4 School

Opener (SB pages 64-65)

• Ask students to read the title of the unit and say how it relates to the pictures. They may use L1. *(The title is 'School' and the pictures show children in different classroom and school settings.)*
• Ask students to look at the main picture on page 64 and tell you what the students are carrying. Then ask them to look at the three pictures on page 65 and tell you which one looks the most like their English classroom *(Students' own answers)*.

A
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words in the box and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Write the following structures on the board and tell students to use them when they talk about the pictures: *They are in …, I can see …, There is/are … .*
• Students discuss in pairs before discussing as a class.

Answers
Students' own answers
Suggested answers
Main picture: The children are in a playground. There is a school behind them.
Picture 2: They are in a classroom. There is/I can see a teacher/computer/keyboard/mouse.
Picture 3: They are in a classroom. There is/I can see a class/pencil.
Picture 4: They are in a classroom. There are/is/I can see pens/a teacher/board/lesson/class.

B
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to talk about their school and what they do there.
• Ask students to read the words in the box and explain anything they don't understand. Elicit that the words are all verbs. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Students discuss in pairs before discussing as a class. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask individual students to tell the class about their school and the things they do there. Continue until every student has had a turn. Make a note of any mistakes to go over with the class afterwards.

Answers
Students' own answers

Top Tip

Expand the discussion by bringing in pictures of different kinds of schools. For example, look for pictures and information online about Australia's 'School of the Air' (lessons by radio transmission for students who live far away from towns), and the Brooklyn Free School in the USA (students are allowed to choose any class they want; students make the school rules). Ask students what they think of the schools and if they would like to study there.

• Read out the unit summary and explain any unknown vocabulary. Ask students what they are looking forward to doing in this unit.

Lesson 1 (SB pages 66-67)

Reading: article, answering questions
Vocabulary: phrasal verbs: *find out, hand in, look up, pick up, write down*; easily confused words: *study / teach, class / year, lessons / subjects, children / students*
Grammar: *must / have to*
Listening: deciding if statements are true or false
Speaking: talking about what you must, mustn't and have to do in certain places

READING

Background information
Bangladesh is strongly impacted by climate change which has led to higher rainfall and more severe flooding. One third of Bangladesh floods annually during the rainy season, but extreme floods cover up to two thirds of the country. Every year, during the rainy season, hundreds of rivers swell and overflow onto the land. The rainwater erodes the riverbanks and destroys land-based schools. Thousands of schools are forced to close and many children miss school days. Shidhulai Swanirvar Sangstha came up with a clever solution. The 'floating school' goes to the students during the flooding so that children's education is not interrupted in areas that have been cut off by the floods. The organisation also runs a fleet of boats acting as libraries, adult education centres, clinics and solar workshops. All of the boats have solar panels that provide power for computers, lights and other equipment.

A
• Ask students to look at the main picture and tell you where they think the children are *(in a classroom/ school/on a boat)*.
• Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the article. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

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AmazingEng_1_Teachers_pg58-117.indd 73 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

• Ask students to skim the article and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
farmer: someone who has a farm (an area of land used for growing crops or keeping animals)
for example: used to show the type of thing that you are talking about and to explain what you mean
information: knowledge or facts about someone or something
it rains: water falls in drops from clouds in the sky
near: close to someone or something
problem: something that causes trouble or difficulty
stay: to remain in a particular place
usual: normal, common or ordinary

B
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the article, in detail this time, and answer the questions. Encourage them to write complete sentences for their answers.
• Ask students to read the questions and explain anything they don't understand.
• Tell students to underline the parts of the article that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers
1 It rains in Bangladesh from June to October. (*In Bangladesh from June to October, it rains a lot.*)
2 They have them on the boat schools. (*From June to October, ... students have their lessons on the boats.*)
3 There are 30 students. (*On every boat, there is a classroom for 30 students ...*)
4 They can find out information on the Internet or from books in the libraries on other boats. (*... students can use computers and find out information on the Internet. Students can also find out information from books in the libraries on other boats.*)
5 Grown-ups have lessons in the afternoons. *(These schools help grown-ups, too. There are lessons for them in the afternoons.)*

Amazing fact!
Read out the information. Explain it in L1 if necessary. Ask students if they think the boat health centres, farms, schools and libraries are a clever idea. Ask them what they would like to achieve by the time they turn 22.

VOCABULARY

A
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words in the box and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Explain that these words are phrasal verbs. Tell them a phrasal verb is a combination of a verb and a smaller word like a preposition, and that together these words have a particular meaning. Point out that they saw a phrasal verb in Unit 1, Lesson 3 about Anjana the chimp who helps to *look after* other animals, that is, she takes care of them.
• Ask students to read the sentences and explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Once answers have been checked, ask students to tell you what the phrasal verbs mean, in L1 if necessary.

Answers
1 look up *(look for information in a book or on a list, or on a computer)*
2 hand in *(give something to a person in authority, such as a teacher)*
3 pick … up *(go and meet someone and take them somewhere, usually in a car)*
4 write down *(write something on paper in order to remember or record it)*
5 find out *(learn about a fact or a piece of information)*

B
• Ask students to read the instructions and check that they understand what they have to do. Explain to students that the words in each pair are related and that they can be easily confused. Tell them that although the words are related, they are not the same and one cannot take the place of the other.
• Ask students to read the pairs of words and explain anything they don't understand. Check pronunciation by saying each of the pairs of words to the students and asking them to repeat after you. Correct where necessary.
• Ask students to read the sentences and explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Make sure students understand the differences between the words. Ask them to tell you what the words mean, in L1 if necessary.

Answers
1a study *(learn about a subject by reading and by going to school)*
1b teach *(help students to learn something, often in a school, by giving lessons)*
2a class *(a group of students who are taught together)*
2b year *(students who are grouped together because of their similar age and who enter a school in the same academic year)*
3a lessons *(periods of time in which students are taught about a subject at school)*
3b subjects *(areas of knowledge that you learn or teach in a school, for example English or maths)*
4a children *(young people who are not adults/ grown-ups)*
4b students *(people who are studying at a school)*

AmazingEng_1_Teachers_pg58-117.indd 74 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

Extra Task (for early finishers)
See photocopiable material on page 127.

GRAMMAR

See Unit 4 Lesson 1 in the Grammar Book for further explanation, example sentences and tasks.

Must / Have to
• Read through the grammar theory with the class and refer them to the tables on page 118 of their Student's Book.
• Ask students to look back at the article in Reading and to find and underline examples of *must* and *have to (From June to October, children **don't have to go** to school …, … in lots of villages women **must** always **stay** near their homes.).*

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand.
• Tell them to read the sentences carefully in order to understand the meaning, ie Is someone allowed or not allowed to do something? Is something necessary or not? Also tell them to be careful with the structures. Remind them that *must* does not take *to*. Refer them to the grammar theory and to the tables for form on page 118 of their Student's Book to help them if necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
1 don't have to
2 must
3 Does Tom have to
4 listen
5 mustn't
6 mustn't
7 Must they
8 doesn't have to

Extension activity

Ask students to work with a partner and say what they *must, mustn't, have to* or *don't have to* do every day.

Extra Task (for early finishers)
See photocopiable material on page 128.

LISTENING

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen and decide if the statements are true or false according to what they hear on the recording.
• Ask students to read the sentences and explain anything they don't understand.
• Ask them what they think the recording is about, based on the statements they have just read *(a school project)*.
• Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers
1F **2**T **3**T **4**T **5**F **6**F

See the recording script with justification underlined on page 156.

Extension activity

Ask students to correct the false sentences in Listening. Play the recording again if necessary. *(1 The students must do a project about an unusual school like the boat school. 5 They don't have to put photographs in their projects. 6 They must/have to hand in their projects next Monday.)*

SPEAKING

• Ask students to read the instructions and check that they understand what they have to do.
• Read the speech bubble out as an example, or ask a student to do so. Point out that they can use *you* to talk generally. Read out the three places in the list and explain anything they don't understand.
• Students work in pairs to talk about what they *must*, *mustn't* and *have to do* in the three places. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class what they *must, mustn't* and *have to do* in the places. Deal with any language mistakes and pronunciation problems that come up.

Answers
Students' own answers

Lesson 2 (SB pages 68-69)

Reading:	story, completing a text with the correct missing phrases
Vocabulary:	school-related words: *break, calculator, dictionary, exercise, timetable*; school subjects: *art, geography, history, maths, PE, science*
Grammar:	present continuous (affirmative)
Pronunciation:	*-ing*
Speaking:	talking about someone's timetable
Writing:	writing sentences about the timetable in Speaking

READING

A
• Ask students to look at the picture and tell you what they think has happened. Tell students they may use L1 *(an experiment has gone wrong)*.
• Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the story. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Ask students to skim the story to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later.

AmazingEng_1_Teachers_pg58-117.indd 75 08/02/2022 2:34 PM

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• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
experiment: a scientific test to study what happens in particular conditions
high school: the second level of education; in the UK, a school for children between the ages of 11 and 18
homeschool: educate children at home instead of in a school
loud bang: a sudden loud noise
mix: combine two or more things so that they become one
science kit: equipment to do science experiments with

B
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the story, in detail this time, and decide which phrase goes into each gap.
• Ask students to read the phrases and explain anything they don't understand.
• Tell students to read carefully before and after the gaps as they will find the clues they need there.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers
1e The word *there* after the gap refers to a place. Sentence e is the only one that mentions a place, *home*. It also ties in because together with information after the gap, *and do lessons there*, it explains what *homeschool* means.
2a A timetable is a plan of study and sentence a also talks about study. The sentences after the gap refer to who teaches them.
3c Sentence c, *they can find things out easily*, is the reason why *they often use the Internet* mentioned before the gap.
4b The logical reaction for someone who has been given a big box as a present is to look at it. Sentence b expresses this.
5d The logical next step after opening a box is to *take everything out of it*, expressed in sentence d. This would also allow them to *start mixing things together*, which is mentioned after the gap.

Amazing fact!
Read out the information. Explain it in L1 if necessary. Ask them if they find the information surprising. Ask them if they think it is a good idea for young children to go to university. Ask students if they would prefer to be homeschooled or attend a school.

VOCABULARY

A
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words in the box and the dialogues, and explain anything they don't understand.
• Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
1 calculator
2 dictionary
3 exercise
4 timetable
5 break

B
• Ask students to read the instructions and check that they understand what they have to do. Remind students that there are stickers in their book that they will use to complete the task.
• Ask students to read the words in the task and explain anything they don't understand. Elicit that the words are the names of school subjects. Make sure you explain that *PE* stands for *Physical Education*.
• Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Refer students to the back of their Student's Book, where they will find the stickers.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

Extension activity
If time permits, do a class survey. Write the school subjects on the board. Read them out one by one and ask students to raise their hand if they like the subject. At the end, add up the totals to see which subjects are the most and the least popular. Ask students why they like their favourite subjects.

Extra Task (for early finishers)
See photocopiable material on page 128.

GRAMMAR

See Unit 4 Lesson 2 in the Grammar Book for further explanation, example sentences and tasks.

Present continuous (affirmative)
• Read through the grammar theory with the class, but stop before the section on time expressions. Explain in L1 if necessary.

AmazingEng_1_Teachers_pg58-117.indd 76 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

• Refer students to the first row of the table and the spelling rules on page 118 of the Student's Book and make sure they understand that *to be* becomes *am/is/are* depending on the person and number, and that we have to change the ending of some verbs to add *-ing*.
• Read through the grammar theory for time expressions. Ask students to give you examples of things that are happening now, this evening and at the weekend.

A
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand. Tell them that the words in brackets are the verbs they need to use to form the present continuous. Refer them to the grammar theory and the table on page 118 of their Student's Book to help them if necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1	am going	**4**	are making
2	are swimming	**5**	is looking up
3	are having	**6**	is playing

B
• Ask students to read the instructions and check that they understand what they have to do.
• Refer them to the grammar theory to help them if necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class. Ask students which words helped them to choose their answers *(next year, on Friday, at three o'clock)*.

Answers
1, 3 & 6

Extension activity

Ask students to write two gapped sentences using the present continuous. One sentence must be about something that is happening now, and the other about a future plan. Tell them to leave a gap in place of the tense and to provide the verb in brackets, just as in A. They then swap with a partner and complete each other's sentences. Monitor and help with vocabulary and grammar. Make a note of any mistakes to go over with the class afterwards. Ask individual students to read out their sentences, and continue around the class until each student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Extra Task (for early finishers)
See photocopiable material on page 129.

JUST SAY IT!

A
• Ask students to read the instructions and check that they understand what they have to do.
• Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students discuss their answer in pairs before checking as a class. Once answers have been checked, play the recording again and have students listen and repeat.

Answers
No

B
• Ask students to read the instructions and check that they understand what they have to do.
• Have students say the words to a partner. Play the recording for students to check their pronunciation. Play the recording again and have students listen and repeat.

SPEAKING

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words in the box and explain anything they don't understand. Tell students they should use these words to help them do the task.
• Read the speech bubble out as an example, or ask a student to do so. Point out the use of the present continuous for actions that are happening now *(is doing, He's using)*. Tell them that by stating the time, they are placing Tony in the present (now), and not in the future.
• Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
• Students work in pairs to talk about Tony's lessons. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about one of Tony's lessons, and continue around the class until each student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers
Students' own answers
Example sentences:
It's ten o'clock. Tony is doing PE. He's playing basketball.
It's eleven o'clock. Tony is doing art. He's painting.
It's twelve o'clock. Tony is doing English. He's using a dictionary.
It's two o'clock. Tony is doing geography. He's using a map.
It's three o'clock. Tony is doing science. He's doing an experiment.

WRITING

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about Tony's lessons in Speaking.
• Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers
Students' own answers. Students can write the answers to the Speaking task, or write other sentences about Tony's lessons. For example, *It's twelve o'clock. Tony is learning English. He's looking up words in a dictionary*; *It's two o'clock. Tony is studying geography. He's drawing a map.*

AmazingEng_1_Teachers_pg58-117.indd 77 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

Lesson 3 (SB pages 70-71)

Reading: notices, answering questions with *yes* or *no*
Vocabulary: school trip-related words: *band, concert, museum, ticket, trip*; verbs: *bring, buy, leave, practise, return*
Grammar: present continuous (negative and question)
Listening: matching speakers to activities
Speaking: asking and answering questions about after-school activities

READING

A
• Ask students to look at the picture and ask them what they can see. They may use L1. Elicit that there are students who are reading notices on a board.
• Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the notices. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Ask students to skim the notices and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
classical: in this case, describes music written by composers such as Mozart and Beethoven
packed lunch: food in a box or bag that you take with you to school or work to eat for lunch
rock: in this case, describes music that developed from rock 'n' roll
soon: in a short time from now
until: up to the point in time or the event mentioned

B
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the notices, in detail this time, and then write 'yes' if the statement is true or 'no' if the statement is not true, according to the notices.
• Ask students to read the statements and explain anything they don't understand.
• Tell students to underline the parts of the notices that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers
1 no (*… a fun sports day …; … a school trip…; … school concert …*)
2 no (*Do you like running, jumping and playing ball games? Then bring your PE kit to school on Saturday 3rd March.*)
3 no (*Students in Year 8 …; … they are going on a school trip …*)
4 yes (*The students in the school band aren't playing classical music this year.*)
5 yes (*Are you coming to the concert? Then buy your tickets soon!*)

Extension activity

Ask students to work in pairs to discuss the three events and say which one they would like to go to. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Have a class discussion about the events and take a class vote to find the most popular event.

Amazing fact!
Read out the information. Explain it in L1 if necessary. Ask students if they have heard of Henry VIII, who was the King of England from 1509 to 1547. Tell them he was famous for many things, but most people remember him for having six wives.

VOCABULARY

A
• Ask students to read the instructions and check that they understand what they have to do. Explain that they must look in the notices to find the words for the descriptions and then complete the letters in the words. Tell them that by reading in context, they will be able to find the words.
• Ask students to read the descriptions and explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers
1 concert
2 ticket
3 museum
4 band
5 trip

B
• Ask students to read the instructions and check that they understand what they have to do. Explain that the words are all verbs.
• Ask students to read the verbs in the box and the sentences, and explain anything they don't understand.
• Check pronunciation by saying each of the verbs in the box to the students and asking them to repeat after you. Correct where necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
1 bring
2 leave
3 practise
4 return
5 buy

Extra Task (for early finishers)
See photocopiable material on page 129.

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AmazingEng_1_Teachers_pg58-117.indd 78 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

GRAMMAR

See Unit 4 Lesson 3 in the Grammar Book for further explanation, example sentences and tasks.

Present continuous (negative and question)
• Read through the grammar theory with the class and refer them to the table and spelling rules on page 118 of their Student's Book.
• Make sure they remember how to form the present continuous, ie *to be* becomes *am/is/are* depending on the person and number, and that we have to change the ending of some verbs before adding *-ing*.
• Ask students to look back at the notices in Reading and to find and underline the examples of the present continuous negative and question forms *(…they **aren't returning** to school until 3 pm, The students in the school band **aren't playing** classical music this year, **Are** you **coming** to the concert?).*
• Ask individual students (or the class) the following questions and have them reply using short answers.
(individual student) Are you learning English now? (Yes, I am.)
(individual student) Are you playing a video game at the moment? (No, I'm not.)
(individual student) Are your friends playing chess now? (No, they aren't.)
(to the class) Are we using a book in our lesson? (Yes, we are.)
(to the class) Is it raining now? (Yes, it is. / No, it isn't.)

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to use the negative or question forms of the present continuous.
• Ask students to read the sentences and explain anything they don't understand. Tell them that the words in brackets are the verbs they need to use to form the present continuous, and that for some sentences they are also given the subject of the sentence. Refer them to the grammar theory and the table on page 118 to help them if necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
1 Is Peter doing, is
2 Is Helen playing, isn't
3 am not bringing
4 Are the children coming, are
5 aren't running
6 aren't playing

Extension activity

Ask students to write a few of their own questions using the present continuous to ask their partner, who must reply with a short answer.

Extra Task (for early finishers)
See photocopiable material on page 129.

LISTENING

• Ask students to read the instructions and check that they understand what they have to do. Explain to them that they will listen to four different speakers talking about an activity they do, and that they must match each speaker to their activity.
• Ask students to read the activities and explain anything they don't understand.
• Check pronunciation by saying each of the activities to the students and asking them to repeat after you. Correct where necessary.
• Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers
1C **2**A **3**D **4**B

See the recording script with justification underlined on page 157.

SPEAKING

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must ask and answer questions about after-school activities with their partner.
• Ask students to read the questions and explain anything they don't understand.
• Read the speech bubbles out as an example, or ask two students to do so. Point out that the short answer is followed by a longer sentence that gives more information, and encourage students to do the same.
• Students work in pairs to ask and answer questions about after-school activities. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Deal with any language mistakes and pronunciation problems that come up.

Answers
Students' own answers

Top Tip

Time permitting, these pair work tasks can be turned into a class discussion, especially when the topic is one that appeals to all students. In this lesson, for example, the topic of after-school activities can be discussed, and a class survey taken to see which activity or activities are the most popular with the class.

Lesson 4 (SB pages 72-73)

Reading: article, circling the correct words
Values: doing well at school
Vocabulary: adjectives: *bored, cold, dry, excited, poor, rich, warm, wet*; verbs: *catch, change, dream, get, pay, share, think*
Grammar: present simple and present continuous
Speaking: talking about what people usually do and what they are doing today
Writing: writing sentences about the pictures in Speaking

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AmazingEng_1_Teachers_pg58-117.indd 79 08/02/2022 2:34 PM

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READING

A

• Ask students to read the title of the article *(School: a special place)* and to tell you why they think school is a special place. Tell students they may use L1.
• Ask students to read the instructions and check that they understand what they have to do. Explain that the words they need to find are in the article. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Ask students to skim the article to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
free: without cost or payment
place: a particular area, town, country, etc
take: need a particular amount of time to do something
the next time: the time that comes after this one
way: the journey or distance from one place to another

B

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the article, in detail this time, and then circle the correct words in the sentences, based on the information in the article.
• Ask students to read the sentences and explain anything they don't understand.
• Tell students to underline the parts of the article that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers
1 isn't (... *in some countries, school isn't free.*)
2 sons (*In these countries, only boys go to school.*)
3 walk a long way (*In poor countries, it's often a long way to school and children sometimes have to walk for more than an hour!*)
4 books (*They sometimes have to share books ...*)
5 better (*In other countries, some schools don't have classrooms and the children have lessons outside; In poor villages, children often have to sit on the floor because there aren't any chairs; They sometimes have to share books with other students too; You are luckier than they are.*)

VALUES

• Read out the text in the box and explain anything students don't understand.
• Ask students to discuss the question in pairs. They may use L1. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
• Ask individual students to tell the class why they think it's important to do well at school.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Compare 60 million to the population of the students' country, for example, *It's approximately six times the population of Greece; the same size as the population of Italy*, etc. Tell them to imagine a country that has no schools at all. Ask students if they have heard of UNESCO *(The United Nations Educational, Scientific and Cultural Organisation)* and tell them it does a lot to help school-age children in poor countries. Ask them how they would feel if they could never go to school, and how they think this would affect their lives.

VOCABULARY

A

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to find the opposites of the words in the article.
• Ask students to read the words in the task and explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words and their opposites to the students and asking them to repeat after you. Correct where necessary.

Answers
1 poor
2 warm
3 dry
4 bored

B

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words in the box and explain anything they don't understand. Elicit that the words are all verbs.
• Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
• Ask students to read the words in the sentences and explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.
• Once the answers have been checked, draw students' attention to the items that take prepositions *(dream of, get to, think about, pay for)*. Explain to students that verbs sometimes require a preposition like *of, to, about, for, in, on*, etc, and that they should make a note of these if they are keeping a vocabulary notebook.

Answers
1 catch
2 dream
3 get
4 share
5 think
6 pay
7 change

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AmazingEng_1_Teachers_pg58-117.indd 80 08/02/2022 2:34 PM

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Extension activity

Ask students to work in pairs. They ask and answer the three questions from B *(Do you dream of meeting someone famous? How do you get to school? Do you think about how lucky you are?)*. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students for their answers and go around the class until everyone has answered a question. Deal with any language mistakes and pronunciation problems that come up.

Extra Task (for early finishers)
See photocopiable material on page 130.

GRAMMAR

See Unit 4 Lesson 4 in the Grammar Book for further explanation, example sentences and tasks.

Present simple and present continuous
• Tell students that in this lesson they will revise the present simple and the present continuous, and look at the differences between them.
• Read through the grammar theory with the class. Ask them for examples of the present simple used to talk about general truths, things we do often and permanent situations. Then ask for examples of the present continuous used to talk about things that are happening now and about future plans. Write them on the board.

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand. Elicit that they need to decide each time if the present simple or the present continuous is correct. Refer them to the grammar theory to help them if necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
1 Are they writing
2 learn
3 is walking
4 isn't going
5 sit
6 Do you share

Extra Task (for early finishers)
See photocopiable material on page 130.

SPEAKING

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the prompts and explain anything they don't understand.
• Read the speech bubble out as an example, or ask a student to do so. Point out the present simple *(walks)* with *usually*, and the present continuous *(is going)* for what is happening today.
• Students work in pairs to talk about the pictures. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to talk about the pictures. Deal with any language mistakes and pronunciation problems that come up.

Answers
1 They usually use a computer. Today they're reading books.
2 They usually read about science. Today they're doing a science experiment.
3 She usually does (her) homework at five o'clock. Today she's playing the piano (at five o'clock).

WRITING

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about the pictures in Speaking.
• Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers
Students' own answers. Students can write the answers to the Speaking task, or write other sentences about the pictures. For example, *He walks to school on nice days. Today it's raining. He's going to school in his dad's car.*

Skills Building (SB pages 74-75)

Grammar: *too / enough*
Listening: listening to the whole dialogue before choosing the correct pictures
Speaking: using *because* to explain your opinion
Writing: using the correct verb forms; writing a paragraph about after-school activities

GRAMMAR

See Unit 4 Lesson 5 in the Grammar Book for further explanation, example sentences and tasks.

Too / Enough
• Read through the grammar theory with the class. Write the following gapped sentences on the board and ask students to complete them with *too* or *enough*.
She is ____ poor to go to that school. (too)
She runs ____ slowly to be in the team. (too)
There aren't ____ books for all the students. (enough)
You don't play the piano well ____ to be in our band. (enough)
Jack can't go to the party. He isn't old ____. (enough)

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand.
Refer them to the grammar theory to help them if necessary.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

AmazingEng_1_Teachers_pg58-117.indd 81 08/02/2022 2:34 PM

HAMILTON HOUSE

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Answers
1 too
2 enough
3 too
4 enough
5 too
6 enough

Extra Task (for early finishers)
See photocopiable material on page 130.

LISTENING

DO IT RIGHT!

• Ask students to read the information in *Do it right!* and explain anything they don't understand.
• Choose a student to explain the tip in his/her own words, in L1 if necessary.
• Stress the importance of listening to all of the dialogue before choosing the picture they think is the answer. Tell them this is important because they will probably hear something about all three pictures in the recording, and if they choose an answer too early on, they may choose the wrong one.

A
• Ask students to read the instructions and check that they understand what they have to do. Explain that they will hear a dialogue about the activities in the pictures and that they must number them from 1 to 3, in the order in which they hear about them.
• Ask students to look at the pictures and tell you what they see *(playing chess, studying, playing basketball)*.
• Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers
1B **2**C **3**A

See the recording script with justification underlined on page 157.

B
• Ask students to read the instructions and check that they understand what they have to do. Explain that they must answer the question about what the girl is doing in the afternoon and that they should listen to all of the dialogue before answering the question.
• Play the recording for students again. Students work individually to complete the task, before checking the answer as a class.
• Once the answer has been checked, stress again the importance of listening to all of the dialogue before choosing their answer.

Answer
A

See the recording script with justification underlined on page 157.

C
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to tell you again the order in which the activities are mentioned (*doing homework, playing basketball, playing chess*) before they answer the question.
• Students work individually to complete the task. They then check their answer in pairs before checking as a class.

Answer
No, it isn't. (It's the last activity we heard about.)

D
• Ask students to read the instructions and check that they understand what they have to do. Explain that they will hear five dialogues about the activities and things in the pictures and they must tick the correct box according to what they hear.
• Ask students to read the questions and look at the pictures, and explain anything they don't understand. Remind them to listen to all of the dialogue before they choose their answer.
• Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers
1A **2**C **3**B **4**A **5**C

See the recording script with justification underlined on page 157.

Extension activity

Ask students to tell you the order in which the pictures were mentioned in each question. Play the recording again if necessary. *(1 C B A; 2 B C A; 3 C B A; 4 B C A; 5 A B C)*

SPEAKING

DO IT RIGHT!

• Ask students to read the information in *Do it right!* and explain anything they don't understand.
• Choose a student to explain the tip in his/her own words, in L1 if necessary.
• Write the following sentence stems on the board and explain anything students don't understand. Ask students to complete the stems using *because*. When they are ready, ask individual students to read out one or two of their sentences.
I like being in the band (because it's fun.)
I can't do PE today (because I don't have my PE kit.)
I must take my dictionary to school today (because I have an English lesson.)
I enjoy having lessons with [your favourite teacher's name] (because they're never boring.)
• Stress the importance of using *because* to say why you like or want to do something.

• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the phrases in the box and explain anything they don't understand. Remind them

AmazingEng_1_Teachers_pg58-117.indd 82 08/02/2022 2:34 PM

HAMILTON HOUSE

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to use *because* to say why they like or want to do something. Remind them also to use the correct verb form each time. Revise by writing the structures on the board:
I like/don't like + noun / gerund
I enjoy + noun / gerund
I must/mustn't + bare infinitive
I can/can't + bare infinitive
• Read the speech bubble out as an example, or ask a student to do so. Students work in pairs to talk about lessons and activities at school. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about the lessons and activities at their school. Go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers
Students' own answers

WRITING

DO IT RIGHT!

• Ask students to read the information in *Do it right!* and explain anything they don't understand.
• Choose a student to explain the tip in his/her own words, in L1 if necessary.
• Refer students back to the structures they used in Speaking.
• Stress the importance of making sure they use verbs correctly. Remind them that some verbs need gerunds after them and others need bare infinitives.

A
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand. Remind them to choose the correct verb form by looking at the words before it. Write *I am good at + noun / gerund* and *I hate + noun / gerund* under the other structures from Speaking.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
1 playing
2 eat
3 dance
4 learning
5 studying
6 be

B
• Ask students to read the instructions and check that they understand what they have to do. Tell them to look at the list of structures on the board if they need help with the verb forms.
• Ask students to read the paragraph and explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
Line 2: *run → running*
Line 4: *play → playing*
Line 6: *practising → practise; play → playing*
Line 7: *playing → play*
Line 9: *spell → spelling*

C
• Ask students to read the instructions and check that they understand what they have to do. Remind them to use the correct verb forms and *because*, and to look back at the model paragraph in B if they need help. Tell them that the plan will help them with the content of their paragraphs.
• Go through the plan with the students and explain anything they don't understand.
• Remind students to check their spelling and punctuation when they finish.
• Assign the task for homework.

Answers
Students' own answers
Model answer
After-school activities
On Monday and Wednesday, I play football at the stadium near my house. I like football because I play with my friends. I also play tennis every Saturday morning. I'm not very good at it because it's a new sport for me, but I try hard! On Tuesday and Thursday, I have English lessons. I like learning English because I can understand my favourite songs. Every Friday, I have piano lessons after school. I don't like them because they're boring!

Review 4 (SB pages 76-77)

• Remind students that there is a review at the end of each unit. Tell them that Review 4 revises the material they saw in Unit 4.
• Remind students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Review section is not a test.

Vocabulary Revision

Lesson 1: phrasal verbs
• Revise the phrasal verbs (*find out, hand in, look up, pick up, write down*) by writing sentence halves on the board and asking students to match them.

You can look	*out lots of information online.*
You must write	*in my homework to my teacher.*
I always hand	*up that word in the dictionary.*
Dad is picking	*me up at three o'clock today.*
You can find	*down the answers in your notebook.*

(You can look up that word in the dictionary. / You must write down the answers in your notebook. / I always hand in my homework to my teacher. / Dad is picking me up at three o'clock today. / You can find out lots of information online.)

Lesson 1: easily confused words
• Revise the easily confused words (*study / teach, class / year, lessons / subjects, children / students*) by asking students the following questions. Accept all logical answers.
Do you study maths at school?

AmazingEng_1_Teachers_pg58-117.indd 83 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

Who teaches you English?
How many students are in your English class?
What year are you in at school?
When do you have English lessons?
What is your favourite subject?
How many children are in your family?
How many students are at your school?

Lesson 2: school-related words & school subjects
• Revise the school-related words and school subjects *(break, calculator, dictionary, exercise, timetable; art, geography, history, maths, PE, science)* by writing each word on the board and asking individual students to tell you what they mean, in L1 if necessary.

Lesson 3: school trip-related words
• Revise the school trip-related words *(band, concert, museum, ticket, trip)* by writing them on the board and asking students which words are related to music *(concert, ticket, band)*, which is a place where you can learn about the past *(museum)*, and which is a fun thing for classes to go on *(trip)*.

Lessons 3 & 4: verbs
• Revise the verbs *(bring, buy, catch, change, dream, get, leave, pay, practise, return, share, think)*. Write them on the board. Then choose verbs at random and ask individual students to give you sentences using them. Continue until all the verbs have been covered and all students have had a turn.

Lesson 4: adjectives
• Revise the adjectives *(bored, cold, dry, excited, poor, rich, warm, wet)*. Write them on the board in random order and ask students to match the opposites and to tell you what they mean. *(bored-excited, cold-warm, dry-wet, poor-rich)*

Grammar Revision

Lesson 1: must / have to
• Write *must, mustn't, have to, has to, don't have to* and *doesn't have to* on the board. Tell students to use three of them in sentences about their school. Give them enough time to write their sentences and then ask them to read them out.

Lessons 2 & 3: present continuous (affirmative, negative, question)
• Write the following prompts on the board and ask students to write complete sentences using the present continuous.
not do / an experiment / today (We aren't doing an experiment today.)
they / sing / in the classroom / ? (Are they singing in the classroom?)
he / not go out / tonight (He isn't going out tonight.)
I / study / at the moment (I'm studying at the moment.)
she / have / a maths test / next week (She's having a maths test next week.)
• Tell students to give you short answers to these questions.
Are you enjoying your English lesson today? (Yes, I am. / No, I'm not.)
Is it raining outside? (Yes, it is. / No, it isn't.)
Are your friends playing tennis now? (Yes, they are. / No, they aren't.)

Lesson 4: present simple and present continuous
• Write the following time expressions and adverbs of frequency on the board in random order: *always, every day, never, often, on Saturdays, sometimes, usually, at the moment, next year, now, this afternoon, tomorrow, tonight*. Choose one at a time and ask students which tense, present simple or present continuous, it is used with (*Present simple: always, every day, never, often, on Saturdays, sometimes, usually; Present continuous: at the moment, next year, now, this afternoon, tomorrow, tonight)*. Then write the following gapped sentences and verbs on the board and ask students to complete them with the correct tense.
[Does she write] emails every day? (she write)
Jack [is studying] at the library now. (study)
Mark and Tim [aren't playing] tennis this afternoon. (not play)
She always [listens] to the teacher. (listen)
[Are you using] your calculator at the moment, Mary? (you use)
Mum [doesn't enjoy] listening to rock music! (not enjoy)

Skills Building: too / enough
• Write the following sentences on the board and ask students to choose the correct option. After you have checked the answers, ask students to write two sentences of their own using *too* and *enough*. Ask students to read them out. Go over any mistakes with the class.
It's enough / too cold in here. (too)
Are there books enough / enough books for the students? (enough books)
He is too tall / tall enough to play basketball. (tall enough)
She does her homework too slowly / slowly enough. (too slowly)

• Students are now ready to do Review 4.
• Set a time limit and let students know every so often how much time they have left to complete the questions.
• Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Answers
Vocabulary
A
1S **2**T **3**S **4**S **5**P **6**S **7**P **8**S **9**S **10**T

B

1	warm	**5**	ticket
2	year	**6**	poor
3	lessons	**7**	pay
4	breaks	**8**	catch

C
1a **2**b **3**a **4**b **5**a

D
1g **2**h **3**b **4**f **5**d **6**e **7**a **8**c

Grammar
A

1	have	**4**	to
2	must	**5**	not
3	Does	**6**	has

AmazingEng_1_Teachers_pg58-117.indd 84 08/02/2022 2:34 PM

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B

1	work	**5**	Are you buying, am
2	Do you take, don't	**6**	isn't going
3	is catching	**7**	Are they learning, are
4	speaks	**8**	doesn't sit

C

1	rich enough	**4**	too noisy
2	too wet	**5**	enough books
3	well enough	**6**	too slowly

NOW WATCH THIS!

• Ask students to read the questions and explain anything they don't understand.
• Play the video. Students work individually to complete the task. Play the video again if necessary. Students check their answers in pairs before checking as a class.

Answers
At school, Kelly does English, works in the library and shares information, and has music lessons. Her favourite subject is music.

• Once the answers have been checked, ask students the following questions:
How do you feel at the end of summer?
Are you excited to go back to school on Mondays?
What do you do with your friends at school?
What is your favourite subject?

Answers
Students' own answers

Song (SB page 77)

• Tell students that the song in this unit is about different kinds of lessons. Please follow the procedure outlined in the Welcome unit on page 26 of this teacher's book.

Answers
A

1	doing	**4**	using
2	having	**5**	reading
3	using	**6**	having

B

1	school	**4**	experiment
2	lesson	**5**	science
3	things		

C
5
2/6
1
4
6/2
3

Students are now ready to do Quiz 4 and Progress Test 2 in the *Test Book*.

CLIL (SB page 78)

Computer studies
• Draw students' attention to the topic of the CLIL lesson. Ask them if they do this subject at school. Ask them if it's an important subject, and to explain why or why not.

A
• Ask students to read the instructions and check that they understand what they have to do. Explain that they must listen and number the objects in the order they hear them mentioned.
• Ask students to read the names of the objects and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers
1b **2**d **3**c **4**a

B
• Ask students to read the instructions and check that they understand what they have to do. Explain that they have to match the items in the columns to form phrases that are commonly used when we talk about computers and the Internet.
• Read out the words in the task and explain anything students don't understand.
• Students work individually to complete the task.
• Play the recording from A for students again for them to check their answers.
• Once answers have been checked, check pronunciation by saying each of the phrases to the students and asking them to repeat after you. Correct where necessary.

Answers
surf the Net
turn on a computer
click on an icon
scroll up/down a page
shut down a computer

C
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must label the icons and then they must tell their partner which things they like using.
• Ask students to read the words in the box and explain anything they don't understand.
• Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
• Students work in pairs to label the icons. Check answers to this part of the task before they proceed to the discussion.
• Students work in pairs to tell each other which things they like using. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about which things

HAMILTON HOUSE

AmazingEng_1_Teachers_pg58-117.indd 85 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

they like using. Go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers
1 messages
2 emails
3 Facebook
4 Instagram
5 YouTube
6 Snapchat
7 video chat
Students' own answers about which things they like using

PROJECT

• Ask students to read the instructions and check that they understand what they have to do. Tell them they can present their project in different ways. They may like to present their results in a graph showing the different things computers are used for and how many hours are spent on computers, or they may wish to write a few sentences about each student they surveyed.
• Tell them to decorate their work as it will be displayed on the classroom walls.
• Give students time to ask their classmates about what they use computers for and how many hours a day they spend on a computer, and to record the information.
• Assign the presentation of the information for homework.

Culture (SB page 79)

Schools in different countries
• Draw students' attention to the topic of the Culture lesson. Ask them what they know about schools in different countries, perhaps from TV programmes or films they have seen.

A
• Ask students to read the instructions and check that they understand what they have to do. Tell them they only need to guess which countries they think the classrooms are in at this stage as they will have an opportunity to read about the schools later. Tell them not to read ahead.
• Students may discuss in pairs before discussing as a class.

Answers
Students' own answers

B
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the paragraphs 1-3 and match them with the photos a-c.
• Tell students not to worry about new words at this stage as they should still be able to find the answers.
• Students work individually to complete the task. Tell them to underline the parts of the paragraphs that have the answers. They then check their answers in pairs before checking as a class.
• Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers
1c **2**a **3**b

C
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the best heading for each paragraph.
• Ask students to read the headings and explain anything they don't understand.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers
1 Schools in the jungle
2 Schools without books
3 Every lesson is different

D
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the questions and explain anything they don't understand.
• Students work in pairs to ask and answer the questions. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to answer the questions. Go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers
Students' own answers

NOW TAKE IT HOME!

• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to tell their family about the schools, say which one is their favourite and explain why. Remind them to use *because* to explain their reason(s).

The Amazing Kids (SB pages 80-81)

Episode 4: Dr Dark's computer
• Regardless of whether you are using the IWB or the Class Audio, follow these instructions.

• Ask students to look at pages 80 and 81 of their Student's Book and to work in pairs. Tell them to look at the pictures only and to tell you in which two places the episode takes place *(at Dr Dark's house and at the school)*.
• Ask students to suggest what might be happening.
• Make sure each student has a photocopy of *The Amazing Kids Episode 4 Worksheet* that can be found on page 151.

What do you remember?
• Ask students to work in pairs to do the task to encourage discussion. Tell them the questions are about Episode 3 in Unit 3. Explain anything they don't understand. Check answers as a class.

HAMILTON HOUSE

AmazingEng_1_Teachers_pg58-117.indd 86 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

Answers
1 He takes Rocky to his house.
2 Dash finds Rocky.
3 Yes, they do.
4 Dr Dark.

Before the episode
• Ask students to read the instructions and check that they understand what they have to do. Ask students to read the sentences and explain anything they don't understand.
• Ask students to work in pairs to do the task to encourage discussion. Tell them to look very carefully at the pictures in their books to find the answers. Students then check their answers in pairs before checking as a class.

Answers
1 can't
2 leaving
3 opens
4 looking
5 knows

• Play the whole episode without interruption before students do any more tasks on the worksheet. Ask students to watch or listen to the episode carefully.

During the episode
• Ask students to look at the task so they can work out what information they need to find when they watch or listen to the episode for the second time.
• Play the whole episode without interruption again and ask students to watch it or follow it in their books.
• Give students a few minutes to complete the task and ask them to check their answers with a partner. If necessary, play the episode again and ask students to complete any unanswered items, before checking answers as a class.

Answers
1 no (Cat turns off the light so Dr Dark can't use his camera.)
2 yes *(Dr Dark can't leave his house.)*
3 no (*And they aren't in his desk.*)
4 yes (*The superpowers are safe at my restaurant. A man is coming to see me tomorrow.*)
5 no (Dr Dark's name is Dwayne. Dr Dark's brother's name is Dylan.)

After the episode
• Assign the roles of Rocky, Dash, Feather, Cat and Dr Dark to different students and ask them to read the story out loud. Time permitting, repeat until all students have had a turn.
• Explain any vocabulary students don't know and correct their pronunciation where necessary.
• Ask students to discuss the questions in pairs, before discussing as a class. Students may need to use L1.

Answers
Students' own answers

HAMILTON HOUSE

AmazingEng_1_Teachers_pg58-117.indd 87 08/02/2022 2:34 PM

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية

تم تحميل هذا الملف من موقع ومنتديات صقر الجنوب التعليمية

للمزيد من المواضيع التعليمية

الشاملة لجميع المناهج في الوطن العربي

ابحث في

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عن

منتديات صقر الجنوب

هذا العمل منقول :. تجميع وتنسيق منتديات صقر الجنوب التعليمية