



Hello!

Beyond Words

Year
1

English for Preparatory Schools

Teacher's Guide

Term 1



2024-2025

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

1 A great summer

Unit objectives

- Reading:** A blog post about summer vacation activities; Forum posts about summer vacation activities; A quiz about how you spend your summer; *Hana Goda: a biography*
- Writing:** An informal email to a friend
- Listening:** Understand conversations about summer activities
- Speaking:** Play a guessing game about summer vacation activities; Ask and answer questions about how often you did something
- Language:** The past simple tense; Adverbs of frequency with the past simple tense

1 Vacation activities pages 4-5

Lesson objectives:

- Learn vocabulary for summer vacation activities (Exercises 1-2)
- Read and understand a blog post about summer vacation activities (Exercises 3-4)
- Guess the meaning of new words (Exercises 5-6)

Vocabulary: *play in a tournament, help out at your family's workshop, teach adults to read and write Arabic, volunteer at a community garden, write stories using AI*

Materials: Student's Book pages 4-5
Audio files

- Greet the class. Ask a student: *How are you?* and invite students to ask their partner how they are. Introduce yourself to the class and invite one or two students to introduce themselves to you by saying: *What's your name?* If students are new to the class, invite them to ask and answer with the students around them.

1 A great summer

Unit objectives

- Reading:** A blog post about summer vacation activities; Forum posts about summer vacation activities; A quiz about how you spend your summer; *Hana Goda: a biography*
- Writing:** An informal email to a friend
- Listening:** Understand conversations about summer activities
- Speaking:** Play a guessing game about summer vacation activities; Ask and answer questions about how often you did something
- Language:** The past simple tense; Adverbs of frequency with the past simple tense

Think!

What makes your summer "great"? What, so, what do you like to do?

1 Vacation activities

Lesson objectives:

- Read and understand a blog post about summer vacation activities
- Learn vocabulary for summer vacation activities
- Guess the meaning of new words

1 Look at the photos and activities (1-5). Write the number of the activity in which you ...

- help your parents and grandparents at work.
- help to make your job area better.
- write something using computer software.
- take part in games with other teams.
- teach people how to do something new.

1
2
3
4
5



play in a tournament



volunteer at a community garden



teach adults to read and write Arabic



help out at your family's workshop



write stories using AI

2 Work in pairs. Ask and answer: Which activities do you do? Which activities would you like to do?

- 4 Which activities do you do? I play in tournaments and I help out at my family's workshop.

- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Look at the photos and activities (1-5). Write the number of the activity in which you ...

- 1 Draw students' attention to the photos in Exercise 1 and explain that they all show different kinds of activities you can do in the summer vacation. Elicit what students can see in each photo and write any useful words on the board. For each item, teach the phrase. Start with photo 1: elicit *play a game*, then teach *play in a tournament* /tuˈr-nə-mənt/ (a series of games in a competition). For each of the photos, check students' understanding by asking questions, e.g. *What sport do you play tournaments in? What can you do in a community garden? What can you make in a workshop? What does AI stand for? What can you use it for? Name some things you can't do with AI.*

1 A great summer

Unit objectives

Reading: A blog post about summer vacation activities; Forum posts about summer vacation activities; A quiz about how you spend your summer; *Hana Goda: a biography*

Writing: An informal email to a friend

Listening: Understand conversations about summer activities

Speaking: Play a guessing game about summer vacation activities; Ask and answer questions about how often you did something

Language: The past simple tense; Adverbs of frequency with the past simple tense

1 Vacation activities pages 4-5

Lesson objectives:

- Learn vocabulary for summer vacation activities (Exercises 1-2)
- Read and understand a blog post about summer vacation activities (Exercises 3-4)
- Guess the meaning of new words (Exercises 5-6)

Vocabulary: *play in a tournament, help out at your family's workshop, teach adults to read and write Arabic, volunteer at a community garden, write stories using AI*

Materials: Student's Book pages 4-5
Audio files

- Greet the class. Ask a student: *How are you?* and invite students to ask their partner how they are. Introduce yourself to the class and invite one or two students to introduce themselves to you by saying: *What's your name?* If students are new to the class, invite them to ask and answer with the students around them.

UNIT 1 A great summer

Unit objectives

Reading: A blog post about summer vacation activities; Forum posts about summer vacation activities; A quiz about how you spend your summer; *Hana Goda: a biography*

Writing: An informal email to a friend

Listening: Understand conversations about summer activities

Speaking: Play a guessing game about summer vacation activities; Ask and answer questions about how often you did something

Language: The past simple tense; Adverbs of frequency with the past simple tense

Think!

What makes your summer "great"? Why, so, what do you like to do?

1 Vacation activities

Lesson objectives:

- Read and understand a blog post about summer vacation activities
- Learn vocabulary for summer vacation activities
- Guess the meaning of new words

1 Look at the photos and activities (1-5). Write the number of the activity in which you ...

- help your parents and grandparents at work.
- help to make your job less boring.
- write something using computer software.
- take part in games with other teams.
- teach people how to do something new.

1
2
3
4
5



2 Work in pairs. Ask and answer: Which activities do you do? Which activities would you like to do?

4

Which activities do you do?

I play in tournaments and I help out at my family's workshop.

- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.


1 Look at the photos and activities (1-5). Write the number of the activity in which you ...

- 1 Draw students' attention to the photos in Exercise 1 and explain that they all show different kinds of activities you can do in the summer vacation. Elicit what students can see in each photo and write any useful words on the board. For each item, teach the phrase. Start with photo 1: elicit *play a game*, then teach *play in a tournament* /tuˈr-nə-mənt/ (a series of games in a competition). For each of the photos, check students' understanding by asking questions, e.g. *What sport do you play tournaments in? What can you do in a community garden? What can you make in a workshop? What does AI stand for? What can you use it for? Name some things you can't do with AI.*

- As this is the first activity in the course, you may prefer to do one or more of the items as a class. Alternatively, put students into pairs to do the activity. Remind students to look for words in the sentences (a-e) that are the same or similar to the words in the captions under the photos to help them match the photos to the descriptions.
- Check the answers as a class, eliciting the words in the options that helped them find the answers.

Answers: _____

a4; b2; c5; d1; e3

2  **Work in pairs. Ask and answer. Which activities do you do? Which activities would you like to do?**

- Ask a student to read the instruction, then a different pair to read the example dialog. Demonstrate the activity but first tell the class what activity you do in the summer vacation, e.g. *I teach adults to read and write Arabic/English*. Then ask a confident student: *What activities do you do in the summer vacation?*
- Use the speech bubbles as an example, students ask and answer in the same way. Allow students just one minute, then invite pairs to tell the class one thing their partner does.

Think!

- Put students into pairs or groups of three. Ask a student to read the questions to the class. Elicit from the class another word for "great" (good, fantastic, lovely, wonderful, etc.).
- Ask one or two students what activities they like to do on their summer vacation, and write them on the board.
- Ask groups to ask and answer one other thing they do on the summer vacation. After one minute, elicit answers around the class, and write any interesting vocabulary on the board.

3  Read and listen to Omar's blog post. Which activity from Exercise 1 does he mention? How does he feel about it?



HOME WORK LOCAL LAB



Hi, I'm Omar! The summer was great. I played football every day! At first, I played with some of my neighbors in the street. Our street is quiet and my wife and I had a lot of fun. I'd like to suggest it as a summer activity.

For the rest of the week, I played with my neighbors in the morning, and then with the team of the football club in the afternoon. It was very busy. In the first half of the tournament, we took part in a tournament. I was nervous about it, but happy. I had my best and scored three goals for our team in the tournament. It was so exciting and so fun!

One afternoon, I decided to go to the club. There were lots of boys playing in two teams.

4 Read again and answer the questions.


- Where did Omar play football at the start of the summer?
- Who did Omar join at the football club?
- Why did the coach ask Omar to join the team at the sports club?
- How many goals did Omar score in the tournament?


5 Find the words in the blog post. Write N (noun), V (verb), or A (adjective) for each word.

- imagine
- balanced
- coach
- bring
- tournament

Guessing the meaning of new words


When you find a new word, first try to understand what type of word it is. Does it describe a person or a thing, a noun, or an action (a verb)? Other words in the sentence can help you. For example, before a noun we usually find an article (a, the, some, many, few, etc.). Before a verb we usually find an adjective (new, friends, a verb (played football)). You can use the meaning of these other words to help you find the meaning of the new word.

6  Work in pairs. Work together to guess the meanings of the words (1-5) in Exercise 5.

3  **Read and listen to Omar's blog post. Which activity from Exercise 1 does he mention? How does he feel about it?**

- Explain to students that they are going to read and listen to Omar talking about his summer vacation. Ask students to look at the photo of Omar. Ask students: *Is Omar happy in the photo? (Yes); What activity do you think he mentions? (Football)*
- Ask a student to read the instruction, then ask students to have a guess which activity he will mention. Don't confirm the answer at this point.
- Remind/ elicit from students how to scan for specific information in a text (move your eyes quickly across the text to find the words you are looking for). Read the question with the class again and ask students to decide which key words they need to look for (one of the activities from Exercise 1). Students scan the blog post and find the activity. Students can then look for Omar's feelings about the activity.
- Play the recording for students to read the text as they listen. Pausing after the answer to check. Check students' understanding of nervous and

excited by asking: *Why was Omar excited/nervous? Which feeling is more positive?* (excited)

 **Extantions:** Ask: *Where do you think Omar posted his blog post? (e.g. on a website); Do you read blog posts? Where do you read them? Do you have a blog? What do you write?* Ask these questions as a class or write them on the board for students to discuss in pairs/groups.



Audioscript

Hi, I'm Omar! This summer was great. I played football every day! At first, I played with some of my neighbors in the street. Our street is quiet and very safe. We had a lot of fun and we liked to imagine that we were famous football players! Then, a new boy joined in. He told me about a football club in our area.

One afternoon, I decided to go to the club. There were lots of boys playing in two teams and I watched them for a while. Then the coach saw me and asked if I played football, too. "Do you want to try playing with the team?" he asked. Of course I did! The coach watched me kick the ball and said I was a talented football player. He asked me to join the team.

For the next six weeks, I played with my neighbors in the morning and then with the team at the football club in the afternoon. It was very tiring, but really fun! At the end of the summer, we took part in a tournament. I was nervous about it, but excited. I tried my best and scored three goals! Our team won the tournament. It was an amazing end to the summer!

4 Read again and answer the questions.



Mixed-ability: If this is a new class, allow students to work in pairs to gain confidence and to give you time to become familiar with which students need more support. Students therefore read in pairs to find the answer to each question. Alternatively for more support, play the recording a second time and pause the recording after each answer. Elicit the answer from the class.

- 1 Remind students to make a note of where in the text the answer is as you will ask them when you check the answers.
- 2 Give students 3–4 minutes to read the text and find the answers. End the activity when most of the students have found the answers, then check

the answers around the class.

- 3 Encourage students to say full sentences when giving answers as this will give them practice changing the subject from the first person to the third person. Ask one pair for the answer and another pair to read out the sentence from the text which gives the answer.



Extantions: Students talk about activities which make them feel excited/nervous. Depending on your class, confident classes can do this activity in mixed-ability pairs or groups. Alternatively, to support students more, have part of all of the discussion as a class. Encourage students to give reasons why. Allow 1–2 minutes for discussion and class feedback.



Teacher support: Personalization extension activities early in the course like the one above will help you understand which of your students need more support. Make a mental note of which students find speaking easy and not so easy.

Answers:

- 1 in the street 2 a new boy
3 because he was a talented football player 4 three

5 Find the words in the blog post. Write *N* (noun), *V* (verb), or *A* (adjective) for each word.

- 1 Write three headings: *Noun*, *Verb*, and *Adjective* on the board and elicit the meaning of each one from the class (*a noun is the name of a person or a thing; a verb is an action; an adjective describes a person or a thing, i.e. a noun*). Invite students to come to the board and write examples under the headings. The rest of the class should decide if the example is correct.
- 2 Read though the *Skills* box with the class and elicit whether students were correct in step 1.



Mixed-ability: For more support, do one or more items as a class. Ask students to find *imagine* in the text and decide which type of word it is. Ask: *Is it the name of a person or thing? Is it an action? Does it describe a person or thing?* Elicit the answer (*it's an action*). Follow up by asking: *Who does the action?* (Omar and his neighbors). Repeat for some or all of the questions depending on the level of support needed.

Gameela: *Two months ago, I started helping out at a project in my city. In this project, young people like me help adults who can't read and write Arabic. My partner was Mrs Azza and she was very nice. First, we looked at the alphabet together. I said the sound for each letter and Mrs Azza repeated it. Sometimes, she nearly gave up, but then I said things like: "You're doing really well! Don't stop now." It was fun to be a teacher instead of a student, especially when I asked her: "Did you do your homework this week?", or "What did you learn yesterday?" It was great to help Mrs Azza learn something new.*

Answers: _____

1c; 2a; 3b

2 Read the forum posts again. Complete the sentences with the correct name: *Elsa, Gameela, or Leon.*

- As a class, read through the sentences and choose the key words for each one to help students find the answers.
- In mixed-ability pairs, students find the words in the text and read the whole sentence around the key word to find the answer.
- Elicit the answers from the class, asking students to use full sentences when they answer the question.

Answers: _____

1 Gameela; 2 Elsa; 3 Elsa; 4 Leon; 5 Leon;
6 Gameela

- 3** Read the *Language box* and complete the examples with words from the three forum posts.



The past simple

The past simple

We use the past simple to talk about actions that started and ended in the past. We often use time phrases with the past simple: *yesterday, last year, (two) weeks ago*. For example:

Two months ago, I started helping out at a project in my city.

The verb 'be'

My partner¹ _____ Mrs Azza and she

I _____ very nice.

Most of the stories I read² _____ fine.

Regular verbs with -ed endings

Last summer, I³ _____ to do something

about it.

First, we⁵ _____ at the alphabet together.

Of course, that's not possible, so I⁴ _____ that part of the story.

Irregular verbs with different endings

The group⁷ _____ and⁶ _____ over the vacation.

I⁸ _____ the sound for each letter and Mrs Azza repeated it.

This summer, I⁹ _____ something really fun.

Negative sentences with regular and irregular verbs

I¹⁰ _____ to wait for the adults to

clean up our streets.

Questions with regular and irregular verbs

What¹¹ _____ you¹² _____ your homework this

week?¹³

What¹⁴ _____ you¹⁵ _____ yesterday?¹⁶

- 4** Look at the photos. Use the prompts to write sentences or questions in the past simple about the summer activities in each one.

1 people from our community / plant / flowers and vegetables

2 we / give / the plants a lot of water

3 yesterday / I / not wait / to leave the garden

4 my dad / work / all summer

5 I / help out / in his family's workshop

6 my dad / make / toys / and I / help / him

7 what / you / do / last summer?



- 6** Work in pairs. Ask and answer questions about your summer vacation.

What did you do in the summer vacation?

I helped my grandma in her garden. We planted lots of flowers.

7

3 Read the *Language box* and complete the examples with words from the three forum posts.

- Ask a student to read the first sentence of Gameela's post: *Two months ago, I started helping out at a project in my city.* Write the sentence on the board and elicit and underline the main verb (*started*) and the tense (past simple). Elicit the time phrase in the sentence (*Two months ago*). Underline *Two months ago*. Ask students if Gameela is still helping out at the project (*No*) then ask: *Why do we use the past simple in this sentence?* (to talk about actions that started and ended in the past). Elicit more examples of sentences in the past simple from students' own summer vacation activities, using the prompts that you wrote on the board during the lesson warm-up activity.
- Now ask students to complete the *Language box* individually or in mixed-ability pairs for support.
- Fast finishers underline more examples of the past simple in the text for each point in the *Language box*. Elicit these during class feedback.

Gameela: *Two months ago, I started helping out at a project in my city. In this project, young people like me help adults who can't read and write Arabic. My partner was Mrs Azza and she was very nice. First, we looked at the alphabet together. I said the sound for each letter and Mrs Azza repeated it. Sometimes, she nearly gave up, but then I said things like: "You're doing really well! Don't stop now." It was fun to be a teacher instead of a student, especially when I asked her: "Did you do your homework this week?", or "What did you learn yesterday?" It was great to help Mrs Azza learn something new.*

Answers: _____

1c; 2a; 3b

2 Read the forum posts again. Complete the sentences with the correct name: *Elsa, Gameela, or Leon.*

- As a class, read through the sentences and choose the key words for each one to help students find the answers.
- In mixed-ability pairs, students find the words in the text and read the whole sentence around the key word to find the answer.
- Elicit the answers from the class, asking students to use full sentences when they answer the question.

Answers: _____

1 Gameela; 2 Elsa; 3 Elsa; 4 Leon; 5 Leon;
6 Gameela

- 3** Read the *Language box* and complete the examples with words from the three forum posts.

The past simple

The past simple

We use the past simple to talk about actions that started and ended in the past. We often use time phrases with the past simple: *yesterday, last year, (two) weeks ago*. For example:

Two months ago, I started helping out at a project in my city.

The verb 'be'

My partner¹ Mrs Azza and she

I very nice

Most of the stories I read² fine

Regular verbs with -ed endings

Last summer, I³ to do something

First, we⁴ at the alphabet together

Of course, that's not possible, so I⁵ that part of the story

Irregular verbs with different endings

The group⁶ and⁷ over the vacation

I⁸ the sound for each letter and Mrs Azza repeated it

This summer, I⁹ something really fun

Negative sentences with regular and irregular verbs

I¹⁰ to wait for the adults to clean up our streets

Questions with regular and irregular verbs

What¹¹ you¹² your homework this week?

What¹³ you¹⁴ yesterday?

- 4** Look at the photos. Use the prompts to write sentences or questions in the past simple about the summer activities in each one.

1 people from our community / plant / flowers and vegetables

2 we / give / the plants a lot of water

3 yesterday / I / not want / to leave the garden

4 my dad / work / all summer

5 I / help out / in his family's workshop

6 my dad / make / toys / and I / help / him

7 what / you / do / last summer?



- 5** Work in pairs. Ask and answer questions about your summer vacation.

What did you do in the summer vacation?

I helped my grandma in her garden. We planted lots of flowers.

3 Read the *Language box* and complete the examples with words from the three forum posts.

- Ask a student to read the first sentence of Gameela's post: *Two months ago, I started helping out at a project in my city.* Write the sentence on the board and elicit and underline the main verb (*started*) and the tense (past simple). Elicit the time phrase in the sentence (*Two months ago*). Underline *Two months ago*. Ask students if Gameela is still helping out at the project (*No*) then ask: *Why do we use the past simple in this sentence?* (to talk about actions that started and ended in the past). Elicit more examples of sentences in the past simple from students' own summer vacation activities, using the prompts that you wrote on the board during the lesson warm-up activity.
- Now ask students to complete the *Language box* individually or in mixed-ability pairs for support.
- Fast finishers underline more examples of the past simple in the text for each point in the *Language box*. Elicit these during class feedback.

- 4 Read through the completed *Language box* as a class and check the answers.

Answers: _____

1 was; 2 was; 3 were; 4 decided; 5 looked; 6 changed; 7 grew; 8 grew; 9 said; 10 did; 11 didn't want; 12 Did; 13 do; 14 did; 15 learn

- 4 Look at the photos. Use the prompts to write sentences or questions in the past simple about the summer activities in each one.



For mixed-ability classes, ask half the class to find the answers to items 1–3 and the other half of the class to find the answers to 4–7; confident students can write the answers to all the questions. For more support, ask students to put the verbs into the past simple first, then check as a class/group, before students write full sentences.

- 1 Explain to students that they have to write the sentences with the correct form of the verbs. Tell them to refer to the *Language box* if they need to. The past simple should be revision for students, so they should be able to complete the sentences individually, then check answers with a partner. If pairs have different answers, they should try to see if they can work out what the correct answer is.
- 2 Give students 2–3 minutes to write the correct answers to complete the sentence, then check answers around the class.
- 3 Ask students to read their completed sentences to the class. Go over any difficulties with the present simple.

Answers: _____

- 1 People from our community planted flowers and vegetables.
- 2 We gave the plants a lot of water.
- 3 Yesterday, I didn't want to leave the garden.
- 4 My dad worked all summer.
- 5 I helped out in his family's workshop.
- 6 My dad made toys and I helped him.
- 7 What did you do last summer?

- 5  **Work in pairs. Ask and answer about your summer vacation.**

- 1 Remind students of the activities on the board from the lesson warm-up activity.

- 2 For greater speaking fluency, students can first write notes using the past simple. Otherwise, ask a pair to read the example exchange to the class, then give students two minutes to ask and answer in their pairs.
- 3 Go around and monitor, only correcting any issues with the past simple. Make a mental note of any good examples to elicit during class feedback.

Answers: _____

Students' own answers.

Assess your progress

- Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 14.

Next lesson

- To prepare for the *Task* in the next lesson, ask students to think about an ancient building or site they have visited in Egypt. What problems does it have? They can bring in photos if they wish. Tell them to ask a parent or carer to help them. Alternatively, if they haven't visited anywhere, ask students to find an interesting building via an internet search, again asking for support from an adult if necessary.

3 Ancient buildings

pages 8–9

Lesson objectives:

- Learn about ancient buildings in Egypt (Exercises 1–3)
- Present a solution to a problem (Exercises 4–5 and Task)
- Problem Solving: use a flow chart for solving problems (Exercise 5 and Task)

Vocabulary: *catacombs, temple, obelisk, statue*

Materials: Student's Book pages 8–9
Audio files

- 1 To prepare for the *Task* at the end of the lesson, students should have thought about an ancient building or other place they have visited on vacation and which has problems. Put students into different pairs from Lesson 2. Some students may have brought in photos. If so, try to divide pairs so that as many pairs as possible have photos to discuss. Students practice the language from Lesson 2 by asking

and answering about their visits. Review the past simple briefly in advance, if necessary.

- 2 Give students 2 minutes to ask and answer.
- 3 Ask students to change partners and feedback on their first partner's visit, then select a few students to report back to the class.

STUDENT'S BOOK

page8


UNIT 1

1 Ancient buildings


Lesson objectives:

- Learn about famous buildings in Egypt
- Present a solution to a problem
- Problem-solving: use a flow chart for solving problems


1 Match the words (a-d) to their definitions (1-4).




a statues



b pyramids



c obelisk




d temple

- 1 a model of a person, animal, or object, sometimes made of stone
- 2 a tall stone monument with a tip that is usually in the shape of a pyramid
- 3 underground tunnels and rooms for burying the dead
- 4 a place where people come together to pray

2 Read the information about an ancient building in Egypt. Answer the questions.

- 1 What type of ancient building is this?
- 2 Where is it?
- 3 How old is it?
- 4 Why is it a special ancient building?



The temple of Edfu is an Ancient Egyptian temple in the form of Edfu. The town is on the west bank of the River Nile between Luxor and Assuan. The temple is about 2,250 years old. It is important for understanding life in Ancient Egypt because the writing on its walls gives us very interesting and useful information about language and religion over 2,000 years ago.

3 Listen to the dialog. Mariam visited the temple of Edfu in the summer vacation. Check (✓) the problems at the temple that she mentions.

- 1 it's difficult to get to the temple
- 2 the weather
- 3 lots of tourists walking around
- 4 not enough time to work on the whole building
- 5 not enough money to work on the whole building
- 6 the buildings are very old

- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Match the words (a-d) to their definitions (1-4).



If this activity will be challenging for some of the class, do the activity together. Support the class to find the question that is the easiest and write the answer. Continue this process of elimination until all of the items are complete.

- 1 Ask students to say what they can see in each photo. Model each of the words for the class to repeat. Read through the definitions with the class and check students' understanding of the vocabulary in the definitions.

- 2 Students match the words and pictures with the definitions in pairs or individually. Encourage them to use the photos to help them, e.g. for 1, ask students to find something that looks like a person, animal, or an object.
- 3 Remind students to complete the definitions they are sure about first and then come back to the ones they are less sure about.
- 4 Allow students to work individually or in mixed-ability pairs for support. Check the answers around the class.

Answers: _____

1d; 2c; 3a; 4b

2 Read the information about an ancient building in Egypt. Answer the questions.

- 1 Look at the photo with the class and ask if any of the students recognizes the building.
- 2 Read through the questions with the class. Elicit from the class which are the important words in each question. Tell students to underline the key words. This will help them find the answer quickly in the text.
- 3 Students find the answers individually, then compare with a partner.
- 4 Check answers around the class, with one student giving the answer and a different student giving the sentence in the text where they found the answer.
- 5 To follow up, ask if students visited the temple. Encourage students to use the past simple in their answers.

Answers: _____

1 It's a temple; 2 Edfu (on the west bank of the River Nile); 3 about 2,250 years; 4 it gives us very interesting and useful information about language and religion over 2,000 years ago

3 Listen to the dialog. Mariam visited the temple of Edfu in the summer vacation. Check (✓) the problems at the temple that she mentions.

- 1 Explain that students are going to listen to Mariam talking about her visit to the temple and that there were some problems.
- 2 Read through the problems and decide as a class which words in the choices are the important

key words to listen out for. This will also help them when they come to match the problems with the effects in the next exercise. (key words: 1 difficult, get to; 2 weather; 3 tourists walking; 4 not enough time; 5 not enough money; 6 very old). If there is time, go through each of the key words and ask students what similar words they might hear on the recording.

- 3 Play the recording for students to choose their answers.
- 4 Play the recording again and pause after each answer to check answers.



Audioscript

Hadaya: *What did you do in the summer vacation, Mariam?*

Mariam: *I visited my aunt and uncle in Edfu. It's near Aswan and there's a beautiful temple there.*

Hadaya: *Oh, yeah. It's an ancient temple, isn't it?*

Mariam: *Yes, and it tells us a lot about what life was like in Ancient Egypt, so it's a special place. Unfortunately, there are some problems at the temple of Edfu. The weather in Egypt is bad for the stone walls. The wind and sand very slowly cut the stone away.*

Hadaya: *That's too bad. Do lots of tourists come to the temple?*

Mariam: *Yes, and all those people's feet are bad for the stone, too.*

Hadaya: *Is anyone doing anything to protect the building?*

Mariam: *Yes. Volunteers work with archaeologists on the buildings. Some of them are students like us who help in their summer vacation. They can stop these bad effects on some buildings, but there isn't enough time or people to help all the buildings at the same time.*

Hadaya: *That's a pity. And the buildings are so old, aren't they.*

Mariam: *Yes, because they're very old, they need lots of care and repairs.*

Answers: _____

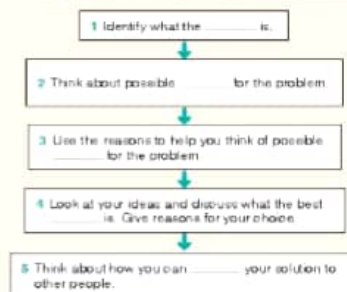
2; 3; 4; 6

UNIT 1
4 Match the problems mentioned in Exercise 3 with the effects that these problems have (a-d). Then listen to the dialog again and check your answers.

- a the buildings need lots of care and repairs _____
- b people's feet walking on the stone is bad for it _____
- c wind and sand very slowly cut the stone away _____
- d there aren't enough people to help all the buildings at the same time _____

5 Complete the flow chart showing how to solve problems with the correct words.

present problem reasons solution solutions



Solving problems

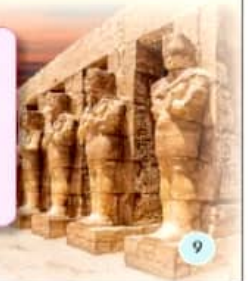
We use the skill of problem solving nearly every day to solve small problems in our daily lives. We can also use it to solve bigger problems in the world and help to make it a better place.

When we try to solve a problem, it's important to have organized steps like the ones in the flow chart. Remember that if you want to change things for the better, you also need to tell other people about your solution and explain why it will work.

TASK

Work in groups.

- 1 Think of an ancient building that you know well and which has problems.
- 2 Go through the five steps in the flow chart and prepare to present your solution in class.
- 3 Present your group's solution in class and listen to other students' presentations.
- 4 Give your opinion about whether you think other groups' solutions will work and say why you think this.



4 Match the problems mentioned in Exercise 3 with the effects that these problems have (a-d). Then listen to the dialog again and check your answers.

- 1 Before you do the exercise, make sure students understand effect. Elicit some problems students are familiar with, such as dropping litter, and ask: What happens when you drop litter? (it harms the environment/the area looks dirty). Explain that dropping litter is the problem and harming the environment/the area looking dirty is the effect. Elicit other problem scenarios and effects until you are confident students understand the concept (write the problems on the board for use in Exercise 5).
- 2 Explain that students only need to match the correct answers they checked in Exercise 3 (2, 3, 4, and 6).
- 3 Look at the first correct problem in Exercise 3 (item 2) and ask students what the key word was (weather). Ask students what weather words they heard on the recording (wind). Students look for wind in options (a-d).
- 4 Students match their checked answers in Exercise 3 with the options (a-d) individually or in mixed-ability pairs for support.

key words to listen out for. This will also help them when they come to match the problems with the effects in the next exercise. (key words: 1 difficult, get to; 2 weather; 3 tourists walking; 4 not enough time; 5 not enough money; 6 very old). If there is time, go through each of the key words and ask students what similar words they might hear on the recording.

- 3 Play the recording for students to choose their answers.
- 4 Play the recording again and pause after each answer to check answers.



Audioscript

Hadaya: *What did you do in the summer vacation, Mariam?*

Mariam: *I visited my aunt and uncle in Edfu. It's near Aswan and there's a beautiful temple there.*

Hadaya: *Oh, yeah. It's an ancient temple, isn't it?*

Mariam: *Yes, and it tells us a lot about what life was like in Ancient Egypt, so it's a special place. Unfortunately, there are some problems at the temple of Edfu. The weather in Egypt is bad for the stone walls. The wind and sand very slowly cut the stone away.*

Hadaya: *That's too bad. Do lots of tourists come to the temple?*

Mariam: *Yes, and all those people's feet are bad for the stone, too.*

Hadaya: *Is anyone doing anything to protect the building?*

Mariam: *Yes. Volunteers work with archaeologists on the buildings. Some of them are students like us who help in their summer vacation. They can stop these bad effects on some buildings, but there isn't enough time or people to help all the buildings at the same time.*

Hadaya: *That's a pity. And the buildings are so old, aren't they.*

Mariam: *Yes, because they're very old, they need lots of care and repairs.*

Answers: _____

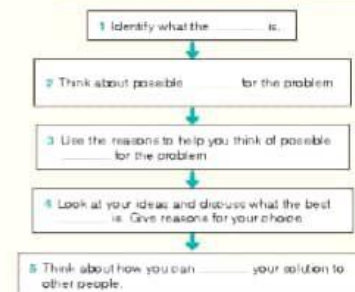
2; 3; 4; 6

- 4 Match the problems mentioned in Exercise 3 with the effects that these problems have (a-d). Then listen to the dialog again and check your answers.

- a the buildings need lots of care and repairs _____
- b people's feet walking on the stone is bad for it _____
- c wind and sand very slowly cut the stone away _____
- d there aren't enough people to help all the buildings at the same time _____

- 5 Complete the flow chart showing how to solve problems with the correct words.

present problem reasons solution solutions



Solving problems

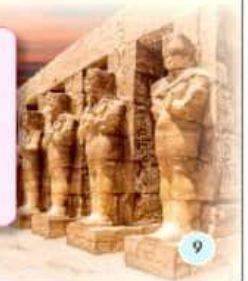
We use the skill of problem solving nearly every day to solve small problems in our daily lives. We can also use it to solve bigger problems in the world and help to make it a better place.

When we try to solve a problem, it's important to have organized steps like the ones in the flow chart. Remember that if you want to change things for the better, you also need to tell other people about your solution and explain why it will work.

TASK

Work in groups.

- 1 Think of an ancient building that you know well and which has problems.
- 2 Go through the five steps in the flow chart and prepare to present your solution in class.
- 3 Present your group's solution in class and listen to other students' presentations.
- 4 Give your opinion about whether you think other groups' solutions will work and say why you think this.



- 4 Match the problems mentioned in Exercise 3 with the effects that these problems have (a-d). Then listen to the dialog again and check your answers.

- 1 Before you do the exercise, make sure students understand effect. Elicit some problems students are familiar with, such as dropping litter, and ask: What happens when you drop litter? (it harms the environment/the area looks dirty). Explain that dropping litter is the problem and harming the environment/the area looking dirty is the effect. Elicit other problem scenarios and effects until you are confident students understand the concept (write the problems on the board for use in Exercise 5).
- 2 Explain that students only need to match the correct answers they checked in Exercise 3 (2, 3, 4, and 6).
- 3 Look at the first correct problem in Exercise 3 (item 2) and ask students what the key word was (weather). Ask students what weather words they heard on the recording (wind). Students look for wind in options (a-d).
- 4 Students match their checked answers in Exercise 3 with the options (a-d) individually or in mixed-ability pairs for support.


- 5 Play the recording from Exercise 3 again, pausing after each answer to check.

Answers: _____

a6; b3; c2; d4

5 Complete the flow chart showing how to solve problems with the correct words.


- 1 Ask a confident student to read the *Solving problems* skills box to the class. To get students thinking about the topic, elicit any big problem-solving projects they know about either locally or nationally. If students aren't sure, share one you know of with the class – what the problem is and what people are trying to do to solve it.
- 2 Read the instruction to the class and draw students' attention to the flow chart. Elicit/Teach what a flow chart is (*a diagram that shows a process or a step-by-step approach to solving a problem*). Elicit how many steps there are in this flow chart (five).
- 3 Put students into mixed-ability groups of three students. Students will stay in these groups to do the *Task* in the next exercise.
- 4 Ask groups to read through the words in the box, then read the steps in the flow chart, and complete the flow chart. Remind students that if it gets difficult, they should complete the gaps they are confident about first and leave the difficult ones at the end.
- 5 Move around and monitor, helping where required.
- 6 Draw the class's attention and check answers, asking each group to read out one complete stage.

 Confident students can do this task for homework: refer students back to the problems they came up with in Exercise 4, which you wrote on the board. Students rewrite the flow chart using the example problem and imagine what steps the problem solvers took to solve the problem.

Answers: _____

1 problem; 2 reasons; 3 solutions; 4 solution; 5 present

TASK Work in groups

 Ask students to complete the preparation section (step 1) of this activity for homework, so that they can spend some time researching a building as suggested at the end of last lesson



For more whole-class support, go through the instructions for each numbered stage with the class, then allow students to carry out the stage before regrouping as a class to go on to the next stage.

- 1 Students stay in the same groups as the previous exercise. Go through the *Task* box with the class: for step 1, explain to groups they are going to choose one building which has a problem, and find a solution for their building as a group using the flow chart in Exercise 5. Tell them to choose a building that they think has a problem *that they can think of a solution for*. Give students 1–2 minutes to do this. (Students may need access to the internet to find an ancient building which has problems if they did not prepare for homework before the lesson. Alternatively, you could provide some notes about a building on the board.)
- 2 For step 2, you may choose to break this down and have the class feedback after they have completed each step in the flow chart. Alternatively, give groups 6–8 minutes to work through the steps in the flow chart. Go around and provide help where needed. Write any vocabulary that students need on the board for them to copy. Bear in mind that students have not covered the future tense yet, so they will need to use the present simple to present their ideas.
- 3 For step 3, explain to groups that they will present their ideas to the class. Give groups a few minutes to decide how they will present and how they will divide the roles between them. For example, one student might write on the board while the other two students take turns to explain the steps.
- 4 Groups present their ideas to the class. Encourage the class to ask follow-up questions about each solution or ask about any words or ideas they aren't sure about.



After the presentations, ask groups to write up their problem–solution presentation in a flowchart. Display these on the wall and have a class vote on the best presentation by asking students to circulate and draw a smiley face on their favorite presentation. Ask students to base their decision on how clear the steps were and whether the group used language correctly. Find the winning presentation and ask the class what made the presentation special. Congratulate the group on their hard work.

Answers: _____

Students' own answers

Assess your progress

- Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 14.

4 Summer well spent pages 10–11

Lesson objectives:

- Read and understand a quiz about how you spent your summer (Exercises 1–5)
- Use adverbs of frequency to talk about the past (Exercises 6–9)

Materials: Student's Book pages 10–11

- Explain to students that this lesson is about how they spent the summer vacation. With books closed, put students into groups of three. Tell students they are going to find out what the most popular summer vacation activity was this year. Before they do the activity, ask them to take a guess at which activity might be the most popular.
- Put students into groups of three to decide their group's top three activities from the summer. If the group can't decide then they should each choose one activity.
- Give groups 2–3 minutes to discuss, then regroup as a class and invite ideas. Write each activity on the board and write the number of times each activity is mentioned. This will give you the most popular activity at the end of the class feedback. Was the class right?

UNIT 1

4 Summer well spent

Lesson objectives:
 • Use adverbs of frequency to talk about the past
 • Read and understand a quiz about how you spent your summer

- Read the quiz. Write the number of the question (1–4) that asks about:
 - a what you did for your local area
 - b how you used technology
 - c how active you were
 - d how much you did things for other people

How did you spend your summer?

- Did you help other people in the summer vacation?
- How often did you do sports?
- How often did you do something to help your community?
- Did you learn anything interesting online this summer? How often did you go online?



- Listen and choose TWO words to describe Younis. 

active friendly helpful lazy smart

- Listen again. Complete Younis's answers to the quiz questions. 

- I _____ went to other shops to buy things that my parents needed.
- I _____ played sports in the summer vacation.
- I _____ volunteered to help at a project in my community.
- I _____ went online at home in the evening.

- Listen again and answer the questions. 

- Where did Younis help out in the summer vacation?
- What did Younis do to help out there?
- Who did Younis play football with?
- Did Younis ever help in his community?
- What did Younis do at home in the evenings?

- Work in pairs. Ask and answer the quiz questions.



- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Read the quiz. Write the number of the question (1–4) that asks about:

- Check students' understanding of *community* (a group of people living in the same place).
- Give students 1–2 minutes to complete the activity individually, then compare answers in the same groups as the warm-up activity.
- Check answers around the class.

Answers: _____

a3; b4; c2; d1

2 Listen and choose TWO words to describe Younis.

- Read through the options with the class. Check students' understanding by asking for example sentences that show the meaning of the words.
- Students listen and choose two words.

for peer correction. Partners should check the sentences against the *Language box* to make sure that the adverb of frequency is in the correct place and that the past simple tense is used correctly.

- 3 Students rewrite their sentences based on their peer feedback.
- 4 Elicit some sentences around the class and encourage the class to correct any errors.

Answers: _____

Students' own answers

Assess your progress

- Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 14.

5 Literature

pages 12–13

Lesson objectives:

- Predict the topic of a text from visual clues (Exercise 1)
- Read and understand a short biographical story (Exercises 3–6)

Vocabulary: *achievement, opponents, victories, focus, champion*

Materials: Student's Book pages 12–13

- Students play a short game to revise adverbs of frequency. Write the adverbs of frequency on the board for students to refer to. Put students into groups of three or four to play a memory game: the first student says a sport or pastime that they never/sometimes/often/frequently/always do, e.g. *I never play basketball in the morning.* The next student repeats the first sentence then adds one of their own. The group continues in this way until a student can't remember a sentence in the sequence or makes a mistake. That student is 'out'. The winner is the last student left.

UNIT 1

5 Literature

Lesson objectives:

- Read and understand a short biographical story
- Predict the topic of a text from visual clues

1 Work in pairs. Look at the photos and discuss the questions.

- 1 What is the sport in the photos? Do you ever play it?
- 2 What or who do you think the story is about?
- 3 How do you think the person in photo b became so good at what she does?



2 Read and listen to the story. Check your answers to Exercise 1.

A Rising Star!

When Hana Gada first started playing table tennis at the age of four, her talent for the sport quickly became clear. However, there was a problem. The table was too high for her!

"What can we do?" her coaches asked, seeing how much she wanted to play.

In the end, they made the legs shorter so that the table was lower.

Since then, Hana has improved year after year, and she amazed the table tennis world by her speed and focus.

Born on 12th December 2007, Hana became Egypt's youngest ever national champion in 2019, at the age of 12. Just one year later, she came top of the ITTF (International Table Tennis Federation) under-19 women's world rankings – the first African and Arab player to do so. Then, in 2022, she won a top award at the ITTF African Cup in Lagos. What an achievement!

The United Nations chose Hana to take part in *Shabab Baki*, a project in Egypt to help young people learn and connect in the world of work.

Although Hana is still much younger than many of her opponents, she works just as hard as any older player. She has also spoken about how important it is for her to take things step by step, always learning and trying hard to achieve her victories.

Hana really enjoys practising for long hours every day, even if it is hard work. She is showing young people in Egypt that not only is it possible to make your dreams come true, but you can also enjoy the journey even if the road is difficult.

- Read through the lesson objectives in the box with the class so that they know what to expect and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Work in pairs. Look at the photos and discuss the questions.

- 1 Look at the photos with the class, and elicit the sport shown (table tennis).
- 2 In pairs, students read and discuss the questions.
- 3 Conduct class feedback and accept any reasonable answers from students.

Answers: _____

Students' own answers

2 Read and listen to the story. Check your answers to Exercise 1.

- 1 Draw students' attention to the text on page 13. Play the recording or ask students to read around the class.

- 2 When the story is finished, go over students' ideas from Exercise 1, and credit any students who guessed correctly.

Audioscript

A Rising Star!

When Hana Goda first picked up a table tennis bat at the age of four, her talent for the sport quickly became clear. However, there was a problem. The table was too high for her!

"What can we do?" her coaches asked, seeing how much she wanted to play.

In the end, they made the legs shorter so that the table was lower.

Since then, Hana has improved year after year, and she amazed the table tennis world by her speed and focus.

Born on 12th December 2007, Hana became Egypt's youngest ever national champion in 2019, at the age of 12. Just one year later, she came top of the ITTF (International Table Tennis Federation) under-15 women's world rankings – the first African and Arab player to do so. Then, in 2022, she won a top award at the ITTF African Cup in Lagos. What an achievement!

The United Nations chose Hana to take part in Shabab Balad, a project in Egypt to help young people learn and connect in the world of work.

Although Hana is still much younger than many of her opponents, she works just as hard as any older player. She has also spoken about how important it is for her to take things step by step, always learning and trying hard to achieve her victories.

Hana really enjoys practicing for long hours every day, even if it is hard work. She is showing young people in Egypt that not only is it possible to make your dreams come true, but you can enjoy the journey even if the road is difficult.

Answers: _____

1 table tennis; 2 Hana Goda; 3 working hard and always learning

- 3 Match the words in bold in the story (1-5) to their definitions (a-e).

- | | |
|---------------|--|
| 1 achievement | a giving special attention to something you do |
| 2 opponents | b succeeds in competitions |
| 3 victories | c the person who wins a competition |
| 4 focus | d a thing that someone has done very well |
| 5 champion | e the people you play against in a competition |

- 4 Read and listen again. Answer the questions.

- How old was Hana when she first started playing table tennis?
- What did Hana's coaches do to help her when she was very young?
- What did Hana achieve in 2022?
- What qualities does Hana have that help her succeed?

- 5 Work in pairs. What do you think the moral of Hana's story is? Check your answer(s), then discuss.

- Everyone can achieve great things if they work hard
- Don't let difficulties stop you from achieving your dreams.
- Enjoying what you do is as important as working hard at it

- 6 Think about your answers to these questions and make notes. Share your ideas with the class.

- What does it mean to "enjoy the journey" as you work hard to achieve a goal?
- In what ways do you think Hana enjoyed her journey?
- Can you give examples in your life when you worked really hard but had fun too?



BOOK CLUB

Discuss these questions in pairs or small groups.

- How did reading about Hana Goda's story make you feel?
- What did you know about Hana Goda before you read her story? What do you want to know about her after reading it?
- How important do you think young sportspeople like Hana Goda are in the lives of young people? Why do you think the United Nations chose her to take part in Shabab Balad?

- 3 Match the words in bold in the story (1-5) to their definitions (a-e).

- Put students into mixed-ability pairs. Pairs find each word in turn and decide what type of word it is. Review the skills box on *Guessing the meaning of new words* on page 5, if necessary.
- Once students have found out what type of word it is, they should then look at the words in the sentence or other sentences close to it for clues, e.g. in 1 achievement, the word is a noun because it comes after the article "a", and previous sentences says that "she won a top award". Students then look for an option which matches (d – a thing that someone has done very well).
- Students repeat with items 2–5. Remind them to match the ones they are sure about first.

Elicit class feedback, asking different pairs to give you the answer, the type of word and the clues in the text that helped them find the answer.

Answers: _____

1d; 2e; 3b; 4a; 5c

- 2 When the story is finished, go over students' ideas from Exercise 1, and credit any students who guessed correctly.



Audioscript

A Rising Star!

When Hana Goda first picked up a table tennis bat at the age of four, her talent for the sport quickly became clear. However, there was a problem. The table was too high for her!

"What can we do?" her coaches asked, seeing how much she wanted to play.

In the end, they made the legs shorter so that the table was lower.

Since then, Hana has improved year after year, and she amazed the table tennis world by her speed and focus.

Born on 12th December 2007, Hana became Egypt's youngest ever national champion in 2019, at the age of 12. Just one year later, she came top of the ITTF (International Table Tennis Federation) under-15 women's world rankings – the first African and Arab player to do so. Then, in 2022, she won a top award at the ITTF African Cup in Lagos. What an achievement!

The United Nations chose Hana to take part in Shabab Balad, a project in Egypt to help young people learn and connect in the world of work.

Although Hana is still much younger than many of her opponents, she works just as hard as any older player. She has also spoken about how important it is for her to take things step by step, always learning and trying hard to achieve her victories.

Hana really enjoys practicing for long hours every day, even if it is hard work. She is showing young people in Egypt that not only is it possible to make your dreams come true, but you can enjoy the journey even if the road is difficult.

Answers:

1 table tennis; 2 Hana Goda; 3 working hard and always learning

- 3 Match the words in bold in the story (1-5) to their definitions (a-e).

- | | |
|---------------|--|
| 1 achievement | a giving special attention to something you do |
| 2 opponents | b succeeds in competitions |
| 3 victories | c the person who wins a competition |
| 4 focus | d a thing that someone has done very well |
| 5 champion | e the people you play against in a competition |

- 4 Read and listen again. Answer the questions.

- How old was Hana when she first started playing table tennis?
- What did Hana's coaches do to help her when she was very young?
- What did Hana achieve in 2022?
- What qualities does Hana have that help her succeed?

- 5 Work in pairs. What do you think the moral of Hana's story is? Check your answer(s), then discuss.

- Everyone can achieve great things if they work hard
- Don't let difficulties stop you from achieving your dreams.
- Enjoying what you do is as important as working hard at it

- 6 Think about your answers to these questions and make notes. Share your ideas with the class.

- What does it mean to "enjoy the journey" as you work hard to achieve a goal?
- In what ways do you think Hana enjoyed her journey?
- Can you give examples in your life when you worked really hard but had fun too?



BOOK CLUB

Discuss these questions in pairs or small groups.

- How did reading about Hana Goda's story make you feel?
- What did you know about Hana Goda before you read her story? What do you want to know about her after reading it?
- How important do you think young sportspeople like Hana Goda are in the lives of young people? Why do you think the United Nations chose her to take part in Shabab Balad?

- 3 Match the words in bold in the story (1-5) to their definitions (a-e).

- Put students into mixed-ability pairs. Pairs find each word in turn and decide what type of word it is. Review the skills box on *Guessing the meaning of new words* on page 5, if necessary.
- Once students have found out what type of word it is, they should then look at the words in the sentence or other sentences close to it for clues, e.g. in 1 achievement, the word is a noun because it comes after the article "a", and previous sentences says that "she won a top award". Students then look for an option which matches (d – a thing that someone has done very well).
- Students repeat with items 2–5. Remind them to match the ones they are sure about first.


Elicit class feedback, asking different pairs to give you the answer, the type of word and the clues in the text that helped them find the answer.

Answers:

1d; 2e; 3b; 4a; 5c


4  Read and listen again. Answer the questions.

- 1 Read through the questions with the class and check students' understanding of *qualities* (high standards or positive parts of a person's character).
- 2 Ask students to underline the key words in the questions to help them find the answers in the story.
- 3 Students then work individually or in pairs to answer the questions.
- 4 Check answers around the class.


 To follow up and to set up the next exercise, ask students which one of Hana's qualities do they think helps her the most, and why? Discuss either as a class or allow students to discuss in pairs then give feedback to the class.

Answers: _____

1 four; 2 they made the legs of the table shorter; 3 she won a top award at the ITTF African Cup in Lagos; 4 speed, focus, being hard-working, enjoying what she does

5  Work in pairs. What do you think the moral of Hana's story is? Check your answer(s), then discuss.

- 1 Put students into pairs or small groups and ask them to decide on the definition of a moral. Give students one minute then elicit answers (*a story with a lesson*).
- 2 Now read the question and options with the class and give them one more minute to decide what the moral of the story is. Tell students that they should find the part of the text that gives them the answer. Note that there is no right or wrong answer to the question, but students should be able to give reasons for their answers and justify them with the part of the text that gave them the answer.

 As a follow-up, ask pairs/groups to discuss which of the other options could also be a lesson from the story. There is no right or wrong answer to this question. Or, if students prefer, they can say which of the options they *don't* think is the right answer and why.

Answers: _____

Students' own answers

6 Think about your answers to these questions and make notes. Share your ideas with the class.




For classes needing more support, break down the questions and ask students to discuss and give feedback on each question before moving onto the next one.



Students are encouraged to write notes so that they can formulate and organize their ideas before speaking, so that they can focus on fluency when they speak, providing them with more confidence in speaking practice. They should refer to their notes but not read from them.

- 1 In their pairs or groups, students discuss the questions.
- 2 These questions encourage higher order critical thinking beyond the events of the story. Some students may need additional support with this, so monitor and ask prompt questions to encourage students who may be struggling. Note any interesting ideas and encourage students to share them during the feedback stage. Invite other members of the class to say if they agree, and if not, to give an alternative point of view.

 You can also use this activity for fast finishers. Students work in pairs to role-play an interview of a reporter interviewing Hana after a competition. The interviewer should ask Hana how she felt. Alternatively, students can write a blog or diary entry for that day as Hana saying how they felt about the day's events.

Answers: _____

Students' own answers

BOOK CLUB



This section helps students to think critically and consolidate their learning by applying it to a situation in their own life through a personalization activity. In this way, they are more likely to remember what they have learned.

- 1 Put students into groups of students with whom they will feel comfortable sharing their feelings. Give them 1–2 minutes to discuss each question.
- 2 Ask volunteers to share their story.
- 3 Students can also do the whole task or answer

the last bullet as a written task in class or for homework for extra writing practice.

Assess your progress

- Repeat the steps in Unit 1, Lesson 1 Teacher's notes on page 14.

6 Writing

pages 14–15

Lesson objectives:

- Introduce topics in an email (Exercise 3)
- Write an informal email (Exercises 4–6)

Materials: Student's Book pages 14–15

Before using the book:

- Ask students if they have any friends who live far away. Elicit ways in which they keep in touch and write these on the board, e.g. by phone. Find out if students write emails to their friends. If you have friends or family you send emails to, share this with the class. Explain to students that this lesson is about writing emails to friends.

and for them to revisit the objectives when they check their progress at the end of the lesson. Answer any questions students have.

1 Read the email. Why is Waleed writing to Ashraf?

- Ask students to read the email individually and find the answer.
- Elicit the answer from a volunteer.

Answer: _____

To tell him about his summer vacation and first week back at school.

2 Read Waleed's email and answer the questions.

- Before students do the activity, draw their attention to the email and ask: *Who is the email to?* (Ashraf); *Who is the email from?* (Waleed); *What is the email about?* (Waleed's summer and being back at school).
- Ask a student to read the email to the class. Read through the questions with the class and check students' understanding of *stay active* (do exercise).
- Students answer the questions then compare answers with a partner. If students have differing answers, they should re-read the email again together, and work out the correct answer.
- Check the answers around the class, with different students saying answers and others providing the justification from the text.

Answers: _____

1 happy; 2 seeing his friends and learning something new every day; 3 how to explain things clearly, by teaching adults to read and write in Arabic; 4 a ping-pong table

3 Read again. Underline these things in the email:

- Ask a student to read the *Skill box* for making your language informal in emails to the class.
- Students find the sentences and short forms in email, then compare answers with a partner.

Answers: _____

1 Hope you and your family are OK.; 2 v (very); 3 TTYL; 4 BTW

STUDENT'S BOOK

page 14

UNIT

1

6 Writing

Lesson objectives:
- Use informal language in an email
- Write an informal email

1 Read the email. Why is Waleed writing to Ashraf?

2 Read Waleed's email and answer the questions.

- How does Waleed feel about being back at school?
- What does he like about being at school?
- What did Waleed learn in the summer vacation? How did he learn it?
- What did Waleed make with his dad?

From: Waleed
To: Ashraf
Subject: My summer

Hi Ashraf,
Hope you and your family are OK. We're all fine.
I'm back at school this week after the summer vacation. The summer vacation was good, but I'm happy to be back at school now. I can see all of my friends and it's good to learn something new every day again.
BTW, I learned quite a lot in the summer vacation, but I didn't learn the things you usually study at school. Instead, I volunteered to teach adults to read and write in Arabic and I learned how to explain things clearly. I think that will be useful to me now we're back at school.
Of course, I also had some fun in the summer vacation. I often helped my dad in his workshop. We both enjoy playing ping-pong, so we decided to make a ping-pong table. It was hard work, but we were very happy with the table when it was finished. We were able to play ping-pong every day for the rest of the vacation.
How was your summer?
TTYL
Waleed



3 Read again. Underline these things in the email:

- One sentence where you usually use 'I' before a verb, but Waleed doesn't.
- A letter that Waleed uses instead of a word.
- The short form of 'talk to you later' that you use at the end of an email.
- The short form of 'by the way' that you use to introduce a new topic.

Making your language informal in emails

In the email, you saw two ways that you can use language to show that your email is an informal email to a friend.

- Not using 'I' before a verb in sentences where you talk about your feeling helps to make your language informal.
- Using the short forms of words or phrases helps to make your informal email more direct and friendly.

14

- Read through the lesson objectives in the box with the class so that they know what to expect

UNIT 1

4 Match the short forms you can use in informal emails with their long forms.

- | | |
|---------|-----------------------|
| 1 BTW | ■ Talk to you, later! |
| 2 TTYL! | ■ Thanks |
| 3 Thank | ■ very |
| 4 v | ■ by the way |

Useful language

Short forms are usually the first part of a word, e.g. laughing out loud = LOL. Sometimes short forms are written the same way they sound, e.g. See you = CU, Thanks = Thank.

5 Think about your summer vacation. Make notes in the table.

the activities you did with your family	the activities you did with your friends	the activities you did to help other people

6 Write an email to a friend about your summer vacation. Use your notes from Exercise 5 and the expressions in the Useful language box. Write 80-100 words.

Check your writing

- Does your email ...
- include information about your summer vacation?
 - use informal language?
 - have correct spelling and punctuation?

Useful language

Hi / Hello,
How are you?
Let me tell you about ...
Tell me about ...
Write back soon.

Self-Assessment

Check your progress

- use vocabulary for summer vacation activities
- use the past simple tense
- use a flow chart to solve problems
- use adverbs of frequency to talk about the past
- use informal language in an email



15

4 Match the short forms you can use in informal emails with their long forms.

- Write *BTW* on the board and ask students what they think the long form is (*by the way*).
- Students match the other short forms and compare answers with a partner.

Answers: _____

1d; 2a; 3b; 4c

5 Think about your summer vacation. Make notes in the table.

- Ask students to copy the table into their notebooks.
- Read through the topics with the class, then ask students to make notes about at least one interesting thing they did for each topic. They can do this individually. If students can't think of something to write from their own experience, then they can make it up. Give students a couple of minutes to do this.

Answers: _____

Students' own answers.

6 Write an email to a friend about your summer vacation. Use your notes from Exercise 5 and the expressions in the Useful language box. Write 80-100 words.

- Elicit what the features of an informal email are (*informal greeting and signing off, friendly informal language*), and elicit examples of each from Waleed's email. Then read through the *Useful language* box with the class and remind students to use these phrases in their writing.
- Students write their email in class or for homework.
- Students peer-correct each other's work (at the beginning of the next lesson if they did the writing task for homework), checking for the bulleted points in Exercise 6 as well as sentences to introduce the topics and the list of items in Exercise 4.
- Students then rewrite their work before handing in for marking. Ask a few students to read their corrected work to the class. Encourage the class to ask follow-up questions.

Answers: _____

Students' own answers.

Self-Assessment

Learning objectives

- use vocabulary for summer vacation activities (Student's Book page 4)
- use the past simple tense (Student's Book page 7)
- use a flow chart to solve problems (Student's Book page 9)
- use adverbs of frequency to talk about the past (Student's Book page 11)
- write an informal language email (Student's Book page 14)



Self-Assessment is a proven way to encourage students to take ownership of their learning and become more aware of what they have understood well, and what they feel they need more practice or support in.

By carrying out extra practice at home or seeking additional support, they will start to feel more confident in their learning, which in turn, fosters independent learning. Allow more time for this first Self-Assessment in order to lay the foundations in helping students understand why self-assessment is very helpful both for your students and also for you in understanding which areas your class needs more support. You may wish to do part or all this section in the students' own language.

Next lesson

- Follow up on students' extra practice on their chosen lesson objective in the next lesson. Offer further support or guidance and congratulate any progress students make as this will help foster their independent learning and, eventually, their learning autonomy.

- 1 Explain that the statements in the box are called 'can-do statements' and write this on the board. Explain that they relate to the lesson objectives at the beginning of the lesson. The statement means that students 'can do' what it says in the lesson objective now they have finished the unit. However, sometimes they might not feel that they 'can do' what the statement says with confidence.
- 2 Put students into familiar pairs or small groups, with students they feel comfortable talking to. Read though the first learning objective with the class, then turn to the corresponding lesson (summer vacation activities vocabulary – page 4). Ask pairs/groups to discuss how confident they feel about being able to use this vocabulary now: Do they remember all the vocabulary? Can they use them in sentences? Or are there some items they still aren't sure about?
- 3 Ask students to discuss reasons why they might not have achieved the lesson objective. Suggest one or two ideas so that students understand that they can be open with themselves and each other in this section, e.g. they weren't able to do your homework; the activity was difficult; they couldn't hear the explanation well, the activity was too fast.
- 4 Give students 1–2 minutes to do this, then regroup as a class. Ask volunteers what they can do to improve their confidence with this learning objective. This might look like more practice, reviewing something in class, asking a partner for support, etc.
- 5 Repeat this step for all of the lesson objectives and ask students to focus on one of the objectives with which they feel they need more support/practice. Together in their groups, students help each other decide how best to work on the lesson objective. Ask students to spend time working on their lesson objective at home or ask for more support.

Hello!

Beyond Words

Year
1

Size 19 x 27 cm
Extent pp
Colour 4/4
Grammage 180/70 gm

English for Preparatory Schools

Hello! Beyond Words is a three-level course for preparatory schools designed to develop students' language, thinking, and study skills through **topic-based units** that present **engaging and real-world content**. Developed using **modern methodology**, the course complies with the **Ministry of Education's Curriculum for Preparatory Schools**.

Hello! Beyond Words equips students with the skills needed to communicate effectively in English by:

- presenting **language in context** in a way that is interesting and relevant.
- taking an integrated approach to developing each of the four skills (**reading, writing, listening** and **speaking**), with regular skills tips and practice opportunities.
- developing **Life skills** (such as critical thinking, problem-solving, intercultural awareness, collaboration, and digital literacy), which are essential for today's students in both study and the future world of work.
- fostering **personal development** and a sense of belonging in the community, Egypt, and the wider world.
- supporting students on their learning journey with regular **Self-Assessment** and **Review** sections.
- providing lively, realistic **audio material** recorded by native speakers.
- exposing students to a diverse range of **literature**, with a short work in every unit.



Hello for Egypt



Hello for Egypt

Components:

Student's Book

Teacher's Guide

Audio, accessed digitally via QR codes available in the book

Website (www.helloenglish.com.eg)

