefully and identify the mistakes related to verb forms in the past perfect or third conditional. Instruct them to rewrite the sentences correctly. For example: "We didn't had locked the gate" → "We hadn't locked the gate." Remind them that the past perfect is formed with "had + past participle," and in third conditional sentences, the structure is "If + past perfect" in the if-clause and "would have + past participle" in the main clause.

Answer Key

Student's Book, page 48

Q. 3.

A. had finished B. had not heard C. had warmed up D. arrived E. packed

Q. 5.

A. had studied B. wouldn't have missed C. would have won D. had remembered E. wouldn't have woken

Activity Book, pages 34-36

Q. 1.

A. had left B. had not finished C. saw D. had fallen E. did not read F. had closed G. had eaten H. forgot

Q. 2.

B. 1. I had finished my chores before I ate lunch.

2. I ate lunch after I had finished my chores.

C. 1. We had read the book before we watched the film.

2. We watched the film after we had read the book.

D. 1. He had packed his suitcase before he called the taxi.

2. He called the taxi after he had packed his suitcase.

E. 1. We had gone inside before the rain started.

2. The rain started after we had gone inside.

Q. 3.

A. would have written B. had practised C. wouldn't have got D. would have joined E. had stopped

F. would have finished G. wouldn't have broken H. had been I. would have avoided J. had asked

Q. 4.

B. If she had brought her book, she would have done the homework. C. If we had left early, we wouldn't have missed the show.

D. If he had worn a helmet, he wouldn't have hurt his head. E. If they had checked the time, they wouldn't have arrived late.

F. If I had charged my tablet, it would have turned on.

Q. 5.

A. Sarah had cooked dinner.

B. He had left before I arrived.

C. They hadn't finished the task.

D. Had he arrived before she left?

E. If I had studied, I would have passed.

F. If we had left earlier, we wouldn't have missed it.

Q. 6.

A. Tom had closed the door before it got dark.

B. She ate lunch after the meeting had ended.

C. We hadn't locked the gate.

D. Had they finished before the bell rang?

E. If I had left earlier, I would have caught the bus.

F. If Adam had studied, he wouldn't have failed.

Section 4: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Leo and his family when their Wi-Fi stopped working. Ask them to look carefully at what problems this caused and how they spent their evening instead. Encourage them to think about questions like “What happened to Leo’s school project?” and “What did the family do together without the internet?”
- Have students open their students’ books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 49 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 49

Q. 2.

A. The Wi-Fi suddenly stopped working.

B. Because he hadn't saved it before the Wi-Fi went out.

Q. 3.

A. F B. T C. T D. F E. F F. F G. T H. F

Transcript

A Night Without Internet

Hi, I'm Leo. Last Saturday, the Wi-Fi in our house suddenly stopped working. At first, I thought it was just my tablet, but then I realised none of our devices were connected. If we had known earlier, we wouldn't have planned a movie night online! My sister was upset because she had already downloaded a new game and couldn't play it. I had planned to finish my school project, but I hadn't saved my work yet. If I had saved it, I wouldn't have lost everything. We ended up talking more than usual and playing board games. It wasn't the night we expected, but maybe it was what we needed.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use if clause Type 3 to talk about unreal past situations and their imagined results.
- Formulate questions and answers using the structure If I had..., I would have... to describe what could have happened differently.
- Engage in dialogues to practise discussing missed actions and their possible outcomes.

➤ **Instructional Techniques:**

- Display a list of situations on the board (e.g., bring your umbrella/stay dry, set an alarm/arrive on time, charge your tablet/finish the project, bring your wallet/pay for lunch, do your homework/join the game, remember the date/go to the party).
- Model how to ask and answer questions using if clause Type 3. For example:
"What would have happened if you had woken up early?"
"If I had woken up early, I would have caught the school bus."
"What would have happened if you had studied for the test?"
"If I had studied for the test, I would have passed it with a good grade."
- Provide explanations of the structure:
[If + past perfect, ... would have + past participle].
- Emphasise that if clause Type 3 is used for past situations that did not happen and their imagined results.

➤ **Activity:**

- Have students work in pairs to ask and answer questions about the situations in the pictures using if clause Type 3.
- Examples:
Student A: "What would have happened if you had brought your umbrella?"
Student B: "If I had brought my umbrella, I would have stayed dry."
Student A: "What would have happened if you had set an alarm?"
Student B: "If I had set an alarm, I would have arrived on time."
Student A: "What would have happened if you had charged your tablet?"
Student B: "If I had charged my tablet, I would have finished the project."
Student A: "What would have happened if you had done your homework?"
Student B: "If I had done my homework, I would have joined the game."
- Encourage students to practise all examples from the pictures and then create their own sentences based on personal experiences.
- Promote peer feedback to help students refine their grammar and gain confidence using if clause Type 3 in conversation.

Section 6: Writing

➤ **Objectives:**

By the end of this section, students will be able to:

- Write an informal letter that includes all parts: date, greeting, opening sentence, body, questions to engage the friend, concluding sentence, and closing.
- Use if clause Type 3 structures to describe past mistakes or problems and imagine different results.
- Demonstrate clarity and relevance in narrating past events and reflecting on alternative outcomes.
- Make their letters engaging and personal by including questions for their friends.

➤ **Instructional Techniques**

- Display the example informal letter on the board, highlighting its parts: date, greeting, opening sentence, body, questions to engage the friend, concluding sentence, and closing.
- Explain the writing process, focusing on how if clause Type 3 is used to imagine a different past result, e.g., "If I had studied harder, I would have passed the test."
- Provide the model letter (e.g., Sophie's about her day) to demonstrate how to describe real mistakes and use Type 3 structures to reflect on them.
- Review how to make the letter conversational by asking a question, such as, "Has anything like this ever happened to you?"
- Remind students to use time words like "*yesterday*," "*later at school*," and "*then*" to show the sequence of events.

➤ **Activity**

- Start by reviewing the model letter with the students. Identify the sentences that use if clause Type 3 and discuss how they show unreal past situations.
- Practise with examples orally: The Teacher says, “I forgot my homework.” Students respond, “If you had remembered it, you would have given it to the teacher.”
- Model how to begin the letter with an opening sentence, e.g., “I wanted to tell you about some things that went wrong yesterday.”
- Have students practise useful patterns aloud, e.g., “If I had..., I would have...”
- Guide students to follow the model in their student’s book to write their own informal letter about a day when things went wrong.
- Encourage them to use Type 3 if clauses to explain how things could have been different.
- Allow time for students to illustrate or decorate their letters to make them more personal.
- After writing, ask students to share their letters with a partner or in small groups, giving feedback on structure, clarity, and correct use of Type 3 if clauses.

Section 7: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other’s answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student’s Book, page 51

Q.1 I think voice assistants have changed life the most because they can do many things, like play music, answer questions, and control devices at home easily.

Q.2 pollution

Q.3 depend

Q.4 comfortable

Q.5 We left after the film had ended.

Q.6 She had packed her bag before the taxi arrived.

Q.7 If I had seen the message, I would have replied.

Q.8 If I had brought my wallet, I would have bought lunch at school.

Q.9 If I had done my homework, I would have joined the game with my friends.

Unit Seven

Voices from the Dust

Unit	Vocabulary	Grammar	Skills
7 Voices from the Dust page 52	archaeologist, ancient, mural, conceal, clay, stream, exhibit, handmade, support, clue	Passive voice: present continuous <i>The house is being painted by Liam now.</i> <i>The house is not (isn't) being painted by Liam now.</i> <i>Is the house being painted by Liam now?</i> <i>Yes, it is. / No, it isn't.</i> Passive voice: past continuous <i>The house was being painted by Liam yesterday at 5 p.m.</i> <i>The house was not (wasn't) being painted by Liam yesterday at 5 p.m. Was the house being painted by Liam yesterday at 5 p.m.?</i> <i>Yes, it was. / No, it wasn't.</i>	Reading: a story about discovering an ancient village
			Listening: listening for details about the ruins under the sand
			Speaking: asking and answering questions about festival activities
			Writing: writing a descriptive essay

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the story about discovering an ancient village by answering comprehension questions.
- explain how ancient discoveries help us learn about past communities using information from the story.
- recognise and use vocabulary related to archaeology and history (archaeologist, ancient, mural, conceal, clay, stream, exhibit, handmade, support, clue).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use the passive voice in the present continuous tense to describe actions happening now.
- use the passive voice in the past continuous tense to describe actions that were happening at a specific time in the past.
- detect and correct mistakes in sentences using the passive voice in continuous forms.
- listen for specific details about the ruins under the sand and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about festival activities using the present continuous passive.
- practise pair work to describe past festival events using the past continuous passive.
- write a descriptive essay about festival activities using both the present continuous and past continuous passive.

Unit Plan

Unit 7 - Voices from the Dust	WEEK 20	Lesson 1	Reading 1	p.52 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.52 (ex.3) p.53 (ex.4)		
		Lesson 3	Reading 3		p.38 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.53 (ex. 5-9)		
		Lesson 5	Vocabulary	p.54	p.39	
	WEEK 21	Lesson 1	Grammar 1	p.55 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.56 (ex.3)	p.40 (ex.1)	
		Lesson 3	Grammar 3	p.56 (ex.4)	p.40 (ex.2)	
		Lesson 4	Grammar 4		p.41 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.42 (ex.5 + ex.6)	Worksheet
	WEEK 22	Lesson 1	Listening	p.57 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.57		
		Lesson 3	Writing	p.58		
		Lesson 4	Writing		p. 43	
		Lesson 5	Board Game & Assessment	p.59		Unit 7 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise the main ideas and key events in the story about the discovery of the ancient village.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Retell the story of how archaeologists uncovered the village and what they learned from the findings.
- Answer and ask questions to recall details about the mural, the tools, and the lives of the people in the ancient village.
- Reflect on the importance of ancient discoveries and how they help us understand the past.

➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures of archaeologists digging, murals, or ancient tools. Ask, “What do you think the story will be about?” Encourage predictions about what can be learned from discoveries in the ground.
- Introduce the text: Present the title and opening question: “What are the most important things we can learn from ancient discoveries?” Prompt students to share ideas about history, old villages, or artefacts they may have seen in museums.
- Model fluent reading: Read the passage aloud as students follow along. Emphasise key sentences such as “Bit by bit, an ancient village began to appear” and “The people of the village may be gone, but through their drawings and remains, their voices are still being heard.” Demonstrate tone and pacing to model fluent reading.
- Break down the text: Reread key sections and ask questions like, “What did the archaeologists find inside the small room?” “What did the mural show about the lives of the people?” “How did experts explain what the village was like?” and “Why was the discovery important for local schools?” Guide students to connect details from the story to the larger message.
- Focus on vocabulary: Highlight words such as “archaeologists,” “mural,” “discovery,” “exhibit,” “remains,” and “ancient.” Explain their meanings in context and encourage students to use them in oral or written reflections.
- Incorporate visuals: Show images of archaeologists digging, ancient murals, or exhibits in museums. Ask students to describe what they see using sentences from the story, e.g., “They discovered a mural painted long ago” or “The students visited the site to learn about the past.”
- Encourage reflection: Conclude by asking, “Why are discoveries like this important for us today?” Facilitate a discussion about how learning from the past helps us understand people’s lives, values, and how they worked together.

➤ Activity:

• Part 1

- Have students open their student books to page 53, Exercise 4. Ask them to read each statement and decide T/F using Voices from the Dust. Tell them to underline the exact sentence that proves their choice. Discuss as a class. For any false statements, guide students to rewrite them correctly (e.g., replacing “immediately” with a detail that matches the text).
- Have students open page 53, Exercise 5. Guide them to infer what the people in the ancient village were like. Prompt: “What do the mural scenes (baking bread, children playing, families eating) suggest?” “What does the text say about how they built homes and supported one another?” Ensure answers use evidence from the passage (hard-working, family-centred, cooperative, resourceful).
- Have students open page 53, Exercise 6. Discuss what the author implies about small historical findings. Prompt: “What does the writer say about ‘even the smallest clues’?” “How can simple tools, pots, or drawings tell powerful stories?” Students write a brief, text-based explanation.
- Have students open page 53, Exercise 7. Direct them to the sentence with the underlined word “it.” Ask them to find the nearest clear noun before the pronoun (in this text, the mural) and explain how they

know. Remind them that pronouns usually refer back to a noun mentioned earlier in the same paragraph.

- Have students open page 53, Exercise 8. Instruct them to scan for a sentence that shows how the past connects with the present. Encourage choices such as the student's quote ("They lived so long ago, but they were a lot like us...") or the line about voices still being heard. Have them copy the sentence and briefly explain the connection.
- Have students open page 53, Exercise 9. Ask them to reread the text and find one example for each category: a noun, a preposition, a verb, a possessive pronoun, a subject pronoun, and an adjective. Suggest pair work to verify that each word fits the category in context, then compare answers as a class.

• Part 2

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the text to practise comprehension and focus on key details. For example, students can discuss what the archaeologists found in the desert, what was shown in the mural, how the villagers lived, and how the community learnt about the discovery.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, "Excited, they continued digging. Bit by bit, an ancient village began to appear," or "The mural was displayed on a large wall so more people could see it and learn from it." This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the story's themes and details. For instance, ask, "What did the archaeologists find in the desert?" "What was shown in the mural?" "How did the villagers live?" "How did the community learn about the discovery?" "What did one student say about the people in the mural?" and "What did the discovery teach people?" Encourage students to underline the evidence in the text that supports their answers.
- Have students open their activity books to page 38, Exercise 1. Direct them to complete the written comprehension questions based on the text. Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 38, Exercise 2. Ask students to read the six events and number them in the order they happened in the story. Encourage them to reread the text to find clues about the correct sequence. Once they finish, review the answers as a class and discuss how each event leads to the next to ensure understanding of the storyline.

Answer Key

Student's Book, page 53

Q. 4.

A. F B. T C. F D. T E. T

Q. 5.

They had strong communities, worked together, and valued daily life activities.

Q. 6.

Small findings can tell powerful stories and connect us to the past.

Q. 7.

It refers to the mural.

Q. 8.

"They worked, played, and shared their lives, just like we do."

Q. 9.

A. archaeologists B. under C. discovered D. their E. they F. ancient

Activity Book, page 38

Q. 1.

A. They found the remains of an ancient village, including walls, tools, and a mural.

B. It showed people baking bread, children playing, and families eating together.

C. They cooked outside, collected water, and used handmade tools.

D. News spread, and local schools organised visits to the site.

E. He said they lived long ago but were a lot like us; they worked, played, and shared life.

F. It taught them that even small clues can tell powerful stories about the past.

Q. 2.

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

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 54

Q. 2.

A. archaeologist B. stream C. mural D. clue E. ancient
F. conceal G. exhibit H. clay I. handmade J. support

Activity Book, page 39

Q. 1.

A. clue B. archaeologist C. exhibit D. clay E. handmade

Q. 2.

1. archaeologist 2. ancient 3. exhibit 4. mural 5. conceal 6. clue

Q. 3.

A. ancient B. mural C. conceal D. stream E. support

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Identify and use the passive voice in the present continuous and past continuous tenses to describe actions where the focus is on the action rather than the doer.
- Recognise the rules for forming the passive voice in both tenses, including when and how to use “am,” “is,” “are,” “was,” and “were” with “being” and the past participle of verbs.
- Construct sentences in the passive voice in both affirmative and negative forms in present and past continuous.
- Form yes/no questions in the passive voice using the correct form of “to be” with “being” and the past participle.
- Apply the passive voice in both oral and written exercises to describe actions and events happening now (present continuous passive) or at a specific time in the past (past continuous passive).

➤ Instructional Techniques:

- Begin by explaining the structure of the passive voice in the continuous tense: subject + “to be” (am, is, are / was, were) + being + past participle of the verb. For example: “The house is being painted now” (present continuous passive) and “The house was being painted yesterday” (past continuous passive).
- Introduce visual aids or examples to demonstrate how to convert active continuous sentences into passive ones. For instance: “Liam is painting the house” → “The house is being painted by Liam,” and “Liam was painting the house yesterday” → “The house was being painted by Liam yesterday.”
- Display example sentences on the board using both present and past continuous passive. For example: “The books are being arranged on the shelf right now” vs. “The books were being arranged yesterday afternoon.”
- Encourage students to repeat sentences after you, focusing on the structure and pronunciation of “is being” and “was being.”
- Demonstrate how to form negative passive sentences by adding “not” after the verb “to be.” For example: “The window is not being cleaned” and “The window was not being cleaned.”
- Show how to form yes/no questions in the passive voice. For example: “Is the meal being prepared now?” → “Yes, it is.” / “No, it isn’t.” and “Was the house being painted yesterday at 5 p.m.?” → “Yes, it was.” / “No, it wasn’t.”
- Provide practice by asking students to convert active continuous sentences into passive ones and then practice orally. For example: “The chef is preparing the meals” → “The meals are being prepared by the chef.”
- Encourage pair work or role play where students ask and answer questions in the passive voice about current or past actions. For example: “What is being cleaned right now?” → “The classrooms are being cleaned.” / “What was being repaired yesterday?” → “The road was being repaired.”
- Provide opportunities for students to practise using the passive continuous in both spoken and written exercises, focusing on describing actions and events.

➤ Activity:

- Have students open their student books to page 56, Exercise 3. Guide them to circle the correct form of the verb in the passive voice for each sentence. Remind them that in the passive voice, the structure is subject + am/is/are + being + past participle, and the focus is on the action itself, not the doer. Emphasise that the verb must agree with the subject. For example: “The meals are being prepared by the chef now” (plural subject → are being prepared). “The window is being cleaned by the workers” (singular subject → is being cleaned).
- Have students open their activity books to page 40, Exercise 1. Guide them to complete each sentence with the correct form of the verb in the present continuous passive (am/is/are + being + past participle). Explain that this form is used when actions are happening right now and the focus is on the action rather than the doer. For example: “The floors are not being mopped at the moment” or “Are the dishes being

washed at the moment?" Encourage students to carefully choose the correct auxiliary verb (am/is/are) and use the past participle form of the main verb.

- Have students open their activity books to page 40, Exercise 2. Instruct them to complete each sentence with the correct form of the verb in the past continuous passive (was/were + being + past participle). Remind them that this form describes actions that were happening at a specific time in the past, with the focus on the action. For example: "The street was not being swept when we arrived" or "Were the chairs being arranged when the guests came?" Encourage students to pay attention to the subject and use "was" or "were" correctly.
- Have students open their activity books to page 41, Exercise 3. Guide them to circle the correct answer for each sentence, choosing between the present continuous passive and the past continuous passive. Remind them that the present continuous passive is used for actions happening now, while the past continuous passive is used for actions that were in progress at a particular moment in the past. For example: "The banners are being hung right now" vs. "The cake was being decorated when the guests arrived."
- Have students open their activity books to page 41, Exercise 4. Instruct them to rewrite the given sentences in the passive voice, using the present or past continuous tense as required. For example: "The cleaners are washing the windows right now" → "The windows are being washed by the cleaners right now." Encourage students to focus on moving the object to the subject position and keeping the continuous aspect by using "being" + past participle.
- Have students open their activity books to page 42, Exercise 5. Guide them to rewrite each sentence in the active voice, changing the focus back to the doer of the action. For example: "The cows are being milked every morning by Jackie" → "Jackie is milking the cows every morning." Remind them that in the active voice, the subject performs the action.
- Have students open their activity books to page 42, Exercise 6. Instruct them to find and correct mistakes in the sentences related to the use of the passive voice in continuous tenses. For example: "The lights were being switch off during the meeting" → "The lights were being switched off during the meeting." Encourage them to check for subject–verb agreement, correct auxiliary verbs (is/are/was/were), and the correct past participle forms.

Answer Key

Student's Book, page 56

Q. 3.

A. are being prepared B. are being served C. is being built D. are being arranged E. is being cleaned

Activity Book, pages 40-42

Q. 1.

A. are not being mopped B. Are / being washed C. are being printed D. are not being cleaned E. Are / being painted
F. is being rearranged G. are not being updated H. Are / being wrapped I. are being watered J. are not being checked

Q. 2.

A. was not being swept B. Were / being arranged C. were being cleaned D. were not being switched off E. Was / being served
F. was being discussed G. were not being repaired H. Were / being hung I. was being painted J. were not being set

Q. 3.

A. are being hung B. was being decorated C. is being cleaned D. were being helped E. is being watered
F. were being answered G. was being checked H. is being mopped I. were being sorted J. were being given

Q. 4.

A. The windows are being washed by the cleaners right now. B. The rules were being explained by the teacher when I entered.
C. Dinner is being prepared in the kitchen by the chef. D. The walls were being painted by the children yesterday afternoon.
E. The books are being arranged on the shelves by the librarian. F. The computers were being checked by the technicians during the break.

Q. 5.

A. The janitor is cleaning the floor. B. The secretary was typing the emails.
C. The chef is making the sandwiches. D. The children were decorating the room.
E. The students are reading the books. F. The technicians were fixing the computers.

Q. 6.

A. The dinner is being cooked by Mum now. B. Were the books being arranged on the table?
C. The floor was being cleaned when I arrived. D. Is the homework being done at the moment?
E. The windows weren't being washed yesterday. F. The documents were being printed at noon.

Section 4: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Adam's visit to a historical site in the desert. Ask them to look carefully at what the archaeologists were doing and what was being discovered. Encourage them to think about questions like "What objects were found at the site?" and "How were the archaeologists uncovering the ruins?"
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 57 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 57

Q. 2.

A. They saw an area where new ruins were being uncovered.

B. Pottery pieces.

Q. 3.

A. F B. T C. F D. T E. T F. T G. F H. F

Transcript

The Ruins Under the Sand

Hi, I'm Adam. Last summer, my family visited a historical site in the desert. While we were walking with a guide, we saw an area where new ruins were being uncovered. Ancient buildings were being cleaned carefully by archaeologists using small brushes. Some stone walls were already visible, and pottery pieces were being placed in boxes to be studied later. Our guide explained that the site is very old and more objects are still being found every week. Right now, a new tunnel is being explored by a group of experts. It was amazing to see how the past is being discovered right in front of us!

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use the present continuous passive to talk about what is happening at a festival now.
- Use the past continuous passive to talk about what was happening at a festival in the past.
- Engage in dialogues to describe ongoing and past festival activities using the passive voice.

➤ Instructional Techniques:

- Display a list of festival activities on the board (e.g., henna applied, traditional clothes worn, fireworks prepared, faces painted, balloons given to children, drums played, gifts handed out, stalls set up).

- Model how to ask and answer questions using the present continuous passive and past continuous passive. For example:
 “What is being done at the festival now?” → “Games are being organised now.”
 “What was being done at the festival last year?” → “Decorations were being hung last year.”
- Provide explanations of how the passive continuous forms are structured:
 Present Continuous Passive: [is/are + being + past participle]
 Past Continuous Passive: [was/were + being + past participle]
- Emphasise the difference between describing current activities and past activities at festivals.

➤ **Activity:**

- Have students work in pairs to ask and answer questions about what is happening now and what was happening before at a festival, using the pictures for prompts.
- Examples:
 Student A: “What is being done at the festival now?”
 Student B: “Henna is being applied, and faces are being painted.”
 Student A: “What was being done at the festival last year?”
 Student B: “Fireworks were being prepared, and drums were being played.”
 Student A: “Are balloons being given to children now?”
 Student B: “Yes, balloons are being given to children now.”
 Student A: “Were stalls being set up last year?”
 Student B: “Yes, stalls were being set up last year.”
- Encourage students to practise using all the examples from the pictures and expand with their own festival activities.
- Promote peer feedback to help students refine their use of the continuous passive and build fluency in real conversations.

Section 6: Writing

➤ **Objectives:**

By the end of this section, students will be able to:

- Write a descriptive essay about a festival that includes a title, an introductory paragraph, body paragraphs, and a closing paragraph.
- Use the present continuous passive to describe activities happening at the festival now.
- Use the past continuous passive to describe activities that were happening at the festival in the past.
- Organise their essay clearly and logically, ensuring all sections are well-structured and cohesive.

➤ **Instructional Techniques**

- Display the example descriptive essay on the board, highlighting its structure: title, introductory paragraph, body paragraph 1 (this year’s festival), body paragraph 2 (last year’s festival), and closing paragraph.
- Explain how the present continuous passive is used for current activities, e.g., “Henna is being applied to hands,” and “Drums are being played.”
- Explain how the past continuous passive is used for past activities, e.g., “Decorations were being hung,” “Fireworks were being prepared.”
- Provide the sample essay (e.g., *Fun at Every Festival*) to demonstrate how both tenses are combined to show contrast between present and past.
- Review how to use time expressions like “*this year*,” “*right now*,” “*last year*,” and “*in the past*” to make the writing clear.
- Remind students to focus on transitions between paragraphs to maintain coherence.

➤ Activity

- Start by reviewing the example essay with the students, identifying the sentences that use the present continuous passive and the past continuous passive.
- Practise orally by giving examples for students to complete, e.g., Teacher: "At the festival this year, music..." → Students: "is being played." Teacher: "Last year, balloons..." → Students: "were being given out."
- Model how to begin the essay with an introductory paragraph that sets the context, e.g., "Festivals are some of the happiest times of the year."
- Have students repeat useful patterns aloud as practice, such as "is being..." / "are being..." / "was being..." / "were being..."
- Guide students to follow the model essay in their student's book to write their own descriptive essay about a festival.
- Encourage them to include at least one paragraph about a festival happening now (using present continuous passive) and one about a past festival (using past continuous passive).
- Allow time for students to revise their essays, checking grammar and transitions.
- After writing, have students share their essays with a partner or small group, giving feedback on structure, clarity, and correct use of passive forms.

Section 7: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 59

Q.1 They teach us how people lived in the past and show that human life hasn't changed that much.

Q.2 ancient

Q.3 mural

Q.4 stream

Q.5 "The baby is being carried carefully."

Q. 6 "The books are being arranged now."

Q. 7 "The cake was being decorated yesterday at 6 p.m."

Q.8 Henna is being applied near the entrance.

Q.9 Lanterns were being lit at sunset.

Q.10 Crafts were being made by children.

Unit Eight

Places Where Nature Rules

Unit	Vocabulary	Grammar	Skills
8 Places Where Nature Rules page 60	rainforest, tribe, medicine, research, climate, desert, oasis, coral, unique, protect	Relative clauses <i>The girl who won the prize is my cousin.</i> <i>I found a shell, which was very colourful.</i> <i>This is the house that we visited.</i> <i>This is the café where we met.</i> <i>I remember the day when we first met.</i> Relative clauses: restrictive vs. non-restrictive <i>The book that has a blue cover is mine.</i> <i>My brother, who lives in Canada, is coming to visit.</i>	Reading: a text about powerful natural places on Earth
			Listening: listening for details about the Amazon Rainforest
			Speaking: asking and answering questions about favourite person, subject, place, and time of year
			Writing: writing a fact file

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the text about powerful natural places on earth by answering comprehension questions.
- explain why different natural places such as the amazon rainforest, Antarctica, and the Sahara Desert are important using information from the text.
- recognise and use vocabulary related to nature and the environment (rainforest, tribe, medicine, research, climate, desert, oasis, coral, unique, protect).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use relative clauses with pronouns such as who, which, that, where, and when to give extra information about people, places, things, or times.
- differentiate between restrictive and non-restrictive relative clauses and use them accurately in sentences.
- listen for specific details about the amazon rainforest and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about favourite people, subjects, places, and times of the year using relative clauses.
- write a fact file about a favourite person, subject, place, and time of the year using relative clauses.

Unit Plan

Unit 8 - Places Where Nature Rules	WEEK 23	Lesson 1	Reading 1	p.60 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.60 (ex.3) p.61 (ex.4)		
		Lesson 3	Reading 3		p.44 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.61 (ex. 5-9)		
		Lesson 5	Vocabulary	p.62	p.45	
	WEEK 24	Lesson 1	Grammar 1	p.63 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.64 (ex.3)	p.46 (ex.1)	
		Lesson 3	Grammar 3	p.64 (ex.4 + ex.5)	p.46 (ex.2)	
		Lesson 4	Grammar 4		p.47 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.48 (ex.5 + ex.6)	Worksheet
	WEEK 25	Lesson 1	Listening	p.65 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.65		
		Lesson 3	Writing	p.66		
		Lesson 4	Writing		p.49	
		Lesson 5	Board Game & Assessment	p.67		Unit 8 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and key details in the text about the Amazon Rainforest, Antarctica, the Sahara Desert, the Great Barrier Reef, and Mount Everest.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Answer and ask questions to recall details about how nature shapes life in these unique places.
- Reflect on the importance of protecting powerful natural environments and the role they play in our world.
- Discuss the significance of these places and how they remind us of the power of nature.

➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures of wild places such as a rainforest, desert, snowy mountain, and coral reef. Ask, "What do you think the text will be about?" Encourage students to predict how these places are special.
- Introduce the text: Present the title and opening question: "What are the places where nature rules?" Prompt students to share any prior knowledge or experiences about rainforests, deserts, or oceans.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as "the largest rainforest in the world," "freezing temperatures," "the hottest desert," and "the tallest mountain on the planet." Emphasise tone and pacing to model proper fluency.
- Break down the text: Reread key sections and ask questions such as, "What makes the Amazon Rainforest unique?" "Why is Antarctica so important for scientists?" "What challenges do people face in the Sahara Desert?" and "Why is Mount Everest famous?" Guide students to connect these details to their own understanding of nature's power.
- Focus on vocabulary: Highlight key words such as "rainforest," "climate change," "oases," "coral reef," and "summit." Discuss their meanings and encourage students to use these words in their reflections and discussions.
- Incorporate visuals: Show images of the Amazon, Antarctica, the Sahara Desert, the Great Barrier Reef, and Mount Everest. Ask students to describe what they see using phrases from the text, such as "Penguins live in large groups to stay warm" or "Coral reefs are home to colourful sea creatures."
- Encourage reflection: Conclude by asking, "Which of these wild places would you like to visit, and why?" Facilitate a discussion about the importance of protecting these environments and how they show the power of nature.

➤ Activity:

- Part 1
- Have students open their student books to page 61, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on Places Where Nature Rules. Encourage them to underline the exact sentence that supports each answer. Discuss as a class, and, for any false statements, guide students to rewrite them so they are true.
- Have students open their student books to page 61, Exercise 5. Guide them to reflect on why some animals live only in the Amazon Rainforest. Ask: "What makes this habitat unique?" "How do special conditions (climate, plants, food) affect where animals can survive?" Encourage evidence from the text about plants/animals that don't live anywhere else.
- Have students open their student books to page 61, Exercise 6. Discuss what the author implies about these natural places. Prompt with: "What message does the writer give about nature's power and our responsibility?" Lead students to note that each place is unique and reminds us to protect the world we share. Students write a brief, text-based answer.
- Have students open their student books to page 61, Exercise 7. Direct them to find the sentence with the underlined word "It." Ask students to identify what "It" refers to by checking the noun mentioned just

before it (in this text, the Great Barrier Reef). Remind them that pronouns usually point back to a specific noun earlier in the sentence or paragraph.

- Have students open their student books to page 61, Exercise 8. Instruct them to scan the text for a sentence showing people are still learning from nature. Encourage them to locate the line about scientists working in research stations in Antarctica to study ice, animals, and climate change. Have them copy the sentence and explain how it shows ongoing learning.
- Have students open their student books to page 61, Exercise 9. Ask them to reread the passage and find one example for each category: a noun, an adjective, a verb, a possessive pronoun, a subject pronoun, and a preposition. Suggest pair work to verify each choice in context (e.g., nouns like penguins, adjectives like freezing, verbs like live, possessive pronouns like their, subject pronouns like It/They, prepositions like beneath), then compare answers as a class.

• Part 2

- Begin by having students refer to the text in their student books. Ask them to read the relevant sections of the text to practise comprehension and focus on key details. For example, students can discuss what makes the Amazon Rainforest special, why Antarctica is important to scientists, how camels survive in the Sahara Desert, what makes the Great Barrier Reef unique, who the Sherpas are and what they do, and the author's overall message about powerful natural places.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as "These are the places where nature rules" or "The Great Barrier Reef is made up of tiny coral animals called polyps." This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask, "What makes the Amazon Rainforest special?" "Why is Antarctica important to scientists?" "What is special about camels in the Sahara Desert?" "What makes the Great Barrier Reef unique?" "Who are the Sherpas, and what do they do?" and "What does the author want us to learn from the text?" Encourage students to underline evidence in the text to support their answers.
- Have students open their activity books to page 44, Exercise 1. Direct them to complete written answers to the questions based on the text. Write one or two sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 44, Exercise 2. Ask students to carefully read each sentence and circle the incorrect word, then write the correct word in the blank. Encourage them to reread the student book for clues. Example corrections: sea → world (A), hot → cold (B), rocks → coral polyps (C), shortest → tallest (D), minutes → days (E), ignore → study (F). Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

Answer Key

Student's Book, page 61

Q. 4.

A. F B. T C. T D. F E. T

Q. 5.

Because it provides a unique environment that doesn't exist anywhere else.

Q. 6.

That they are powerful and unique and need to be protected.

Q. 7.

It refers to the Great Barrier Reef.

Q. 8.

"This is also the place where scientists work in special research stations to study ice, animals, and climate change."

Q. 9.

A. reef B. powerful C. protect D. their E. it F. across

Answer Key

Activity Book, page 44

Q. 1.

- A. It's the largest rainforest in the world and home to many unique animals and plants.
- B. Because it helps them study ice, animals, and climate change.
- C. They can go for days without drinking water.
- D. It's made of tiny coral animals and is the only natural structure visible from space.
- E. They are skilled guides from Nepal who help climbers reach the top of Mount Everest.
- F. That nature is powerful and we should work to protect it.

Q. 2.

- A. sea > forest B. hot > cold C. rocks > coral
- D. shortest > longest E. minutes > days F. ignore > study

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key**Student's Book, page 62**

Q. 2.

A. coral B. tribe C. rainforest D. medicine E. unique
F. oasis G. protect H. research I. desert J. climate

Activity Book, page 45

Q. 1.

A. tribe B. medicine C. research D. oasis E. coral

Q. 2.

1. rainforest 2. tribe 3. medicine 4. research 5. protect 6. unique

Q. 3.

A. rainforest B. climate C. desert D. unique E. protect

Section 3: Grammar**➤ Objectives:****By the end of this section, students will be able to:**

- Identify and use relative clauses to connect two parts of a sentence, giving more information about a noun without starting a new sentence.
- Recognise and correctly use common relative pronouns such as who, which, that, where, and when.
- Distinguish between restrictive clauses (important information) and non-restrictive clauses (extra information).
- Construct simple sentences using relative clauses, both in restrictive and non-restrictive forms.
- Use commas correctly with non-restrictive clauses while avoiding them with restrictive clauses.
- Ask and answer questions using sentences that include relative clauses.
- Apply relative clauses in both written and oral exercises to describe people, places, things, and times more precisely.

➤ Instructional Techniques:

- Begin by explaining the function of relative clauses, emphasising how they add detail about a noun without starting a new sentence. For example: "This is the teacher. The teacher is helpful." → "This is the teacher who is helpful."
- Introduce visual aids or examples to demonstrate how to form relative clauses using who, which, that, where, and when. For example: "The girl who won the prize is my cousin," and "This is the café where we met."
- Display example sentences on the board using both restrictive and non-restrictive clauses. For instance: "My sister who studies math is 21 years old" (restrictive) vs. "My sister, who studies math, is 21 years old" (non-restrictive).
- Encourage students to repeat sentences aloud, focusing on the placement of the relative pronoun and correct use of commas in non-restrictive clauses.
- Demonstrate how to form restrictive clauses without commas and non-restrictive clauses with commas, highlighting the difference in meaning. For example: "The book that has a blue cover is mine" vs. "The book, which has a blue cover, is mine."
- Provide practice exercises where students combine two sentences into one using the correct relative pronoun. For example: "I met a man. He can speak five languages." → "I met a man who can speak five languages."
- Give oral practice by asking students to describe people, places, or times using relative clauses. For example: "Can you tell me about a place where you feel happy?"
- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of relative clauses in both restrictive and non-restrictive forms.
- Use pair work or role-playing activities where students ask and answer questions using relative clauses. For example: "Who is the teacher that inspires you most?" → "She's the one who always helps us."
- Provide opportunities for students to practise using relative clauses both orally and in written exercises, ensuring they use the correct relative pronouns and punctuation.

➤ **Activity:**

- Have students open their student books to page 64, Exercise 3. Guide them to circle the correct answers by selecting the appropriate relative pronoun (who, which, where, when, or that). Remind them of the rules for using each pronoun: "who" for people, "which" for things, "where" for places, and "when" for times. Explain that relative clauses add more information about a noun without starting a new sentence. For example: "This is the girl who won the contest" or "That's the café where we always meet." Encourage students to read carefully and choose the pronoun that makes the sentence grammatically correct.
- Have students open their student books to page 64, Exercise 5. Instruct them to read each sentence and decide whether it contains a restrictive clause (important information) or a non-restrictive clause (extra information). Remind them that restrictive clauses are essential to the meaning of the sentence and do not use commas, while non-restrictive clauses add extra detail and are separated by commas. For example: "The boy who won the race is my brother" (important information) vs. "My uncle, who lives in Spain, is visiting us next week" (extra information). Encourage students to underline the relative clause and label it correctly.
- Have students open their activity books to page 46, Exercise 1. Instruct them to complete each sentence with the correct relative pronoun (who, which, that, where, or when). Remind students that "who" is used for people, "which" for animals or things, "that" for people or things, "where" for places, and "when" for times or dates. For example: "I know a girl who speaks five languages" or "We visited the museum where the dinosaur skeletons are displayed." Encourage students to carefully consider the context of each sentence when choosing the correct pronoun.
- Have students open their activity books to page 46, Exercise 2. Guide them to add commas to separate non-restrictive clauses from the rest of the sentence. Explain that non-restrictive clauses add extra information and are separated with commas, while restrictive clauses give important information and do not use commas. For example: "My mother, who loves gardening, planted roses last week." Encourage students to rewrite each sentence correctly with commas where needed.
- Have students open their activity books to page 47, Exercise 3. Guide them to join each pair of sentences using the relative pronoun given in brackets. Remind students to use commas only if the clause is non-restrictive (extra information). For example: "The boy is my classmate. He plays the piano." → "The boy, who plays the piano, is my classmate." Encourage them to identify whether the clause is essential or extra before deciding on comma use.
- Have students open their activity books to page 47, Exercise 4. Guide them to join each pair of sentences using the relative pronoun in brackets (where or when). For example: "This is the park. I used to play there." → "This is the park where I used to play." Remind students that "where" is used for places and "when" is used for times. Encourage them to make smooth, complete sentences without repetition.
- Have students open their activity books to page 48, Exercise 5. Instruct them to read each sentence carefully and tick (✓) the meaning that matches it. Explain that some sentences use restrictive clauses (important information), while others use non-restrictive clauses (extra information). For example: "My brother, who lives in Spain, is coming back soon." → This means I have one brother, and the clause adds extra information. Encourage students to think carefully about the meaning of each clause before choosing.
- Have students open their activity books to page 48, Exercise 6. Instruct them to find and correct the mistakes in the use of relative pronouns. For example: "That is the book where I won the award." → "That is the book that won the award." Remind students to focus on using the correct relative pronoun (who, which, that, where, when) and correct word order when rewriting the sentences.

Answer Key**Student's Book, page 64**

Q. 3.

A. who B. which C. where D. that E. when

Q. 5.

A. important information B. extra information C. important information D. extra information E. important information

Activity Book, pages 46-48

Q. 1.

A. who B. that C. where D. when E. who F. that G. where H. which I. that J. when

Q. 2.

A. My mother, who loves gardening, planted roses last week. B. The Eiffel Tower, which is in Paris, attracts millions of tourists every year.

C. Sarah, who is my best friend, won the poetry competition. D. My uncle, who used to live abroad, is visiting us this month.

E. The library, which has a beautiful garden, is open on Saturdays.

Q. 3.

A. The boy, who plays the piano, is my classmate.

B. I bought a bag, which has blue stripes.

C. This is the cake that you made.

D. She is the teacher who teaches us English.

E. I watched a movie, which was very funny.

F. I know a man who can speak five languages.

Q. 4.

A. That was the day when we met for the first time.

B. This is the park where I used to play.

C. I remember the year when we moved to this house.

D. That is the café where we had lunch.

E. It was the night when the storm hit our town.

F. This is the school where I studied English.

Q. 5.

A. 1 B. 2 C. 1 D. 1 E. 2

Q. 6.

A. The teacher who helped me with my homework is very kind.

B. I lost the notebook that had all my notes.

C. That is the book that won the award.

D. This is the café where we met last summer.

E. I still remember the day when we first spoke.

Section 4: Listening**➤ Objectives:****By the end of this section, students will be able to:**

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about the Amazon Rainforest. Ask them to look carefully at the animals, people, and environment described in the story. Encourage them to think about questions like "What animals live in the Amazon?" and "Why is the Amazon important for the world?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 65 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.

- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 65

Q. 2.

A. Jaguars, monkeys, parrots, and other animals.

B. They grow food, fish in the rivers, and use local plants.

Q. 3.

A. T B. F C. T D. F E. T F. T

Transcript

The Amazon Rainforest

Hi, I'm Daniel. This week at school, we learnt about the Amazon Rainforest. It's a huge forest in South America that is full of plants, animals, and rivers. The Amazon is one of the richest natural areas in the world. It is home to animals like jaguars, monkeys, and parrots. Some of them live in the treetops, while others stay near the water. We also read about people who live in small villages inside the forest. They grow food, fish in the rivers, and know a lot about the plants around them. The weather is hot and rainy most of the year. Our teacher said the Amazon helps produce the oxygen we breathe, so it's a place that should be protected.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use the relative pronouns who, which, where, and when to ask and answer questions about their favourite person, subject, place, and time of year.
- Formulate full sentences with relative clauses to give extra information about their preferences.
- Engage in dialogues that include extended answers using relative pronouns.

➤ Instructional Techniques:

- Display a list of prompts on the board (e.g., favourite person, favourite subject, favourite place, favourite time of year).
- Model how to ask and answer questions using relative pronouns:
 - "Who is your favourite person?" → "My favourite person is my mum, who always supports me."
 - "What is your favourite subject?" → "My favourite subject is English, which helps me read stories."
 - "What is your favourite place?" → "My favourite place is the park, where I play football with my friends."
 - "What is your favourite time of year?" → "My favourite time is summer, when we go on holiday."
- Provide explanations of how each relative pronoun is used:
 - who → people
 - which → things/subjects
 - where → places
 - when → times
- Emphasise the structure: [Main clause + relative pronoun + extra information].

➤ Activity:

- Have students work in pairs to ask and answer questions about their favourite person, subject, place, and time of year.
- Examples:
 - Student A: "Who is your favourite person?"
 - Student B: "My favourite person is my best friend, who listens when I'm sad."
 - Student A: "What is your favourite subject?"
 - Student B: "My favourite subject is maths, which is challenging but fun."
 - Student A: "What is your favourite place?"
 - Student B: "My favourite place is the library, where I can read in peace."
 - Student A: "What is your favourite time of year?"
 - Student B: "My favourite time of year is spring, when flowers bloom everywhere."
- Encourage students to expand their answers by adding extra information with relative clauses.

- Promote peer feedback to help students refine their use of relative pronouns and build fluency in conversation.

Section 6: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a fact file about their four favourite things (a person, a school subject, a place, and a time of year), including an introduction, descriptions, and a conclusion.
- Use relative clauses with **who**, **which**, **where**, and **when** to give extra information about each favourite.
- Organise their fact file clearly and logically, making sure each section is relevant and detailed.
- Enhance their writing with drawings or pictures that match their descriptions.

➤ Instructional Techniques

- Display the example fact file on the board, highlighting its structure: introduction, favourite person, favourite subject, favourite place, favourite time of year, and conclusion.
- Explain how to use relative clauses to add detail, e.g., “My favourite person is my mum, who always supports me,” “My favourite subject is English, which helps me read amazing stories,” “My favourite place is the park, where I play football,” “My favourite time is summer, when we go on holiday.”
- Provide the sample fact file (*Four Favourite Things*) to show how relative clauses make the writing richer and more descriptive.
- Review how to keep sentences clear and connected by using transitions and relative pronouns correctly.
- Remind students to write in full sentences and include specific reasons why each favourite is important to them.

➤ Activity

- Start by reviewing the example fact file with the students, identifying the use of who, which, where, when in the descriptions.
- Practise orally: Teacher asks, “Who is your favourite person?” Student responds: “My favourite person is my brother, who plays football with me.”
- Model how to write each section of the fact file step by step, beginning with the introduction and ending with the conclusion.
- Have the students repeat sentence patterns aloud for practice, e.g., “My favourite subject is... which...” / “My favourite place is... where...”
- Guide students to follow the model in their student’s book to write their own fact file about their four favourites.
- Encourage them to include clear explanations and relative clauses in each section.
- Allow time for students to illustrate their fact files with drawings or pictures to make them more personal and engaging.
- After writing, ask students to share their fact files with a partner or small group, providing peer feedback on clarity, organisation, and correct use of relative clauses.

Section 7: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.

- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 67

Q.1 I would like to visit the Amazon Rainforest because it has many unique animals and plants.

Q.2 unique

Q.3 desert

Q.4 protect

Q.5 This is the boy who won the contest.

Q. 6 That's the garden where we always meet.

Q. 7 Do you remember the day when we graduated?

Q.8 My favourite person is my sister, who always helps me.

Q.9 My favourite subject is maths, which is challenging but fun.

Q.10 My favourite place is the library, where I can read in peace.

Unit Nine

From a Small Village to Global Fame

Unit	Vocabulary	Grammar	Skills
9 From a Small Village to Global Fame page 68	athlete, dream, dedicated, practice, success, setback, routine, attitude, perseverance, journey	Reported speech <i>She said she was tired.</i> <i>He said he was watching TV.</i> <i>He said he had finished his work.</i> <i>She said she had eaten already.</i> <i>He said he was going to travel next year.</i> Reported speech: time and place words <i>Sarah said, "I baked a cake yesterday."</i> <i>Sarah said she baked a cake the day before.</i>	Reading: a text about Mo Salah's success story
			Listening: listening for details about favourite football players
			Speaking: reporting what friends said about food
			Writing: writing an informal letter

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the text about Mo Salah's success story by answering comprehension questions.
- explain how perseverance, discipline, and hard work contributed to Mo Salah's achievements using information from the text.
- recognise and use vocabulary related to sports and success (athlete, dream, dedicated, practice, success, setback, routine, attitude, perseverance, journey).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use reported speech to retell what someone said in the past without repeating the exact words.
- change time and place expressions correctly when converting direct speech into reported speech.
- detect and correct mistakes in sentences using reported speech.
- listen for specific details about favourite football players and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions by reporting what friends said about food.
- practise pair work to share classmates' or friends' experiences using reported speech.
- write an informal letter reporting what friends said about food, using correct tense changes and time expressions.
- organise writing with a date, greeting, body, and closing following the guided model.

Unit Plan

Unit 9 - From a Small Village to Global Fame	WEEK 26	Lesson 1	Reading 1	p.68 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.68 (ex.3) p.69 (ex.4)		
		Lesson 3	Reading 3		p.50 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.69 (ex. 5-9)		
		Lesson 5	Vocabulary	p.70	p.51	
	WEEK 27	Lesson 1	Grammar 1	p.71 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.72(ex.3)	p.52 (ex.1)	
		Lesson 3	Grammar 3		p.52 (ex.2) p.53 (ex.3)	
		Lesson 4	Grammar 4	p.72(ex.4 + ex.5)		
		Lesson 5	Grammar 5		p.53 (ex.4) p.54 (ex.5)	Worksheet
	WEEK 28	Lesson 1	Listening	p.73 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.73		
		Lesson 3	Writing	p.74		
		Lesson 4	Writing		p. 55	
		Lesson 5	Board Game & Assessment	p.75		Unit 9 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and key events in the text about Mo Salah's journey from a small village to international success.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Retell the story, focusing on perseverance, hard work, setbacks, and the support of family and coaches.
- Answer and ask questions to recall details about Salah's training routine, challenges, improvements, and message to fans.
- Reflect on the importance of discipline, patience, and determination in achieving dreams, and discuss the balance between talent and effort.

➤ Instructional Techniques:

- Engage students with a question: Show pictures of a young footballer training, a long bus ride, and a stadium. Ask, "What do you think the text will be about?" Encourage predictions about chasing dreams and the role of perseverance.
- Introduce the text: Present the title and opening question: "Is it talent, effort, or both that turns dreams into reality?" Invite students to share brief experiences of working hard to improve a skill.
- Model fluent reading: Read the text aloud as students follow along. Highlight lines such as "He often returned home late at night, tired but never discouraged," "He listened carefully to advice from his coaches," and "Hard work, belief, and unwavering determination can transform dreams into reality." Model phrasing, emphasis, and pauses.
- Break down the text: Reread key sections and ask, "Why did Salah travel several hours each day?" "What setbacks did he face, and how did he respond?" "What habits helped him improve?" "How did others describe him?" "What message does he share in interviews?" Guide students to cite sentences that support their answers.
- Focus on vocabulary: Teach and discuss determination, perseverance, routine, setbacks, benched, discipline, and inspiration. Clarify meanings in context and have students use each word in a short sentence about the story.
- Incorporate visuals: Use images of training sessions, coaches, and a big-city club. Ask students to describe what they see using target vocabulary (e.g., "He followed a strict routine," "Fans called him an inspiration").
- Encourage reflection: Conclude by asking, "Which of Salah's habits could help you reach your own goals?" Have students write one action they will try this week and share in pairs.

➤ Activity:

• Part 1

- Have students open their student books to page 69, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight the exact words that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 69, Exercise 5. Guide them to reflect on Mo Salah's attitude toward challenges. Ask, "What can you infer about how he responds to difficulties?" Encourage students to cite evidence from the text—e.g., travelling long hours to train, practising even when tired or in bad weather, working harder after being benched, and following a strict routine.
- Have students open their student books to page 69, Exercise 6. Discuss what the author implies about success in sports. Prompt with questions like, "Is talent enough?" "What habits lead to improvement?" Lead students to note ideas such as perseverance, listening to coaches, patience, discipline, teamwork, and steady effort. Have them write a brief answer using evidence from the passage.

- Have students open their student books to page 69, Exercise 7. Direct them to find the sentence that contains the underlined word “he.” Ask students to identify what the word refers to by checking the context (it refers to Mo Salah, the young footballer). Remind them that pronouns usually refer back to a noun mentioned earlier. Invite students to share their reasoning.
 - Have students open their student books to page 69, Exercise 8. Instruct them to scan the text for a sentence that shows Mo Salah improved because of his hard work (e.g., the line about his speed, control, and teamwork improving). Have them copy the sentence and explain how it proves that effort led to progress.
 - Have students open their student books to page 69, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, verb, possessive pronoun, subject pronoun, and preposition. Encourage pair or small-group work to check that each word fits its category in context, then discuss answers as a class.
- **Part 2**
- Begin by having students refer to the text in their student book. Ask them to read the relevant sections to practise comprehension and focus on key details. For example, students can discuss what Mo Salah’s dream was, how he showed dedication (long travel, never skipping practice), the setbacks he faced (being benched, doubts), what helped him succeed (routine, listening to coaches, hard work), and the message he shares about perseverance.
 - Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as “He often returned home late at night, tired but never discouraged,” “Instead of giving up, he trained harder,” and “Hard work, belief, and unwavering determination can transform dreams into reality.” This activity helps students improve fluency and actively engage with the material.
 - Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask, “What was Mo Salah’s dream?” “How did he show his dedication?” “What difficulties did he face?” “What helped him succeed despite challenges?” “How did fans react to his success?” and “What message did he share in interviews?” Encourage students to underline evidence in the text to support their answers.
 - Have students open their activity books to page 50, Exercise 1. Direct them to complete the written comprehension questions based on the text. Write sample answers on the board to ensure clarity and allow students to check their work.
 - Have students open their activity books to page 50, Exercise 2. Ask students to read each sentence and circle the wrong word. Then have them write the correct word in the blank. Remind them to reread the student book to find clues. (Example: in “Mo Salah always skipped practice,” replace always with never.) Once they finish, review answers as a class and discuss why each correction is necessary to confirm understanding of the text and key details.

Answer Key

Student’s Book, page 69

Q. 4.

A. F B. T C. F D. F E. F

Q. 5.

Mo Salah showed great determination and continued to work hard even when things were difficult.

Q. 6.

The author implies that success comes from hard work, patience, and learning from failures.

Q. 7.

It refers to Mo Salah.

Q. 8.

“Step by step, his efforts paid off. His speed, control, and teamwork improved.”

Q. 9.

A. routine B. tired C. trained D. his E. he F. during

Answer Key

Activity Book, page 50

Q. 1.

- A. Mo Salah's dream was to become a star in his sport.
- B. Mo Salah showed his dedication by training daily, travelling long distances, and never missing practice even in bad weather.
- C. Mo Salah faced difficulties such as being benched during important matches, being doubted by others, and feeling discouraged at times.
- D. Mo Salah succeeded because he worked hard, listened to his coaches, and followed a strict routine.
- E. Fans admired Mo Salah not only for his talent but also for his positive attitude and discipline.
- F. Mo Salah shared the message that success requires perseverance and that setbacks are a natural part of the journey.

Q. 2.

- A. always → never B. fast and easy → slow and hard C. gave up → didn't give up
- D. without → by E. disliked → showed F. never → always

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key**Student's Book, page 70**

Q. 2.

- A. routine B. success C. athlete D. setback E. perseverance
F. practice G. journey H. attitude I. dedicated J. dream

Activity Book, page 51

Q. 1.

- A. attitude B. perseverance C. practice D. dream E. dedicated

Q. 2.

1. athlete 2. dedicated 3. setback 4. perseverance 5. routine 6. attitude 7. dream

Q. 3.

- A. setback B. routine C. success D. journey E. athlete

Section 3: Grammar**➤ Objectives:****By the end of this section, students will be able to:**

- Identify and use reported speech to tell what someone else said without repeating the exact words.
- Recognise the rules for changing direct speech into reported speech, including changes in pronouns, verb tense, and time expressions.
- Construct simple sentences in reported speech in affirmative and negative forms.
- Distinguish between direct speech (with quotation marks) and reported speech (without quotation marks).
- Ask and answer questions using reported speech in different contexts.
- Apply reported speech in both written and oral exercises to describe what other people have said.

➤ Instructional Techniques:

- Begin by explaining the concept of reported speech, emphasising that it is used to tell what another person said without using quotation marks. For example: Direct → "I am tired." / Reported → "She said she was tired."
- Introduce visual aids or examples to demonstrate how to form reported speech from direct speech. For example: Direct: "I am watching TV." → Reported: "He said he was watching TV." Direct: "I have finished my homework." → Reported: "She said she had finished her homework."
- Display example sentences on the board showing changes from direct to reported speech, highlighting pronoun changes and backshifting of tenses. For instance: "I ate lunch." → "He said he had eaten lunch."
- Encourage students to repeat reported speech sentences after you, focusing on accurate verb tense and pronoun changes. For example: "She said she was ready," "He told me he wasn't feeling well."
- Demonstrate how to report questions and negatives. For example: Direct question: "What are you doing?" → Reported: "She asked what I was doing." Direct negative: "I don't like apples." → Reported: "He said he didn't like apples."
- Show students how time expressions change in reported speech. For example: Direct: "I will call you tomorrow." → Reported: "He said he would call me the next day." Direct: "I met him yesterday." → Reported: "She said she had met him the day before."
- Provide examples of sentences where the reporting verb is "said" or "told" and remind students that "told" must be followed by an object (e.g., "She told me she was tired").
- Provide oral practice by asking students to change direct sentences into reported speech. For example: "I am studying for the test." → "He said he was studying for the test."
- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of reported speech.
- Use role-playing or pair work where one student says something in direct speech and the other reports it back in reported speech. For example: Student A: "I am going to the park." Student B: "He said he was going to the park."
- Provide opportunities for students to practise reporting statements, questions, and negatives in both oral and written exercises, ensuring they apply the correct tense changes and pronoun adjustments.

➤ **Activity:**

- Have students open their student books to page 71, Exercise 3. Guide them to circle the correct verb form in each sentence, choosing between two options to show the correct tense shift in reported speech. Remind them that when reporting speech, the verb usually moves one step back in time (backshift). For example: simple present → simple past, present continuous → past continuous, and present perfect → past perfect. For instance: Direct → "I am watching TV." → Reported → "He said he was watching TV." Encourage students to focus on the meaning of each sentence and apply the correct backshift rule.
- Have students open their student books to page 72, Exercise 5. Instruct them to circle the correct time or place expression to complete each sentence in reported speech. Remind them that words such as "yesterday," "today," "tomorrow," "now," and "here" must be changed to fit the new perspective of the speaker. For example: Direct → "I met her yesterday." → Reported → "He said he had met her the previous day." Direct → "We will visit them tomorrow." → Reported → "She said they would visit them the following day." Encourage students to carefully read the options and select the correct time/place words based on the reporting rules.
- Have students open their activity books to page 52, Exercise 1. Instruct them to carefully read each sentence and circle the correct answer between said and told. Remind students that "said" is generally used without a personal object, while "told" must be followed by a person. For example, "She said she was tired" vs. "She told me she was tired." Encourage students to focus on whether the sentence includes an object pronoun to choose the correct verb.
- Have students open their activity books to page 52, Exercise 2. Guide them to change the underlined pronouns to their correct reported speech forms. Remind them that pronouns often change depending on the speaker and listener. For example: "I am tired," she said → "She said she was tired." Encourage students to think carefully about perspective and adjust pronouns like "I" → "he/she" and "you" → "I/we/they," depending on the context.
- Have students open their activity books to page 53, Exercise 3. Instruct them to change the underlined verbs to their reported speech forms. Remind them that verb tenses usually shift one step back in time when reporting. For example: present simple → past simple ("I eat breakfast" → "He said he ate breakfast"), present continuous → past continuous, and present perfect → past perfect. Encourage them to apply these backshift rules consistently.
- Have students open their activity books to page 53, Exercise 4. Guide them to change the underlined words into their correct reported speech forms. Explain that time and place expressions often change in reported speech, such as now → then, yesterday → the previous day, and here → there. For example: "I met him yesterday" → "She said she had met him the previous day." Remind them to look at each underlined word and replace it with its correct reported form.
- Have students open their activity books to page 54, Exercise 5. Instruct them to rewrite each sentence fully in reported speech. Remind students to change pronouns, verb tenses, and time expressions where needed. For example: "I am reading a book now." Lily said → "Lily said she was reading a book then." Encourage them to carefully check subject-verb agreement and the correct tense shifts as they rewrite each sentence.

Answer Key

Student's Book, pages 71 - 72

Q. 3.

A. am B. was watching C. have finished D. had eaten E. are F. had cleaned

Q. 5.

A. yesterday B. two minutes before C. the previous night D. that day E. last month F. that

Answer Key**Activity Book, pages 52-54**

Q. 1.

A. told B. said C. told D. said E. told F. told G. said H. told I. said J. told

Q. 2.

A. he B. I, my C. she D. they E. he, her F. their G. he, me H. we

Q. 3.

A. was watching B. ate C. had finished D. had taken

E. were playing F. had lost G. had watched H. was

Q. 4.

A. then B. the previous day C. there D. the previous night E. that day F. that

Q. 5.

A. Lily said she was reading a book then.

B. Tom said they had visited their cousins the previous weekend.

C. My teacher told me I looked tired that day.

D. He said he had finished his homework.

E. Layla said they were sitting there.

F. She told me she had called me the day before.

G. My father said he was fixing the car.

H. She said that was her favourite mug.

Section 4: Listening**➤ Objectives:****By the end of this section, students will be able to:**

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Alex and his friends discussing their favourite football players. Ask them to look carefully at the reasons each player is admired and what qualities make them special. Encourage them to think about questions like "Why does Alex like Cristiano Ronaldo?" and "What did the friends agree was most important about being a football player?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 73 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks based on the information they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 73

Q. 2.

A. Because he's strong, fast, and always gives his best.

B. That what matters most is how hard a player works and how they treat others on the pitch.

Q. 3.

A. Cristiano Ronaldo

B. Lionel Messi

C. Kylian Mbappé

D. Mohammed Salah

E. Ben

F. respect

Transcript

Our Favourite Football Players

Hi, I'm Alex. Yesterday during a break, my friends and I were talking about our favourite football players. I said my favourite player was Cristiano Ronaldo because he's strong, fast, and always gives his best. Jack said he liked Lionel Messi because he's creative and makes football look easy. Olivia chose Kylian Mbappé because of his speed and goal-scoring. Emma picked Mohammed Salah, who is a great role model that always plays with respect. Ben chose Kevin De Bruyne, who makes brilliant passes and helps his team win. We all had different favourites, but we agreed that what matters most is how hard a player works and how they treat others on the pitch.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use reported speech to retell what others said about food and eating habits.
- Change direct speech into reported speech using correct verb tense shifts.
- Engage in dialogues to practise reporting statements from different speakers.

➤ Instructional Techniques:

- Display examples of direct speech sentences on the board (e.g., "I always eat fruit for breakfast," "I had pasta yesterday," "We're going to try sushi next weekend").
- Model how to change direct speech into reported speech. For example:
Direct: "I always eat fruit for breakfast."
Reported: "Sofia said she always ate fruit for breakfast."
Direct: "I had pasta yesterday."
Reported: "Luca said he had had pasta the day before."
- Provide explanations of how tenses change in reported speech:
Present simple → past simple (e.g., "I like" → "He said he liked")
Past simple → past perfect (e.g., "I had" → "He said he had had")
Present continuous → past continuous (e.g., "I'm learning" → "He said he was learning")
Future with "will" → "would" (e.g., "I will go" → "He said he would go")
- Emphasise the reporting structure: [Name + said (that) + clause].

➤ Activity:

- Have students work in pairs. One student reads a direct speech sentence, and the other changes it into reported speech.
- Examples:
Student A: "Aiko said, 'I don't like spicy food.'"
Student B: "Aiko said she didn't like spicy food."
Student A: "Carlos said, 'We're having burgers for dinner tonight.'"
Student B: "Carlos said they were having burgers for dinner that night."
Student A: "Jonas said, 'We're going to try sushi next weekend.'"
Student B: "Jonas said they were going to try sushi the following weekend."
Student A: "Lily said, 'I've never tried Korean food.'"
Student B: "Lily said she had never tried Korean food."
- Encourage students to practise all examples from the picture and create new ones from their own ideas.
- Promote peer feedback to help students refine their grammar and build confidence in using reported speech correctly.

Section 6: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write an informal letter that includes all parts: date, greeting, opening sentence, body, questions to engage the friend, concluding sentence, and closing.
- Use **if-clause Type 0** to talk about general truths or habits.
- Use **if-clause Type 1** to describe possible future situations and their outcomes.
- Organise their letter clearly and logically, maintaining coherence and using conditional sentences naturally.

➤ Instructional Techniques

- Display the example informal letter on the board, pointing out its main parts: date, greeting, opening sentence, body, questions to engage the friend, concluding sentence, and closing.
- Explain how **if-clause Type 0** is used for habits and general truths (e.g., “If I eat too many sweets, I feel sick.”).
- Explain how **if-clause Type 1** is used for future possibilities (e.g., “If it rains tomorrow, I will stay at home.”).
- Provide a sample letter (e.g., about summer plans) to demonstrate how to use both types of if-clauses in context.
- Review how to use transitions to make the writing flow, linking conditional sentences with the main ideas.
- Remind students to make their letters conversational and include questions for their friends.

➤ Activity

- Start by reviewing the model letter with the students. Point out where conditional sentences could be added to show general truths (Type 0) and future outcomes (Type 1).
- Practise orally by asking questions such as: “What happens if you skip breakfast?” (Type 0) → “If I skip breakfast, I feel tired.” / “What will you do if it rains tomorrow?” (Type 1) → “If it rains, I will play indoors.”
- Model how to begin the letter with an opening sentence, e.g., “I wanted to share a fun chat with you.”
- Have students practise useful sentence patterns aloud, e.g., “If I..., I...” (Type 0) / “If I..., I will...” (Type 1).
- Guide students to follow the model in their student’s book to write their own informal letter. Their letter should describe habits and possible future plans using if-clauses.
- Encourage students to include all parts of the letter and focus on writing in detail about both everyday truths and future predictions.
- Allow time for students to illustrate or decorate their letters with drawings of food, routines, or future activities.
- After writing, ask students to share their letters with a partner or group, giving peer feedback on clarity, structure, and correct use of conditional sentences.

Section 7: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.

- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 75

Q.1 I No, it's not easy. Effort is more important because hard work leads to success.

Q.2 success

Q.3 athlete

Q.4 journey

Q.5 "I am going to visit Paris," she said.

Q. 6 He said he had eaten already.

Q. 7 Lilly said she cleaned the house that day.

Q.8 Lily said that she had never tried Korean food.

Q.9 Zara said that her dad had made pizza that morning.

Q.10 Anya said that she avoided eating peanuts because of allergies.

Unit Ten

Life on Social Media

Unit	Vocabulary	Grammar	Skills
10 Life on Social Media page 76	scroll, comment, album, likes, downsides, perfect, realise, tutorials, break, distraction	Used to: talking about past habits and situations <i>I used to walk to school</i> <i>I didn't use to walk to school.</i> <i>Did you use to walk to school? Yes, I did.</i> <i>/ No, I didn't.</i> Wish: expressing present and past regret <i>I wish I had more free time.</i> <i>He wishes he had left earlier.</i> <i>I wish I were taller.</i>	Reading: a blog about the effects of social media
			Listening: listening for details about finding balance with social media
			Speaking: asking and answering questions about past habits and present or past regrets
			Writing: writing a fact file

General Outcomes

By the end of the unit, students should be able to:

- identify key details from the blog about social media by answering comprehension questions.
- explain both the benefits and downsides of social media using information from the text.
- recognise and use vocabulary related to social media (scroll, comment, album, likes, downsides, perfect, realise, tutorials, break, distraction).
- complete sentences and dialogues with appropriate vocabulary words to show understanding.
- use “used to” to talk about past habits and situations that are different now.
- use “wish” to express present and past regrets accurately in sentences.
- detect and correct mistakes in sentences using “used to” and “wish.”
- listen for specific details about finding balance with social media and complete comprehension tasks.
- answer true/false questions to check understanding of listening information.
- ask and answer questions about past habits using “used to.”
- ask and answer questions about present or past regrets using “wish.”
- write a fact file about yourself using “used to” to describe past routines and “wish” to describe present and past regrets.
- organise writing with a title, body details, and a closing statement following the guided model.

Unit Plan

Unit 10 - Life on Social Media	WEEK 29	Lesson 1	Reading 1	p.76 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.76 (ex.3) p.77 (ex.4)		
		Lesson 3	Reading 3		p.56 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.77 (ex. 5-9)		
		Lesson 5	Vocabulary	p.78	p.57	
	WEEK 30	Lesson 1	Grammar 1	p.78 (ex.1) p.79 (ex.2)		
		Lesson 2	Grammar 2	p.79 (ex.3)	p.58 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.80 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.59 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.60 (ex.5 + ex.6)	Worksheet
	WEEK 31	Lesson 1	Listening	p.81 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.81		
		Lesson 3	Writing	p.82		
		Lesson 4	Writing		p. 61	
		Lesson 5	Board Game & Assessment	p.83		Unit 10 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Recognise and understand the main ideas and key details in the blog about how social media affects daily life.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Ask and answer questions about the benefits and downsides of social media, online pressure, and changing habits.
- Reflect on healthy digital habits (focus, balance, privacy) and how to use social media wisely.
- Discuss ways social media can bring joy and learning without causing stress or distraction.

➤ Instructional Techniques:

- Engage students with a question: Show icons/screens of common apps and a “notifications” image. Ask, “What message do you think this blog will give?” Invite quick predictions about social media’s effects.
- Introduce the text: Present the title and the page prompt: “How do you use social media?” Activate prior knowledge by asking when social media helps and when it gets in the way.
- Model fluent reading: Read the blog aloud while students follow. Emphasise lines such as “It’s hard to imagine a world without social media.” “Many people feel pressure to be ‘perfect’ online,” “I used to check my phone every few minutes,” and “Use it in a way that helps, not hurts.” Model phrasing and tone.
- Break down the text: Reread paragraph by paragraph and ask, “What positives does Layla mention?” “What problems did she notice?” “What habit did she change, and how?” “What advice does she give at the end?” Have students cite sentences to support answers.
- Focus on vocabulary: Highlight and clarify: scroll, post, comment, like, pressure, habits, distraction, wisely, connect, share. Students use each word in a short sentence about their own online use.
- Incorporate visuals: Display a mock feed with posts/likes. Ask students to describe what they see using text phrases (e.g., “We post everything instantly,” “Some memories are better kept just for yourself”).
- Encourage reflection: Conclude with the page question: “How do you use social media? If you could change one online habit, what would it be?” Have students write one personal goal (e.g., device-free meals, screen-off before bed) and share in pairs.

➤ Activity:

- Part 1
- Have students open their student books to page 77, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the blog Life on Social Media. Encourage them to underline or highlight the exact words that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For any false statements, guide students to rewrite them so they are true.
- Have students open their student books to page 77, Exercise 5. Guide them to reflect on how people feel when using social media. Ask, “What can you infer about people’s feelings online?” Encourage students to support answers with evidence from the text (e.g., pressure to be “perfect,” comparing themselves to others, missing real moments).
- Have students open their student books to page 77, Exercise 6. Discuss what the author implies about how we should use social media. Prompt with questions like, “What habits does the writer change?” “What advice is given at the end?” Lead students toward ideas such as using it wisely, taking breaks, following pages that make you happy, and keeping some memories private. Have students write a brief answer using evidence from the text.
- Have students open their student books to page 77, Exercise 7. Direct them to find the sentence in the text that contains the underlined word “it.” Ask students to identify what “it” refers to by looking at the

context (the final paragraph: social media). Explain how pronouns often refer back to a noun mentioned earlier in the sentence or paragraph. Allow students to share their answers and reasoning.

- Have students open their student books to page 77, Exercise 8. Instruct them to scan the text for a sentence that shows people cared more about online reactions than real moments. Guide them to the idea that “we care more about the number of likes than the moment itself.” Have them copy the sentence and explain its meaning.
- Have students open their student books to page 77, Exercise 9. Ask them to reread the text and find one example for each grammar category: a noun, an adjective, a verb, a possessive pronoun, a subject pronoun, and a preposition. Encourage pair or small-group work to verify each choice in context. (Possible examples from the text include the nouns “pressure” and “memories,” the adjectives “perfect” and “happy,” the verbs “post,” “share,” and “follow,” the possessive pronoun “their,” the subject pronouns “I,” “we,” and “it,” and the prepositions “during,” “without,” and “from.”) Discuss answers as a class.

• Part 2

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections to practice reading comprehension and focus on key details. For example, students can discuss what the writer remembers about the past (playing outside, printed photo albums), how social media helps (connecting, sharing ideas, learning skills), the problem the writer noticed about phone use (checking it every few minutes, missing real moments), and the new habits/advice the writer follows.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as “We care more about the number of likes than the moment itself,” “I used to check my phone every few minutes,” and “Use it in a way that helps, not hurts.” This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask, “What does the writer remember about the past?” “How does social media help people?” “What problem did the writer notice about their phone use?” “What kind of pages does the writer now follow?” “What advice does the writer give about using social media?” and “What did the writer learn about memories?” Encourage students to underline evidence in the text to support each answer.
- Have students open their activity books to page 56, Exercise 1. Direct them to complete written questions based on the blog. Write sample answer starters on the board (e.g., “The writer remembers that people used to...,” “Social media helps people by...,” “The writer noticed that...”) to ensure clarity and allow students to check their work.
- Have students open their activity books to page 56, Exercise 2. Ask students to carefully read each sentence and circle the wrong word. Then instruct them to write the correct word in the blank. Encourage them to reread the student-book text to find clues. Afterward, review as a class and discuss why each correction is necessary.

Answer Key

Student’s Book, page 77

Q. 4.

A. F B. T C. F D. T E. T

Q. 5.

Some people may feel pressure to be perfect or compare themselves to others.

Q. 6.

The author implies we should use social media carefully and in a way that supports our wellbeing.

Q. 7.

It refers to social media.

Q. 8.

“Sometimes, we care more about the number of likes than the moment itself.”

Q. 9.

A. album B. perfect C. realise D. my E. we F. during

Answer Key**Activity Book, page 56**

Q. 1.

- A. The writer remembers spending time outside and waiting for printed family photos.
- B. Social media helps people connect with friends, discover ideas, and learn new things.
- C. The writer noticed that they were missing real moments with family because they were online too much.
- D. The writer now follows pages that make them feel happy, such as science facts, funny animals, and drawing tutorials.
- E. The writer advises taking breaks from the phone, avoiding posting everything, and using social media positively.
- F. The writer learnt that some memories are better kept just for yourself.

Q. 2.

- A. posts > scrolls B. strangers > friends C. clocks > phones
- D. dislikes > enjoys E. bad > good F. no > strong

Section 2: Vocabulary**➤ Objectives:****By the end of this section, students will be able to:**

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key**Student's Book, page 78**

Q. 2.

A. likes B. distraction C. album D. realise E. break
F. comment G. tutorials H. scroll I. downsides J. perfect

Activity Book, page 57

Q. 1.

A. distraction B. downsides C. tutorials D. scroll E. comment

Q. 2.

1. distraction 2. scroll 3. realise 4. album 5. comment 6. perfect

Q. 3.

A. album B. likes C. perfect D. realise E. break

Section 3: Grammar**➤ Objectives:****By the end of this section, students will be able to:**

- Identify and use “used to” to talk about past habits and situations that are no longer true.
- Recognise the rules for forming affirmative, negative, and question sentences with “used to.”
- Construct sentences with “used to” in different contexts to describe past routines and habits.
- Identify and use “wish” to express present and past regrets about situations the speaker would like to be different.
- Distinguish between expressing present regret with “wish + past simple” and expressing past regret with “wish + past perfect.”
- Apply both “used to” and “wish” correctly in oral and written exercises to describe past habits and regrets.

➤ Instructional Techniques:

- Begin by explaining the use of “used to” to talk about past habits or situations that were true in the past but are no longer true now. For example: “I used to walk to school every day” (but I don’t now).
- Introduce visual aids or examples showing the structure of affirmative, negative, and question forms of “used to”: Affirmative: “She used to play football after school.” Negative: “He didn’t use to like vegetables.” Question: “Did you use to wear uniforms?”
- Display example sentences on the board to show the contrast between past habits and the present situation. For example: “I used to write in my journal regularly, but I stopped.”
- Encourage students to repeat sentences, focusing on correct pronunciation of “used to,” and to practise changing affirmative sentences into negative and question forms.
- Transition to explaining “wish” as a way to express things people would like to be different, showing the difference between present regret and past regret: Present regret (wish + past simple): “I wish I were taller.” Past regret (wish + past perfect): “I wish I had studied harder for the exam.”
- Demonstrate how present regrets express something not true now, while past regrets show something that already happened, but the speaker wants it to have been different.
- Provide practice sentences for both: Present regret: “I wish I weren’t exhausted today.” Past regret: “She wishes she hadn’t lost her keys.”
- Use oral practice activities where students describe their own past habits with “used to,” then express their regrets with “wish.” For example: “I used to go camping every summer.” “I wish I hadn’t lost my camera last year.”
- Encourage pair work or role play: one student asks about past routines (“Did you use to play an instrument?”), and the other answers with “used to.” Then follow up with “wish” sentences (“I wish I had continued playing the piano.”).
- Provide written practice where students: Complete sentences with the correct form of “used to.” Label sentences as present regret or past regret based on the use of “wish.” Rewrite incorrect sentences to use the proper form of “used to” or “wish.”
- End with a review activity combining both grammar points, e.g., students write a short paragraph about their past habits with “used to” and include at least two sentences with “wish” to express regrets.

➤ **Activity:**

- Have students open their student books to page 79, Exercise 3. Guide them to circle the correct answers in each sentence by choosing the appropriate form of "used to" or "didn't use to." Remind students that "used to" is used to talk about past habits or situations that are no longer true, while "didn't use to" expresses things that were not true in the past. For example: "I used to walk to school every day" (a past habit) or "She didn't use to like vegetables" (something that was not true in the past). Encourage them to carefully consider the meaning of each sentence before circling the correct answer.
- Have students open their student books to page 80, Exercise 5. Instruct them to read each sentence and decide whether it expresses a present regret or a past regret. Explain that we use "wish" + past simple to talk about present regrets (things we would like to be different now) and "wish" + past perfect to talk about past regrets (things we wish had been different in the past). For example: "He wishes he were taller" (present regret) or "I wish I had studied harder for the exam" (past regret). Remind students to pay close attention to the verb tense in each sentence to determine whether the regret is about the present or the past.
- Have students open their activity books to page 58, Exercise 1. Instruct them to complete each sentence with the correct form of "used to" and the verbs in brackets. Remind them that "used to" describes past habits or states that are no longer true. For example, "I used to walk to school" means that walking to school was a habit in the past but not anymore. Encourage them to pay attention to negatives (didn't use to) and questions (Did you use to...?).
- Have students open their activity books to page 58, Exercise 2. Guide them to tick (✓) the sentence that has the same meaning as the example. Explain that "used to" indicates something was true in the past but isn't true now. For example, "I used to eat cereal every morning" = "I ate cereal in the past but not now." Remind them to distinguish between sentences that describe present habits and those that describe past ones.
- Have students open their activity books to page 59, Exercise 3. Guide them to circle the correct answers in each sentence, focusing on the correct form of wish. Explain that "wish" + past simple expresses a present regret, while "wish" + past perfect expresses regret about the past. For example: "I wish I were taller" (present regret) or "I wish I had studied harder" (past regret). Encourage students to carefully consider the context of each sentence to decide which tense is appropriate.
- Have students open their activity books to page 59, Exercise 4. Instruct them to complete each sentence with the correct form of the verb after "wish." Remind them that the choice of verb depends on whether the wish refers to the present or past. For example: "She wishes she had more free time" (present regret) or "I wish I hadn't forgotten her birthday" (past regret). Encourage them to use the base form for the unreal present and the past perfect for past regrets.
- Have students open their activity books to page 60, Exercise 5. Instruct them to rewrite each sentence using "wish," following the example provided. For example: "I didn't study for the exam" → "I wish I had studied for the exam." Emphasise that "wish" changes the structure to express regret about the situation. Encourage them to think about whether the sentence refers to the present or the past before rewriting.
- Have students open their activity books to page 60, Exercise 6. Guide them to find and correct the mistakes in each sentence. Remind them to look for errors in the form of "used to" and "wish" sentences, such as incorrect verb tense, missing auxiliaries, or incorrect word forms. For example: "I use to ride my bike to school every day" → "I used to ride my bike to school every day." Encourage them to carefully analyse each sentence before rewriting it correctly.

Answer Key

Student's Book, pages 79-80

Q. 3.

A. used to walk B. didn't use to C. use to D. used to play E. didn't use to F. use to G. used to cry H. didn't use to

Q. 5.

A. past regret B. present regret C. past regret D. present regret E. past regret F. present regret

Answer Key**Activity Book, pages 58-60**

Q. 1.

- A. used to play B. didn't use to eat C. Did, use to go D. used to have E. didn't use to drive
F. Did, use to live G. used to watch H. didn't use to like I. Did, use to wear J. used to visit

Q. 2.

- A. 2 B. 1 C. 2 D. 1 E. 2

Q. 3.

- A. were B. were C. were D. had E. had told F. weren't G. had taken H. helped I. hadn't forgotten J. rained

Q. 4.

- A. had studied B. had not lost C. were D. had told E. lived
F. had not forgotten G. had H. had not said I. had not rained J. had taken

Q. 5.

- B. She wishes she were good at science.
C. We wish we had told the truth yesterday.
D. He wishes he had a car now.
E. They wish they had not forgotten their homework last week.
F. I wish it weren't rainy today.

Q. 6.

- A. I used to ride my bike to school every day. B. She didn't use to like vegetables.
C. Did they use to live in this neighbourhood? D. I wish I lived closer to my grandparents.
E. He wishes he had studied more for the test last week. F. She wishes she were more confident.

Section 4: Listening**➤ Objectives:****By the end of this section, students will be able to:**

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Chloe and how she learnt to use social media more wisely. Ask them to look carefully at how social media affected her daily life and what changes she made. Encourage them to think about questions like "What problems did Chloe face when she used social media too much?" and "What new activities did she start doing instead?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 81 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks based on the information they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 81

Q. 2.

A. She started feeling tired, distracted, and upset.

B. She checks social media less, reads more, helps her mom, and goes for walks.

Q. 3.

A. used B. dinner C. distracted D. realised E. family F. times G. walks

Transcript

Finding Balance with Social Media

Hi, I'm Chloe. I used to spend hours on social media every day. I would check my phone all the time—before school, during homework, and even at the dinner table. It felt fun at first, but after a while, I started feeling tired, distracted, and sometimes even upset. I wish I had realised how much time I was wasting. I wasn't sleeping well, and I didn't talk to my family as much as I used to. Now, I still use social media, but I try to check it only a few times a day. I've started reading more, helping my mum, and going for walks. I wish people didn't post mean comments or compare themselves to others online. Social media can be fun, but I've learnt that it's important to take breaks and enjoy real life too.

Section 5: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use "used to" to talk about past habits or routines.
- Use "wish" to talk about regrets or things they would like to change in the present or past.
- Engage in dialogues to compare past routines with present wishes using both structures.

➤ Instructional Techniques:

- Display a list of activities on the board (e.g., learn to swim, ride a bike, eat vegetables, go camping, study harder, play an instrument, visit the zoo, read more books, join a sports team, speak another language).
- Model how to ask and answer questions using "used to" and "wish." For example:
"What did you use to do when you were younger?" → "I used to like broccoli."
"What do you wish was different now?" → "I wish I had more time to play."
"What do you wish you had done in the past?" → "I wish I had joined the football team."
- Provide explanations of how "used to" is used for past habits and how "wish" is used for present regrets (wish + past simple) and past regrets (wish + past perfect).
- Emphasise the structure:
used to + base verb → past habits/routines.
wish + past simple → present regrets.
wish + past perfect → past regrets.

➤ Activity:

- Have students work in pairs and take turns asking and answering questions using "used to" and "wish."
- Examples:
Student A: "What did you use to do when you were younger?"
Student B: "I used to ride a bike every day."
Student A: "What do you wish was different now?"
Student B: "I wish I had more free time to read books."
Student A: "What do you wish you had done in the past?"
Student B: "I wish I had learnt swimming."
- Encourage students to practise with different activities from the list and share personal experiences.
- Promote peer feedback to help students refine their speaking skills and gain confidence using "used to" and "wish" in conversation.

Section 6: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a fact file about themselves that includes their name, country, age, and classroom rules they must follow and mustn't follow.
- Use must to describe rules they need to follow and mustn't to describe prohibited behaviours.
- Demonstrate clarity and relevance in describing classroom expectations.
- Enhance their fact file with drawings or visual elements that complement the written text.

➤ Instructional Techniques

- Display the example fact file on the board, highlighting its structure: name, country, age, classroom rules they must follow, and classroom rules they mustn't follow.
- Explain how to use must for obligations (e.g., "I must do my homework every day") and mustn't for prohibitions (e.g., "I mustn't shout in class").
- Provide a short sample fact file about a student, showing how to write clear and simple sentences with must and mustn't.
- Review the importance of presenting the fact file in an organised way, with separate sections for personal details and rules.
- Remind students to keep their sentences short and easy to understand.

➤ Activity

- Have students follow the model in their student's book to write their own fact file, including their name, country, age, and classroom rules.
- Encourage them to write at least three rules they must follow and three rules they mustn't follow, e.g., "I must listen to the teacher," "I must raise my hand before speaking," and "I mustn't run in the classroom."
- Allow students to illustrate their fact files with drawings or symbols that represent the rules (e.g., a book for homework, a raised hand for participation, or a red cross for shouting).
- After completing their fact files, provide opportunities for students to share them with a partner or small group, giving peer feedback on clarity and correct use of must and mustn't.

Section 7: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.

- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 83

Q.1 I use social media to chat with friends, watch videos, and follow pages I like.

Q.2 perfect

Q.3 comment

Q.4 scroll

Q.5 Did he use to live in this house?

Q. 6 I wish I were taller.

Q. 7 He wishes he had taken the job offer last year.

Q.8 I used to ride a bike.

Q.9 I wish I went camping more.

Q.10 I wish I had read more books.

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