



KSA Edition



Gateway

Teacher's Book

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Garnet
EDUCATION

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5. The Special Guest p. 101	<ul style="list-style-type: none"> To use quantifiers: <i>some, lot of, any, a few, a little</i>. To use <i>would like</i> to express preferences on food. To talk about dishes from different countries. To discriminate specific sounds in English. To research typical regional dishes. To complete an ad on food. To review and practice language in a game. To listen to and say a chant. 	Food and restaurants mustard / salt / ketchup cream / mayonnaise sugar / honey / lobster mangoes / sweet potato octopus / raspberries shrimps / squid / turkey good / bad / well hot / cold / spicy prepare / cook / serve eat / drink	Infinitive for future <i>I'm going to do my homework.</i> Quantifiers <i>There is a lot of spaghetti.</i> <i>There isn't any cheese.</i> <i>There is a lot of ice-cream.</i> Would/wouldn't like... <i>Alex would like lots of ketchup on his burger.</i> <i>Kate would like a few tomatoes on her salad.</i>	"ou" or "ow" <i>house / cow</i> <i>cloud / arrow</i> <i>down / clown</i> <i>bounce</i>	A Delicious Feast!
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UNIT	AIMS	VOCABULARY	LANGUAGE	PHONICS	CHANTS
6. The New Teacher p. 129	<ul style="list-style-type: none"> To use <i>must/mustn't</i> to express obligation. To make a poster of classroom rules. To express permission using <i>be/not be allowed to</i>. To write and illustrate a joke. To talk about behaving in different places. To discriminate specific sounds in English. To review and practice language in a game. To listen to and say a chant. 	Vocabulary related to school and school rules arrive / raise / bring / help cheat / have / listen / work speak / use	Must/mustn't for obligation <i>We must say "Please".</i> <i>We mustn't interrupt others.</i> Allowed/not allowed to... <i>I'm not allowed to have a cell phone. I'm allowed to have a laptop.</i>	"ar" <i>yarn / card</i> <i>star / car</i>	Mr Gray!
7. The Secret Message p. 151	<ul style="list-style-type: none"> To review simple present vs simple past. To practice commands. To review simple present, simple past and present progressive. To practice prepositions of place. To ask and give directions. To discriminate specific sounds in English. To write a secret message. To review and practice language in a game. To listen to and say a chant. 	Vocabulary related to places and directions off / up / through / across down / onto / over / past into / out of / turn left turn right / go straight ahead	Prepositions <i>Ben walked through the woods. He climbed over the wall.</i> Commands <i>Go straight ahead. Go past the school and turn left.</i>	Final letters "mp" <i>jump / hump</i> <i>camp / lamp</i>	The Gateway Chant!
8. The Urgent Call p. 173	<ul style="list-style-type: none"> To use <i>will/won't</i> to describe future consequences. To talk about cause and effect. To identify a problem and suggest solutions and their effects. To discriminate specific sounds in English. To write a list of ways to help the environment. To review and practice language in a game. To listen to and say a chant. 	Environmental issues trash / air pollution / noise acid rain / oil spills / waste chemicals / deforestation	<i>Fish, birds and other animals will die.</i> <i>Many animals won't have a home anymore.</i> <i>They will get fit.</i> Cause and effect <i>Chemicals destroy plants and trees. Birds fly away to survive.</i>	"ir", "ur", or "er" <i>bird / nurse</i> <i>fern / skirt</i> <i>purse / perch</i>	The Most Beautiful Place
9. The Future p. 195	<ul style="list-style-type: none"> To use <i>will/won't</i> for predictions. To describe non-physical characteristics in a person. To use <i>might</i> for future plans. To review <i>Wh-</i> question words + <i>will</i>. To discriminate specific sounds in English. To make predictions about someone's future. To review and practice language in a game. To listen to and say a chant. 	Adjectives to describe a person's personality funny / hard-working / shy selfish / honest / lazy artistic / stubborn / kind sociable / enthusiastic reliable / independent friendly / curious thoughtful / generous etc.	Will/won't for future plans <i>Aisha will study Medicine when she grows up.</i> Will for predictions <i>My friend Zahra will live in the Amazon.</i> Describing someone <i>I am kind and generous.</i> Might <i>I might study English next year.</i>	"er" <i>hammer</i> <i>ladder</i> <i>painter</i> <i>waiter</i> <i>letter / better</i> <i>slipper / flipper</i> <i>winter</i> <i>summer</i> "or" <i>doctor / tailor</i>	Gramps
10. The Farewell p. 217	<ul style="list-style-type: none"> To offer help with <i>will</i>. Zero conditional To ask for and offer solutions. To discriminate specific sounds in English. To write about a good friend. To make a collage of things to do during vacation. To review and practice language in a game. To listen to and say a chant. 	Verb review get / do / bring / buy / be make / move / tidy up look / study / have / wash hang / work / waste	Offering help and solutions <i>We don't have a cake.</i> <i>Don't worry. I'll buy one.</i> <i>The windows are filthy. I'll clean them.</i> Zero conditional <i>If we study very hard, we get excellent grades.</i>	"ear" or "eer" <i>hear / cheer</i> <i>tear / deer</i> <i>beard / sneer</i>	Farewell!
Review 2 p. 239		Script p. 254			
Tests p. 244					

Gateway 5

Introduction

Gateway is a four-skill, seven-level primary series that takes students on a fascinating journey through exciting and colorful settings. The course is designed for schools with 5–8 hours of English classes a week. It covers all basic vocabulary, grammar, and functional language so that students acquire English naturally in the context of their everyday lives.

The characters and unit topics of *Gateway 5* have been carefully chosen to reflect the interests and preoccupations of 10–11 year-olds. The book uses a range of characters who move through a series of interesting settings, such as a rainforest and secret messages. Each unit finishes with a character telling the students to go to the next unit. In this way, students feel that they are accompanying the characters on their journey through the course.

Components of the course

Student's Book: This book is used to present all the new language and includes a range of practice activities to develop language skills (picture stories, chants, puzzles, listening and reading activities, etc.). Texts and chants tap into students' interests and knowledge in their first language (L1) and are accompanied by tasks that are challenging, but achievable. The Student's Book also provides plenty of opportunities for speaking practice, usually in the form of pairwork/dialogs based on a model. There are ten main units and two Review spreads (one after every five units). The Review spreads not only revise and consolidate the language that has been covered, but also help to highlight language points that students need to practice more.

A note on using the students' first language

There are several occasions when you may need to use the students' first language. For example:

- in the warm-ups at the beginning of the class
- if you have to explain difficult vocabulary
- to check understanding of new structures

Activity Book: This is an essential supplement to the Student's Book, providing additional practice to review and consolidate the language covered. The Activity Book has one page for each lesson in the Student's Book. Each unit ends with an *I can...!* section, which encourages students to review what they have learned in the unit, and a *Do and Share!* project/craft activity to consolidate learning. All these projects have been designed to stimulate students' imagination and creativity, so that they revise and use new language in meaningful and authentic contexts.

Online audio: The online audio has recorded models of all the new language in the course. The recordings also provide an essential aid to reading development. As they listen and follow the cartoon stories and chants, students acquire an understanding of the relationship between sound and the written word. (Note: the audio is available on the Gateway website: www.garneteducation.com/gatewayksa.)

Teacher’s Book: As well as the introduction, this Teacher’s Book has detailed teaching notes for every lesson. Each lesson is presented as follows:

- Display panel showing the lesson objectives, materials required, and new vocabulary, functions, and language
- Interleaved copies of the relevant pages of the Student’s Book
- Easy-to-follow lesson notes for each activity, with full answers where necessary
- Notes for extension activities, to be used when there is time available at the end of the lesson
- Suggested homework assignments and a task card containing a communicative activity related to the unit
- Guidance on classroom procedures and approaches, tailored to teachers of children aged 10–11, which build up into a Teacher’s Knowledge Bank (see page 8 for more details)

At the end of the Teacher’s Book there are ten photocopiable tests, which can be given after every unit to assess students’ understanding in a more controlled way.

Motivational stickers: This is a sheet of stickers in the Student’s Book, to be used at the end of every unit to help give students a sense of achievement and progress.

Grammar Book: Each level of *Gateway* includes a supplementary Grammar Book designed to encourage students to find and reflect on patterns that they have already encountered in the course, and then practice using these patterns. Each book has ten units which correspond to the Student’s Book units. Each unit contains sections for the parent/teacher as well as the student material, which includes clear, targeted presentation of grammar features along with several practice activities.

Reference to the relevant section of the Grammar Book is given on each unit opener page in this Teacher’s Book. The answers for the activities are at the back of the Grammar Book. The Grammar Book activities can be set at any point within the unit according to where you think they fit best in the timeframe of the lessons. The references to Grammar Book sections are for guidance only; it is possible to set the Grammar Book activities at other points in the course depending on your class and your available class time.

Phonics: Phonics Book 2 is designed to accompany *Gateway* Levels 4, 5, and 6. This book covers individual sounds, combined sounds, and spelling rules and tips in a structured and fun way. The book is accompanied by online audio to model the sounds covered. The online materials also include photocopiables and teacher’s notes for engaging class games and activities to support the content of the book.

Reference to the relevant sections of the Phonics Book is given on each unit opener page in this Teacher’s Book. The answers for the activities are at the back of the Phonics Book. The Phonics Book activities can be set at any point within the unit according to where you think they fit best. The references to Phonics Book sections are for guidance only; it is possible to set the Phonics Book activities at other points in the course, depending on your class and your available class time.

Unit structure

Each of the ten main units follows a similar pattern. The first three lessons introduce vocabulary and language to talk about the unit topic and provide practice activities. Lesson 4 is focused on reading and listening skills development, in the form of cartoon comic-book type stories. Lesson 5 introduces a game and a chant to recycle language and skills from the unit. A summary of the unit structure is shown below. The Student's Book content for each lesson is reinforced and extended in the Activity Book.

Lesson 1:	Vocabulary presentation
Lesson 2:	Grammar/language presentation
Lesson 3:	Grammar/language presentation
Lesson 4:	Language extension Reading/listening/writing practice
Lesson 5:	Game/Chant

21st Century Skills

A key element of the *Gateway* course is the inclusion of links to 21st Century Skills. These are clearly highlighted in the Student's Book and Activity Book with the 21st Century Skills logo. The skills practiced in the *Gateway* course include:

- Ways of thinking: creativity, critical thinking, problem-solving, decision-making, and learning
- Ways of working: communication and collaboration
- Tools for working: information and communications technology and information literacy
- Skills for living in the world: citizenship, life and career, and personal and social responsibility

Many of these skills are further explored in the other *Gateway* components.

Links to other areas of the curriculum

In most units there is a "Gateway" link to another area of the curriculum, for example, Math, Art, or Social Studies. Many units also contain a "Gateway to Values" link, which helps students understand moral and societal duties – for example, the importance of valuing friends.

Teaching approach

Integrated learning

Gateway provides an integrated approach: all the activities are related to a unit topic and "take place" in the special setting for that unit. The course makes full use of chants, stories, puzzles, craft activities, role play, and other activities to provide varied and engaging lessons.

Structured learning

The five lessons in each unit follow the same pattern, so that students become familiar with the approach and feel the security of routine, which is so important for this age group. Within this familiar context students feel confident to explore English and extend their abilities and skills. Within the pattern of each unit there is plenty of variety in terms of activities, games, and chants to ensure that the sense of routine never becomes too noticeable or dull.

Targeted learning

Each lesson has specific objectives which are achieved by tasks carefully chosen for that purpose. For example, in the first lesson of each unit, new vocabulary is presented with the help of the audio, via "Look, listen, and say," then practiced in a pairwork activity. Further practice of word recognition and spelling follows on the second page of the lesson, followed by additional activities in the Activity Book.

Reflective learning

In Lessons 2 and 3 students are taught chunks of language, but are encouraged to notice grammatical and lexical patterns. There are *Look!* boxes in these lessons that help students to notice features such as word order, the difference between singular and plural items, and the use of contractions. At the end of each unit, students are encouraged to reflect on what they can do with language functions and structures – rather than being formally tested to find out what they can't do.

Fun!

Every unit of the Student's Book has a game that encourages oral practice and develops fluency. There are also suggestions for many more games in the Teacher's Book. Students get the opportunity to play in pairs, groups, or teams and to become confident with playing board and picture games in English. Many of the additional games are based on total physical response (TPR) methodology: they encourage students to listen and respond to prompts with actions and movement, or to point, draw, color, or do. Games such as these are useful for changing the pace of lessons, either by energizing students or calming them down. There is a chant in the last lesson of each unit of *Gateway 5*. Each chant focuses on the language covered in the unit. Students also have a chance to enjoy themselves and join in.

Learning styles

The activities in *Gateway 5* are designed to appeal to learners using the four main learning styles (visual, auditory, read–write, and kinesthetic).

- Visual learners will be drawn to the colorful illustrations in *Gateway 5*, and will benefit from playing games such as the “Journey Back Home!” game in Unit 2 or the “What are your Plans?” game in Unit 4. Activities such as matching and “Look and complete” are designed to appeal to visual learners. These learners will also appreciate the visual clues which always appear in the *Look!* boxes in the Student's Book.
- Auditory learners will especially enjoy the stories and chants in *Gateway 5*. They will benefit from the “Look, listen, and say” method of introducing vocabulary in the first lesson of every unit. Activities such as “Listen and match,” “Listen and number,” and “Listen, read, and play” are likely to appeal to auditory learners.
- Read–write learners prefer text-based input and output. Students who tend to have this learning style will enjoy practicing new vocabulary using the “Read, say, and point” activities in each unit, as well as doing reading and matching activities and practicing spelling with “Look and complete the words.” The speech bubbles in all the dialogs and stories provide support for read–write learners.
- Kinesthetic learners use all their senses to engage in learning. These students will appreciate the many “doing” games and activities in *Gateway 5*, for example, TPR games, the *Do and share!* projects and the “Gateway to Art” feature. Activities such as “Listen and experiment” are designed to appeal to kinesthetic learners.

Teaching procedures

Presenting new vocabulary

For example, to present words for *toys* (*train, plane, doll, teddy bear*, etc.):

- The students look at the new words in the picture and listen to them on the audio.
- The students say the words.
- The students read the new words as they point to the corresponding pictures.
- The students practice the new words through listening.
- The students write the new words.

Presenting new language

For example, to present *have* in sentences such as *I have a burger*:

- The teacher demonstrates the new structure.
- The students listen to the new structure on the audio.
- The students say the new structure as they read and follow in their Student's Books.
- The students practice the new structure through listening.
- The students write the new structure.
- The students fill in a *Look!* box to consolidate learning.

Presenting new functions

For example, to present *Can I borrow your pencil, please?* (*Yes, of course. Here you are.*):

- The teacher models the exchange for the class.
- The students listen to the function on the audio.
- The students say the new function as they read and follow along in their Student's Books.
- The students practice the new function in pairs.

Motivating students

There are notes in the Teacher's Knowledge Bank sections of several lessons in the Teacher's Book about motivating students. As well as applying particular teaching techniques to inspire and motivate students, teachers are also given formal ways to give their class a sense of achievement. Students receive a sticker at the end of each unit to place in their Student's Books. This should be a very special moment where students' effort and achievement are acknowledged.



Gateway to Go!

Objectives

- To review language and vocabulary from earlier levels of the course in a game

Materials

- flashcards from *Gateway 1* and *Gateway 2* / word cards
- dice
- card to make counters
- Student's Book pages 6–7

Warm-up

Wave and say *Hello! My name's* (your name). *Welcome to my class.* Go round the class greeting some of the students individually. Have them say *Hello! My name's* (their name). Encourage the students to add other information about themselves, such as their hobbies, their favorite food, or where they went on their last holiday. Get the students to greet and introduce themselves to other members of the class sitting nearby.

Write the following verbs on the board: *hate, love, and enjoy.* Write some example sentences on the board about yourself using these verbs (e.g. *I hate getting up early. I love swimming. I enjoy going shopping.*). Ask the students to work individually to write a sentence for each verb in the same way (i.e. something they hate doing, something they love doing, and something they enjoy doing).

Choose a volunteer to read one of their sentences and respond to it by saying *So do I* or *I don't*. Repeat with other students. Then tell the students to walk around the class, taking it in turns to say their sentences to other students and to listen and respond with *So do I* or *I don't*. Ask them to find someone who agrees with them on at least one sentence (by replying with *So do I*). When they find this person, they should sit down together. Make sure the students change partners and speak to different classmates.

When all the students are sitting down, ask volunteer pairs to say what they have in common (e.g. *We (both) hate washing dishes.*).

Play "Gateway to Go!"

Direct students' attention to Student's Book pages 6 and 7.

In their pairs, have the students copy and cut out the keys at the top of page 6 to use as counters. Give a dice to each pair.

Explain that the students must take turns rolling the dice to move along the game with their counters. When each student lands on a square, he/she must complete the task. The first student to get to the last square wins the game.

The students play the game together in their pairs. Walk around the classroom monitoring and taking note of the strengths and weaknesses in the students' learning on the next page. Review any common language or pronunciation problems with the whole class when the students have finished playing.

Teacher's notes on "Gateway to Go!"

Use this page to make notes while your students play "Gateway to Go!"

Language	Vocabulary	Pronunciation	Other notes

Unit Zero

Play

Gateway To Go!

You need:

A dice



A counter



Square # 1:

Write the comparative and superlative forms of these adjectives: good / big / dangerous

Square # 2:

Read and respond:

Would you like to go to the zoo on Saturday?

Square # 3:

Unscramble and answer:

home / to / you / What / do / do / have / at / ?

Square # 4:

Make the sentence negative:

Rita has to wash her clothes.

Square # 5:

Read and respond:

I have a bad headache. What should I do?

Square # 6:

Write these numbers in words: 400 / 808 / 313

Square # 7:

Unscramble and answer:

to / bed / have / your / Do / you / make / ?

Square # 8:

Write the past participles of these verbs: swim / know / study

Square # 9:

Complete the sentences:

I have lived in this house ____ five years.

I have lived here ____ I was six.

Square # 10:

Answer the question:

What were you doing at six o'clock this morning?

Square # 11:

Complete the sentences:

He's a ____ painter. He paints ____.

Start

1

3

2

15

14

13

16

17

18

19

20



Square # 12:

Write these numbers in words:
1000 / 100 / 555

Square # 13:

Unscramble and answer:
eaten / What / you / have / today / ?

Square # 14:

Write the past participles of these verbs:
go / buy / see

Square # 15:

Change into a question:
They were reading and writing. (What)

Square # 16:

Unscramble and answer:
doing / What / you / do / enjoy / ?

Square # 17:

Change into a question:
She has read this book. (Has)

Square # 18:

Complete the sentences:
You ____ listen to your teacher. You ____
shout in class.

Square # 19:

Write the past participles of these verbs:
win / take / play

Square # 20:

Unscramble the question and answer it:
today / done / What / you / have / ?

Square # 21:

Read and respond: I think I broke my leg.

Square # 22:

Complete the sentence:
I've ____ done my homework but I haven't
packed my schoolbag ____.

Square # 23:

Rewrite the sentence using *enough*:
These shoes are too small.

YOU ARE READY TO START GATEWAY 5!

Unit

1

The First Day

Functions

Describing people's appearance
Describing people's likes, dislikes, and hobbies
Asking for help

Language

Who's our English teacher? That's Mr Cole. He's the man with curly hair.
Mr Waleed is the man with the gray shirt.
Miss Grant is the woman with the long hair.
Tim is the boy who plays basketball.
I find Math difficult. I can't do the homework. Can you help me?
Sure. I'm good at Math.

Vocabulary

*beard, glasses, curly hair, long eyelashes, moustache, big nose,
spiky hair, straight hair, thick eyebrows*

Gateway Grammar Level 5

For parents/teachers: page 5
For students: pages 6–10

Gateway Phonics Book 2

Consonant clusters: pages 52–53

Lesson 1

Objectives

- To practice describing appearance using *the man/woman with ...*
- To review school subjects

Materials

- Student's Book pages 8–9
- Audio tracks 2–3
- Activity Book pages 6–7
- Unit 1 word stickers
- (Extension: sweets or savory treats)

Vocabulary

beard, braids, curly hair, freckles, long eyelashes, moustache, ponytail, spiky hair, straight hair, thick eyebrows

Functions

Describing people's appearance

Language

*Who's our English teacher? That's Mr Cole. He's the man with curly hair.
Mr Waleed is the man with the gray shirt.
Miss Grant is the woman with the ponytail.*

Warm-up

Direct the students' attention to Student's Book page 3 (the introductory page with the picture of the main characters in *Gateway 5* near a large gate). Explain to the students that with these characters they will be learning English by visiting many new and exciting places.

Refer the students to Student's Book page 8. Point out that the boy in the photograph is called Majid. Read his speech bubble aloud. Have the students repeat. Draw the students' attention to the picture of the school on the first day of a new year.

Ask the students the following questions, using gesture and mime to help convey meaning:

*How do/did you feel on the first day of a new school year?
What problems can students have at the start of a new school year or in a new school?
What is exciting about beginning a new school year or starting a new school?*

Encourage the students to share their opinions, feelings, and experiences and share your own with them. Praise any attempts to answer in English and help the students by scaffolding their answers (e.g. If a student replies *no friends* to *What problems can students have in a new school?* Say *Yes, maybe they haven't got any friends at the new school. That's right. What other problems can they have?*).

1. Look, listen, and say. 🎧 Track 2

Refer the students to Activity 1. Have them look very carefully at the picture of the school on the first day of the year. Ask them to look closely at the different children and the teachers. Explain that they are going to learn how to describe people in English in this lesson.

Play the track a first time and have the students listen to all the different physical descriptions and point to the numbered features of the people in the picture.

Play the track a second time for the students to listen to and repeat.

Divide the class into pairs to take turns pointing and saying the new words and phrases.

2. Label the picture with the words or phrases in the boxes.

Direct the students' attention to Activity 2. Ask the students to write the words or phrases in the boxes in the picture individually. Allow them to compare answers in pairs, then check as a class.

Answers

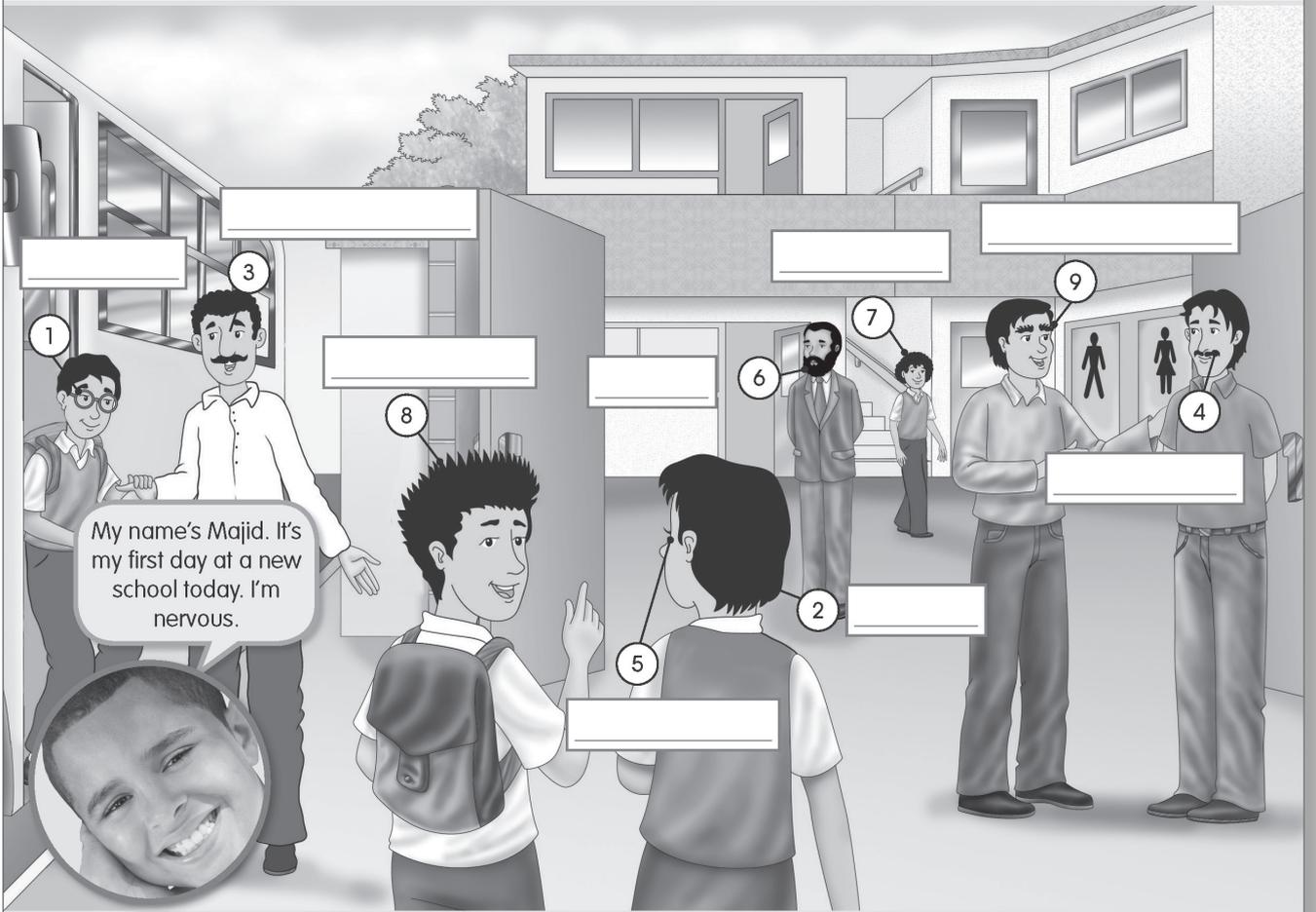
1. glasses; 2. straight hair; 3. big nose; 4. moustache; 5. long eyelashes; 6. beard; 7. curly hair; 8. spiky hair; 9. thick eyebrows

Unit
1

The First Day

Lesson **1**

1. Look, listen and say.  2



2. Label the picture with the words or phrases in the boxes.

straight hair

glasses

beard

big nose

spiky hair

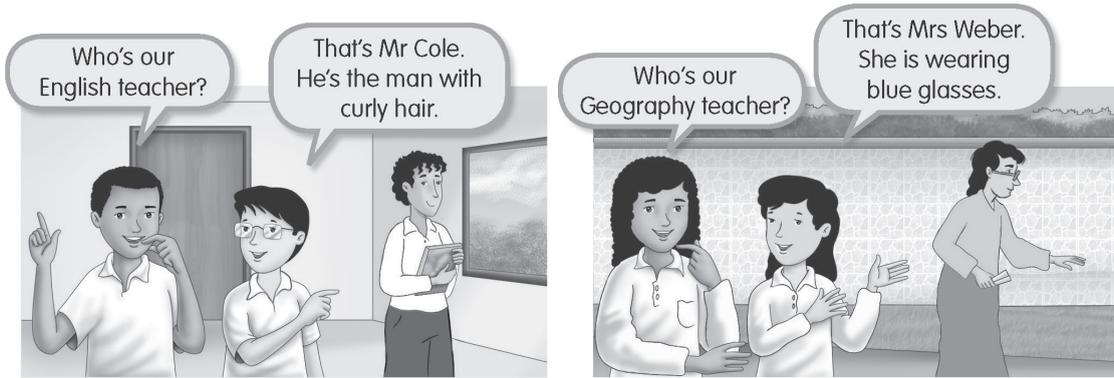
long eyelashes

moustache

thick eyebrows

curly hair

3. Look, listen and follow. 3



4. Unscramble the subjects and match them to Majid's teachers.

icyPlhsa adocEutin Physical Education
stuprCome
oHristy
cimlsia sieduts
tAr
ayGrepogh



Mrs Weber



Mr Timms



Mr Waleed



Miss Grant



Miss Lee



Mr Hashem

5. Talk about the teachers.

Mr Waleed is the man with the glasses.

Mr Hashem is the man with the beard.

3. Look, listen, and follow. 🎧 Track 3

Choose a confident student in the class, without saying who it is. Ask the students *Who's* (student's name)? Encourage them to point to the student. Say, e.g. (Student's name) *is the boy with curly hair*. Write the question and the answer on the board and underline *with*. Repeat with other students.

Have the students look at the pictures in Activity 3. Point out that the boy on the left is Majid. Explain that he is asking a friend about his new teachers.

Play the track a first time as the students follow. Then play it again for them to listen to and repeat.

Get the students to work in pairs, reading out the dialog.

4. Unscramble the subjects and match them to Majid's teachers.

Draw the students' attention to the scrambled subjects in the boxes on the left in Activity 4. Elicit the first subject *Gym*. Divide the class into pairs and get the students to unscramble the rest of the subjects and write them on the lines provided. Check as a class.

Answers

Physical Education, Computers, History, Islamic Studies, Art, Geography

Refer the students to the pictures of Majid's teachers. Say their names and have the students repeat.

Elicit a physical description of Mrs Weber. Ask the students what subject they think she teaches. Have the students draw an arrow from *Mrs Weber* to *Geography*. Repeat with the other teachers.

Answers

Physical Education – Mr Timms; Computers – Mr Waleed; History – Miss Lee; Islamic Studies – Mr Hashem; Art – Miss Grant; Geography – Mrs Weber

5. Talk about Majid's teachers.

Refer the students to Activity 5. Read out the speech bubbles at the bottom of the page and have the students repeat.

Tell students that they are going to ask and answer questions about the teachers in the same way. Divide the class into pairs to ask and answer. Monitor the task and make sure the students are introducing phrases using *with*.

AB The students do pages 6 and 7 in the Activity Book. For answers see the key on page 34.

Wrapping Up

Ask the students to write a list of their school subjects and the names of their teachers for this academic year in their notebooks. Invite a volunteer to read his/her list aloud.

Extension

Get all the students to sit down. Put some sweets or savory treats in a basket and offer them to the students. Tell them they can take as many as they want. Once all the students have taken some, explain that for each treat they took they have to say one interesting thing about themselves – only then can they eat their treats!

Homework Assignment

Tell students to:

- Draw a girl with straight hair and glasses.
- Draw a boy with spiky hair and long eyelashes.
- Draw a man with a beard and a moustache.

Teacher's Knowledge Bank

Give each student an index card and ask them to write their names in the middle and draw three pictures around their name that show something about themselves.

While the students complete the task do your own card.

Share your index card with the students. Show them your pictures and ask them to tell you what they think each picture says about you. Tell the students about yourself. Encourage them to ask you questions. Have the students share their pictures in the same way in small groups.

Task Card

Number the subjects in order of preference:

*Art Geography Physical Education English
Islamic Studies Computers History Math*

Lesson 2

Objectives

- To practice using defining relative clauses with *who*
- To practice asking for help
- To practice differentiating between the initial sounds "cr", "dr", "fr", "gr", "pr" and "tr".

Materials

- large piece of card or display paper
- Student's Book pages 10–11
- Audio tracks 4–6
- Activity Book pages 8–9
- (Extension: index cards)

Vocabulary

Revision: free time activities, school subjects

Functions

Describing people's likes, dislikes, and hobbies
Asking for help

Language

*Amer is the boy who plays basketball.
I find Math difficult. I can't do the homework. Can you help me?
Sure. I'm good at Math.*

Warm-up

Divide the class into pairs and decide who will speak first. Explain that one student in the pair must talk about him/herself while the other listens carefully. After two minutes, stop the students and get them to swap roles.

Choose volunteer students to introduce their partners to the rest of the class by saying what they learned (e.g. *Ana likes playing volleyball. She hates doing homework. She lives on New Street. She's got three brothers.*). Listen carefully and note down some facts to use in the next stage of the lesson.

1. Look, listen, and write the correct name.

Track 4

Call three volunteers to the front and say sentences about them using information you learned in the Warm-up stage. Use the following structure: *Ana is the girl who likes playing volleyball. Ana is the girl who has got three brothers.*

Write your sentences on the board and underline *who*. Say the sentences and have the students repeat.

Choose other students from the class. Elicit sentences about them from the rest of the group. Encourage and help the students to use *who* and the structure on the board.

Have the students look at Activity 1. Read out the names in the box at the top of the page and have the students repeat.

Give the students a few minutes to study the picture and think about what is happening and what the children are wearing and holding.

Explain that they are going to listen to sentences about the children. They must listen carefully and write the name of the child in the correct box in the picture. Point out that one of the children (the boy in the centre with the short black hair) is not described.

Play the track a first time for the students to listen to only. Play it again, pausing after the information about Omar to elicit the answer and make sure the task is clear.

Play the rest of the track for the students to complete the task. Repeat it if necessary for the students to check their answers. Elicit the names of the children in the picture.

Answers

1. Amer; 2. Rick; 3. Oliver; 4. Jasem; 5. Rached; 6. Tim

2. Write the names. Then talk about the students at school.

Direct the students to Activity 2. First, get the students to write the names of the children on the lines next to the pictures by referring to Activity 1. Elicit answers.

Answers

Rached likes animals / has studied English for five years.
Oliver collects teddy bears / plays tennis.
Jasem likes computer games / lives on Majid's street.
Rick likes Science / keeps a diary.

Read out the speech bubble and have the students repeat. Explain that the students are going to make sentences about the children. Point to the first picture of the boy and say *Rached is the boy who likes animals. He is the boy who has studied English for five years.* Write these sentences on the board, underlining *who*.

Divide the class into pairs to talk about Oliver, Jasem and Rick in the same way.

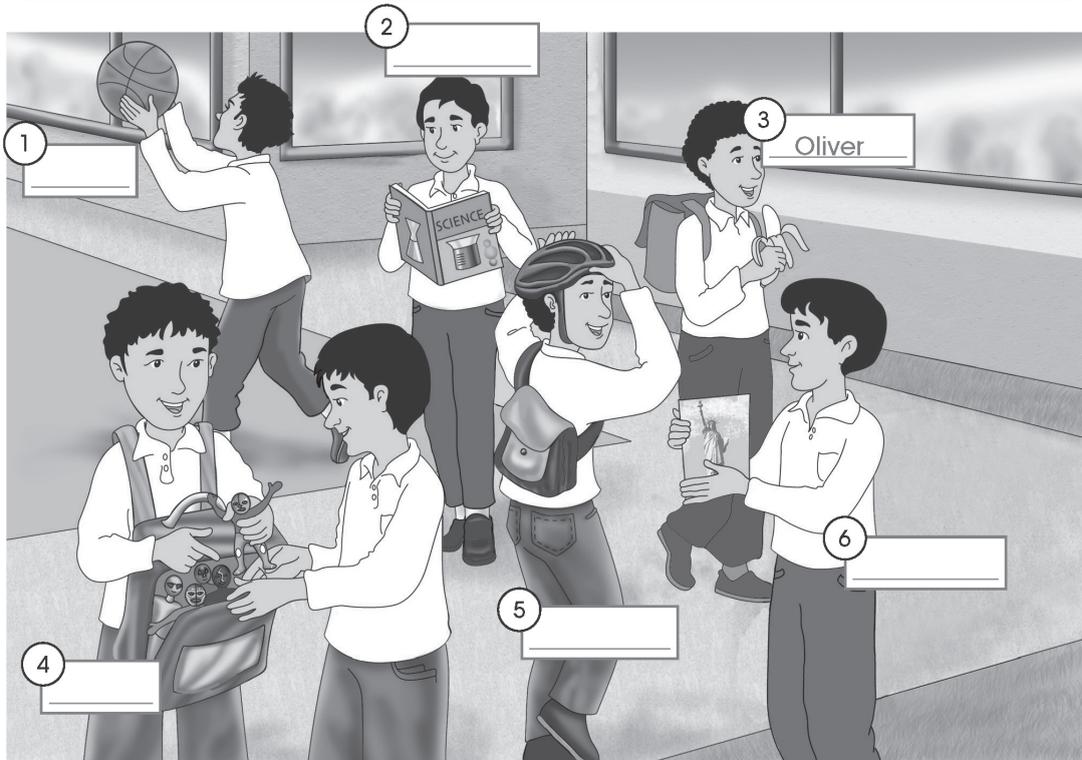
Monitor the task to ensure they are using the relative clause with *who*.

Lesson 2

Meet Majid's new friends!

1. Look, listen and write the correct name. 4

Tim Rick Amer Oliver Rashed Jasem



2. Write the names. Then talk about the students at school.



Rick is the boy who likes Science.



_____ likes animals / has studied English for five years.



_____ collects teddy bears / plays tennis.

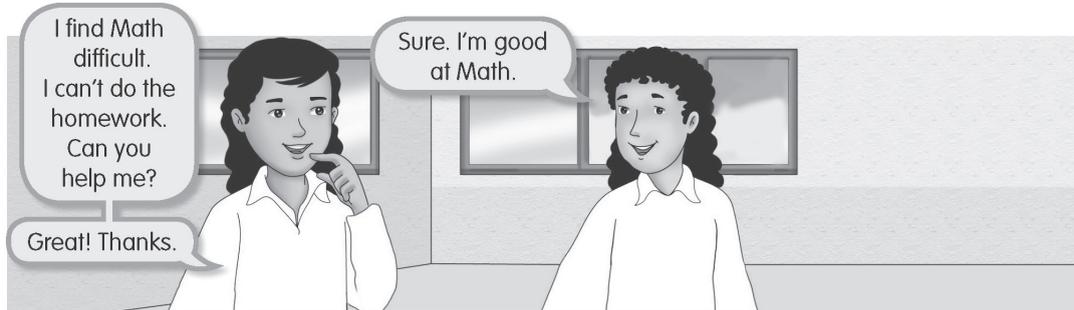


_____ likes computer games / lives on Majid's street.



_____ likes Science / keeps a diary.

3. Listen and follow. 5



4. Write a dialog with a friend and act it out.



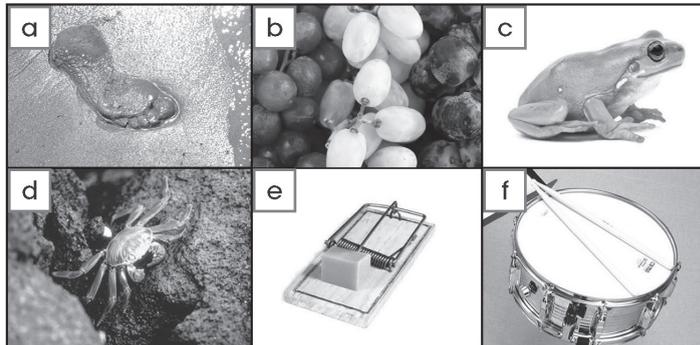
Don't be embarrassed to ask for help and always thank those who help you!



5. **Say It Well!** "r"

Listen and complete the words using "cr", "dr", "fr", "gr", "pr", or "tr". 6

1. ___ um
2. ___ apes
3. ___ og
4. ___ int
5. ___ ab
6. ___ ap



6. Practice saying the words. Match them to the pictures.

3. Listen and follow. Track 5

Have the students look at the picture in Activity 3. Play the track a first time for the students to listen to and follow. Explain any new language. Play the track again for the students to listen to and repeat.

Divide the class into pairs to practice the dialog.

4. Write a dialog with a friend and act it out.

Divide the class into pairs and ask the students to think of a problem in school. Tell them to write a dialog, using the girls' conversation as a model. Monitor and help as necessary.

Have the students practice saying their dialogs, using their notebooks as scripts. Encourage the students to use appropriate intonation and facial expressions.

Have volunteer pairs perform their scenes.

Gateway to Values

Discuss the meaning of the speech bubble in the students' first language, but encourage them to use English whenever possible. Ask questions such as:

Why should we ask for help if we need it?

If someone asks for our help, how should we respond?

Why is it important to be supportive and kind?

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in a *Gateway to Values* corner.

5. Say It Well! Track 6

Listen and complete the words using "cr", "dr", "fr", "gr", "pr", or "tr".

Draw a table with six columns on the board, with the headings "cr", "dr", "fr", "gr", "pr", and "tr".

Point to each pair of letters, make the corresponding sound and get the students to repeat.

Refer the students to Activity 5. Play the track for the students to listen to only. Play it again, pausing for the students to complete the task. Check answers.

Answers

1. drum; 2. grapes; 3. frog; 4. print; 5. crab; 6. trap

6. Practice saying the words. Match them to the pictures.

Divide the class into pairs to practice saying the words. Then get them to match the words and photographs. Check as a class.

Answers

1. drum – f; 2. grapes – b; 3. frog – c; 4. print – a; 5. crab – d; 6. trap – e

 The students do pages 8 and 9 in the Activity Book. For answers see the key on page 34.

Wrapping Up

Ask *Who is* (name of a student, e.g. Carolina)? Tell the students to write an answer to the question using *who*, (e.g. *Carolina is the girl who likes Science and English*). Invite volunteers to read out their sentences. Repeat with other students.

Extension

Hand out index cards and get the students to make "thank you" cards for people who have helped them.

Homework Assignment

 the correct word.

1. Majid is the boy *who / with* finds Math difficult.
2. Mr Cole is the man *who / with* curly hair.
3. Mr Hashem is the man *who / with* teaches Islamic Studies.
4. Mr Waleed is the man *who / with* the gray shirt.
5. Majid is the boy *who / with* is new at school.

Teacher's Knowledge Bank

Give your students the opportunity to work with different classmates sometimes. When you divide the class for group work, instead of always allowing the students to work with their friends, make the selection random. The students will not only benefit from sharing the skills and different outlooks of new group members, they will make friends.

Task Card

Complete the sentences using *who*.

1. Bart Simpson is the boy _____.
2. Batman and Robin are the men _____.
3. Serena Williams is the woman _____.
4. Harry Potter is the boy _____.

Lesson 3

Objectives

- To practice discussing earning money
- To read information about people's problems and notices on a bulletin board
- To practice writing a notice for a bulletin board

Materials

- Student's Book pages 12–13
- Activity Book pages 10–11

Warm-up

Get the students to stand in a circle. Point to a student and say a true sentence using *who*, for example, *You're the boy who collects action toys*. Have the student point to a classmate and say a similar sentence. Continue like this until all the students have had a turn.

Gateway Magazine - "Help Needed!"

Get the students to look at pages 12 and 13. Explain that, throughout the year, they will read sections of the Gateway Magazine that will tell them about interesting and fun subjects.

1. Think and discuss.

Read out the questions in Activity 1 and explain any new words. Allow the students to express their thoughts, experiences, and opinions in their first language, but encourage them to use English whenever possible. Ensure that every student has the chance to contribute to the class discussion.

2. Read the text and see what services each person needs.

Draw the students' attention to Activity 2. Explain that all the people in the photographs require help or assistance. Tell the students that they will read the four texts to understand what the people need.

Read the information about Mrs Owen aloud and spend a few moments discussing what Mrs Owen needs.

Have the students read the rest of the texts individually, then discuss their ideas in pairs. Give them time to summarize the needs of the different people. Call on volunteers to talk about what Majid, Mr and Mrs Gibson, and Jodie need. Talk about the services required as a class, explaining any new vocabulary in the texts (e.g. *operation, low grades, afford, wedding anniversary, reservation, shy, perform, confident*).

Possible answers

Mrs Owen needs someone to feed her fish. Majid needs help with Math. Mr and Mrs Gibson need someone to look after their son. Jodie needs to be more confident.

Gateway

Magazine

Help Needed!

1 Think and discuss.

Have you ever earned your own money? How?
What are you good at?
What could you do to earn money?

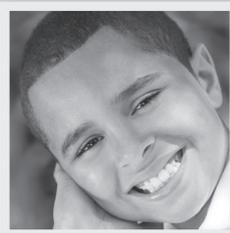
2 Read the text and see what services each person needs.



Mrs Owen has a problem. She is recovering from an operation and can't leave her house. Her fish need to be fed every day. Her fish haven't been fed for two days.



Mr and Mrs Gibson want to go out to celebrate their fifth wedding anniversary on Friday evening but they can't find anyone to look after their three year old. They might have to cancel their dinner reservations.



Majid is from Dammam. He is new at school. He wants to do very well in all his subjects but he finds Math difficult. He is very worried he is going to get low grades. Majid's parents can't afford private lessons.



Jodie is shy. She finds it difficult to speak aloud in class. Her mother says that speaking in public would help Jodie to be more confident. Jodie isn't sure.

3 Write *True* or *False* next to the sentences.

1. Mrs Owen can't feed her fish. _____
2. Mr and Mrs Gibson have been married for three years. _____
3. Majid finds all subjects difficult. _____
4. Jodie is very confident. _____
5. Mrs Owen's fish haven't been fed for four days. _____
6. Majid is from Yanbou. _____

4 Read the notices on the bulletin board at school and complete the sentences.

Math Club

Are you having trouble with Math?
Join the Math Club now!
Wednesdays – 5:00 to 6:00
Mr Smith's classroom.
Free of charge.

_____ will find this notice interesting
because _____.

English conversation practice!

Meet new friends! Develop your confidence!
Be part of exciting discussions!
Where: Mr Carter's classroom.
When: Monday 4:30 to 6:00 Price: 100 SR
Sign up with: Mr Carter

_____ will find this notice interesting
because _____.

Responsible Babysitter

Available on Friday from 6:00 to 8:00.
Charge - 30 SR an hour.
Please call Sarah on 55 67 89 00

_____ will find this notice
interesting because _____.

Writing

- 5** You want to earn some money. Write a notice for the bulletin board in your notebook.
Think of something you can do well.
Explain what skill or service you can offer.
Say when you are available.
Say how much you charge.

3. Write True or False next to the sentences.

Have the students look at Activity 3 and ensure the task is clear. Read out the first sentence and elicit the answer (*True*). Get the students to complete the activity individually. Check answers.

Answers

1. True; 2. False; 3. False; 4. False; 5. False; 6. False

4. Read the notices on the bulletin board at school and complete the sentences.

Refer the students to the bulletin board in Activity 4 and make sure they know what it is.

Have three volunteers read out the notices. Explain any new language (e.g. *free of charge, develop, production, sign up, responsible, babysitter, available*).

Have the students complete the sentences under the notices by writing *Mrs Owen, Majid, Mr and Mrs Gibson* or *Jodie* and write a reason why these people would benefit from the help offered. Have volunteers read out their sentences for the rest of the class.

Possible answers

Math Club – Majid will find this notice interesting because he finds Math difficult, his parents can't afford private lessons and Math Club is free.

English conversation practice! – Jodie will find this notice interesting because English conversation will help her meet new friends and develop her confidence.

Responsible Babysitter – Mr and Mrs Gibson will find this notice interesting because they need someone to look after their three year old and the babysitter is available on Friday evening (when they want to go out).

Writing

5. You want to earn some money. Write a notice for the bulletin board in your notebook.

Read out the instructions for Activity 5. Write a further example on the board for the students to use as a model, as follows:

Cookies for sale!

I can make delicious cookies for your parties.

I can make them on Saturday morning and deliver them to your house in the afternoon.

Each cookie costs \$1.00.

Please speak to Karen.

Monitor the task and help as necessary. Tell the students to write a draft of their notice for you to check before they copy out a final version. Have the students color and decorate their notice.

Ask volunteers to read out their notices. Display all the notices on a board in the school.

AB The students do pages 10 and 11 in the Activity Book. For answers see the key on page 34.

Wrapping Up

Get the students to correct the false statements in Activity 3, individually.

Answers

2. Mr and Mrs Gibson have been married for five years. 3. Majid finds Math difficult. 4. Jodie is shy. 5. Mrs Owen's fish haven't been fed for two days. 6. Majid's parents can't afford to pay for a private teacher.

Extension

Get the students to look at the finished notices and choose one to reply to. Ask them to role play a conversation with the person who wrote the notice. Write an example dialog on the board if necessary (e.g. *Hello. I'm interested in your notice about making cookies...*)

Homework Assignment

Make a money box out of a shoe box. Show it to the class.

Teacher's Knowledge Bank

Create a real class notice board. Encourage all the students to contribute items such as:

- a list of the students' duties in class
- important school dates/events
- book/TV program reviews
- motivational messages

Task Card

Write a list of three things you would do if you saved \$200 from the skills/services you offered in your notice.

Note: Ask your students to bring a favorite photograph of themselves to the next lesson (see *Do and Share!* Activity Book page 12). You will need to collect the photographs at the beginning of the lesson and enlarge them using a photocopier.

Lesson 4

Objectives

- To listen to part of a conversation and choose suitable questions to match
- To practice writing, asking, and answering questions
- To listen to and say a chant

Materials

- Student's Book pages 14–15
- Audio tracks 7–8
- Activity Book page 12
- (Extension: paper, paints, construction paper, scissors, glue)

Warm-up

Write the following questions on the board:

1. *How long have Mr and Mrs Gibson been married?*
2. *Why can't Majid take private Math lessons?*
3. *Why can't Mrs Owen leave her house?*
4. *What is Jodie's problem?*

Tell the students to read the texts in "Help Needed!" again and answer the questions individually. Check together as a class.

Answers

1. Five years. 2. His parents can't afford them. 3. She's recovering from an operation. 4. She's shy/she finds it difficult to speak aloud in class.

1. Majid is talking to his Math teacher.

Read the questions and listen to Majid's answers. Color the correct questions. 🎧

Track 7

Have the students look at Activity 1 and read the questions. Explain any new language or vocabulary. Tell the students that they are going to listen to Majid answering questions from his Math teacher. They must listen carefully because only one of the questions in the rectangles matches each answer.

Play the track a first time for the students to listen to all of Majid's answers without writing.

Play the track a second time and have the students color the rectangles as appropriate. Repeat if necessary. Check answers as a class, playing the track again if necessary.

Answers

1. How old are you? 2. Why do you want to join the Math Club?
3. Are you free on Wednesdays at 5?
4. Have you always found Math difficult?
5. How was your first day at school? 6. Did you make any new friends?

2. We Can Speak English!

Use the words in parentheses and complete the questions. Ask a friend and write the answer.

Read the instructions for Activity 2. Explain that the students are going to write questions to ask their classmates. Draw their attention to the example and to the word in parentheses (*enjoy*) that prompts the question *Do you enjoy Math?* Highlight *Lizette's* answer.

Have the students write their questions individually. Monitor as they write and help with new vocabulary as necessary. When they have finished the questions, tell the students to choose a different classmate for each question and write their names on the lines provided.

Get the students to walk around the class asking their chosen classmates the questions and writing the answers. Once students have returned to their seats, choose volunteers to read out their questions and the answers they received.



Lesson 4

1. Majid is talking to his Math teacher. Read the questions and listen to Majid's  7 answers. Color the correct questions.

- How old are you? How are you?
- Why do you want to join the Math Club? Do you want to join the Math Club?
- Are you free on Wednesdays at 5? Can you come on Wednesdays at 5?
- Do you find Math difficult? Have you always found Math difficult?
- How was your first day at school? What did you do at school?
- Did you make any new friends? Are you going to make new friends?

2. **We Can Speak English!**

Use the words in parentheses and complete the questions. Ask a friend and write the answer.

- My question: (enjoy) Do you enjoy Math? _____
To: Lisa _____
His/her answer: No, I find Math difficult. _____
- My question: (collect) Do you _____
To: _____
His/her answer: _____
- My question: (vacation) How was _____
To: _____
His/her answer: _____
- My question: (dislike) Why do you _____
To: _____
His/her answer: _____

3. Listen and chant.  8**School!**

School is a thing
We all must embrace.
Knowledge we need
To seek out and chase.

Subjects and teaching styles
Are plentiful and varied.
Just like the backpacks
We all need to carry!

Sports, clubs, and activities
At every single turn.
So much to do,
Study and learn.

To get the most from school,
We must always attend.
Around each corner,
There's always a friend.

Our favorite teachers
Are friendly and kind.
Their passion and joy
To expand every mind.

School is a thing
We all must embrace.
Just remember, my friend –
Learn at your own pace!

4. **Project** **2^{1st}** Century Skills

Find out all you
can about your
teacher.



3. Listen and chant. 🎧 **Track 8**

Play the chant in Activity 3. for the students to listen to and read. Play it again for the students to say the words for enjoyment.

4. Project

Have the students look at the photograph of Majid in Activity 5 and read his speech bubble.

Explain that they must write five questions they want to ask you in their notebooks.

Give the students time to write and then have them sit in a circle and ask you their questions. Tell them to write your answers to their questions and to other students' questions.

Get the students to create a poster about you, with your name in the center, a picture of you, and any information they found interesting around the outside.

Get the students to work on their projects in class or at home.

AB The students do page 12 in the Activity Book.

Do and Share!

Read the introduction in the Activity Book aloud and explain any new vocabulary.

Materials

One enlarged photocopy of a favourite photograph of you.
A large piece of card
Crayons, colored pencils, or marker pens
A glue stick

Make sure the students have the materials they need, and understand what the purpose of the activity is. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English.

Have the students talk about their results in small groups. You may wish to ask several students to present their findings to the whole class.

Wrapping Up

Write the word *school* on the board. Point to a student and ask him/her to say a word related to the word on the board, e.g. *teacher*. The student must then point to another classmate who says a word related to the last one, e.g. *notebooks*.

Continue until the students can think of no new words, then repeat using *English*.

Extension

Have students write sentences about their class survey. Write several model sentences on the board:

In my class the students' favorite subject is ...

___ is a very popular subject.

Only ___ students like ___.

Homework Assignment

Write six sentences about your friends using *with* and *who*.

Teacher's Knowledge Bank

Encourage the students to use plenty of English when they are taking part in surveys. Walk around and ask individual students to explain what they are doing and describe their finished work.

Task Card

Draw your teachers. Write sentences about them.

Lesson 5

Objectives

- To review language from the unit in a game and with writing, reading, and listening tasks

Materials

- white card, scissors, and colored pens to make counters
- Student's Book pages 16–17
- Audio track 9
- Activity Book page 13
- (Extension: ball)

Language

Revision from Unit 1

Warm-up

Write the following on the board: *I want to save money.*

Get the students to make the sentence longer by repeating it and asking *When do you want to save the money?* Use the answer to write a new sentence on the board, e.g. *I want to save money this year.*

Get the students to make the sentence even longer by repeating it and asking *Why do you want to save money this year?* Use the answer to write another new sentence on the board, e.g. *I want to save money this year to buy a camera.*

Repeat the sentence again and ask *What's the camera like?* Use your students' answer to write another new sentence, e.g. *I want to save money this year to buy a purple camera.*

Do the same, asking *Where did you see the camera?* to generate an example such as *I want to save money this year to buy a purple camera I saw in the shopping mall.*

Finally ask *When did you see the camera?* And use the answer to write an even longer sentence, e.g. *I want to save money this year to buy a purple camera I saw in the shopping mall yesterday.*

Write *I like school* on the board and get the students to make the sentence as long as they can individually. Elicit possible sentences and see whose is the longest.

Gateway Game

1. Play the "Move Forward!" game.

Direct the students' attention to page 16 and explain that they are going to play a game.

Read the instructions as a class to ensure the game is clear. Draw their attention to the examples in the speech bubbles.

Divide the class into pairs and give each pair card and scissors to make counters. Tell the students to decide who is red and who is yellow and color their counters appropriately.

Have the students play the game. Monitor the game and help the students judge the correctness of their sentences. Every time a student says a sentence correctly he/she can move to the next circle. If they get the sentence incorrect they stay on that circle and wait for their next turn to try again.

Explain that a player must have all three counters on the board before the first counter can finish.

Gateway Game

1. Play the "Move Forward!" game.

Play with a friend using three counters. Take turns to move your counters across the board. Every time you put your counter on a word, you must make a sentence or question with that word. The winner is the first person to move all their counters to the other side of the board.

Review



1. Draw the people.

A man with a long beard and a long moustache.



A boy with thick eyebrows and very curly hair.



A little girl with straight hair and glasses.

2. Complete the sentences using *with* or *who*.

- Sophie is the girl _____ the red T-shirt.
- Mr Waleed is the man _____ works with my dad.
- Jack is the boy _____ bought the cake for the class.
- Shadi is the boy _____ green eyes.
- My sister is the girl _____ the blue schoolbag.
- My best friend is the boy _____ brown, curly hair,
- Patty is the girl _____ never does her homework.
- Mary is the girl _____ has been to Africa.

3. Number as you listen.  9
 cr

 tr

 dr

 pr

 1 gr

 fr
4. Listen again and write the words. Choose three words and make sentences.  9

- _____ grow _____
- _____
- _____
- _____
- _____
- _____

Go to unit 2!



Review 17

Review

1. Draw the people.

Draw the students' attention to Activity 1. Have the students draw their pictures then compare with a partner.

2. Complete the sentences using *with* or *who*.

Do number 1 as an example on the board, then have the students complete Activity 2 individually. Check as a class.

Answers

1. with; 2. who; 3. who; 4. with; 5. with; 6. with; 7. who; 8. who

3. Number as you listen. Track 9

Get the students to look at the six pairs of letters in Activity 3. Draw their attention to the boxes and the example answer. Play the track, pausing as necessary for the students to do the task. Play it again for the students to check their answers, then check as a class.

Answers

5 – “cr”; 3 – “tr”; 4 – “dr”; 2 – “pr”; 1 – “gr”; 6 – “fr”

4. Listen again and write the words. Choose three words and make sentences. Track 9

Refer the students to Activity 4. Play the track again and have the students write the words. Elicit answers and write them on the board. Check meaning.

Answers

1. grow; 2. price; 3. trip; 4. drop; 5. crown; 6. from

Get the students to write three sentences with words of their choice, individually.

Have volunteers read out their sentences to the rest of the class.

 The students do page 13 in the Activity Book.



The tasks on page 13 should not be set as a formal test. The students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement.

Spend time going through new task types, using the students' first language to explain where necessary. For answers see the key on page 34.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 13 if you wish. Review the language if necessary.

Tell the students that they have finished the first unit in *Gateway 5* very successfully. Draw the students' attention to the photograph of Majid and his speech bubble.

Extension

Get the students to stand in a circle and clap. As the students clap, have them pass a ball around the circle. Stop the clapping and say *with* or *who*. The student with the ball has ten seconds to make a sentence using *with* or *who*.

If the student is not quick enough, he/she has to sit down. The last student standing wins.

Homework Assignment

Students got through Unit 1. They make a note of anything they are having trouble with and ask you to explain.

Teacher's Knowledge Bank

The end of the first unit is a good point to review your approach and decide whether you need to make any adjustments. Make sure you are moving at the most appropriate pace for the class as a whole. Ask yourself:

- Are too many of my students feeling left behind?
- Do my students need more practice of new language points?
- Do I need to provide more extra activities for stronger students?

Task Card

Write words beginning with the following letters: *cr, fr, gr, pr, dr, tr*. Draw a picture to show the meaning of each word.

Unit 1 Activity Book and test answer key

Pages 6 and 7 (Lesson 1)

Answers

Page 6

Activity 1

Note: The students should use the Unit 1 stickers from the center of the Activity Book.

Left to right, top to bottom the photographs should be labeled: curly hair, straight hair, spiky hair, moustache, beard, thick eyebrows, glasses, long eyelashes, big nose.

Activity 3

Student's own answers.

Page 7

Activity 2

1. Dean is the boy with spiky hair.
2. Jodie is the girl with a green jump rope.
3. Mrs Stone is the woman with straight hair.
4. Mr Moore is the man with gray hair.

Activity 3

Possible answers:

1. Mr Moore is the man with the beard.
2. Jodie is the girl with the long hair.
3. Mrs Stone is the woman with the glasses.
4. Dean is the boy with the cap.

Activity 4

Student's own answers.

Pages 8 and 9 (Lesson 2)

Answers

Activity 1

Correct sentences: 2, 4.

Activity 2

1. Omar is the man who has been to Egypt twice.
2. Pete is the man who wants to become a TV presenter.
3. Pete is the man who can juggle.

Activity 3

I find spelling very difficult.

I can't study for the test tomorrow.

Can you help me?

Sure. I'm good at spelling.

Great! Thanks.

Activity 4

The sentence has no punctuation (no capital letter or period).

Activity 5

1. We left our books at home.
2. Our teacher is kind and friendly.
3. It's nice to be back at school.
4. The children have a lot of homework to do this afternoon.
5. The school is closed on the weekends.

Pages 10 and 11 (Lesson 3)

Answers

Activity 1

The phrases should be used in the following order: f); b); j); e); c); h); a); g); i); d).

Activity 2

1. What did Connie do in the summer?

She traveled to New York.

2. Where does Badr go on the weekend?

He goes to the sports club.

3. How often does Hashem go to the mosque?

He goes to the mosque every week.

4. What are Badr's plans for the new school year?

He wants to become the captain of the soccer team and win all the matches.

Page 13 (Lesson 5 I can...!)

Answers

Look and answer the questions.

1. Tim is the boy with the straight hair/glasses.
2. Tom is the boy with the curly hair/big eyebrows.

TB Assessment page

There is a more formal assessment test on TB page 244.

Answers

2.

2. with; 3. who; 4. who; 5. with; 6. who; 7. who; 8. who; 9. with

3.

Student's own answers.

Unit

2

The Alien

Functions

Talking about things you have done and things you have never done

Asking people about their experiences with *Have you ever...?*

Talking about yourself and others using reflexive pronouns

Language

He's met an alien.

He has never written a book about his experiences.

I have studied Italian.

I have never seen a kangaroo.

Have you ever studied French? Yes, I have. / No, I haven't.

I've hurt myself.

You must behave yourself!

A Lee N has hurt himself!

We enjoyed ourselves at the restaurant.

They won't behave themselves.

Did you carry the table by yourself?

My little brothers washed the kitchen floor by themselves.

Vocabulary

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Gateway Grammar Level 5

For parents/teachers: page 11

For students: pages 12–16

Gateway Phonics Book 2

"o": pages 32–33

"oo": pages 36–37

Lesson 1

Objectives

- To review past participles and the present perfect tense
- To practice using the present perfect with *never* and *ever*

Materials

- ball
- Student's Book pages 18–19
- Audio tracks 10–11
- Activity Book pages 14–15
- Unit 2 word stickers
- (Extension: index cards (one for each student))

Vocabulary

Revision: verbs and past participles

Functions

Talking about things you have done and things you have never done

Asking people about their experiences with *Have you ever...?*

Language

He's met an alien.

He has never written a book about his experiences.

I have studied Italian.

I have never seen a kangaroo.

Have you ever studied French? Yes, I have. / No, I haven't.

Warm-up

Refer the students to page 18 in their Student's Book. Point to the picture of Professor Reid, read out his speech bubble and explain the meaning. Draw the students' attention to the pictures of the UFOs and check that they know the meaning of the abbreviation (*Unidentified Flying Objects*).

Ask the students the following questions, using gesture and examples to help convey meaning:

Do you believe in aliens?

Have you ever seen a UFO?

What would you do if you saw one?

Do you think there is life on other planets?

What do you think life would be like on an alien planet?

What would the aliens eat, drink, and do with their spare time?

Encourage the students to share their opinions, feelings, and experiences and share your own with them.

1. Listen and write the verbs next to the UFOs. 🎧 Track 10

Have the students look at the UFOs in Activity 1 again. Explain that they are going to listen to verbs and number the spacecraft accordingly.

Play the track a first time for the students to listen to all the verbs. Play the track a second time and have the students write the verbs next to the spaceships.

Play the track a final time for the students to check their work.

Say a number between 1 and 10 at random and elicit the verb from a volunteer. For example, 6 – talk. Repeat until all the verbs have been checked.

Answers

1. eat; 2. see; 3. write; 4. read; 5. watch; 6. talk; 7. travel; 8. meet;
9. drink; 10. study

2. Find the past participle forms of the verbs in Activity 1.

Direct the students' attention to Activity 2 and divide the class into pairs to find the past participles.

Write a verb from Activity 1 on the board and ask a volunteer to point to the past participle in the word search and then write it on the board. Check spelling.

Continue until all the past participles have been checked.

Answers

T	W	T	S	T	U	D	I	E	D	E	T	A	T
R	R	A	E	A	T	E	N	D	E	N	A	D	D
A	I	A	W	M	A	T	R	R	K	D	L	K	E
S	T	L	V	A	E	E	C	H	A	E	K	N	H
V	E	K	D	E	D	T	U	E	N	D	E	U	C
E	T	E	D	S	L	R	U	M	T	D	R	T	
L	E	D	N	T	E	E	N	E	N	K	A	D	A
W	R	I	T	T	E	N	D	K	T	E	D	L	W

The past participles are: eaten, seen, written, read, watched, talked, traveled, met, drunk, studied.

Unit 2

The Alien

Lesson 1 1. Listen and write the verbs next to the UFOs.  10

1

2

3

4

5

6

7

8

9

10



My name's Professor Reid. Have you ever seen an alien? I have.

2. Find the past participle forms of the verbs in Activity 1.

T	W	T	S	T	U	D	I	E	D	E	T	A	T
R	R	A	E	A	T	E	N	D	E	N	A	D	D
A	I	A	W	M	A	T	R	R	K	D	L	K	E
S	T	L	V	A	E	E	C	H	A	E	K	N	H
V	E	K	D	E	D	T	U	E	N	D	E	U	C
E	T	E	D	S	L	R	R	U	M	T	D	R	T
L	E	D	N	T	E	N	E	N	K	A	D	A	
W	R	I	T	T	E	N	D	K	T	E	D	L	W

3. Listen and color the things Professor Reid has done.  11



eat sonic spaghetti

meet an alien

drink super sodas

travel in space

read books about unknown galaxies

study life on other planets

see UFOs

write a book about his experiences

talk to an alien

watch science fiction programs

4. Talk about what Professor Reid *has* or *hasn't* done.

He's met an alien.

He has never written a book about his experiences.

Do you believe Professor Reid?



5. Complete the sentences about yourself with *have* or *have never*. Use the verbs in parentheses.

1. (study) I have studied Italian.
2. (see) I a kangaroo.
3. (read) I many books.
4. (travel) I abroad.
5. (eat) I snails.
6. (watch) I a documentary.
7. (write) I my autobiography.
8. (meet) I an alien.

6. Ask and answer questions. Use the verbs in Activity 1.

- | | | | |
|----------------|------------------|------------|--------------------|
| 1. French | 3. a horror book | 5. oysters | 7. a short story |
| 2. a crocodile | 4. to London | 6. a play | 8. a famous person |

Have you ever studied French?

No, I haven't.

Yes, I have.

3. Listen and color the things Professor Reid has done. 🎧 Track 11

Read the phrases in Activity 3 aloud and explain any new vocabulary. Tell the students that they are going to listen to Professor Reid being interviewed and should only color the things he *has* done.

Play the track a first time for the students to listen to only. Play it again, pausing when necessary for the students to color. Play the track again for the students to check their work. Check as a class.

Answers

The students should color: study life on other planets, watch science fiction programs, read books about unknown galaxies, see UFOs, travel in space, meet an alien, talk to an alien.

4. Talk about what Professor Reid *has* or *hasn't* done.

Read the first two speech bubbles in Activity 4 aloud. Check the students understand the meaning. Ask volunteers to make more sentences about things the Professor has done/has never done, by referring to Activity 3. The students do the task in pairs. Monitor and give help.

Spend a few moments discussing the question in the alien's speech bubble.

5. Complete the sentences about yourself with *have* or *have never*. Use the verbs in parentheses.

Check the meaning of the verbs in parentheses. Write sentences about yourself on the board as models, e.g. *I have studied Italian. I have never seen a kangaroo.* Have the students complete the eight sentences in Activity 5. Ask volunteers to read out a sentence.

6. Ask and answer questions. Use the verbs in Activity 1.

Read the speech bubbles in Activity 6. Ask *Have you ever studied French? Have you ever eaten oysters?* Elicit answers, encouraging the students to say *Yes, I have* or *No, I haven't*. Divide the class into pairs to ask and answer questions using the words and expressions as prompts. Monitor and work on any common errors.

AB The students do pages 14 and 15 in the Activity Book. For answers see the key on page 56.

Wrapping Up

Ask the students to stand up. Throw a ball to a student as you say the present tense form of a verb in Lesson 1, e.g. *write*. The student with the ball has to say the past participle form, e.g. *written*. Repeat with the other verbs.

Extension

Give an index card to each student. Have the students cut their card into four equal rectangles and draw a dotted line in the center of each rectangle to create domino pieces.

Tell the students to write on the domino pieces starting with the right-hand side of the first piece. Students write a verb in the infinitive form, and on the left-hand side of another piece, they write the past participle form of the same verb. When they have made their dominoes, divide the class into groups of five or six to play.

All the students mix their pieces together and each player takes four pieces. The first student places a domino on the table. The next student has to match an infinitive or a past participle form to part of the domino on the table or miss a turn. The first student to place all four of his/her dominoes wins the game.

Homework Assignment

Complete the sentences.

1. I have _____.
2. I have never _____.
3. My best friend has _____.
4. My best friend has never _____.

Teacher's Knowledge Bank

When your students encounter a new tense, it is important that they get a feel for its use and meaning before they start analyzing how it is formed or using grammatical terms to describe it. The most important aspect of language is meaning.

Task Card

Write a list of three things you have never done, but would like to.

Lesson 2

Objectives

- To identify and practice using reflexive pronouns
- To practice differentiating between long and short “u” sounds

Materials

- Student’s Book pages 20–21
- Audio tracks 12–14
- Activity Book pages 16–17

Vocabulary

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Functions

Talking about yourself and others using reflexive pronouns

Language

I hurt myself.

You must behave yourself!

A Lee N has hurt himself!

We enjoyed ourselves at the restaurant.

They won’t behave themselves.

I can make one myself.

Did you carry the table by yourself?

She’ll take care of this herself.

My dad can fix your bicycle himself.

My little brothers washed the kitchen floor by themselves.

Warm-up

Choose the past participle form of a verb from Lesson 1, but do not tell the students what it is. Draw a line for each letter of the verb on the board and explain that the students need to guess the word letter by letter. Have the students take turns calling out letters. If the letter is part of the verb write it in, if it is not, draw part of a house and write the letter on another part of the board. Continue until the students guess the verb (they win) or until the drawing of the house is complete (you win). Repeat with other verbs from Lesson 1.

1. Look, listen, and follow. 🎧 Track 12

Give the students a few moments to look at the pictures in Activity 1 on page 20 and work out what is happening. Explain that they are going to listen to the dialog and hear some reflexive pronouns (give them an example, *myself*, from the first frame of the story).

Play the track a first time for the students to listen to and follow.

Explain any new vocabulary (e.g. *slam shut, behave*).

Play the track again for the students to listen to and repeat. Divide the class into groups of two or three to practice the dialog.

Draw the students’ attention back to the first picture. Remind them that the word *myself* is a reflexive pronoun. Ask them to find the other reflexive pronouns in the story.

Elicit/explain that *myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves* are reflexive pronouns. Point out that they are formed by adding *self* to the singular pronouns *my, your, him, her, and it* and *selves* to the plural pronouns *your, our, and them*.

Explain that when we use a reflexive pronoun the action of the verb returns to the doer. In the sentence *I’ve hurt myself!* The subject and the object are the same person. Tell the students that reflexive pronouns can also be used elsewhere in a sentence to mean the same as “alone” or “without any help” (e.g. in frame 2: *She will take care of this herself*).

2. Match the pronouns on the left to the reflexive pronouns in the boxes.

Direct the students to Activity 2. Get the students to do the matching task in pairs.

As they work, copy the activity on the board. Have volunteers come to the front and draw lines from the pronouns to the reflexive pronouns, using their Student’s Books as reference. Check as a class.

Answers

I – myself

You (singular) – yourself

He – himself

She – herself

It – itself

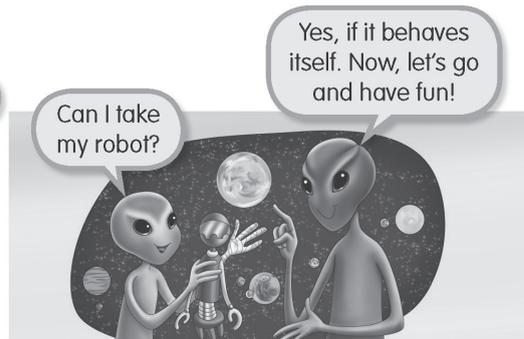
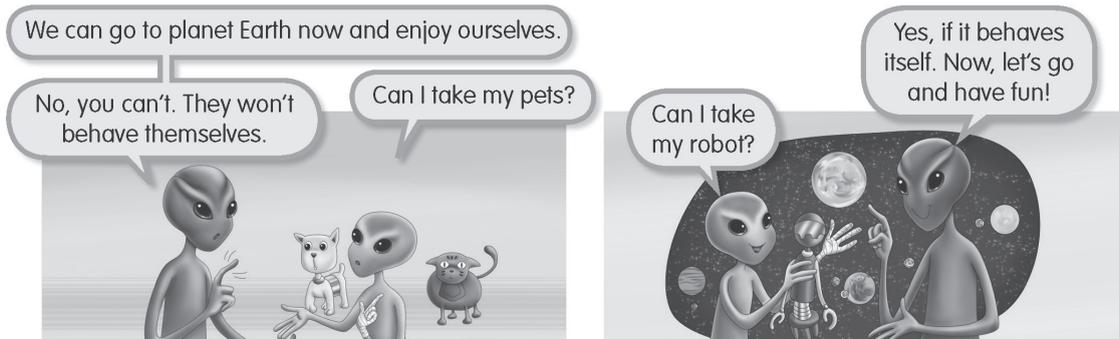
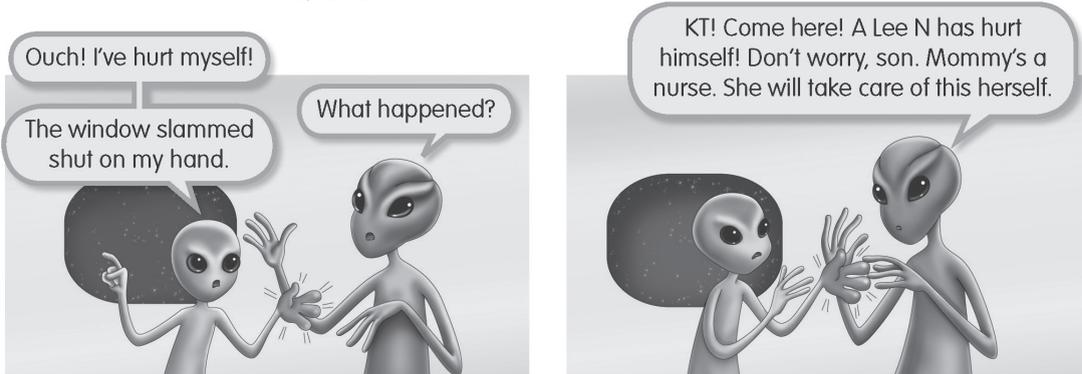
We – ourselves

You (plural) – yourselves

They – themselves

Lesson 2

1. Look, listen and follow. 12



2. Match the pronouns on the left to the reflexive pronouns in the boxes.

- I
- You (singular)
- He
- She
- It
- We
- You (plural)
- They

himself herself yourself
yourselves myself ourselves
themselves itself

3. Complete the sentences with the correct reflexive pronouns.

1. My dad can fix your bicycle himself.
2. We enjoyed ourselves at the restaurant.
3. We don't need to buy a cake. I can make one myself.
4. Look at her dress! She made it herself.
5. Please, cousins, take care of yourself.
6. My little brothers washed the kitchen floor by themselves.
7. Did you carry the table by yourself?
8. The cat is cleaning itself.

4. Write a dialog with a friend. Use as many reflexive pronouns as you can.

5.

Say It Well!



Look, follow and repeat. 13

6. Listen and circle. 14

1. run Short "u" Long "u"
2. but Short "u" Long "u"
3. rule Short "u" Long "u"
4. rug Short "u" Long "u"

3. Complete the sentences with the correct reflexive pronouns.

Have the students look at Activity 3. Elicit the answer for number 1 to ensure the task is clear. The students complete the sentences individually. Check answers as a class.

Answers

1. himself; 2. ourselves; 3. myself; 4. herself; 5. yourselves; 6. themselves;
7. yourself; 8. itself

4. Write a dialog with a friend. Use as many reflexive pronouns as you can.

Read the instructions for Activity 4 aloud and divide the class into pairs. Tell them to write a short dialog using one of the sentences in Activity 3 as a starting point, e.g.

My dad can fix your bicycle himself.

Thanks, but I want to fix it myself.

Yourself!

Yes, myself!

Monitor the task and help as necessary. Have volunteers read out their dialogs.

5. Say It Well!

Look, follow, and repeat. 🎧 Track 13

Write *sun* and *cube* on the board. Say the words and have the students repeat. Emphasize the difference between the sound of "u" in *sun* and the sound of "u" in *cube*. Refer the students to Activity 5. Play the track, pausing after the first word and have the students follow the line from the picture of the sun. Explain that we can describe the sound of "u" in *sun* as short "u". Repeat with the rest of the words on the track, eliciting whether each word has a short "u" or long "u" sound. Play the track again for the students to listen to and repeat.

6. Listen and circle. 🎧 Track 14

Have the students read the instructions for Activity 6 and give them time to read the words.

Play the track for the students to listen to only. Play it again and pause after *run* for the students to circle short "u" or long "u". Do the same with the other words. Check answers.

Answers

1. Short "u"; 2. Short "u"; 3. Long "u"; 4. Short "u"

AB The students do pages 16 and 17 in the Activity Book. For answers see the key on page 56.

Wrapping Up

Write the reflexive pronouns on the board. Divide the class into two teams. Call a student from each team to the front. Say the following sentence *She made the cake _____*.

The first student to point to *herself* on the board wins a point for his/her team.

Continue with other sentences, e.g. *I drew this picture _____*. *You fixed the computer _____*. *They wrote the poem _____*. *The cat hurt _____*. *We cooked the food _____*. *He composed the chant _____*. The team with the most points wins the game.

Extension

Write the following poem on the board:

Have you ever?

Have you ever seen a pink cat?

Have you ever seen an orange rat?

Have you ever seen a shark dancing?

Have you ever seen an elephant singing?

Have you ever seen a giant spider?

Have you ever seen a thin tiger?

Have you ever?

Get the students to write their own *Have you ever?* poems in pairs, using the poem on the board as a model. Invite volunteers to read their poems aloud.

Homework Assignment

Write sentences with all the reflexive pronouns.

Teacher's Knowledge Bank

Monitor the students when they are doing grammar practice exercises to make sure everyone has understood your explanations and the examples in the book. Repeat and expand on explanations for individuals who are having difficulty.

Task Card

Say and spell the reflexive pronouns.

Lesson 3

Objectives

- To practice discussing strange experiences
- To read, reorder, and listen to a narrative
- To practice writing a narrative about a strange experience

Materials

- Student's Book pages 22–23
- Audio track 15
- Activity Book pages 18–19
- Print outs of photographs of planets from the solar system

Warm-up

Write the subject pronouns on the board. Invite volunteers to write the reflexive pronouns next to the subject pronouns. Check their answers as a class.

Get the students to choose two reflexive pronouns and to write a sentence with each.

Then tell them to show their sentences to a partner and work together to see if they are correct. Monitor and check the sentences.

Gateway Magazine - "The Encounter"

1. Think and discuss.

Get the students to look at pages 22 and 23. Explain that this is another section in the Gateway Magazine.

Read out the question in Activity 1 and explain any new words. Allow the students to express their thoughts, experiences, and opinions in their first language, but encourage them to use English whenever possible. Ensure that every student has the chance to contribute to the class discussion.

2. Read and number in order.

Draw the students' attention to the story in Activity 2. Explain that the story is about Professor Reid's encounter with an alien, but that the paragraphs are not in the correct order. Tell the students to read and number the paragraphs in order individually, writing the numbers in pencil.

Divide the class into small groups to compare their answers, but do not confirm the correct order at this stage.

Gateway

Magazine

The Encounter

1 Think and discuss.

What's the strangest thing that has ever happened to you?

2 Read and number in order.

I was amazed! I had only seen spaceships in my imagination or on TV. I was standing next to it when a door opened. A short alien came down the steps, smiled at me and shook my hand. I liked him straightaway!



One night, I was at home watching television and enjoying a cup of hot chocolate.



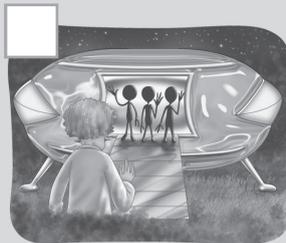
Suddenly, I heard a very loud noise and saw a bright light through my window. I felt very scared.



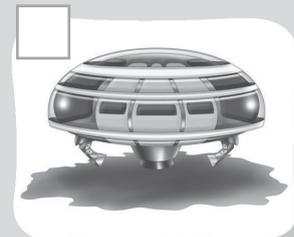
I ran out of my house and saw something in the distance. I ran through the woods and that's when I saw it!



Three more aliens appeared at the door and waved at me. They invited me in. I climbed the stairs and then ...



It was a big shiny spaceship with hundreds of windows. It was hovering above the ground.



3 Listen to check your answers.  15

4 Finish Professor Reid's story.

5 Six of these sentences are wrong. Read "The Encounter" again and correct them.

- Professor Reid was at home on the night of the encounter.
- Professor Reid was drinking a cup of coffee when he heard a noise.
- Professor Reid saw a bright red light through the window.
- Professor Reid stayed at home.
- Professor Reid saw a small spaceship.
- The spaceship had many windows.
- The alien was tall.
- Professor Reid disliked the alien.
- There were other aliens in the spaceship.

1. Professor Reid was drinking a cup of hot chocolate.
2. _____
3. _____
4. _____
5. _____
6. _____

Writing

6 Imagine you had an experience like Professor Reid's.

- Where were you?
- What were you doing?
- What happened?
- What did you see?
- What did you do?



3. Listen to check your answers. 🎧 Track 15

Refer the students to Activity 3. Play the track twice and have the students correct their numbering if necessary. Elicit the correct order.

Answers

The paragraphs should be numbered as follows:

5	1
2	3
6	4

4. Finish Professor Reid's story.

Ask the students to think carefully about how they would end the story. Have them write down some ideas in their notebooks before they write. Get the students to write their endings in the box provided individually. Monitor and help with new language.

Ask volunteers to read out their endings. Have a class vote on who wrote the best ending.

5. Six of these sentences are wrong. Read "The Encounter" again and correct them.

Read the instructions for Activity 5 and check the task is clear. Have volunteers read out the sentences and explain any new words. Get the students to complete the task individually. Check as a class.

Answers

1. Professor Reid was drinking a cup of hot chocolate when he heard a noise.
2. Professor Reid saw a bright light through the window.
3. Professor Reid ran out of his house.
4. Professor Reid saw a big spaceship.
5. The alien was short.
6. Professor Reid liked the alien.

Writing

6. Imagine you had an experience like Professor Reid's.

Read out the instructions for Activity 6 and ensure the task is clear. Tell the students to plan and write their short story in their notebooks. Monitor and check the students' work. Have volunteers read out the "rough" versions of their story to the rest of the class.

Get the students to write a final version of their story on the lines provided.

AB The students do pages 18 and 19 in the Activity Book. For answers see the key on page 56.

Wrapping Up

Write sentences from "The Encounter" on the board with one or two words missing.

Invite volunteers to come to the board and fill in the missing words. Check together as a class.

Extension

Show the students print outs of photographs of planets from the solar system. Tell the students to draw a picture of what life would be like on the planet surface. Divide the class into pairs or small groups to compare pictures.

Ask questions such as:

How did the photographs make you feel?

Did you like the photographs?

Why? Why not?

Homework Assignment

Tell students to read "The Encounter" to a member of their family.

Teacher's Knowledge Bank

Judge what the focus of a speaking task is. If it is grammatical accuracy, you will need to correct your students. If they are talking about their reaction to photographs, you will be more interested in listening to their ideas and letting them express themselves freely, even if they make some mistakes.

Task Card

Draw and color an alien spaceship. Show it to a friend.

Lesson 4

Objectives

- To listen to an interview for specific information
- To create and talk about an alien
- To listen to and say a chant

Materials

- colored pens/pencils
- materials for making an alien (clay, candy, cotton, etc.)
- large piece of card or display paper
- Student's Book pages 24–25
- Audio tracks 16–17
- Activity Book page 20

Warm-up

Write the following questions on the board:

1. *What was Professor Reid doing on the night of his adventure?*
2. *What was the alien spaceship like?*
3. *Did Professor Reid like the short alien?*
4. *How did Professor Reid feel when he heard the noise and saw the bright light?*

Have students read "The Encounter" again and answer the questions individually. Check together as a class.

Answers

1. He was watching television and drinking a cup of hot chocolate.
2. It was big and shiny, with hundreds of windows.
3. Yes, he did.
4. He felt very scared.

1. Listen and answer the questions.

Track 16

Have the students look at Activity 1 and read the questions. Explain that they are going to listen to Professor Reid being interviewed about the alien he saw. They must listen carefully and answer the questions.

Play the track a first time for the students to listen to without writing. Play it again, twice if necessary, for the students to complete the task. Check answers.

Answers

1. Yes, he was.
2. They were gray.
3. No, he didn't have a nose.
4. No, they were thin and long.
5. Seven fingers on each hand.
6. Yes, they were.

2. Listen again to Professor Reid's interview. Draw and color the alien. Track 16

Refer the students to Activity 2. Play the track a final time and have the students draw the alien Professor Reid saw in the space provided. Divide the class into small groups to compare their pictures.

3. Project

Read out the words in Professor Reid's speech bubble in Activity 3 and hand out the materials.

Get the students to work on their projects in class or at home. Encourage them to make their aliens as interesting and creative as possible. Set aside time for each student to describe his/her alien to the rest of the class. Encourage the students to use language for describing appearance from Unit 1.

4. We Can Speak English!

Ask a question using the past participle forms of the verbs in the box. The winner is the student who asks the most questions.

Read out the instructions for Activity 4 and have two volunteers read the speech bubbles. Divide the class into pairs to ask and answer questions using the words in the rectangle.

Monitor the task and encourage the students to speak English at all times and have confidence in their speaking skills.

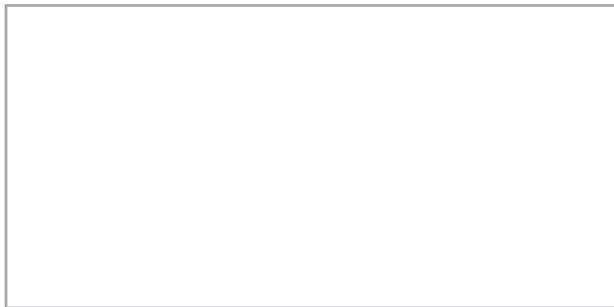
Declare a winner. Have him/her ask different students the questions.

Lesson 4

1. Listen and answer the questions.  16

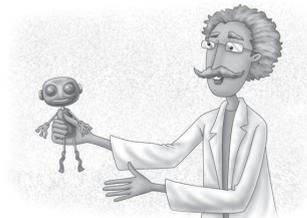
1. Was the alien small? Yes
2. What color were his eyes? _____
3. Did the alien have a big nose? _____
4. Were his arms fat and short? _____
5. How many fingers did he have? _____
6. Were his feet big? _____

2. Listen again to Professor Reid's interview. Draw and color the alien.  16



3. Project 21st Century Skills

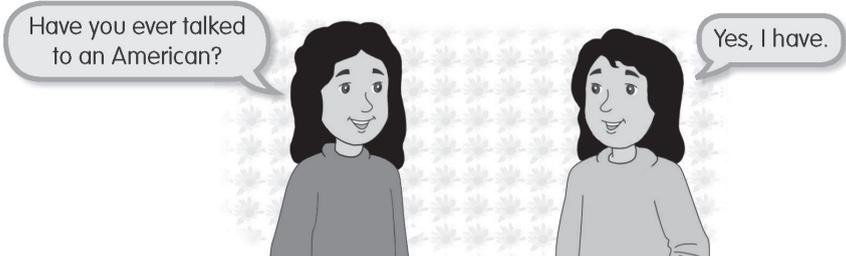
Create your own alien. You can use clay, candy, cotton, or other materials. Be imaginative and have fun!



4. We Can Speak English!

Ask a question using the past participle forms of the verbs in the box. The winner is the student who asks the most questions.

be see ride go try listen to buy have talk to receive



5. Unscramble the verbs (past participles) in the box. Use them to complete the chant.

For My Son

ebne esen gfuhot ievld ratsed flet xelodpre mte oldev eogn

I have never met an alien,
Like old Professor Reid.
I've never _____ to space,
at supersonic speed.
I have _____ a quiet life,
So far, it's true.
But it's all _____ wonderful,
because I have you.

I have never _____ the world,
the North Pole or the South.
I've never _____ a jungle,
or _____ at a lion's mouth.
I've never _____ a dragon,
I don't think they exist.
No, I've never _____ a monster,
in the morning mist.



I've never _____ my hometown,
but I've never _____ sad.
In fact, I'm always happy,
because I'm your Dad.
I haven't _____ many things,
in my life, it's true.
Though one thing's for certain,
I've always _____ you.



We should be grateful
for those who love us.

Gateway to

Values

21st Century Skills

6. Chant "For My Son". 17



5. Unscramble the verbs (past participles) in the box. Use them to complete the chant.

Track 17

Refer the students to Activity 5 and make sure the task is clear. Have the students do the unscrambling task first individually. Check answers and explain any new words (e.g. *fought, stared*).

Answers

been seen fought lived stared felt
explored met loved gone

Give the students time to write the past participles in the gaps (tell them to write in pencil). Point out that they can use some of the verbs more than once. Then play the chant twice so they can check/alter their answers. Check as a class.

Answers

met, gone, lived, been, seen, explored, stared, fought, met, left, been, seen, loved

Gateway to Values

Read the speech bubble aloud and discuss its meaning with your students in their first language, but encourage them to use English whenever possible. Ask questions such as:

*What happens when we take those who love us for granted?
What special things could we do today for someone who loves us to say "thank you"?*

Encourage all the students to express their views and opinions and share yours with them.

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the *Gateway to Values* corner.

6. Chant "For My Son". Track 17

Play the chant again for the students to say the words for enjoyment.

AB The students do page 20 in the Activity Book.

Do and Share!



Materials

a sheet of paper
a ruler
a pen

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English.

Have the students ask a partner their questions and complete the "Answers" column of the questionnaire, then invite volunteers to talk about what they found out, using the girl's speech bubble at the bottom of the page as a model.

Wrapping Up

Call out instructions, e.g. *Stand up if you have eaten pizza. Sit down if you have seen a tarantula*. Continue with other sentences, saying them faster and faster to keep the students alert. Encourage the students to ask further questions if a student has had an interesting experience (e.g. *When did you see it? What did it look like? How did you feel?*).

Extension

Get the students to make a diploma for a special person to show how much he/she is appreciated. Tell the students to write a message for the person and decorate the diploma.

Homework Assignment

Find these words in a dictionary and write an example sentence for each one: *mist, alien, speed, jungle, dragon*.

Teacher's Knowledge Bank

It can be difficult for students to recognize different parts of a verb when the spelling is different (e.g. *fight – fought*). Have patience and give them plenty of practice at both reading and writing the verb forms until they begin to associate them automatically.

Task Card

Write a list of all the people who love you. Keep it somewhere special in your bedroom.

Lesson 5

Objectives

- To review language from the unit in a game and with writing, reading, and listening tasks

Materials

- card to make counters and dice (one dice per pair of students)
- Student's Book pages 26–27
- Audio tracks 18–19
- Activity Book page 21

Language

Revision from Unit 2

Warm-up

Play "Hidden Words". Write the following words on the board: *together, vegetables, watermelon, teacher, bring, tent, butterfly, millionaire*.

Tell the students that each of the words on the board has at least one shorter word hidden inside it. Give them an example: *together* – *to, get, her* (the letters of the hidden words need to follow each other, rather than being mixed up like an anagram). Divide the class into pairs to find as many hidden words as they can. Invite volunteers to write the hidden words in each word on the board.

Example answers

vegetables – get, able, tables; watermelon – water, at, term, me, melon, on;
teacher – tea, each, teach, her; bring – ring, in; tent – ten; butterfly – but,
butter, fly; millionaire – million, mill, ill, lion, on, air

Gateway Game

1. Play the "Journey Back Home" game.

Refer the students to the game on page 26. Divide the class into pairs and tell each student to trace/copy or draw their own spaceship counter and then cut it out. Read the instructions as a class to ensure the game is clear. Explain the meaning of black hole and point out that the gray numbers in circles represent black holes. Tell the students to choose who will follow the red path and who will follow the blue path.

Have the students play the game. The students start with both counters on the picture of the Earth and move along the stars in their chosen path (red or blue), doing the appropriate tasks from the list (task number 1 when they are on star number 1, etc.). Monitor the game and make sure the students are following the instructions and that they understand that they have to roll the number specified in the list when they land on a "black hole".

Lesson 5

Gateway Game

1. Play the "Journey Back Home" game.

You need: a dice and a counter.

Play with a friend.

Choose a path and do all tasks.

If you fall inside a black hole you stay there until you roll the number indicated.

The first spaceship to reach home is the winner.



Red Path

1. Ask your friend a question with *ever*.
2. Write a sentence with *have never*.
3. Complete the sentence with a reflexive pronoun: She has completed her project by _____.
4. You've fallen down a black hole! Roll a 6 to get out.
5. Write the past participle forms of these verbs: *watch, meet, talk*.
6. Write a sentence with *has*.
7. You've fallen down a black hole! Roll a 3 to get out.
8. Complete the sentence with a reflexive pronoun: Samer is teaching _____ English.
9. Write the past participle forms of these verbs: *see, eat, read*.
10. Write a sentence with *has never*.
11. You've fallen down a black hole! Roll a 1 to get out.
12. Complete the sentence with a reflexive pronoun: My sister made the salad.

Blue Path

1. Complete the sentence with a reflexive pronoun: We have fixed the computer by _____.
2. You've fallen down a black hole! Roll a 5 to get out.
3. Write a sentence with *has never*.
4. Write a sentence with *have*.
5. Write the past participle forms of these verbs: *travel, write, ride*.
6. You've fallen down a black hole! Roll a 2 to get out.
7. Ask your friend a question with *ever*.
8. Complete the sentence with a reflexive pronoun: They built the robot _____.
9. Write the past participle forms of these verbs: *drink, have, be*.
10. You've fallen down a black hole! Roll a 4 to get out.
11. Complete the sentence with a reflexive pronoun: Please, Dad, take care of _____.
12. Write a sentence with *has*.

Review



1. Listen to the verbs and write their past participle forms. 18

1. bought 2. _____ 3. _____ 4. _____ 5. _____

2. Unscramble the questions and answer them.

1. teacher / for / bought / Have / a / you / present / ever / your / ?

Have you ever bought a present for your teacher?

2. Italy / ever / Have / to / you / traveled / ?

3. met / friend / ever / parents / Has / your / best / your / ?

4. poem / ever / written / Have / you / a / ?

3. Read and color the correct reflexive pronouns.

1. I cut / with a knife.

2. We didn't write the poem / . The teacher helped us.

3. We don't need a mechanic. My uncle is going to fix the car / .

4. The students enjoyed / at the zoo today.

5. I didn't open the door. It opened by / .

4. Listen and match. 19

nut use tune hug

Short

Long

Go to unit 3!



Review 27

Review

1. Listen to the verbs and write their past participle forms. 🎧 Track 18

Refer the students to Activity 1. Play the track a first time and have the students listen to all the verbs. Play it again, pausing as necessary for the students to write the past participles. Check as a class.

Answers

1. bought; 2. been; 3. traveled; 4. gone; 5. studied

2. Unscramble the questions and answer them.

Tell the students to complete Activity 2 individually. You may wish to elicit the unscrambled questions before the students write their own answers.

Answers

1. Have you ever bought a present for your teacher?
2. Have you ever traveled to Italy?
3. Has your best friend ever met your parents?
4. Have you ever written a poem?

3. Read and color the correct reflexive pronouns.

Ensure Activity 3 is clear by doing number 1 on the board if necessary. Have the students complete the task individually. Check answers.

Answers

1. myself; 2. ourselves; 3. himself; 4. themselves; 5. itself

4. Listen and match. 🎧 Track 19

Refer the students to Activity 4. Get the students to look at the words *nut*, *use*, *tune*, and *hug*. Explain that they are going to listen and draw a line from each word to short “u” or long “u”.

Play the track, pausing as necessary for the students to do the task. Play it again for them to check their answers. Check as a class.

Answers

nut – Short “u”; use – Long “u”; tune – Long “u”; hug – Short “u”

AB The students do page 21 in the Activity Book.

I can ...!

The tasks on page 21 should not be set as a formal test. The students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. For answers see the key on page 56.

Wrapping Up

At the end of this lesson, discuss the unit with your students using the box at the bottom of Activity Book page 21 if you wish. Review the language if necessary.

Tell the students that they have finished the second unit in *Gateway 5* and that they have been “out of this world”!

Extension

Ask the students to write the name of a famous person they admire in their notebooks.

Tell them to write four *Yes/No* questions they would like to ask their person about his/her life, e.g. *Have you ever been married?* Ask volunteers to say who their chosen person is and read their questions. Have the class speculate about the possible answers.

Homework Assignment

Students go through Unit 2. They make a note of anything they are having trouble with and ask you to explain.

Teacher's Knowledge Bank

Be approachable. Make sure your students are comfortable coming to you to talk about any difficulties they are having. You could set aside time at the end of each unit to talk to individuals, or let them write you notes so you can respond without the rest of the class listening.

Task Card

Write two words with short “u” sounds and two words with long “u” sounds. Draw pictures to show their meanings.

Unit 2 Activity Book and test answer key

Pages 14 and 15 (Lesson 1)

Answers

Page 14

Activity 1

1. watch; 2. study; 3. eat; 4. write; 5. travel; 6. talk; 7. drink; 8. read; 9. see; 10. meet

Students should draw pictures for eat, travel, drink, read, see and meet.

Activity 2

1. watched; 2. studied; 3. ate; 4. wrote; 5. traveled; 6. talked; 7. drank; 8. read; 9. saw; 10. met

Activity 3

Note: The students should use the Unit 2 stickers from the center of the Activity Book.

1. watched; 2. studied; 3. eaten; 4. written; 5. traveled; 6. talked; 7. drunk; 8. read; 9. seen; 10. met

Page 15

Activity 1

Possible questions: Have you ever eaten mangoes? Have you ever traveled to Africa? Have you read a mystery novel? Have you ever met a sports star? Have you ever seen a scorpion? Have you ever studied spanish?

Activity 2

Student's own answers.

Pages 16 and 17 (Lesson 2)

Answers

Activity 1

Subject Pronouns

I
You (singular)
He
She
It
We
You (plural)
They

Reflexive Pronouns

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

Activity 2

1. itself; 2. yourself; 3. myself; 4. themselves; 5. himself; 6. yourselves; 7. ourselves; 8. herself

Activity 3

1. Lauren ironed all the clothes by herself.
2. They shouldn't spend so much time by themselves.
3. Simon made the cake by himself.
4. We made the tree house by ourselves.

Activity 4

cat, books, children, test, computer, sandwich, desk, fish, food, cloud

Pages 18 and 19 (Lesson 3)

Answers

Activity 1

1. He was at the supermarket.
2. He was tall, very pale and sad-looking, with ten long tentacles.
3. He was wearing a gray metallic suit.
4. He was looking for his favorite food (cornflakes).
5. He invited the alien to his home and served him cornflakes.
6. He gave him a packet of muesli.

Page 21 (Lesson 5 I can...!)

Answers

Write the past participle forms of the verbs.

met, found, won, written, drunk
traveled, seen, read, studied, watched

Unscramble the questions and answer them.

1. Have you ever traveled to Alaska?
2. Have you ever been on a ship?

Complete the sentences with the reflexive pronouns in the box.

1. yourself; 2. himself; 3. themselves; 4. ourselves

TB Assessment page

There is a more formal assessment test on TB page 245.

Answers

1.
2. read; 3. studied; 4. written; 5. seen; 6. eaten; 7. drunk
2.
2. themselves; 3. myself; 4. herself; 5. yourselves;
6. himself; 7. ourselves
3.
1. Have you ever touched a snake? Student's own answers.
2. Have you ever eaten Chinese food? Student's own answer.

Unit

3

The Makeover

Functions

Talking about the purpose of objects

Talking about complete and incomplete actions with *already* and *yet*

Talking about recently completed actions with *just*

Language

Why does Ruth need a hammer and nails? To hang her pictures.

Ruth has already planted some flowers.

She hasn't washed the floor yet.

She has just finished her room.

Casey has just eaten a big meal.

Vocabulary

glue, hammer, material, mop, nails, paintbrush, plant pots, quilt, screwdriver, vacuum cleaner

Gateway Grammar Level 5

For parents/teachers: page 17

For students: pages 18–22

Gateway Phonics Book 2

Silent e: pages 74–75

Lesson 1

Objectives

- To learn and practice vocabulary associated with home decoration and maintenance
- To practice using the infinitive to express purpose
(*Ruth needs a paintbrush to paint her room.*)

Materials

- Student's Book pages 28–29
- Audio tracks 20–21
- Activity Book pages 22–23
- Unit 3 word stickers
- (Extension: pictures of tools and objects)

Vocabulary

glue, hammer, material, mop, nails, paintbrush, plant pots, quilt, screwdriver, vacuum cleaner

Functions

Talking about the purpose of objects

Language

Why does Ruth need a hammer and nails? To hang her pictures.

Warm-up

Refer the students to page 28 in their Student's Book and point out the photograph of Ruth. Read the speech bubble aloud and explain any new words. Draw the students' attention to the picture of Ruth's bedroom and the tools and other items for maintenance, cleaning, and decoration scattered around the space.

Ask the following questions, using gesture to help convey meaning:

Do you help with the maintenance, cleaning, or decoration at home?

Have you ever painted walls, fences, or furniture?

Have you ever helped to make drapes or quilts?

Would you like to change your bedroom? Would your mom and dad allow it?

What would you do to it if you could?

Encourage the students to share their opinions, feelings, and experiences with the class and share your own with them.

1. Look, listen, and say. 🎧 Track 20

Refer the students to Activity 1. Tell them to look again at the items in Ruth's bedroom. Explain that they are going to learn how to say these words in English.

Play the track a first time and have the students listen and point to the items in the picture.

Play the track a second time for the students to listen to and repeat.

Divide the class into pairs to practice saying the new words.

2. Label the picture with the words in the box.

Direct the students' attention to Activity 2. Say any of the words in the boxes and ask a volunteer to point to it in the picture in Activity 1 and say its corresponding number. Repeat with other words. Have the students label the picture individually.

Check answers.

Answers

1. paintbrush; 2. hammer; 3. mop; 4. nails; 5. plant pots; 6. material;
7. vacuum cleaner; 8. glue; 9. screwdriver; 10. quilt

Unit 3

The Makeover

Lesson 1

1. Look, listen and say.  20



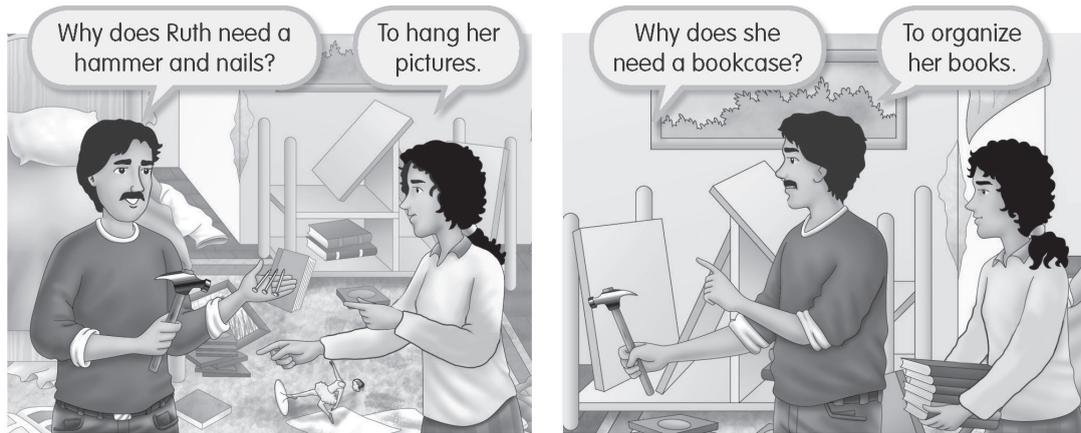
I'm Ruth. My room's a mess but I'm going to change it this weekend.



2. Label the picture with the words in the boxes.

- glue
- screwdriver
- nails
- hammer
- paintbrush
- material
- vacuum cleaner
- quilt
- mop
- plant pots

3. Look, listen and follow. 21



4. Read and match to make sentences.

Ruth needs a paintbrush

She needs a mop

She needs a screwdriver

Ruth needs pots

Ruth needs material

She needs a vacuum cleaner

She needs glue

She needs a quilt

to plant flowers.

to cover her bed.

to fix her ornaments.

to paint her room.

to clean the rug.

to wash the floor.

to assemble the bookcase.

to make curtains.

5. Ask and answer questions about Ruth.

Why does Ruth need glue?

To fix her ornaments.

6. Write sentences about yourself. Use the words in the box to help.

cell phone money bag soccer ball pants shirt

1. I need a new soccer ball to play with my friends.

2. I need _____ to _____.

3. I need _____ to _____.

4. I need _____ to _____.

3. Look, listen, and follow. Track 21

Stick a piece of paper on the board. Give a volunteer an unsharpened pencil and ask him/her to write on the piece of paper. Ask the class *Why can't (student's name) use the pencil?* Elicit the answer in the students' first language. Ask *What does he/she need?* Elicit the answer (*a pencil sharpener*). Ask *Why does he/she need a pencil sharpener?* Elicit/say *To sharpen the pencil.*

Write the above question and answer on the board. Repeat with two different volunteers and a locked door in the classroom (he/she needs a key to open it), and an ink-smudged board (he/she needs a board eraser to clean it).

Explain that the people in the pictures in Activity 3 are Ruth's parents.

Play the track a first time as the students listen and follow. Play it again so they can listen and repeat. Divide the class into pairs to practice the dialog.

4. Read and match to make sentences.

Do the first sentence in Activity 4 with the class as an example (*Ruth needs a paintbrush to paint her room*). Explain any new vocabulary (e.g. *ornaments, assemble*). The students complete the matching task in pairs. Check as a class.

Answers

Ruth needs a paintbrush to paint her room.
 She needs a mop to wash the floor.
 She needs a screwdriver to assemble the bookcase.
 Ruth needs pots to plant flowers.
 Ruth needs material to make drapes.
 She needs a vacuum cleaner to clean the rug.
 She needs glue to fix her ornaments.
 She needs a quilt to cover her bed.

5. Ask and answer questions about Ruth.

Read the speech bubbles in Activity 5 aloud and have the students repeat. Divide the class into pairs to talk about Ruth using the information in Activity 4.

6. Write sentences about yourself. Use the words in the box to help.

Read out the example in number one. Tell the students to complete the remaining sentences in Activity 6 about themselves, using words from the box. Monitor and help with new language. Ask volunteers to read out their sentences.

 The students do pages 22 and 23 in the Activity Book. For answers see the key on page 78.

Wrapping Up

Write the following sentences on the board:

I need a pair of scissors to pay the taxi driver.

I need a ladder to make a cake.

I need a tissue to open the box.

I need some flour to clean my hands.

Ask the students to rewrite the sentences so that they make sense. Elicit some of the corrected sentences.

Extension

Give a picture of a tool or object to each student. Get the students to write down as many uses as they can think of for their object, e.g. *I need a chair to sit down. I need a chair to hang a lamp. I need a chair to change a light bulb.*

The student with the longest list wins. Encourage the students to use their imagination.

Homework Assignment

Students answer the questions.

1. *Why do you need a knife?*
2. *Why do you need a compass?*
3. *Why do you need a straw?*

Teacher's Knowledge Bank

Make sentence writing activities more interesting by encouraging the students to use their imaginations. They do not have to write true things about themselves.

Task Card

Draw a picture of your bedroom. Show and describe it to a friend.

Lesson 2

Objectives

- To practice using the present perfect with *already, yet, and just*
- To practice recognizing the silent “k” in English

Materials

- eraser, crayon, paper clip, ruler, dictionary, notebook, sweater, pen, sheet of paper, pencil sharpener
- materials for making a poster or model of a bedroom
- Student’s Book pages 30–31
- Audio tracks 22–24
- Activity Book pages 24–25

Vocabulary

Revision: past participle forms

Functions

Talking about complete and incomplete actions with *already* and *yet*

Talking about recently completed actions with *just*

Language

Ruth has already planted some flowers.

She hasn’t washed the floor yet.

She has just finished her room.

Warm-up

Get the students to stand in a circle. Distribute the following objects to different students: an eraser, a crayon, a paper clip, a ruler, a dictionary, a notebook, a sweater, a pen, a sheet of paper, and a pencil sharpener.

Clap a rhythm with your hands. As you clap, get the students to pass the objects around the circle. Stop clapping. The students holding the objects tell the class why they need them, e.g. *I need the sheet of paper to make a paper plane.* Start clapping again and repeat.

1. Write the past participles of these verbs.

Have the students look at Activity 1 and get them to complete the task individually. Check answers as a class.

Answers

organized painted washed fixed
assembled covered planted made
hung cleaned

2. Look, listen, and follow. 🎧 Track 22

Have two volunteers come to the front of the class. Instruct them to write the alphabet on the board. When one student completes the task, tell the other to stop.

Say (Student’s name) *has already finished.* (Student’s name) *hasn’t finished yet.*

Write the two sentences on the board and underline *has already* and *hasn’t...yet.*

Repeat the presentation by asking two students to write something interesting about themselves on the board, and two students to construct a paper plane.

Alter the sentences on the board by changing names and point out *has already* and *hasn’t...yet* again.

Direct the students to Activity 2. Explain that Ruth has completed a great deal of her room makeover, but has some things left to do. Tell the students that they are going to listen to Ruth’s parents. Play the track for the students to listen to and follow. Then play it again for them to listen to and repeat. Divide the class into pairs to practice the dialog.

3. Talk about what Ruth has or hasn’t done.

Have the students look at the picture of Ruth’s room in Activity 3. Read out the speech bubble.

Divide the class into pairs to talk about the room, referring back to the large picture in Activity 1, Lesson 1 if necessary. Monitor the task and encourage the students to use *has already* and *hasn’t...yet.* Ask volunteer pairs to talk about Ruth’s room for the rest of the class.

4. Write four sentences about Ruth.

Get the students to complete the sentences in Activity 4 individually, referring back to the picture of the bedroom in Activity 3. Have volunteers read out their sentences.

Possible answers

1. Ruth has already assembled the bookcase.
2. Ruth hasn’t fixed her ornaments yet.
3. Ruth has already hung her pictures.
4. Ruth hasn’t made drapes yet.

Lesson 2

1. Write the past participles of these verbs.

organize _____ paint _____ wash _____ fix _____
 assemble _____ cover _____ plant _____ make _____
 hang _____ clean _____

2. Look, listen and follow.  22



3. Talk about what Ruth *has* or *hasn't* done.

Ruth has already planted some flowers.



4. Write four sentences about Ruth.

1. Ruth has already _____.
2. Ruth hasn't _____ yet.
3. _____.
4. _____.

5. **Project** -21st Century Skills

Design your ideal bedroom.



6. Look, listen and follow. 23



7. Look at the pictures and complete the sentences. Use the past participles of the verbs in the box.

finish ~~eat~~ arrive win wake up



1. Casey is full. He has just eaten a big meal.



2. The boys are happy. They have just _____ the competition.



3. Marie is yawning. She _____.



4. Sarah is tired. She _____ home from school.

5. I _____ this exercise!

8. **Say It Well!**



Listen and circle the silent letter. Draw the missing pictures. 24



knitting



knee



knight



knife



knot



knock

The silent letter is _____.

5. Project

Refer the students to Activity 5 and read Ruth's speech bubble aloud. Get the students to make a poster or create a 3D model of a room using a cardboard box. They can work on their projects in class or at home. Encourage them to make their rooms as interesting and creative as possible.

Set aside time for each student to show and talk about his/her room to the rest of the class. Encourage the rest of the class to ask questions about the rooms.

6. Look, listen, and follow. Track 23

Ask a confident volunteer to go outside the room and then "act out" arriving late. Point to the volunteer and say *Look, (student's name) has just arrived to school! He/She is very late!*

Write the first sentence on the board, underlining *just*.

Give the students time to look at the picture in Activity 6. Play the track for the students to listen to and follow. Play it again for them to listen and repeat.

Divide the class into pairs or groups of three to practice the scene.

7. Look at the pictures and complete the sentences. Use the past participles of the verbs in the box.

Ensure that Activity 7 is clear. Have the students complete the sentences individually. Monitor and help as necessary. Check answers as a class.

Answers

- eaten;
- won;
- has just woken up;
- has just arrived;
- have just finished

8. Say It Well!

Listen and **circle** the silent letter. Draw the missing pictures.  Track 24

Have the students look at Activity 8 and make sure the meaning of the words is clear.

Play the track twice, pausing as necessary for the students to complete the task.

Elicit "k" from the group and have them write it in the space provided. Explain that "k" at the beginning of certain words is not pronounced. Play the track again for the students to listen to and repeat the words.

Get the students to draw a knee and a knife in the appropriate boxes. Encourage them to compare their pictures with a partner.

 The students do pages 24 and 25 in the Activity Book. For answers see the key on page 78.

Wrapping Up

Write the following words on the board:

*hammer paintbrush scredriver quilt
vacuum cleaner nails glue mop*

Tell students to correct the spelling mistakes in some. Invite volunteers to write the corrected words on the board.

Answers

hammer, paintbrush, screwdriver, vacuum cleaner, glue

Extension

Write the following on the board: *Jack, Christopher and Debbie, Mrs Adams.*

Tell the students to listen very carefully and draw pictures.

Say Jack is crying. He has just fallen down the stairs.

Give the students time to draw their picture. Repeat with these sentences:

Christopher and Debbie are scared. They have just seen a monster.

Mrs Adams is very full. She has just eaten five slices of pizza.

Tell the students to compare pictures in pairs or small groups.

Homework Assignment

Ask *What have you / haven't you done today?*

Students write three sentences using *already* and three using *yet*.

Teacher's Knowledge Bank

Getting the students to interpret what they hear by drawing a picture allows them to bring creativity to what otherwise might be a rather mechanical comprehension task.

Task Card

Complete the verbs and write their past participle forms.

c _ v _ r w _ s _ _ a _ g a _ _ e _ b _ _
p _ _ _ t _ _ x

Lesson 3

Objectives

- To practice discussing colors
- To read and listen to descriptions of colors
- To write a poem

Materials

- Photographs or magazine pictures with strong colors
- Student's Book pages 32–33
- Audio track 25
- Activity Book pages 26–27
- (Extension: pictures of works by Paul Gauguin, drawing paper, tempera paint or crayons)

Warm-up

Divide the class into two teams. Invite a student from each team to the board. Spell a verb aloud, letter by letter, e.g. *m - a - k - e* and tell the students to write the verb and the past participle on the board. The first student to write the verb and its past participle form correctly wins a point for his/her team. Choose more pairs of students and continue with these verbs: *assemble, organize, paint, hang, clean, wash, cover, fix, plant*.

The team with the most points at the end wins the game.

Gateway Magazine - "Colors!"

1. Think and discuss.

Get the students to look at pages 32 and 33. Explain that this is another section in the Gateway Magazine.

Read out the questions in Activity 1. Allow the students to express their thoughts, experiences, and opinions in their first language, but encourage them to use English. Ensure that every student has the chance to contribute to the class discussion.

2. Read and guess the colors.

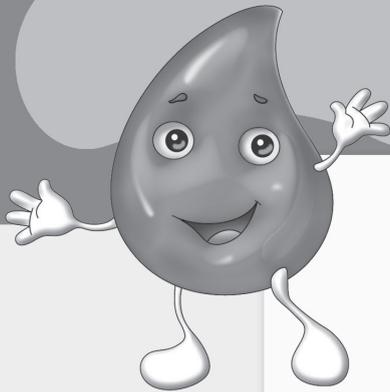
Draw the students' attention to Activity 2. Explain that the eight short descriptions are about colors, but the colors are not named. The students must read the descriptions and guess the colors. You may wish to explain the meaning of *associated with, symbol, and represent* before the students read.

Give the students time to read the descriptions individually and think about the colors, then divide the class into small groups to compare their ideas. Have the students discuss and then write the colors they think are being described in pencil on the lines provided. Elicit ideas, but do not confirm answers at this stage.

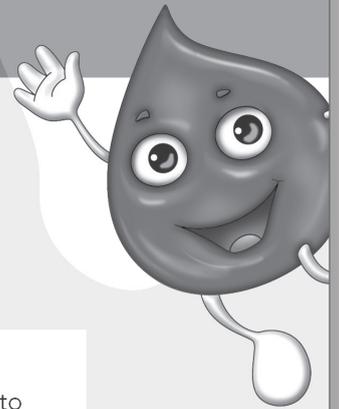
Gateway

Magazine

Colors!



- 1 Think and discuss.
What colors do you like? Why?
What colors don't you like? Why?
- 2 Read and guess the colors.



I am the color of life and nature and of many leaves and vegetables. I am associated with young and fresh things.
_____ green _____

I am the color of the sky and the ocean. I am calm and I help you to relax and rest. I am sometimes a symbol of peace and harmony.

I am a pure and clean color. If you paint your walls with me, I will make the room look large and light.

I am the color of the sun. I am a symbol of happiness and fun. Clever people like my color. _____

I am the combination of red and white. I am a quiet color and the symbol of beauty. I am associated with young girls.

I am the color of earth and the color of leaves in fall. I represent order and sometimes I am not very exciting, but I am also warm. _____

I am the color of the night. I represent mystery and sophistication. But many people also think I am a sad and negative color.

I am the color of action and passion. I am also the color of love and danger! Outgoing people who have lots of energy often prefer me to all other colors. _____

3 Listen to check your answers.  25

4 Read "Colors!" again and answer the questions.

Which color makes people feel happy?
Which color is suitable for a little girl?
Which color would you paint a small room?
Which color is suitable for a bedroom?
Which color represents you? Why?

5 Read this poem about a sunflower.

A sunflower is as yellow as
the sun,
a chick,
and a grapefruit, it's true!
A sunflower is as yellow as
gold,
a lemon,
and a banana, too!
A sunflower is yellow!

Writing

6 Choose a color and write your own poem in your notebook.



3. Listen to check your answers. 🎧 **Track 25**

Explain that the students are going to listen to descriptions of the colors, which are not exactly the same as the paragraphs in the magazine. Tell them that the descriptions are not in the same order as on pages 32 and 33 and there are some extra descriptions on the track. Play the track twice for the students to check/alter their answers. Talk about the colors as a class.

Answers*page 32*

green blue

white yellow

pink brown

page 33

black red

4. Read “Colors!” again and answer the questions.

Refer the students to Activity 4. Get them to read the descriptions of the colors again and answer the questions individually. Elicit and discuss the answers as a group.

Possible answers

Yellow

Pink

White

Blue

Students' own answers.

5. Read this poem about a sunflower.

Read the poem in Activity 5 as a class. Explain any new words. Spend some moments talking about the poem as a group.

Writing**6. Choose a color and write your own poem in your notebook.**

Ensure Activity 6 is clear. Have the students pick a color and then write their poems in their notebooks using the sunflower poem as a starting point.

Monitor the task and help as necessary.

As a group, discuss which poems manage to capture the “essence” of the various colors.

AB The students do pages 26 and 27 in the Activity Book. For answers see the key on page 78.

Wrapping Up

Show the students magazine pictures or photographs containing strong colors. Ask the students to draw a picture of something that the pictures make them think of. Tell the students something about the pictures and ask questions such as:

How did the pictures make you feel?

Did you like them? Why?/Why not?

Encourage the students to compare their pictures in pairs or small groups.

Extension

Tell the students something about Gauguin (see below) and if possible, show them images of some of his paintings.

Paul Gauguin was a French artist. He is famous for using flat, bright, and unusual colors in his paintings of everyday things. He might paint a landscape where we see a yellow sky, purple grass, an orange lake, and blue mountains.

Get the students to draw a landscape on a sheet of drawing paper and paint it using tempera paint or crayons. Tell the students to paint their landscapes with colors that are opposite to the real thing (a red sky, purple ocean, orange seagulls, etc.). Allow the paintings to dry and display them in an “Amazing Colors” gallery.

Homework Assignment

Students teach the colors in English to a member of their family.

Teacher's Knowledge Bank

When your students are doing a writing task, have them write their early drafts on every third line. There will be space to make corrections, changes and additions without making the piece of writing too messy to read.

Task Card

Number the colors in order of preference:

black purple pink red blue yellow gray green
white brown

Lesson 4

Objectives

- To listen to a conversation for specific information
- To practice saying tongue twisters
- To listen to and say a chant

Materials

- large piece of card or display paper
- Student's Book pages 34–35
- Audio tracks 26–28
- Activity Book page 28

Warm-up

Write the following questions on the board:

1. Which color is associated with fun?
2. Which color is associated with peace?
3. Which color is associated with mystery?
4. Which color is associated with beauty?
5. Which color is associated with nature?

Have the students read "Colors!" again and answer the questions individually. Check together as a class.

Answers

1. yellow
2. blue
3. black
4. pink
5. green

1. Listen to a conversation between Ruth and her friend. Color the correct boxes.

Track 26

Have the students look at the picture and read the sentences in Activity 1. Tell the students that Ruth's friend is called Laura. Explain that they must listen carefully to the two girls talking about Ruth's bedroom and color *true* or *false* for each sentence.

Play the track a first time for the students to listen to only. Play it again, pausing as necessary for the students to complete the task. Play the track once more for the students to check their work. Check answers as a class.

Answers

1. True; 2. False; 3. False; 4. False; 5. True; 6. False

Gateway to Values



Have the students look at the picture and the speech bubble. Explain any new words and discuss the meaning of the speech bubble with your students in English and their first language. Ask questions such as:

Why did Ruth's friend's words make her feel happy?

If we are negative with our friends and people we know, how does it make them feel?

When have kind words made you feel happy?

When have unkind words made you feel unhappy?

Encourage all the students to express their views and opinions and share yours with them.

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the *Gateway to Values* corner.

2. We Can Speak English!

Read and listen to the tongue-twisters.

Track 27

Refer the students to Activity 2. Read the instructions and explain that a tongue-twister is a phrase which is difficult to pronounce. Play the track twice for the students to listen to the tongue-twisters. Explain any new words. Play the tongue-twisters again for the students to listen to and repeat all together.

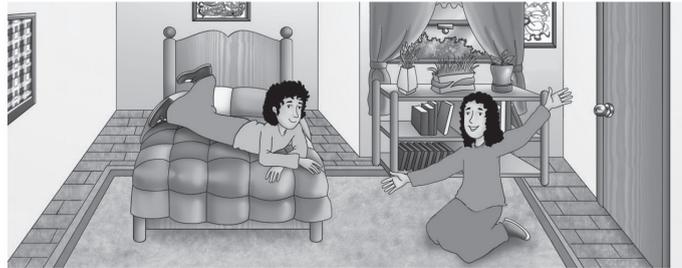
Divide the class into pairs to take turns saying the tongue-twisters. Monitor the task.

Invite volunteers to the front to say the tongue-twisters as quickly as possible.

Encourage the students to have confidence – even if they find their tongue in a twist!

Lesson 4

1. Listen to a conversation between Ruth and her friend. Color the correct boxes.



TRUE FALSE

1. Laura likes Ruth's room.
2. Ruth's curtains are green.
3. Laura's favorite color is pink.
4. Ruth's mom made the curtains.
5. The girls are going to the mall.
6. Ruth wants to buy some shoes.

<input type="checkbox"/>	<input type="checkbox"/>

My friend made me feel happy. Her kind words meant a lot.

Gateway to Values 21st Century Skills



2. We Can Speak English!

Read and listen to the tongue-twisters. 27

Yellow butter, purple jelly, red jam, black bread.

Spread it thick, say it quick.

Yellow butter, purple jelly, red jam, black bread.

Spread it thicker, say it quicker.

Six slimy silver snails sailed silently ...

The big black bug bit the big black bear
But the big black bear bit the big black bug back.

Red lorry, yellow lorry, red lorry, yellow lorry ...

Say the tongue-twisters as fast as you can.



3. Listen to the chant and answer the questions.  28

Billy's Nice Surprise!

Shhh! Don't make a noise,
everyone's in bed,
except for cousin Billy,
who's in the garden shed.
Billy needs a broom to sweep,
the sitting room floor,
Billy needs paint to paint,
the sitting room door.
Now Billy's found paints
in banana yellow and blue,
crocodile green,
And candy pink, too!

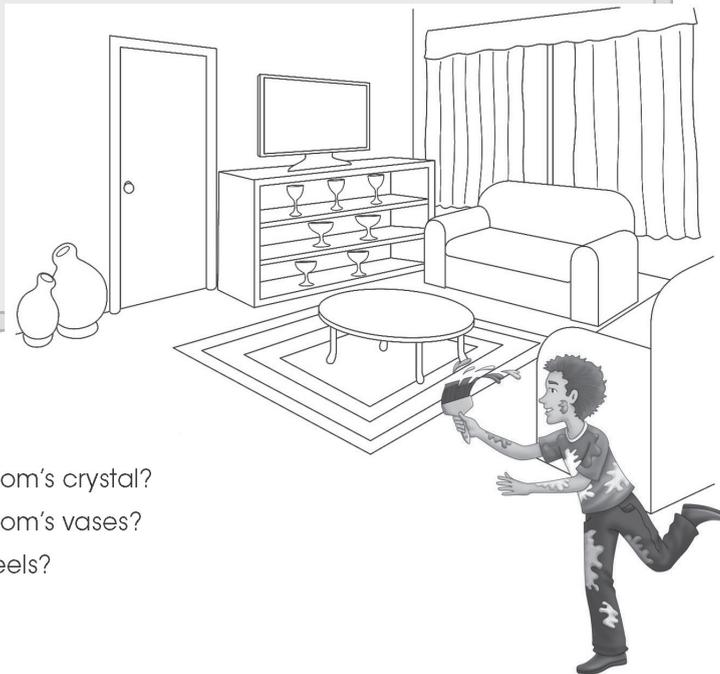
Splash! Drip! Drop!
Billy works through the night.
When the sitting room's finished,
Wow! What a sight!

In the sitting room,
there's an antique table,
it was a special gift,
from Aunt Mabel.
Billy paints it brightly,
with purple dots.
And to his mother's curtains,

he adds orange spots.
Billy doesn't like plain,
ordinary glass,
and so Billy paints Mom's crystal
the color of grass!

Splash! Drip! Drop!

In the sitting room,
he paints the TV pink,
he paints all the vases,
the color of ink.
The morning has come,
Mom, close your eyes!
Then open them and see
Billy's nice surprise!



1. Why does Billy need a broom?
2. Why does Billy need paint?
3. What color does Billy use for mom's crystal?
4. What color does Billy use for mom's vases?
5. How do you think Billy's mom feels?

4. Color Billy's Nice Surprise!

3. Listen to the chant and answer the questions. 🎧 Track 28

Read the instructions for Activity 3 and the questions at the bottom of the page. Explain any new words. Play the chant twice for the students to listen to and follow.

Play the track a third time, pausing and eliciting the answers from individual students.

Answers

1. To sweep the sitting room floor.
2. To paint the sitting room door.
3. Green.
4. Black.
5. Students' own answers.

Play the chant again for the students to join in for enjoyment.

4. Color Billy's Nice Surprise!

Have the students complete the coloring task in Activity 4 as they reread the lyrics to the chant, then compare their pictures in pairs or small groups.

AB The students do page 28 in the Activity Book.

Do and Share!



This section in Lesson 4 of each unit links English with other areas of the students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

Materials

- a large piece of card
- ten small pieces of card
- sticky tape
- markers

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English.

Encourage the students to talk to members of their family and friends about their progress, using the boy's speech bubble at the bottom of the page as a model.

Wrapping Up

Write the following sentences on the board:

1. Billy needed a broom to sweep his bedroom.
2. Billy found red paint.
3. Billy added yellow spots to the curtains.
4. Billy didn't paint the TV.
5. Billy's mother was very happy.

Get the students to read "Billy's Nice Surprise!" again and correct the sentences.

Check as a class.

Answers

1. Billy needed a broom to sweep the sitting room floor.
2. Billy found yellow, blue, green and pink paint.
3. Billy added orange spots to the curtains.
4. Billy painted the TV pink.
5. Billy's mother wasn't very happy.

Extension

Get the students to find the following words in their dictionaries and write an example sentence for each: *antique, plain, dots, spots, shed*.

Homework Assignment

Students choose two tongue-twisters from page 34 and learn them.

Teacher's Knowledge Bank

Ask your students to write their own tongue-twisters. They will enjoy swapping them with fellow students and challenging them to say them as quickly as possible.

Task Card

Draw Billy's mother's face when she saw Billy's surprise.

Lesson 5

Objectives

- To review language from the unit in a game and with writing, reading, and listening tasks

Materials

- watches – one per pair of students
- Student's Book pages 36–37
- Audio track 29
- Activity Book page 29
- (Extension: construction paper)

Language

Revision from Unit 3

Warm-up

Get the students to stand in a circle. Start by saying *I'm thinking of colors and the first one is blue*. Point to a student and encourage him/her to repeat your sentence and add a new color to the list. Point to another student, who then has to add the next color, and so on. The student who repeats a color or can't add a new one to the list is out of the game.

Continue with other categories.

Gateway Game

1. Play the "It's More Difficult Than You Think" game.

Direct the students' attention to the game on page 36 and explain that they are going to play the game in pairs. Read the instructions aloud and ensure the game is clear: one person must time the other person as they read the colors. The students must then switch roles, with the other person doing the timing.

Divide the class into pairs to play the game. Ensure that each pair of students has a watch.

Monitor and make sure the students are reading the words, not saying the color of the words. Have the students write the time it took to say all of the words without stumbling to see which person won.

Gateway Game

1. Play the "It's More Difficult Than You Think" game.

You need: a watch



Look at the words and say the colors.

orange green blue **yellow** brown

gray pink red black

black red green pink white

purple blue pink orange

blue white **yellow** orange red

pink **brown** black gray

gray **brown** green **blue** yellow

purple red black white

How long did it take you to say the colors without stumbling? _____

Review 

1. Complete the dialogs.



1. Why do you need a mop?

wash the kitchen floor. It's very dirty.



2. Why do you _____?

the clock. It isn't working.

2. Write sentences with *already* or *yet*. Use the word in parentheses.

1. (do my homework) _____

2. (make my bed) _____

3. Unscramble the words and complete the speech bubbles.

1. finger / cut / I / have / just / my

2. a / just / postman / The / has / brought / parcel



It really hurts!



It's for you!

4. Listen to the joke and **circle** the words with a silent "k" in them.  29

Knock! Knock! Who's there?
Amos
Amos who?
A mos – quito just bit me!



Go to
unit 4!

Review

1. Complete the dialogs.

Ensure that the task in Activity 1 is clear. Tell the students to use full sentences and have them complete the dialogs individually. As the students work, copy the incomplete dialogs on the board. Volunteers complete the dialogs and check as a class.

Answers

- Why do you need a mop?
I need a mop to wash the kitchen floor. It's very dirty.
- Why do you need a screwdriver?
I need a screwdriver to fix the clock. It isn't working.

2. Write sentences with *already* and *yet*. Use the word in parentheses.

Have the students complete Activity 2 individually. Ask several volunteers to read their sentences aloud.

3. Unscramble the words and complete the speech bubbles.

Get the students to unscramble the sentences in Activity 3 and complete the dialogs individually. Check as a class.

Answers

- I have just cut my finger. (Students should copy it in the first speech bubble.)
- The postman has just brought a parcel. (Students should copy it in the second speech bubble.)

4. Listen to the joke and circle the words with a silent "k" in them. 🎧 Track 29

Ensure Activity 4 is clear. Play the track a first time for the students to listen to the joke.

Play it again and have the students circle the words with a silent "k". Check answers and ask the students if they found the joke funny or not.

Answers

Words with a silent "k": knock, knock

AB The students do page 29 in the Activity Book.



The tasks on page 29 should not be set as a formal test. The students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement.

Spend time going through new task-types, using the students' first language to explain where necessary.

For answers see the key on page 78.

Wrapping Up

At the end of the lesson, discuss this unit with your students, using the box at the bottom of Activity Book page 29 if you wish. Review the language if necessary.

Tell the students that they have finished the third unit in *Gateway 5* and that they have already been fantastic.

Extension

Cut a large pot shape out of construction paper and attach it to a board. Cut circles out of yellow paper to create gold pieces.

Give a gold circle to each student and get them to write something kind we can say to people every day, e.g. *I like your backpack*. Attach the gold pieces at the top of the pot.

Homework Assignment

Students go through Unit 3. They make a note of anything they are having trouble with and ask you.

Teacher's Knowledge Bank

Jokes are a good way of reviewing, using, and playing with language. Students can take it in turns to share their jokes with the class. You could get your students to record their jokes on video or make a joke book to share with other classes.

Task Card

Find a joke in English that you think is funny.

Unit 3 Activity Book and test answer key

Pages 22 and 23 (Lesson 1)

Answers

Page 22

Activity 1

Left to right, top to bottom: mop, glue, screwdriver, pots, vacuum cleaner, quilt, cloth, hammer, paintbrush, nails

Activity 2

hammer, paintbrush, nails, cloth, glue, pots

Activity 3

nails, pot, cloth, paintbrush

Activity 4

1. a hammer and some nails 2. a plant pot 3. a cloth
4. a paintbrush

Page 23

Activity 1

James and Rick – paint and paintbrush; Manal – nails; Maggie and Rose – paper and glue; Reem – plant pot

Activity 2

2. James and Rick need some paint and a paintbrush. 3. Manal needs nails. 4. Maggie and Rose need some paper and glue. 5. Reem needs a plant pot.

Activity 3

2. Why does Reem need a plant pot? To plant a tree.
3. Why do Maggie and Rose need paper and glue? To do their homework.
4. Why does Dan need a book? To study for a test.
5. Why does Mandy need nails? To hang a picture on the wall.

Pages 24 and 25 (Lesson 2)

Answers

Activity 1

buy – bought; make – made; write – written; call – called;
pay – paid; clean – cleaned; help – helped; study – studied
water – watered; take – taken

Activity 2

2. Ruth has already studied for her English test. 3. Ruth has already helped her sister with Math. 4. Ruth has already taken photos for the Science project. 5. Ruth has already cleaned her room.

2. Ruth hasn't made a scarf for her mom yet. 3. Ruth hasn't written her book report yet. 4. Ruth hasn't paid for the field trip yet.

Activity 3

1. has just bought; 2. have just finished; 3. has just won; 4. has just lost; 5. have just dropped

Perfect Punctuation!

No. The question mark is missing 1. Why are you tired? 2. You look tired. 3. Do you want to come to my house? 4. Come to my house tomorrow. 5. I need a hammer to hang the picture. 6. Can you lend me a hammer? 7. I want to go home. 8. When can we go home? 9. Are you going to call us tonight? 10. What time are you calling?

Pages 26 and 27 (Lesson 3)

Answers

Activity 1 Student's own answers.

Activity 2 Student's own answers.

Activity 3

feet; rose; some; blueberries; far; bear

Activity 5

of grass; feet; I'm the color of; eat

Page 29 (Lesson 5 I can...!)

Answers

Write the missing vowels and draw a picture for each word.
vacuum cleaner, screwdriver

Write sentences with just, already and yet. Use the prompts.

1. My mother hasn't cooked breakfast yet.
2. Jameela has already had lunch. / Jameela has just had lunch.
3. We have already bought the present. / We have just bought the present.
4. They haven't made their bed yet.

TB Assessment page

There is a more formal assessment test on TB page 246.

Answers

2.

2. Mary hasn't made lunch yet.
3. Mary has already cleaned the house.
4. Mary has already fixed the vacuum cleaner.
5. Mary hasn't washed the dishes yet.
6. Mary has already hung some pictures.

3.

1. have just; 2. has just

Unit

4

The Rainforest

Functions

Talking about definite plans for the future
Talking about possible events in the future
Making guesses and deductions

Language

Larry's going to swim under waterfalls.
He might see a caiman.
Number one might be a monkey.
Number six must be a cricket.
That must be a toucan.
It might be a caiman.

Vocabulary

binoculars, bridge, butterfly, caiman, go kayaking, go rafting, lava, toucan, volcano, waterfall

Gateway Grammar Level 5

For parents/teachers: page 23
For students: pages 24–28

Gateway Phonics Book 2

"ck": pages 18–19

Lesson 1

Objectives

- To learn vocabulary related to rainforests
- To practice using *going to* for definite plans and *might* for possible events

Materials

- Student's Book pages 38–39
- Audio tracks 30–31
- Activity Book pages 30–31
- Unit 4 word stickers
- (Extension: letter cards as follows: consonants *j, q, v, z*, – 1 card each, all remaining consonants – 2 cards each, all vowels – 3 cards each)

Vocabulary

binoculars, bridge, butterfly, caiman, go kayaking, go rafting, lava, toucan, volcano, waterfall

Functions

Talking about definite plans for the future
Talking about possible events in the future

Language

*Larry's going to swim under waterfalls.
Larry might see snakes.*

Warm-up

Refer the students to page 38 and show them that Larry appears in the photograph. Read out his speech bubble. Explain *rainforest* with the help of the picture. Draw the students' attention to the picture of the rainforest and spend a few moments talking about what they can see. Ask the following questions:

Where are the rainforests in the world?

What can you see there?

What animals live in rainforests?

What activities could you do on a trip to a rainforest?

What problems are facing the rainforests today?

Encourage the students to share their opinions, feelings, and experiences and share your own with them.

1. Look, listen, and say. 🎧 Track 30

Refer the students to Activity 1. Have the students look at the picture of the rainforest again. Draw attention to the numbered items and activities. Explain that they are going to learn how to say these things in English.

Play the track a first time for the students to listen to and point. Then play it again for them to listen to and repeat.

Divide the class into pairs to practice saying the new words.

2. Label the pictures with the words in the box.

Direct the students' attention to Activity 2. Point to one of the words and ask a volunteer to point to it in the picture in Activity 1 and say its number. Repeat with other words.

Have the students label the picture individually. Check answers.

Answers

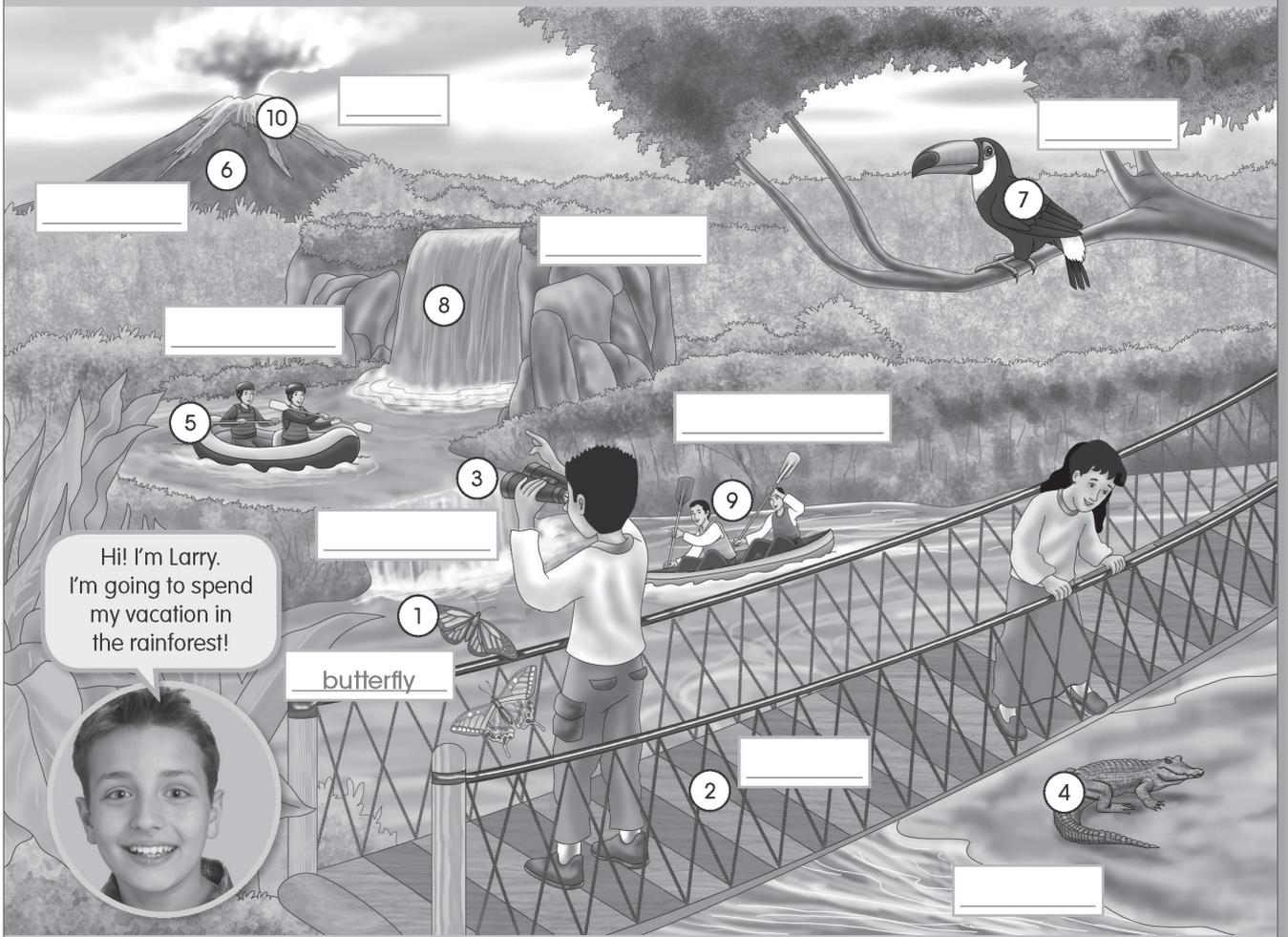
1. butterfly; 2. bridge; 3. binoculars; 4. caiman; 5. go rafting; 6. volcano;
7. toucan; 8. waterfall; 9. go kayaking; 10. lava

Unit 4

The Rainforest

Lesson 1

1. Look, listen and say. 30



2. Label the pictures with the words in the boxes.

- volcano
- caiman
- go kayaking
- binoculars
- go rafting
- waterfall
- lava
- toucan
- bridge
- butterfly

3. Listen and write *D* for definite or *P* for possible.  31



THE RAINFOREST An Adventure of a Lifetime!

<input type="checkbox"/>		Stay in a beautiful hotel in the middle of the rainforest.	<input type="checkbox"/>		Walk on hanging bridges.
<input type="checkbox"/>		Swim under beautiful waterfalls.	<input type="checkbox"/>		See a steaming volcano.
<input type="checkbox"/>		Go hiking.	<input type="checkbox"/>		See lava flowing down its sides at night.
<input type="checkbox"/>		Go rafting.	<input type="checkbox"/>		See over 250 species of birds, many monkeys, and other wildlife.
<input type="checkbox"/>		Go kayaking.	<input type="checkbox"/>		See snakes and caimans.

4. Talk about Larry's vacation.

Larry's going to swim under waterfalls.

Larry might see snakes.

5. Complete the sentences using *going to* or *might*.

- Larry _____ is going to _____ stay in a hotel in the rainforest.
- Larry _____ see a caiman.
- Larry _____ go hiking.
- Larry _____ go rafting.
- Larry _____ see a volcano.
- Larry _____ make new friends.

6. Write four more sentences about Larry's vacation.

- _____ Larry's _____ going to _____ swim under beautiful waterfalls _____.
- _____ going to _____.
- _____ might _____.
- _____ might _____.

3. Listen and write *D* for definite or *P* for possible. 🎧 Track 31

Say *This afternoon I'm going to go to the mall.* Emphasize *going to* and nod your head. Look uncertain and say *At the mall, I might buy a new pair of shoes.*

Write the sentences on the board. Underline *going to* and place a tick above it. Underline *might* and place a question mark above it. Give more examples of both types of sentence.

Explain that Larry and his mom are booking a vacation to the rainforest. Look at the advertisement and have volunteers read out the sentences. Explain any new vocabulary. Tell the students that they are going to hear Larry talking to his mom. They must listen and write *D* for definite or *P* for possible in the boxes.

Play the track twice for the students to listen to only. Play it again, pausing as necessary for the students to complete the task. Check as a class.

Answers

D	D
D	D
D	P
P	P
P	P

4. Talk about Larry's vacation.

Read the speech bubbles in Activity 4 aloud. Elicit more sentences, encouraging the students to use *going to* or *might* as they refer to the rainforest advertisement.

Divide the class into pairs to talk about Larry's vacation. Monitor and check the students are using *going to* and *might* correctly.

5. Complete the sentences using *going to* or *might*.

Refer the students to Activity 5. Elicit the first answer (*'s/is going to*) and have the students write it on the line. The students complete the rest of the task individually. Check answers.

Answers

1. 's/is going to; 2. might; 3. 's/is going to; 4. might;
5. 's/is going to; 6. might

6. Write four more sentences about Larry's vacation.

Have the students complete the sentences individually. Elicit examples.

Possible answers

1. Larry is going to swim under beautiful waterfalls.; 2. Larry is going to walk on hanging bridges.; 3. Larry might go kayaking.; 4. Larry might see lava flowing from the volcano.

AB The students do pages 30 and 31 in the Activity Book. For answers see the key on page 100.

Wrapping Up

Ask the students to sit in a circle. Hand the first student the following written message *I'm going to visit the zoo on the weekend. I might see elephants there.*

Ask the student to whisper the message to his or her neighbor. Tell the student who heard the message to whisper it to the next student, and so on. Tell the last student to say the message aloud. The message will inevitably change. Repeat with different messages.

Extension

Place all the letter cards on a table. Invite a student to the front and say *binoculars*.

Give the student ten seconds to make the word using the letter cards. If he/she completes the task successfully, write his/her name on the board. Repeat with other words from Lesson 1 with different students. At the end of the game, give a round of applause to those students whose names are on the board.

Homework Assignment

Students read and complete.

This weekend I'm going to _____.
I might _____.
I might _____.
I might _____.

Teacher's Knowledge Bank

Laminate your letter cards. They will not get worn or dirty and you can use them again and again.

Task Card

Write two things you are going to do this afternoon.
Write two things you might do this afternoon.

Lesson 2

Objectives

- To practice using *might* and *must* for making guesses and deductions
- To talk about things you are looking forward to
- To practice pronouncing “ck” in English

Materials

- Student’s Book pages 40–41
- Audio tracks 32–34
- Activity Book pages 32–33
- (Extension: blindfold, bag, some everyday objects (e.g. a spoon, a bracelet, a key chain, a pair of sunglasses, a mirror, a bottle opener))

Functions

Making guesses and deductions

Language

Number one *might* be a monkey.
Number six *must* be a cricket.

Warm-up

Ask the students to stand up in a line. Write the word *rainforest* on the board.

The first student in the line must say a word related to the word on the board, e.g. *caiman*.

The second student repeats the word the first student said and says a word related to it, e.g. *water*. Continue in this way along the line until the students can think of no more new words.

1. Complete the words and match them to the pictures.

Have the students look at Activity 1. Get them to complete the task individually and then compare answers in pairs. Check answers and practice saying all the animal words as a class.

Answers

In order the animals are: cricket, frog, monkey, bat, snake, parrot

2. Larry is on his vacation now. He’s exploring the rainforest with his family. Listen to the sounds and write what you think they might be. 🎧 Track 32

Read out the instructions for Activity 2 and ensure that the students realize they must guess what the sounds are. Play the track a first time for the students to listen to all the sounds.

Play the track again, pausing after the first sound. Say *The animal might be a...?*

Elicit ideas but do not confirm answers. Play the rest of the track and repeat the process.

3. Talk about the sounds in the rainforest.

Read the speech bubbles in Activity 3 aloud and have the students repeat. Write the sentences on the board and underline *might* (place a question mark next to it to indicate lack of certainty) and *must* (place a tick next to it to indicate certainty).

Play the track a final time. Have volunteers say what the sounds *might* be if they aren’t completely certain, or *must* be if they are certain.

Refer to the answers below if the students don’t agree about what the sounds are.

Answers

1. bat; 2. parrot; 3. snake; 4. monkey; 5. frog; 6. cricket

4. Look at the photographs and write sentences.

Get the students to look at the photographs in Activity 4. Discuss the first photo as a class, encouraging the students to use *might be* or *must be* according to how certain they are. Divide the class into pairs to discuss the photographs and write sentences using *might* or *must*. Discuss and check as a class.

Possible answers

1. This animal might be a bird. This animal must be a butterfly.
2. This animal might be a snake. This animal might be a caiman.
3. This animal might be a butterfly. This animal might be a parrot.
4. This animal might be a bat. This animal might be a frog.

Lesson 2

1. Complete the words and match them to the pictures.

sn a k e mon _____ cri _____ et pa _____ ot _____ t fr _____



2. Larry is on his vacation now. He's exploring the rainforest with his family. Listen to the sounds and write what you think they might be.



1. _____ bat _____
2. _____
3. _____
4. _____
5. _____
6. _____



3. Talk about the sounds in the rainforest.

Number one might be a monkey.

Number six must be a cricket.

4. Look at the photographs and write sentences.

1.  This animal might be a _____
or This animal must be a _____
2.  _____
3.  _____
4.  _____

5. Listen and follow.  33



6. Complete the sentences.

1. I'm looking forward to the weekend because _____.
2. I'm looking forward to next month because _____.
3. I'm looking forward to my next vacation because _____.

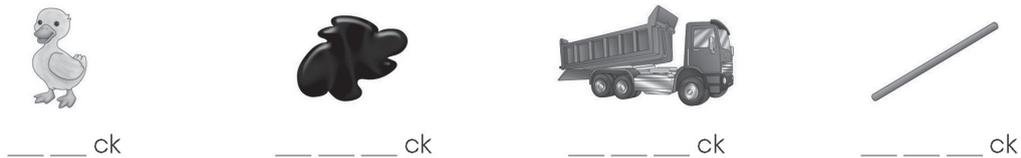
7. Practice different dialogs with your friends. Use Activity 5 as a model.

8. **Say It Well!**  "ck"

Listen and underline the correct word. Circle the correct picture.  34

- | | |
|--|--|
| <p>1. rock / lock</p> <div style="display: flex; justify-content: space-around;">   </div> | <p>2. clock / block</p> <div style="display: flex; justify-content: space-around;">   </div> |
| <p>3. thick / trick</p> <div style="display: flex; justify-content: space-around;">   </div> | <p>4. pack / back</p> <div style="display: flex; justify-content: space-around;">   </div> |

9. Listen, complete and say the words.  35



5. Listen and follow. 🎧 **Track 33**

Refer the students to Activity 5. Tell the students that the man with the moustache in the picture is Larry's father. Play the track for the students to listen to and read. Explain the meaning of *look forward to*.

Play the track for the students to listen to and repeat. Then divide the class into pairs to practice the dialog.

Get a volunteer to ask you Larry's father's first question. Say *Yes, because I'm going to* (eat in a restaurant, visit my friend, etc.).

Ask a volunteer *Are you looking forward to lunch?* Elicit a positive response. Ask *Why?*

Encourage the student to use the model in Activity 5 and respond with *Because I'm going to ...* Repeat this procedure, asking the students about tomorrow, the weekend, vacations, etc.

6. Complete the sentences.

Have students complete the sentences in Activity 6 about themselves. Ask volunteers to read out their sentences.

7. Practice different dialogs with your friends. Use Activity 5 as a model.

Write the following on the board: *tomorrow, the weekend, next month, the vacations.*

Have the students practice the dialog in Activity 5 taking turns asking and answering the questions *Are you looking forward to...? Why?*

Ask volunteer pairs to present their questions and answers to the rest of the class.

8. Say It Well!

Listen and underline the correct word.

Circle the correct picture. 🎧 **Track 34**

Ensure that Activity 8 is clear. Play the track twice and have the students complete the task individually. Check answers. Say all the words ending with "ck" for the students to repeat.

Answers

1. rock – picture on the left; 2. clock – picture on the left; 3. trick – picture on the right; 4. back – picture on the right

9. Listen, complete, and say the words.

🎧 **Track 35**

Get the students to look at the pictures and incomplete words in Activity 9.

Play the track twice, pausing for the students to complete the task.

Point to a picture and have a volunteer say and spell the word.

Answers

duck, black, truck, stick

AB The students do pages 32 and 33 in the Activity Book. For answers see the key on page 100.

Wrapping Up

Get the students to draw three rainforest animals on a sheet of paper. Tell the students to keep their eyes closed while they do their pictures. Divide the class into pairs. Students take turns guessing each other's animals. Monitor and make sure they use *might be* or *must be* to guess.

Extension

Put a number of everyday objects inside a bag, e.g. a spoon, a bracelet, a key chain, a pair of sunglasses, a mirror, a bottle opener. Call a volunteer to the front and blindfold him or her. Get the student to pick an object from the bag and then guess what the object is by just feeling it. Encourage the student to use *might be* or *must be*. Repeat with other students.

Homework Assignment

Write about two things you are not looking forward to and say why.

Teacher's Knowledge Bank

Reduce teacher speaking time in class and increase student speaking time. If your students become too used to listening to the teacher, they will not be so willing to speak up and their confidence will suffer.

Task Card

Make an "Animals In The Rainforest" crossword puzzle. Give it to a friend to solve.

Lesson 3

Objectives

- To practice talking about rainforests
- To read fact cards for gist
- To practice extracting new information from fact cards
- To write a postcard

Materials

- Student's Book pages 42–43
- Activity Book pages 34–35
- (Extension: pictures of wild places, e.g., deserts, mountains, volcanoes, oceans)

Warm-up

Ask the students to listen very carefully and clap every time they hear the name of an animal, bird or insect. Say the following list of words quite quickly: *tree, caiman, volcano, snake, bridge, butterfly, bat, lava, waterfall, monkey, cricket, binoculars, parrot, rainforest, frog, toucan, flowers.*

Gateway Magazine - "Our Rainforests"

1. Think and discuss.

Get the students to look at pages 42 and 43. Explain that this is another section in the Gateway Magazine. Read out the questions in Activity 1. Ask the students to express their thoughts, experiences, and opinions in their first language, but encourage them to use English whenever possible. Ensure that every student has the chance to contribute.

2. Write two things you know about rainforests.

Draw the students' attention to Activity 2. Explain that before they read more about rainforests in this lesson, they are going to write what they already know about them. Encourage the students to think about areas such as ecology, the animals, birds, and plants in a rainforest, the climate, and any problems in rainforests.

Have the students write their two sentences individually, then compare in pairs. Monitor and help with new vocabulary (or provide dictionaries). Elicit ideas and write any interesting sentences on the board.

3. Read and write the headings for Larry's fact cards.

Refer the students to Activity 3. Explain to them that they are going to read six separate "fact cards" about rainforests. Tell the class that the heading for each card is missing. Read out the headings in the rectangles to the class and explain any new words.

Divide the class into small groups to read the fact cards and decide on the best headings. Tell them to use the pictures to help them.

Draw the students' attention to the first fact card and the picture of the temperature gauge. Read the fact card aloud and elicit the title. Repeat with the other cards.

Answers

Page 42

Weather Where are the rainforests?

What are rainforests?

Page 43

Rainforest animals

Rainforests in danger!

Amazing but true!

Gateway

Magazine

Our Rainforests

1 Think and discuss.

Have you ever been to a rainforest?
Would you like to?

2 Write two things you know about rainforests.

1. _____

2. _____

3 Read and write the headings for Larry's fact cards.

Rainforests in danger!

Weather

Where are the rainforests?

Rainforest animals

Amazing but true!

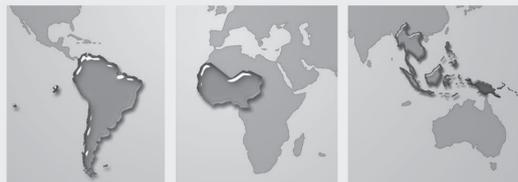
What are rainforests?

Weather

It is very hot throughout the year. It rains nearly every day, so the air is very moist.



Rainforests are found in West Africa, Southeast Asia, South America, and the islands of the Western Pacific.



Rainforests are dense jungles that grow in areas of heavy rainfall around the Equator.



Rainforests are home to over half the world's animal species. You can find mammals, birds, fish, amphibians, insects, and reptiles here. Rainforest mammals include jaguars and monkeys of all kinds. Jungle reptiles include lizards and snakes of all sorts and sizes. Bright parrots and toucans are just a few of the birds that nest in the rainforest canopy. Jungle insects include ants, butterflies, termites, and beetles of all different kinds.

Every year people chop down or burn huge areas of rainforest. The disappearance of so many trees affects the balance of gases in the atmosphere. Many rainforest plants and animals have died out and many others are endangered.

Amazon army ants travel in groups of up to 20 million! They destroy and eat everything in their path.

4 Write three things you learned about rainforests.

1. _____
2. _____
3. _____

5 **Project** 21st Century Skills

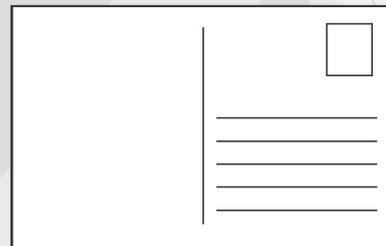


Find out about rainforest people.

Writing

6 Imagine you are in the rainforest on vacation. Write a postcard to your best friend.

Explain how you traveled.
 Say where you are staying.
 Tell him/her what you have done.
 Tell him/her what you are going to do.



4. Write three things you learned about rainforests.

For Activity 4, have the students write sentences about new information they have learned individually.

Ask volunteers to read out their sentences. Discuss the new information as a class.

5. Project

Draw the students' attention to the photograph of Larry in Activity 5 and read his speech bubble aloud. Divide the class into pairs to work on their projects in class or at home. They can make a poster, a small brochure or a fact file. Encourage them to use different resources for research (the Internet, magazines, and textbooks) and to make their projects as interesting and creative as possible.

Set aside time for each pair to present their project to the rest of the class. Have the other students ask questions about the projects after they have been presented.

Writing

6. Imagine you are in the rainforest on vacation. Write a postcard to your best friend.

Read out the instructions for Activity 6 and ensure the task is clear. Tell the students to spend some time imagining themselves on the trip. Have them close their eyes and visualize their journey to the rainforest, the place where they are staying, the climate, the activities they have done, and everything they are looking forward to doing during the remainder of their trip. Have them think carefully about the heat and humidity, the noise of the animals, and the smells in the air and make notes.

Get the students to write their postcards in their notebooks. Tell them to address and write their postcards to their best friend. Monitor and help with new language as necessary.

Have volunteers read out their postcards. Discuss who managed to create the most effective atmosphere of a trip to the rainforest.

 The students do pages 34 and 35 in the Activity Book. For answers see the key on page 100.

Wrapping Up

Have the students draw and color a picture of a rainforest. When they have finished their pictures, instruct students to add six things that do not belong in a rainforest (e.g. an elephant, a polar bear, an igloo).

Divide the class into pairs and tell them to exchange their picture with their partner and circle the things which do not belong in the rainforest.

Extension

Show the students pictures of different wild places (e.g. volcanoes, oceans, deserts, mountains). Ask the students to draw a picture of something that the pictures make them think of as they look.

Ask How did the pictures make you feel? Did you like the pictures? Why/Why not?

Divide the class into small groups to compare their pictures.

Homework Assignment

Students read "Our Rainforests" to a member of their family.

Teacher's Knowledge Bank

Collect interesting pictures of people and places that you can laminate (if possible) and build up a library for classroom use.

Task Card

Write one thing we can do to save our rainforests. Tell the class about it.

Lesson 4

Objectives

- To listen to short conversations for specific information
- To practice talking about definite plans and possible events
- To listen to and say a chant

Materials

- large piece of card or display paper
- Student's Book pages 44–45
- Audio tracks 36–38
- Activity Book page 36

Warm-up

Write the following questions on the board:

1. *What's the weather like in the rainforests?*
2. *What do you know about army ants?*
3. *Why are rainforests disappearing?*
4. *Where can you find rainforests?*
5. *What are rainforests?*
6. *What animals can you find in rainforests?*

Get the students to answer the questions on the board individually, keeping their Student's Books closed and using their memory first. Then have the students read "Our Rainforests" again to check their answers. Check together as a class.

Answers

1. It's very hot and it rains nearly every day.
2. They travel in groups of up to 20 million and they destroy everything they find.
3. Because people chop or burn them down.
4. In West Africa, Southeast Asia, South America, and the islands of the Western Pacific.
5. They are dense jungles that grow in areas where it rains a lot, near the Equator.
6. Many kinds of mammals, birds, fish, amphibians, insects, and reptiles (e.g. jaguars, monkeys, lizards, snakes, parrots, toucans, ants, butterflies, termites, and beetles).

1. Larry and his dad want to go shopping. Listen to the conversations and circle the correct pictures. 🎧 Track 36

Have the students look at Activity 1 and read the instructions. Explain that they are going to listen to several conversations between Larry, his dad, and a shop clerk. They must listen and

circle the correct picture out of a choice of three in each case. Give them time to look at the pictures and think about what they represent. Elicit the names of the items and the amounts of money shown for number 3.

Play the track a first time for the students to listen to all of the conversations without writing. Play the track again for the students to complete the task. Play the track a final time for the students to check their work.

Read out the questions and have volunteers give the correct answers as they point to the pictures in their Student's Books. Check as a class.

Answers

1. Picture 1 (the market); 2. Picture 2 (a necklace); 3. Picture 2 (\$155); 4. Picture 3 (a basket)

2. We Can Speak English! Listen and follow. Then practice with a partner. 🎧 Track 37

Read out the instructions for Activity 2 and elicit the names of the items in the pictures.

Play the track twice for the students to listen to the dialog.

Write the following on the board as a model:

Who are you going to buy a present for?

What are you going to buy?

I'm going to buy...

I might buy...

Divide the class into pairs and have them take turns asking and answering about the gifts they want to buy from the items pictured. Monitor the task.

Invite volunteers to perform their dialogs for the class. Encourage the students to have confidence and to make their exchanges sound as natural as possible.

Lesson 4

1. Larry and his dad want to go shopping. Listen to the conversations and circle the correct pictures.



1. Where does Larry's dad want to go?



2. What does Larry's dad want to buy for his grandma?



3. How much is the bracelet?



4. What did Larry's dad buy for his grandma?



2. **We Can Speak English!**



Listen and follow. Then practice with a partner.



Who are you going to buy presents for?



3. Listen, read and chant.  38

The Rainforests Need Our Help

The rainforests need our help,
Not tomorrow but today,
And I'm going to make a difference,
And help in some way.
I'm going to support the Earth,
Make it a better place,
Before all the forests vanish,
Disappear without a trace.

Chop! Cut! Destroy!
Watch the animals die,
The monkeys in the trees,
The eagles in the sky.
Chop! Cut! Destroy!
Watch the animals die,
The insects in the undergrowth,
The parrots flying high.



The rainforests need our help,
Not tomorrow but today,
The world belongs to everyone,
Nearby and far away.
I'm going to support the Earth,
Make it a better place,
Before it disappears.
And it's "goodbye" human race.



Gateway to  Values

21st Century Skills



We should all be good citizens of our planet. Planet Earth belongs to everyone. Take action!

3. Listen, read, and chant. 🎧 Track 38

Refer the students to Activity 3. Tell the students they are going to listen to a chant and give them time to read the lyrics. Play the chant twice and have the students listen and follow. Explain any new words and discuss the lyrics as a group. Then say the chant together.

Gateway to Values

Have the students look at the speech bubble. Explain any new words and discuss the meaning with your students in English and their first language. Ask questions such as:

*What damage are humans doing to the planet?
What will happen if we continue to destroy the Earth?
How can we make a difference and make the world a better place?*

Encourage all the students to express their views and opinions and share yours with them.

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the *Gateway to Values* corner.

 The students do page 36 in the Activity Book.

Do and Share!



Materials

a glass bottle or jar some gravel and soil
a fork and a spoon a sheet of paper
two long sticks some small plants
two rubber bands some water in a spray bottle

Divide the class into pairs or small groups to make their Rainforest in a Bottle. Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. Remind the students to check on their bottles once a week and discuss what is happening to the plants and why the bottle is like a mini rainforest.

Wrapping Up

Turn your back to the class and write a number from 1–100 in the air. Have the students guess the number. The first student to guess the number correctly comes to the front, turns his/her back and writes a number in the air.

Extension

Play “Number Bingo”. Get the students to draw a 4 x 3 bingo grid in their notebooks. Have them choose 12 numbers from 1 to 50 and write a number in each square of their grid.

Say numbers from 1–50 in random order. Make sure you record the numbers you say.

Get the students to cross out any numbers they hear on their own grid. The first student to cross out all the numbers on his/her grid shouts Bingo! and is the winner. Play again with numbers from 50–100.

Homework Assignment

Ask students to learn this poem:

*We have Planet Earth in our hands.
We have to reduce our trash.
We have to reuse all we can.
We have to recycle all we can.
We have Planet Earth in our hands.*

Teacher's Knowledge Bank

Be on the lookout for relevant radio or TV programs connected to the theme of the unit. Recommend that your students watch or listen to them and then ask them to write short reviews. This encourages the students to extend their interest in a topic, expands their general knowledge, and helps make connections from English to other subjects.

Task Card

Write these numbers as words: 16, 36, 55, 72, 98, 100.

Lesson 5

Objectives

- To review language from the unit in a game and with reading, writing, and listening tasks

Materials

- two dice per pair of students
- Student's Book pages 46–47
- Audio track 39
- Activity Book page 37
- (Extension: pictures of works by Henri Rousseau, flat leaves and ferns, tempera paint, small rolling pins, flat pans, white paper, newspaper, crayons)

Language

Revision from Unit 4

Warm-up

Call two volunteers to the front and ask them to stand or sit facing each other.

Write the word *rainforests* on the board. The two students take it in turns to say as many words as possible related to rainforests.

When a student hesitates or repeats a word, ask another student to take his/her place, either continuing with the same category or changing it to a new one.

Gateway Game

1. Play the “What are your Plans?” game.

Direct the students' attention to page 46 and explain that they are going to play a game in pairs. Read the instructions as a class to ensure the game is clear.

Divide the class into pairs to play the game and hand out the dice. Monitor the game and make sure the students are following the instructions.

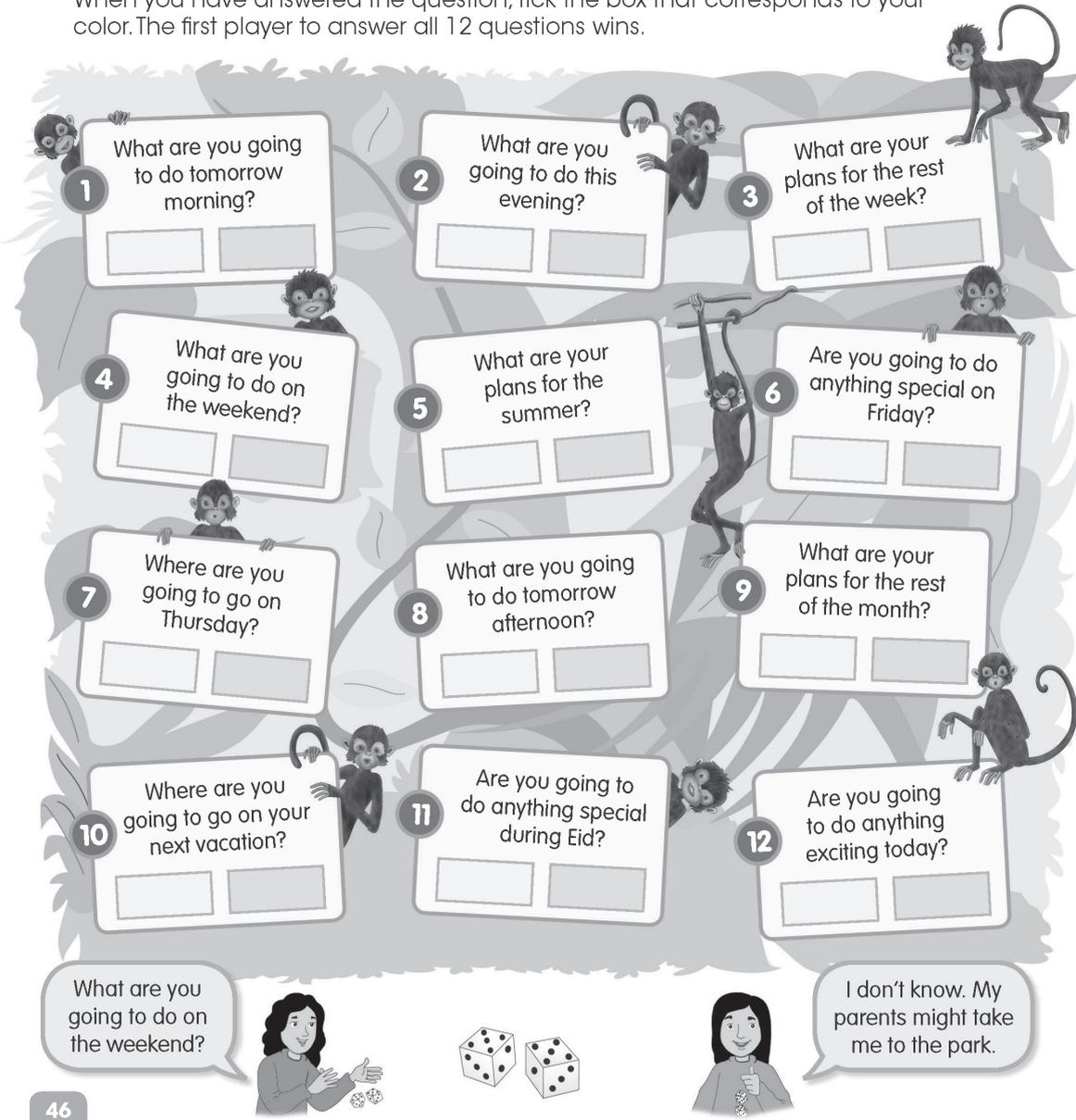
At the end of the game, ask various students questions from the game board.

Gateway Game

1. Play the "What are your Plans?" game.

You need: two dice 

Play with a friend. One of you is yellow and the other is blue. You need two dice. Throw one or both dice to get the number of the question you have to answer. When you have answered the question, tick the box that corresponds to your color. The first player to answer all 12 questions wins.



1 What are you going to do tomorrow morning?

2 What are you going to do this evening?

3 What are your plans for the rest of the week?

4 What are you going to do on the weekend?

5 What are your plans for the summer?

6 Are you going to do anything special on Friday?

7 Where are you going to go on Thursday?

8 What are you going to do tomorrow afternoon?

9 What are your plans for the rest of the month?

10 Where are you going to go on your next vacation?

11 Are you going to do anything special during Eid?

12 Are you going to do anything exciting today?

What are you going to do on the weekend?

I don't know. My parents might take me to the park.

Review



1. Match the definitions to the words.

- | | |
|---|---------------|
| 1. An insect with large wings. | a) toucan |
| 2. Water that flows over the edge of a cliff. | b) waterfall |
| 3. Lenses that make distant objects seem nearer. | c) butterfly |
| 4. A structure that allows people to cross over rivers, roads, etc. | d) binoculars |
| 5. A tropical American bird with a huge beak. | e) bridge |

2. Choose a word and write a definition for it.

cricket

volcano

3. Read and **circle** the correct word for you.

1. I *am going to* / *might* eat pizza on the weekend.
2. Our teacher *is going to* / *might* give us homework.
3. My best friends *are going to* / *might* travel during the summer.
4. My mom *is going to* / *might* cook chicken for dinner tonight.
5. I *am going to* / *might* go on the Internet this afternoon.

4. Look and describe using *might* or *must*.



5. Answer the questions.

What are you looking forward to? Why?

6. Listen and color the odd one out.  39

1

2

3

4



Go to unit 5!

Review 47

Review

1. Match the definitions to the words.

Have the students do the matching individually. Check as a class.

Answers

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

2. Choose a word and write a definition for it.

The students complete Activity 2 individually. Allow them to use dictionaries. Have volunteers read out their definitions.

Possible answers

Cricket: an insect which makes short loud noises by rubbing its legs together

Volcano: a mountain with a large circular hole at the top through which lava, gases, steam, and dust are or have been forced out

3. Read and **circle** the correct word for you.

Have the students circle the words individually. Elicit example answers.

4. Look and describe using *might* or *must*.

Have the students look at the two photographs in Activity 4 and write their sentences. Elicit examples.

5. Answer the questions.

The students answer the two questions in Activity 5 individually. Ask volunteers the questions.

6. Listen and color the odd one out. 🎧 Track 39

Refer the students to Activity 6. Play the track a first time for the students to listen to all the words. Play the track a second time and have the students color the odd one out. Elicit the answer.

Answers

3 – *king* (it is the only word which doesn't end with the letters "ck")

AB The students do page 37 in the Activity Book.

I can ...!

The tasks on page 37 should not be set as a formal test. The emphasis should be on ensuring that they provide a sense of achievement. For answers see the key on page 100.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 37 if you wish. Review the language if necessary.

Tell the students that they have finished the fourth unit in *Gateway 5* and that they are going to do very well throughout the year because they are so talented.

Draw the students' attention to the photograph of Larry and the speech bubble.

Extension

Tell the students something about Henri Rousseau and if possible, show them images of some of his paintings.

Get the students to put some green tempera paint on the flat pan and roll it with the rolling pin. Then tell them to hold the leaves by their stems on top of sheets of newspaper and roll the rolling pin on top of the leaves until they are covered with a thin coat of paint. The students should place the leaves, paint side down, on a sheet of white paper, press the leaves and then lift the newspaper and leaves very carefully to make leaf prints. When the prints are dry, they can add details such as flowers, birds, animals and clouds.

Homework Assignment

Students go through Unit 4. They make a note of anything they are having trouble with and ask you for help.

Teacher's Knowledge Bank

Use your watch to set time limits for games and activities. Tell the students that they have two more minutes, and then one minute before time is up.

Task Card

Write sentences using *going to*, *not going to*, or *might*. Use the cues in brackets.

- (eat pizza tonight)
- (watch TV in the afternoon)
- (go to a rainforest on my next vacation)
- (get a bicycle next month)

Unit 4 Activity Book and test answer key

Pages 30 and 31 (Lesson 1)

Answers

Page 30

Activity 1

Note: The students should use the Unit 4 stickers from the center of the Activity Book.

Activity 2

There are 13 animals in the picture (6 if you do not include birds and insects).

Activity 3

Possible words: rain, forest, rest, rat, for, store, ran, far, train, stain, front, faint, first, nest, sit, sat, stare, stir, star, rinse.

Page 31

Student's own answers.

Pages 32 and 33 (Lesson 2)

Answers

Activity 1

1. It might be some paper. It must be a rock.
2. It can't be a comb. It might be a piranha. It must be a saw.
3. It can't be a worm. It might be a crocodile. It must be a snake.
4. It can't be an apple. It might be a pear. It must be a banana.

Activity 4

1. Are you looking forward to school tomorrow?
2. Are you looking forward to this evening?

Activity 5

1. Hashem, Coral Gables, Sunday
2. Jalal, Jameel, Gatwick Airport, London, Tuesday

Pages 34 and 35 (Lesson 3)

Answers

Activity 1

1. who; 2. make; 3. on; 4. hunting; 5. any; 6. quickly; 7. biggest; 8. smells; 9. can; 10. other; 11. their; 12. them; 13. its; 14. hair; 15. caught

Activity 3

1. False; 2. True; 3. False; 4. False

Activity 5

Student's own answers.

Page 37 (Lesson 5 I can...!)

Answers

Write these words in alphabetical order.

binoculars, bridge, butterfly, caiman, toucan

TB Assessment page

There is a more formal assessment test on TB page 247.

Answers

1.

1. binoculars; 2. toucan; 3. cricket; 4. bridge; 5. frog; 6. volcano; 7. waterfall

2.

1. Gina is going to go to the shopping mall.
2. Gina is going to meet her friends.
3. Gina is going to eat in the fast food area.
4. Gina might have pizza.
5. Gina might buy a new backpack.
6. Gina might look at shoes.

3.

Why are you looking forward to the next vacation?

Student's own answers.

Unit

5

The Special Guest

Functions

Describing quantities of food

Talking about the origin of dishes and what they are made from

Expressing extreme hunger or thirst

Language

I'm going to do my homework.

There's a lot of spaghetti.

There isn't any cheese.

Alex would like lots of ketchup on his burger.

He would like a little cheese.

Kate would like a few tomatoes in her salad.

Vocabulary

*cream, honey, ketchup, mayonnaise, mustard, pepper, salt, sugar
guavas, kiwi fruit, lobster, mangoes, octopus, raspberries, roast beef,
shrimps, squid, sweet potato, tacos, turkey*

Review: *names of countries*

Gateway Grammar Level 5

For parents/teachers: page 29

For students: pages 30–34

Gateway Phonics Book 2

"ou" + "ow": pages 42–43

Lesson 1

Objectives

- To learn new food items
- To practice talking about countable and uncountable food

Materials

- Student's Book pages 48–49
- Audio tracks 40–41
- Activity Book pages 38–39
- Unit 5 word stickers
- (Extension: sliced bread and sandwich fillings (jelly, honey, raisins, banana slices, cheese, tomatoes, etc.))

Vocabulary

cream, honey, ketchup, mayonnaise, mustard, pepper, salt, sugar

Functions

Describing quantities of food

Language

There's a lot of spaghetti.

There isn't any cheese.

There's a lot of ice-cream.

There aren't any sausages.

Alex would like lots of ketchup on his burger.

He would like a little cheese.

Kate would like a few tomatoes in her salad.

Sushi is a dish made from raw fish and rice.

It comes from Japan.

What's paella? It's a dish made from rice, chicken, and seafood.

Where's paella from? Paella comes from Spain.

I'm starving! I could eat twenty burgers/everything on the table/everything on the menu.

I'm so thirsty! I could drink all the lemonade/ten sodas/a gallon of water.

Warm-up

Refer the students to page 48. Point to the picture of Michael. Introduce him and read his speech bubble aloud. Explain the meaning of *guest*. Draw the students' attention to the picture of the restaurant and spend a few moments as a class talking about what the students can see.

Ask the following questions, helping with new language as necessary:

Do you like eating in restaurants?

What's your favorite restaurant?

What is your favorite starter/entrée/dessert?

Do you prefer savory or sweet food?

What's the best meal you have ever eaten?

Encourage the students to share their opinions, feelings, and experiences and share your own with them.

1. Look, listen, and say. 🎧 Track 40

Refer the students to Activity 1. Have the students look at the picture of the restaurant again. Draw attention to the numbered food items on the table at the front of the picture and identify them in the students' first language. Explain that they are going to learn how to say these words in English.

Play the track a first time and have the students listen and point. Play it again for the students to listen and repeat.

Divide the class into pairs to practice saying the new words.

2. Label the pictures with the words in the box.

Direct the students' attention to Activity 2. Point to one of the words and ask a volunteer to point to it in the picture in Activity 1 and say its number. Repeat with other words.

Have the students label the picture individually. Check answers.

Answers

1. sugar; 2. mayonnaise; 3. salt; 4. ketchup; 5. pepper; 6. cream;
7. mustard; 8. honey

Unit

5

The Special Guest

Lesson 1

1. Look, listen and say. 40



2. Label the pictures with the words in the boxes.

mustard

salt

cream

ketchup

mayonnaise

pepper

sugar

honey

3. Talk about the food.

There's a lot of spaghetti.

There isn't any cheese.

There's a lot of ice-cream.

There aren't any apples.

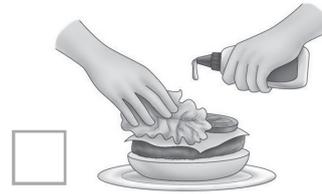
4. Listen and write A for Alex or K for Kate next to the food.  41



Alex



Kate



5. Talk about what Alex and Kate would like.

Alex would like lots of ketchup in his burger. He would like a little cheese.

Kate would like a few tomatoes in her salad. She would like a little pepper, too.

6. Complete the sentences about your burger. Use *lots of*, *a little* or *a few*.

1. I'd like _____ meat.
2. I'd like _____ tomatoes.
3. I'd like _____ onion rings.
4. I'd like _____ mustard.
5. I'd like _____ ketchup.
6. I'd like _____ mayonnaise.



3. Talk about the food.

Read out the speech bubbles in Activity 3, pointing at food in the picture of the restaurant for each one. Copy the sentences on the board. Explain that *a lot of* means the same as *lots of*. Have the class say the sentences aloud together.

Remind the students that in English we can count things such as cherries and apples (countable things), but we cannot count things such as water and ketchup (uncountable things) without putting a phrase in front of them (e.g. a bottle of water).

Divide the class into pairs to make sentences, using the picture of the restaurant. Monitor the task and elicit example sentences.

4. Listen and write A for Alex or K for Kate next to the food. 🎧 Track 41

Refer the students to Activity 4. Explain that Alex and Kate are in a restaurant and a waiter is asking them questions. Tell the students to listen carefully and write either A or K in the appropriate boxes.

Play the track a first time for the students to listen to only, then play it again, pausing as necessary for them to complete the task. Elicit answers.

Answers

honey – A sugar – K
salad – K burger – A
strawberries – A cherries – K

5. Talk about what Alex and Cindy would like.

Read out the speech bubbles in Activity 5 and have the students repeat. Divide the class into pairs to talk about Alex's and Cindy's food requests. Have volunteers talk about the food.

6. Complete the sentences about your burger. Use *lots of*, *a little* or *a few*.

Tell the students to close their eyes and imagine their favorite burger and its additional ingredients. Draw their attention to Activity 6 and have them read the incomplete sentences. Tell them to add *lots of*, *a little*, or *a few* to complete the sentences.

Have volunteers read out their sentences.

AB The students do pages 38 and 39 in the Activity Book. For answers see the key on page 122.

Wrapping Up

Write the following words on the board: *milk, pepper, oranges, pears, fish, sausages, chicken, salt, cream, cakes, mustard, sandwiches*.

Get the students to copy the words and write C for countable or U for uncountable next to each one. Check together as a class.

Answers

milk U, pepper U, oranges C, pears C, fish U, sausages C, chicken U, salt U, cream U, cakes C, mustard U, sandwiches C

Extension

Divide the class into pairs. Distribute bread and sandwich fillings such as jelly, banana slices, raisins, cheese, sliced tomatoes, and lettuce.

Have the students prepare each other's sandwiches by asking questions as follows:

S1: How much jelly would you like?

S2: A little, please.

S1: How many raisins would you like?

S2: A few, please.

Check whether any of your students have food allergies before carrying out this activity.

Homework Assignment

Have students look through old magazines and catalogs to find and cut out pictures of the food items in Lesson 1. Have them stick the pictures on a sheet of paper and label them.

Teacher's Knowledge Bank

Send a note home to parents asking them to save and send in items that can be reused in the classroom (e.g. plastic butter and cheese tubs, old magazines, newspapers and catalogs, egg cartons). Use the items for different activities in the classroom and for storing materials.

Task Card

What would you like on your pizza? Write three sentences.

Lesson 2

Objectives

- To review names of countries
- To practice using the passive voice with *made*
- To practice expressing extreme hunger or thirst
- To practice spelling words with "ou" and "ow"

Materials

- Student's Book pages 50–51
- Audio tracks 42–45
- Activity Book pages 40–41
- (Extension: bag, slips of paper)

Functions

Talking about the origin of dishes and what they are made from
Expressing extreme hunger or thirst

Language

Sushi is a dish made from raw fish and rice.

It comes from Japan.

What's paella?

It's a dish made from rice, chicken, and seafood.

Where's paella from? Paella comes from Spain.

I'm starving! I could eat twenty burgers/everything on the table/everything on the menu.

I'm so thirsty! I could drink all the lemonade/ten sodas/a gallon of water.

Warm-up

Tell students to listen very carefully and draw a picture. Say *There's a little milk in the glass.*

Give the students time to draw their picture. Say the sentence again and invite a student to show his/her picture to the class.

Repeat with the following sentences:

There are a few sandwiches on the plate.

There isn't any water in the jug.

There's a lot of mustard in the jar.

There's a little ketchup in the bottle.

1. Unscramble the countries.

Have the students look at Activity 1 and complete the task individually.

Ask volunteers to come to the front and write the unscrambled countries for the rest of the group. Check as a class.

Answers

England	India	Mexico	Saudi Arabia
Italy	Japan	China	Spain

Ask the students if they have ever tried food from these countries. Spend a few moments discussing the types of food eaten in each country.

2. Listen and complete. 🎧 Track 42

Tell the students that they are going to listen and complete the sentences in Activity 2 with names of countries from Activity 1.

Play the track a first time for the students to listen to without writing.

Play the track a second time, pausing as necessary for the students to complete the task.

Check answers.

Answers

1. Japan; 2. England; 3. Spain; 4. India; 5. Italy; 6. China; 7. Mexico; 8. Saudi Arabia

3. Match the pictures of the food to the descriptions.

Refer the students to Activity 3 and have them complete the matching task individually, by writing numbers next to the pictures of the food. They can use the pictures of flags and other objects as clues. Check as a class.

Answers

Top to bottom the pictures should be numbered: 3, 5, 4, 1, 6, 2, 7, 8.

4. Ask and answer questions about the food.

Have two volunteers read out the speech bubbles in Activity 4 and explain any new words. Get the class to say the speech bubbles together.

Divide the class into pairs to practice asking and answering questions about the food in Activity 2 using the model in the speech bubbles.

Have volunteer pairs present their questions and answers to the rest of the class.

Lesson 2

1. Unscramble the countries.

dlaEgnn

ilnda

xiMeco

duSai raiAba

ally

anJap

nCiha

niSap

2. Listen and complete. 42

1. Sushi is a dish made from raw fish and rice.

It comes from _____.

2. Trifle comes from _____.

It's a dessert made from cream and fruit.

3. Paella is a dish made from rice, chicken, and seafood.

It comes from _____.

4. Curry is a dish made from different spices.

It comes from _____.

5. Spaghetti comes from _____.

It's a dish made from pasta, tomato sauce, and cheese.

6. Chow mein is a dish made from noodles, shrimps, and vegetables.

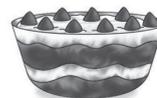
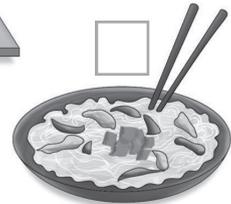
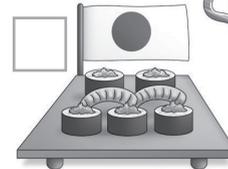
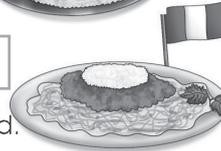
It comes from _____.

7. Mole is a dish made from chocolate and chilies.

It comes from _____.

8. Kabsa comes from _____.

It is a dish made from basmati rice, meat, vegetables and a mixture of spices.



3. Match the pictures of the food to the descriptions.

4. Ask and answer questions about the food.

What's paella?

It's a dish made from rice, chicken, and seafood.

Where's paella from?

Paella comes from Spain.

5. **Project** 2st Century Skills

Write about traditional dishes from your country.



6. Listen and follow. 43



7. Act out different conversations.

drink ten sodas

eat everything on the menu

eat twenty burgers

drink a gallon of water

8. **Say It Well!**



Listen and say the words. Complete the words with "ou" or "ow". 44

1. h ___ se



2. b ___ n ce



3. c ___



4. cl ___ d



5. d ___ n



6. cl ___ n



9. Listen and complete each sentence with the correct word. 45

- I like to eat burgers. The word burger is a _____.
- There are lots of yellow _____ in the park.
- My _____ has a few buildings but a lot of houses.
- I have a problem with my computer. The _____ isn't working.

5. Project

Read Michael's speech bubble in Activity 5 aloud. Tell the students they can create a poster, a small recipe book, or a brochure.

Divide the class into pairs or small groups to work on their projects in class or at home.

Set aside time for each pair or group to present their projects to the rest of the class.

6. Listen and follow. Track 43

Have the students look at the pictures in Activity 6. Explain that when we are extremely hungry or thirsty we can use different expressions.

Play the track for the students to listen to and follow. Then play it again for them to listen to and repeat. Divide the class into pairs to practice. Monitor and encourage them to use appropriate intonation and gesture.

7. Act out different conversations.

Write *hungry* and *thirsty* on the board. Draw the students' attention to the expressions in Activity 7. For each expression, elicit *hungry* or *thirsty*. Say *I'm starving! I could eat twenty burgers*. Exaggerate your facial expression and tone and rub your stomach.

Have a volunteer say another expression starting with *I'm starving! I could...* or *I'm so thirsty! I could...* Encourage the student to act being very hungry or thirsty.

Divide the class into pairs to practice saying the expressions. Encourage them to use appropriate body language and intonation. Have volunteer pairs perform for the class.

8. Say It Well!

Listen and say the words. Complete the words with "ou" or "ow".  Track 44

Refer the students to Activity 8. Play the track twice. Explain that the letters "ou" and "ow" are often pronounced the same in English. Have the students write the missing letters individually. Check as a class.

Answers

1. house; 2. bounce; 3. cow; 4. cloud; 5. down; 6. clown

9. Listen and complete each sentence with the correct word. Track 45

Play the track for Activity 9, pausing after each sentence for the students to write. Play the track again for the students to check their work. Elicit answers and check spelling.

Answers

1. noun; 2. flowers; 3. town; 4. mouse

 The students do pages 40 and 41 in the Activity Book. For answers see the key on page 122.

Wrapping Up

Divide the class into two teams. Invite a student from each team to the front. Say the name of a dish that students will be very familiar with. The first student to write a correct sentence about the dish using *made from* wins a point for his or her team. Repeat with different students and other dishes.

Extension

Get each student to write about a dish they like and a dish they don't like on a piece of paper, e.g. *I like paella, but I don't like sushi*. Tell the students to fold their papers and put them in a bag.

Hold out the bag and invite a student to take a paper. The student reads the paper in silence and says, e.g. *This person likes paella, but doesn't like sushi*. The first student to guess who this is chooses the next one (the student who wrote it can't guess!).

Homework Assignment

Students make a word search with words spelt with "ou" and "ow". They then give it to a friend to solve.

Teacher's Knowledge Bank

Get your students to exaggerate their facial expressions and gestures during role plays. This allows the natural show-offs in your class to expend some energy without being disruptive. Shy students may find it easier to "act" in role plays than to speak out in regular class discussions.

Task Card

Answer the questions.

What's mole?

What's trifle?

What's paella?

Lesson 3

Objectives

- To practice discussing food
- To read and complete an article
- To practice writing about a favorite or least favorite dish

Materials

- Student's Book pages 52–53
- Activity Book pages 42–43
- Colored pencil sets
- (Extension: Magazine pictures of international foods)

Warm-up

Divide the class into two teams. Invite a student to the front. Whisper the word *spaghetti* to the student and have him/her mime eating the food. Ask the rest of the class to guess the food. Whoever guesses the food first earns a point for his/her team. Repeat choosing students from alternate teams, with the following foods: *apple, pizza, ice cream, banana, tea, milkshake, grapes, burger*.

Gateway Magazine – “Today’s Specials”

1. Think and discuss.

Get the students to look at pages 52 and 53. Explain that this is another section in the Gateway Magazine.

Read out the questions in Activity 1 and explain any new words. Allow the students to express their thoughts, experiences, and opinions in their first language, but encourage them to use English. Ensure that every student has the chance to contribute to the class discussion.

2. Read the speech bubbles, choose, and color.

Draw the students' attention to Activity 2. Explain that they are going to read information about foods from around the world, but that some of the words are missing. The students must choose between the two words given for each space and color the space in the article appropriately. Ensure that all the students have colored pens or pencils.

Read the first speech bubble and elicit the first answer to ensure that the task is clear.

Have the students complete the task individually, then compare answers in pairs.

Check answers. Ask the students which dishes they would like to try!

Answers

1. yellow (prepared); 2. blue (from); 3. yellow (comes); 4. red (other);
5. green (good); 6. blue (dish); 7. green (can); 8. blue (have)

Gateway

Magazine

Today's Specials

1 Think and discuss.

What food do you like?
 Are you adventurous with food?
 What food from other countries do you know?
 What do you like? What don't you like?



2 Read the speech bubbles, choose and color.

- | | | | |
|-------------------------------------|-----------------------------------|-----------------------------------|-------------------------------|
| 1. <input type="checkbox"/> prepare | <input type="checkbox"/> prepared | 5. <input type="checkbox"/> good | <input type="checkbox"/> well |
| 2. <input type="checkbox"/> of | <input type="checkbox"/> from | 6. <input type="checkbox"/> plate | <input type="checkbox"/> dish |
| 3. <input type="checkbox"/> come | <input type="checkbox"/> comes | 7. <input type="checkbox"/> can | <input type="checkbox"/> are |
| 4. <input type="checkbox"/> other | <input type="checkbox"/> another | 8. <input type="checkbox"/> has | <input type="checkbox"/> have |



Are you hungry? Are you adventurous with food? If the answer to both questions is yes then you're in the right place. I've 1. a selection of very strange and unusual dishes 2. around the world. Let me tell you about today's specials.

This is haggis. It's a traditional dish that 3. from Scotland. It's made by stuffing the stomach of a sheep with chopped pieces of the sheep's body, oatmeal, and onions. The haggis is then cooked in steam and served on a plate.



Blubber is the fat of whales, seals, and 4. sea mammals. Some people who live in the Arctic Circle enjoy eating it raw or cooked.



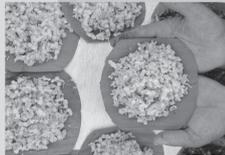


Do you like cheese? Casu Marzu or “rotten cheese” is made on the Italian island of Sardinia. It has fly larvae or maggots crawling inside it. The cheese is 5. to eat if the maggots are alive and moving. If they don't move, you mustn't eat the cheese.

In Saudi Arabia, Al Mufatah is a popular 6. prepared from a whole sheep and rice. The rice is cooked with a mix of spices and melted sheep fat. After the rice is cooked a mix of saffron and rose water is added to it along with a hot piece of coal.

In Indonesia some people eat fruit bats. They 7. be cooked in coconut milk or smoked.

Soup made from dried lizards? Grilled scorpions? Chocolate covered French fries? Chocolate covered cockroaches? We have all of them! Enjoy!



What about ants' eggs? They are a delicacy in Mexico. They 8. a creamy and nutty flavor and are soft like jelly. They are served in salads or on tortilla chips.



3 Read “Today's Specials” again. Number the words in the questions in order and answer them.

1. is / haggis / What / ?

What is haggis?

2. blubber / eats / Who / whale / ?

3. is / What / from / Al Mufatah / made / ?

4. Indonesia / Do / in / eat / bats / many / fruit / people / ?

Writing

4 Choose one of the following: The best dish I've ever had. / The worst dish I've ever had.

What's the name of the dish?

When did you have it?

Where does it come from?

Where did you have it?

What is it made from?

3. Read “Today’s Specials” again. Number the words in the questions in order and answer them.

Have the students look at Activity 3. Ensure that the task is clear. Ask the students to reorder the questions and check they have the correct order.

Ask a volunteer to give the answer to the first question as he/she refers back to the article. Have the students answer the remaining questions individually. Check as a class.

Answers

1. What is haggis?

It’s a dish that comes from Scotland. It’s made from sheep meat, oatmeal, and onions.

2. Who eats whale blubber?

People who live in the Arctic Circle.

3. What is *Al Mufatah* made from?

A whole sheep and rice with spices..

4. Do many people in Indonesia eat fruit bats?

No, only some people eat fruit bats.

Writing

4. Choose one of the following: The best dish I’ve ever had. / The worst dish I’ve ever had.

Read the instructions to the first part of the writing task in Activity 4. Ask the students to think carefully about either the best or worst dish they have ever had. Elicit some examples.

Read the questions aloud and get the students to write their answers in their notebooks. Monitor and help with new language as necessary.

Have the students copy out their writing about their best/worst dish on a separate piece of paper in neat. Tell them they can draw a picture of their dish if they want.

Divide the class into small groups to compare their descriptions and pictures.

Get each group to decide which dish sounds the best and worst. Discuss as a class.

AB The students do pages 42 and 43 in the Activity Book. For answers see the key on page 122.

Wrapping Up

Play “Thumbs up or Thumbs down”. Say a word, e.g. *onions*. The students put their thumbs up if the word appears in the “Today’s Specials” article, but they put their thumbs down if it does not appear. Allow the students to refer to their Student’s Books.

Repeat with the following words: *rats, island, pizza, world, food, North Pole, plate, apples, snakes, sandwiches, eggs, sweet*.

Extension

Show students magazine pictures of international foods. Tell the students to draw a picture of something that the pictures makes them think of.

Tell the students something about the foods and ask questions such as:

How did the picture make you feel?

Did you like the dish? Why?/Why not?

Get the students to share their pictures with the class.

Homework Assignment

Students read “Today’s Specials” to a member of their family.

Teacher’s Knowledge Bank

If the students have completed a piece of writing about their personal experiences, get them to compare in small groups, with classmates they don’t know very well. There is more likely to be a genuine “information gap” in the discussion that follows and the students will find out new and surprising things about their fellow students.

Task Card

Choose two dishes from “Today’s Specials” which you would like to eat.

Lesson 4

Objectives

- To listen to a conversation for specific information
- To revise and extend food vocabulary
- To practice talking about likes and dislikes
- To listen to and say a chant

Materials

- large piece of card or display paper
- Student's Book pages 54–55
- Audio tracks 46–48
- Activity Book page 44

Vocabulary

guavas, kiwi fruit, lobster, mangoes, octopus, raspberries, roast beef, shrimps, squid, sweet potato, tacos, turkey

Warm-up

Write the following sentences on the board:

1. Haggis is made from chicken, oatmeal, and onions.
2. People eat blubber in Scotland.
3. Ants' eggs taste salty.
4. Fruit bats stew is a popular dish in Indonesia.
5. Casu Marzu means rotten cheese.

Have the students read "Today's Specials" again and correct the wrong sentences individually. Check together as a class.

Answers

1. Haggis is made from sheep meat, oatmeal, and onions.
2. People eat blubber in the Arctic Circle.
3. Ants' eggs taste creamy and nutty.
4. Fruit bats cooked in coconut milk or smoked are popular in Indonesia.

1. Listen and fill in the missing information on the "Today's Specials" ad. 🎧 Track 46

Have the students look at Activity 1 and elicit/explain that you can see boards like this in restaurants, with special dishes served only on the day they are advertised.

Tell the students they are going to listen to a chef tell a man about the food available that day, the prices and the times the food is served. They must listen and fill in the missing information. Give

them some time to look at the ad and think about what type of information is missing in each case.

Play the track a first time for the students to listen to only. Play it again for the students to complete the task. Play the track a final time for the students to check their work and allow them to compare answers in pairs. Check as a class.

Answers

Today's specials!
spaghetti
sushi bowl of soup included
curry
fish
Adults 16 SR Children 8 SR
Drinks not included
Lunch served from 1 to 3.30

2. We Can Speak English! 🎧 Track 47 Match the words to the pictures and listen to check your answers. Then ask a partner.

Have the students complete the matching task in Activity 2 in pairs. Play the track twice for the students to check their work. Check answers and discuss the new food as a group.

Answers

1. turkey; 2. tacos; 3. mangoes; 4. squid; 5. kiwi fruit; 6. roast beef;
7. shrimps; 8. octopus; 9. raspberries; 10. lobster; 11. guavas;
12. sweet potato

Ask four volunteers to read the speech bubbles at the bottom of the page. Ask a volunteer *Do you like...?* and have him/her answer by choosing one of the three options *Yes, I do, No, I don't, or I don't know. I've never tried it.*

Divide the class into pairs to take turns asking and answering about the food. Have volunteers talk about some of the food for the rest of the group. Encourage the students to use appropriate intonation, facial expressions, and body language.

Lesson 4

1. Listen and fill in the missing information on the "Today's Specials" ad.  46

Today's specials!

spaghetti _____

_____ soup included

curry _____

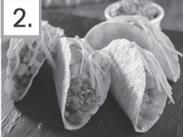
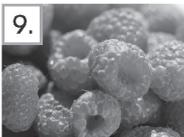
Adults _____ SR Children _____ SR

Drinks not included

Lunch served from _____ to _____

2. **We Can Speak English!**  47

Match the words to the pictures and listen to check your answers. Then ask a partner.

kiwi fruit <input type="checkbox"/>	1. 	2. 	3. 	octopus <input type="checkbox"/>
guavas <input type="checkbox"/>	4. 	5. 	6. 	lobster <input type="checkbox"/>
sweet potato <input type="checkbox"/>	7. 	8. 	9. 	raspberries <input type="checkbox"/>
roast beef <input type="checkbox"/>	10. 	11. 	12. 	tacos <input type="checkbox"/>
turkey <input type="checkbox"/>				squid <input type="checkbox"/>
shrimps <input type="checkbox"/>				mangoes <input type="checkbox"/>

Do you like lobster?

Yes, I do.

No, I don't.

I don't know. I've never tried it.

3. Read, draw and color the dishes.

A Delicious Feast!

Put a smile upon your face,
 A *delicious* feast is taking place!
 The biggest cake you've ever seen, 1
 Made with my dad's shaving cream!
 There's spaghetti with a special sauce, 2
 Worms in ketchup! And of course,
 Have some smelly blue-green cheese, 3
 Served with a salad of rotten leaves!
 Some white hairs from my granddad's comb, 4
 A tasty topping for an old fishbone!
 Well, I'm sure you're licking your lips,
 So, let's start dinner with some apple pips! 5
 Pull up a chair and be my guest,
 Eat your dinner – it's the best!
 Put a smile upon your face,
 A *delicious* feast is taking place!

1.

2.

3.

4.

5.



Put a smile upon
 your face and make
 others smile, too!

Gateway to Values 21st Century Skills

4. Chant "A Delicious Feast!". 48



3. Read, draw, and color the dishes.

Track 48

Refer the students to Activity 3. Tell them they are going to listen to a chant about a feast with some rather interesting food! They must listen and draw the food in the boxes.

Play the track twice and have the students listen and follow. Explain any new words. Give the students time to draw, then divide the class into small groups to compare their pictures. Discuss the words of the chant as a group.

Gateway to Values



Have the students look at the picture and the speech bubble. Discuss the meaning of the sentence with your students in English and their first language. Tell the students that although the chant is rather silly, it is intended to make people smile. Ask questions such as:

Why is important to be happy and positive with other people?

What happens at school or at home when we are miserable and negative?

How can we make someone feel happier today?

Encourage all the students to express their views and opinions and share yours with them.

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the *Gateway to Values* corner.

4. Chant "A Delicious Feast!". Track 48

Play the chant again and have the students join in.

 The students do page 44 in the Activity Book.

Do and Share!



This section in Lesson 4 of each unit links English with other areas of the students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

Materials

a large piece of card
a pair of compasses
scissors
a ruler
markers

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English.

Have volunteers talk about their pie charts, using the boy's speech bubble at the bottom of the page as a model.

Wrapping Up

Write *Countable* = *clap* and *Uncountable* = *jump* on the board. Tell the students to clap three times if a word is countable and to jump three times if it is uncountable.

Call out the following food and drinks: *roast beef, sausages, mayonnaise, shrimps, meat, strawberries, oranges, salt, water, octopus, soda, fish, shrimps, ice cream, pepper.*

Extension

Have the class vote for their favorite chant from Units 1 to 5 ("My New School!", "For My Son", "Billy's Nice Surprise!", "The Rainforests Need Our Help", and "A Delicious Feast!"). Encourage the students to give reasons for their choices. Play the most popular chant for the class to join in.

Homework Assignment

Ask students to read and complete.

My favorite restaurant is _____

My favorite dish in _____ *is* _____.

It's a dish _____.

Teacher's Knowledge Bank

Do not abandon the chants from the Student's Book once the students have learned them. Play a familiar chant as the students enter or leave the classroom as a way of setting the class down and also reviewing language. Ask the students to say one of the chants they have learned when you want to change the atmosphere in class or if you have five minutes to spare.

Task Card

Make a *smile* badge for a friend.

Lesson 5

Objectives

- To review language from the unit in a game and with writing, reading, and listening tasks

Materials

- Student's Book pages 56–57
- Audio track 49
- Activity Book page 45
- (Extension: new words from the unit, cut into separate letters and placed in envelopes (at least twelve words))

Language

- Revision from Unit 5

Warm-up

Write the word *restaurant* on the board. Divide the class into pairs and get the students to write a list of words associated with restaurants (e.g. *table, tablecloth, waiter, chairs, forks, menu, napkin*). The pair with the longest list of correct words wins.

Gateway Game

1. Play the “What’s Different?” game.

Refer the students to the game on page 56. Read out the instructions and make sure the rules are clear (point out that the students must each cover a different picture, so that one student is looking at the top picture and one student is looking at the bottom picture). Divide the class into pairs to play the game. Monitor the game and make sure the students are keeping one picture covered and following the instructions.

When the students have finished playing, read out Michael's speech bubble and give them time to compare their pictures.

Gateway Game

1. Play the "What's Different?" game.

Play with a friend.

Choose a picture and cover the other one.

Take it in turns to ask and answer questions to try and find what's different.

Circle any differences you find but don't tell your friend.



How much milk is there?

There's a little.



Compare your pictures.
Who found the most differences?

Review

1. Read the definitions and underline the correct word.

- | | | |
|--|---------|------------|
| 1. A hot tasting powder used to flavor food. | salt | pepper |
| 2. A sweet, sticky food made by bees. | honey | sugar |
| 3. A creamy sauce made from eggs and oil. | cream | mayonnaise |
| 4. A yellow paste used to give food a hot taste. | mustard | ketchup |

2. Look and complete the sentences with *a little*, *a few* or *a lot of / lots of*.

1. There are _____ potato chips on the plate.



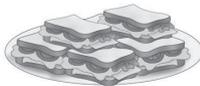
2. There's _____ meat on the plate.



3. There's _____ water in the jug.



4. I'd like _____ ice-cream, please.



5. There are _____ sandwiches for our lunch.

3. Complete the sentences about foods from around the world.

- _____ is a dish _____.
- _____ is a dish _____.

4. Complete the sentences using an "ou" or "ow" word. Listen to check your answers.  49

- _____ do you make sushi?
- We saw a brown _____ in a field yesterday.
- I'm going to do my homework _____.
- Open your _____.
- The teacher is very _____ of us.

Go to
Review 1!



Review 57

Review

1. Read the definitions and underline the correct word.

Ensure Activity 1 is clear. Have the students complete the task individually. Check answers.

Answers

1. pepper; 2. honey; 3. mayonnaise; 4. mustard

2. Look and complete the sentences with a little, a few or a lot / lots of.

Have the students look closely at the pictures on the left hand side of the page, then complete Activity 2 individually. Check as a class.

Answers

1. a few; 2. a lot of/lots of; 3. a lot of/lots of; 4. a little; 5. a lot of/lots of

3. Complete the sentences about foods from around the world.

Refer the students to Activity 3. Tell them that they can write about any two dishes from around the world they have encountered in this unit. Have volunteers read out their sentences.

4. Complete the sentences using an “ou” or “ow” word. Listen to check your answers.

Track 49

Have the students look at the incomplete sentences in Activity 4 and add a word that they think is appropriate with either “ou” or “ow” within it.

Play the track twice for the students to check their work. Check words and spelling as a class.

Answers

1. How; 2. cow; 3. now; 4. mouth; 5. proud

 The students do page 45 in the Activity Book.



The tasks on page 45 should not be set as a formal test. The students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement.

Spend time going through new task types, using the students' mother tongue to explain where necessary. Have the students compare answers with a partner, if you wish.

For answers see the key on page 122.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 45 if you wish. Review the language if necessary.

Tell the students that they have finished the fifth unit in *Gateway 5* and that they have been excellent.

Draw the students' attention to the picture of Michael and his speech bubble.

Extension

Divide the class into two teams. Call a member from each team to the front of the class and give each student an envelope with a scrambled word inside (a new word from the unit cut into separate letters). Tell the students to open the envelopes and re-assemble the words. The student to unscramble the word first wins a point for his/her team. Repeat with two different students.

Homework Assignment

Students go through Unit 5. They make a note of anything they are having trouble with and ask you to explain.

Teacher's Knowledge Bank

The games in *Gateway* are designed to appeal to as many learning styles as possible. Visual learners will benefit from games which involve spotting the differences in pictures such as the one in this lesson. Focus on the solving element of games like these, so that your students become so involved in finding the answers, they forget they are using English!

Task Card

Number the following food in order of preference:

kiwis guavas mangoes bananas grapes apples
raspberries oranges

Unit 5 Activity Book and test answer key

Pages 38 and 39 (Lesson 1)

Answers

Page 38

Activity 1

Note: The students should use the Unit 5 stickers from the center of the Activity Book.

Clockwise from bottom left the photographs should be labeled: ketchup, honey, cream, mayonnaise, mustard, salt, pepper, sugar.

Page 39

Activity 1

strawberries, soup, tomatoes, salad, chicken, fish, cheese, potato chips, sausages, bread, ice cream, cherries

Activity 2

1. Jasem; 2. Jasem; 3. Jim; 4. Jim; 5. Jim; 6. Jim; 7. Jim

Pages 40 and 41 (Lesson 2)

Answers

Activity 1

1. Ratatouille is a dish made from eggplants, tomatoes, and onions.
2. It comes from France.
3. Cottage pie is a dish made from minced beef, vegetables, and potatoes.
4. It comes from England.
5. Hanini is a dish made from flour, butter and dates.
6. It comes from Saudi Arabia.

Activity 3

- 8 OK. That's a good idea.
6 No, I don't like junk food.
1 What's the matter? You look pale.
4 Yes, I am, but not as hungry as you are.
5 Let's go to a fast food restaurant.
2 I'm starving! I could eat an elephant.
3 Are you hungry, too?
7 Why don't we buy sandwiches and salads instead?

Perfect Punctuation!

No. The exclamation mark is missing.

Activity 4

1. Help!
2. Can I help you?
3. Have you seen my bag?

4. You broke the window!
5. Stop talking!
6. Why are you talking?
7. There's a lion behind you!
8. Do you like lions?
9. I failed Science!
10. Did you pass the Science exam?

Pages 42 and 43 (Lesson 3)

Answers

Activity 1

1. No.
2. Playing games for hours and hours.
3. Ground beef made into the shape of a steak.
4. A quick meal that he could eat on the run.
5. 21,000 (350 x 60).

Page 45 (Lesson 5 I can...!)

Answers

Write foods words that begin with:

(possible answers) k – kiwi fruit, ketchup; ch – cheese, cherries;
i – ice cream, m – mayonnaise, mustard, mangoes; a – apples

Describe the picture using a little, a few, or a lot of / lots of.

(possible answers) 1. There's a little milk/water in the jug.

2. There are a few tomatoes in the bowl.

3. There's a lot of / lots of salt in the soup.

You are very, very thirsty. What do you say?

I'm so thirsty. I could (drink all the lemonade/drink ten sodas/
drink a gallon of water).

TB Assessment page

There is a more formal assessment test on TB page 248.

Answers

1.
2. water; 3. salt; 4. ketchup; 5. apples; 6. honey; 7. mayonnaise
2.
2. a lot of; 3. a few; 4. a lot of; 5. a little; 6. any; 7. any
3.
Student's own answers.



Review

Review 1

The Review activities are designed to revise the language and skills from the first five units of the KSA edition of *Gateway 5*. Teachers should select the activities that are most appropriate for their class. These may be language areas that students have difficulties with and need to spend time practicing. The Extension activity can be used to stretch stronger students.

Warm-up

Refer the students to pages 58 and 59, the first Review in *Gateway 5*. Point out the photographs and pictures of the characters (Majid, Professor Reid, Ruth, Larry, and Michael).

Activity A

Have the students look at the box next to Majid. Tell them that Majid is curious about their best friends. Get the students to choose a friend, draw and color his/her picture in the space provided and then write three sentences using *who* (e.g. *Helen is the girl who lives near the school*) and two sentences using *with* (e.g. *Helen is the girl with straight hair*).

Have volunteers show their pictures and read out their sentences.

Activity B Track 50

Refer the students to the box next to Professor Reid. Tell them to listen and follow the instructions. Play the track and have the students listen only. Make sure that the task is clear. Play the track again and get the students to circle the verbs they hear, then write the past participle forms on the lines provided.

Elicit answers and write them on the board for the students to check their spelling.

Answers

The students should circle: *travel, read, see, watch, and eat*.

Past participles: 1. traveled; 2. read; 3. seen; 4. watched; 5. eaten

Activity C

Draw the students' attention to the box next to Ruth. Elicit the names of the objects in the three smaller photographs on the left hand side (sheets of paper, pots, and a hairbrush).

Divide the class into pairs. Tell the students to take turns asking and answering questions about why Ruth needs the objects, e.g.

S1: *Why does Ruth need the pots?*

S2: *To plant some flowers.*

Invite different pairs to demonstrate the activity for the rest of the class.

Possible answers

Why does Ruth need the sheets of paper? To do her homework.

Why does Ruth need the pots? To plant some flowers.

Why does Ruth need the hairbrush? To brush her hair.

Extension

Tell the students to remain in their same pairs. Give each student a sheet of paper. Tell them that they have two minutes to make and color a paper boat. At the end of the two minutes, stop the students and get everybody to show you their boats. Choose a pair and say, e.g. *Peter hasn't finished his boat yet. Laura has already finished her boat*.

Point at other pairs and ask volunteers to make sentences using *already* and *yet*.

Activity D

Refer the students to the five larger photographs and the picture in the box next to Ruth.

Write *What has just happened?* on the board. Point to the photograph of the girl who has just dropped her ice-cream. Elicit the answer and write it on the board (*She has just dropped her ice-cream*).

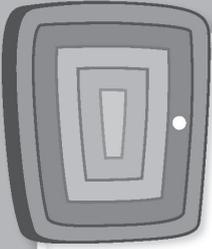
Have the students answer the question on the board for the remaining photos/pictures in their notebooks. Elicit the sentences from volunteers.

Possible answers

From left to right, top to bottom: She has just dropped her ice-cream.

He has just thrown something away. They have just started eating. She

has just bought some flowers. He has just fallen over.



Review 1



A Draw and write about your friend.



B Listen, circle and write the past participle.



drink	travel	watch
write	eat	talk
read	meet	see
	study	

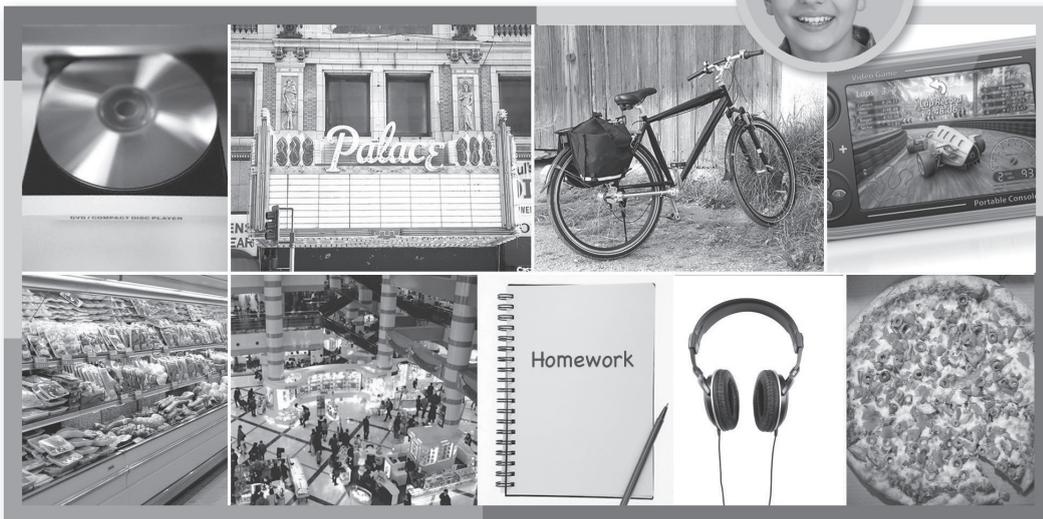
1. _____
2. _____
3. _____
4. _____
5. _____

C Ask and answer.

D What has just happened? Write sentences.



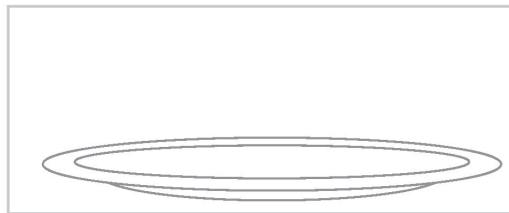
E Talk about your weekend.



F What animal can you hear? Use *might be* / *must be*. 51

1. _____
2. _____
3. _____
4. _____

G Listen and draw. 52



Spelling

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Activity E

Direct the students' attention to the box next to Larry. Tell the students that Larry wants to know what they are going to do on the weekend.

Divide the class into small groups and have the students talk about what they are going to do or might do on the weekend, e.g. *I'm going to do my homework. I might go to the shopping mall.*

Monitor the task, making sure the students are using English and are on task. Invite volunteers to tell the class about their plans.

Activity F Track 51

Play the question at the beginning of the activity and explain that they are going to hear different animal sounds.

Play the track for the students to listen to all the sounds without writing. Then play the track and pause after the first sound. Ask a volunteer *What do you think the animal is?* Remind the student to answer using *might be* if he/she is not totally sure what the animal is (e.g. *It might be a dog.*) or *must be* if he/she is sure (e.g. *It must be a wolf.*).

Play the track a final time and have the students write sentences using *might be* or *must be* on the lines provided. Invite volunteers to read out their sentences.

Answers

1. wolf; 2. bear; 3. bee; 4. elephants

Activity G Track 52

Draw the students' attention to the picture of Michael, the chef. Tell them that Michael is hungry and would like the students to make a salad for him. Play the track for the students to listen to without writing. Play it again and get the students to draw the salad on the empty plate provided. Play the track a final time for the students to check their work. Divide the class into pairs to compare their pictures.

Extension

Write the following sentences on the board:

1. Michael would like _____ tomatoes.
2. He would like _____ onion rings.
3. Michael would like _____ pepper.

Tell the students to copy and complete the sentences using Track 52 as reference. Check together as a class.

Answers

1. a few; 2. lots of; 3. a little

Spelling

Divide the class into two teams. Get the students to choose ten words from Units 1–5 and write them on the lines provided. Team 1 gives Team 2 a word to spell. For example, *hammer*. The members from Team 2 spell the word, saying one letter each. Repeat with a different word from Team 2. Award a point when a word is spelled correctly.

The winning team is the one with most points.

 The students do pages 46–47 in the Activity Book. For answer key see page 128.

Review 1 Activity Book answer key

Pages 46–47

Answers

Activity 1

2. lava – I colored *lava* because it isn't an animal, bird, or insect.
3. drank – I colored *drank* because it isn't a part participle.
4. mop – I colored *mop* because it isn't a facial feature.
5. apples – I colored *apples* because it isn't uncountable.

Activity 2

1. a little; 2. forward; 3. with; 4. just; 5. to; 6. must; 7. yet; 8. who; 9. a few; 10. already; 11. might

Activity 3

1. blue; 2. orange; 3. green; 4. blue; 5. green; 6. red; 7. red; 8. orange

Activity 4

1. My finger hurts. I cut myself with a knife.
2. She painted the chairs by herself.
3. The monkeys are peeling the bananas by themselves.
4. Nobody helped your little brother. He wrote his name by himself.
5. We fixed the car by ourselves.
6. Have you written that by yourself?

Unit

6

The New Teacher

Functions

Talking about rules

Talking about permission and prohibition

Language

We must speak English in class.

We mustn't be rude.

I'm not allowed to play in the garden.

I'm allowed to have a laptop.

Mark isn't allowed to ride his bike in the streets.

We're not allowed to watch TV while we do our homework.

Are you allowed to eat lots of junk food? No, I'm not.

Why aren't you allowed to eat lots of junk food? Because it's bad for me.

Vocabulary

arrive, bring, cheat, have, help, listen, raise, speak, use, work

Gateway Grammar Level 5

For parents/teachers: page 35

For students: pages 36–40

Gateway Phonics Book 2

"ar": pages 8–9

Lesson 1

Objectives

- To review and learn new verbs
- To practice talking about rules with *must* and *mustn't*
- To make a class "code of conduct" poster

Materials

- Student's Book pages 60–61
- Audio tracks 53–54
- Activity Book pages 48–49
- Unit 6 word stickers

Vocabulary

arrive, bring, cheat, have, help, listen, raise, speak, use, work

Functions

Talking about rules

Language

*We must speak English in class.
We mustn't be rude.*

Warm-up

Refer the students to page 60 and point to the photograph of Mr Gray. Explain that he is a new teacher at the school. Read the speech bubble and explain any new words. Draw the students' attention to the picture of the schoolyard and discuss what the students can see as a class.

Ask the following questions:

What is it like to be a new student in a school?

What do you think it is like to be a new teacher in a school?

What is exciting about having a new teacher?

What is worrying about having a new teacher on the first day of school?

Point to the photograph of Mr Gray again and ask *What do you think Mr Gray is like? Is he a gentle teacher or a strict teacher?*

Encourage the students to share their opinions, feelings, and experiences and share your own with them.

1. Listen and number. 🎧 Track 53

Direct the students to Activity 1. Have the students look at the picture of the schoolyard again. Draw attention to the boy throwing the banana skin (on the left of the picture) and also to the expression on the boy's face who is reaching inside his

schoolbag. Tell the students they are going to listen to ten sentences and number the appropriate circles next to the people in the picture.

Play the track a first time for the students to listen to only. Then play it again, pausing after the first sentence for the students to number the boy with the sandwich and bottle of soda 1. Continue with the rest of the sentences, pausing as necessary.

Play the track again for the students to check their work. Check as a class.

Answers

- 1 – the boy with the sandwich and drink in the center of the picture
- 2 – the boy who is reaching into the green bag who looks unhappy
- 3 – the man on the far right
- 4 – the boy who is throwing the banana skin on the ground
- 5 – the boy with the surprised expression with his hand raised
- 6 – the man who is cleaning the windows
- 7 – the seated boy who is using a laptop
- 8 – the boy who is opening the classroom door
- 9 – the seated boy next to the boy with the open book
- 10 – the boy standing next to the school bell

2. Label the pictures with the verbs in the boxes.

Play the track again and have the students listen carefully for the verbs used. Direct their attention to Activity 2 and the ten verbs in the rectangles.

Say the verbs at random and have the students repeat.

Point to the boy with the sandwich and the bottle of soda in the picture and have a volunteer say the appropriate verb – *have*. (*He's hungry. He's having some food and drink.*) Repeat with the other verbs, then have the students label the picture individually.

Play the track again for the students to check their answers if necessary. Check spelling.

Answers

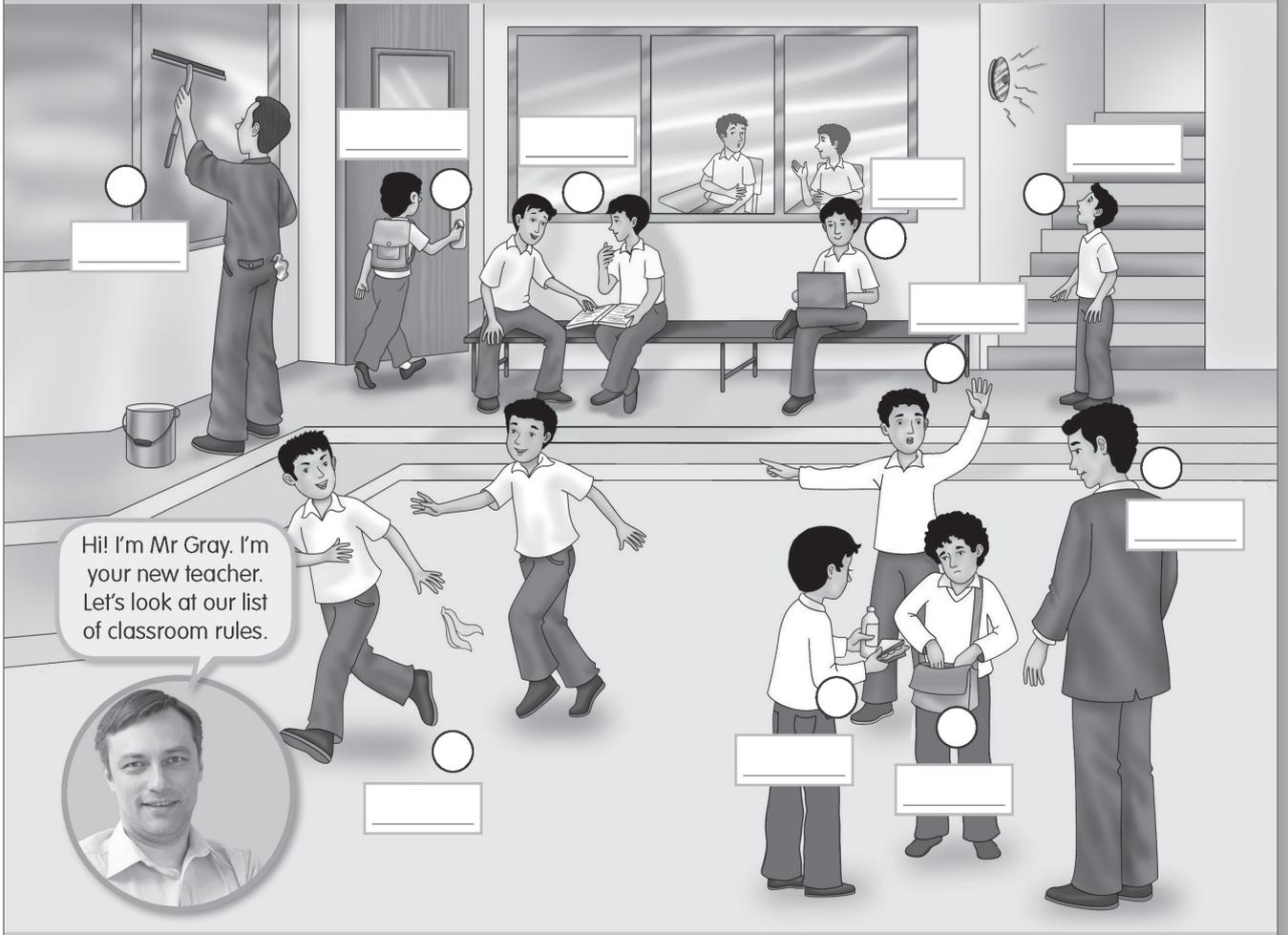
- | | |
|-----------|-------------|
| 1 – have | 2 – bring |
| 3 – speak | 4 – cheat |
| 5 – raise | 6 – work |
| 7 – use | 8 – arrive |
| 9 – help | 10 – listen |

Unit 6

The New Teacher

Lesson 1

1. Listen and number.  53



2. Label the pictures with the verbs in the boxes.

arrive

raise

bring

help

cheat

have

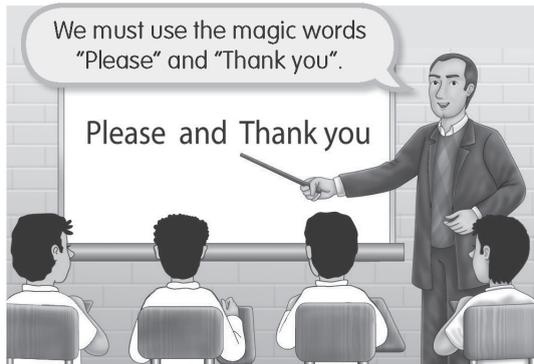
listen

work

speak

use

3. Listen and follow. 54



4. Read the classroom rules. ✓ for you *must* or X for you *mustn't*.

Be polite <input type="radio"/>	Cheat <input type="radio"/>	Arrive late <input type="radio"/>	Use cell phones <input type="radio"/>
Work quietly and in an organized way <input type="radio"/>	Eat or drink in class <input type="radio"/>		
Cooperate with others <input type="radio"/>	Forget our books <input type="radio"/>	Speak English <input type="radio"/>	
Bring our notebooks and pens <input type="radio"/>	Help others <input type="radio"/>	Take turns <input type="radio"/>	
Respect our teachers <input type="radio"/>	Listen when others talk <input type="radio"/>	Be rude <input type="radio"/>	
Raise our hands before we speak <input type="radio"/>	Respect our classmates <input type="radio"/>		

5. Talk about the classroom rules.

We must speak English in class.

We mustn't be rude.

6. **Project** 21st Century Skills

As a class, decide upon your class code of conduct and then make a poster of your classroom rules to put on the wall.



3. Listen and follow. 🎧 Track 54

Refer the students to Activity 3. Explain that Mr Gray has his own new set of rules for the classroom and he is telling the class. Play the track for the students to listen to only. Explain any new words (e.g. *magic words*, *interrupt*). Play the track again for the students to listen to and repeat.

Write *We must use "please" and "thank you"* on the board. Place a large check mark next to the sentence and underline *must*. Write *We mustn't interrupt when others are talking* on the board, placing a cross next to the sentence and underlining *mustn't*.

Elicit some examples of your own class rules. Help with new vocabulary as necessary. Write the rules on the board, underlining *must* and *mustn't* and adding checks and crosses next to the sentences.

4. Read the classroom rules. ✓ for you *must* or ✗ for you *mustn't*.

Read out the first six rules in Activity 4. Elicit *must* or *mustn't* for each one. Have the students check or cross as appropriate. The students complete the rest of the task individually. Read out each rule and have a volunteer make a sentence with *You must...* or *You mustn't...*

Answers

Be polite ✓ Cheat ✗ Arrive late ✗ Use cell phones ✗
 Work quietly and in an organized way ✓ Eat or drink in class ✗
 Cooperate with others ✓ Forget our books ✗ Speak English ✓
 Bring our notebooks and pens ✓ Help others ✓ Take turns ✓
 Respect our teachers ✓ Listen when others talk ✓ Be rude ✗
 Raise our hands before we speak ✓ Respect our classmates ✓

5. Talk about the classroom rules.

Read out the speech bubbles in Activity 5. Divide the class into pairs to talk about the rules in Activity 4 with *We must...* or *We mustn't...* Monitor the task.

6. Project

Read out the speech bubble in Activity 6. Explain the meaning of *code of conduct*.

As a class, create a list of rules and write them on the board in sentences using *must* and *mustn't*.

Divide the class into small groups. Assign each group one or two of the class rules and tell them to make a poster, writing the rule(s) and drawing a picture or pictures to show the rule(s).

Get the students to work on their contribution to the project in class or at home. Combine the posters to form a large *code of conduct* display for the classroom.

 The students do pages 48 and 49 in the Activity Book. For answers see the key on page 150.

Wrapping Up

Play "Follow the Leader". Ask the students to stand up. Choose a volunteer to be the first leader. The leader gives a command, e.g. *You must touch your toes*. All the other students must obey the command. The leader chooses the next leader, who gives a different command. Continue until most or all of the students have had a turn as leader.

Extension

Dictate verbs from Lesson 1 letter by letter for the students to write in their notebooks. Invite volunteers to write the verbs on the board. Check spelling together as a class.

Homework Assignment

Students write four sentences about the things we must and mustn't do when visiting a friend's home.

Teacher's Knowledge Bank

Get all the students to agree to and sign the code of conduct. Display it in the classroom so you can refer to it when necessary.

Task Card

Write the rules for playing hide-and-seek. Use *must* and *mustn't*.

Lesson 2

Objectives

- To practice talking about permission and prohibition with *be allowed to* and *not be allowed to*
- To practice asking and answering questions with *Are you allowed to...?*
- To practice recognizing and producing words with “ar”

Materials

- Student’s Book pages 62–63
- Audio tracks 55–58
- Activity Book pages 50–51

Functions

Talking about permission and prohibition

Language

I’m allowed to keep a goldfish.

I’m not allowed to eat candy before meals.

Wendy is allowed to play in the park.

Mark isn’t allowed to ride his bike in the streets.

We’re not allowed to watch TV while we do our homework.

Are you allowed to eat lots of junk food? No, I’m not.

Why aren’t you allowed to eat lots of junk food?

Because it’s bad for me.

Warm-up

Get the students to write a list of rules and restrictions using *must* and *mustn’t* for one of the following: a brother or a sister, a friend. Monitor and help with new language as necessary.

Divide the class into pairs and have them compare lists of rules. Elicit some examples.

1. Listen and follow. 🎧 Track 55

Have the students look at the photographs of the children in Activity 1. Play the track a first time and have the students listen to all the children. Explain any new words. Play the track again for the students to listen to and repeat. Invite volunteers to read out the speech bubbles. Check that the meaning of *allowed to* is clear.

Point to the photo of Wendy. Ask *Is she allowed to play in the garden?* and elicit the answer (*No, she isn’t*). Write the question on the board and underline *is* and *allowed to*. Ask *Why isn’t she allowed to play in the garden?* Elicit and write on the board *She isn’t allowed to play in the garden because her apartment is small*. Underline *isn’t allowed to*.

Repeat the procedure with the children in the other photographs.

2. Talk about the children.

Refer the students to Activity 2. Divide the class into pairs to talk about the children in the photographs. Monitor and encourage them to use *is/are allowed to...* and *isn’t/aren’t allowed to...* Have volunteer pairs say their sentences.

3. What about you? Read and match.

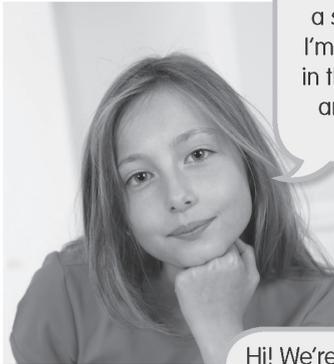
Refer the students to Activity 3. Read the phrases aloud and explain any new words. Ask a volunteer *Are you allowed to drink lots of sodas?*

Elicit the answer. Encourage the student to answer with *Yes, I am* or *No, I’m not*.

Repeat with other volunteers and different questions from Activity 3. Then get the students to complete the matching task individually. Divide the class into pairs to compare answers and elicit sentences with *I’m allowed to...* and *I’m not allowed to...*

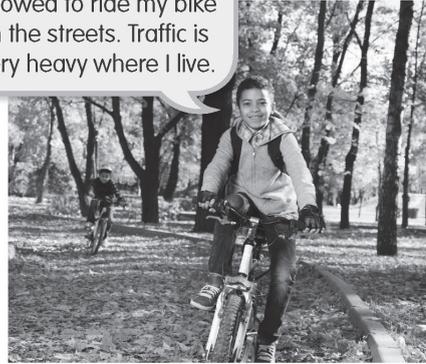
Lesson 2

1. Listen and follow. 55



Hi! I'm Wendy. I live in a small apartment so I'm not allowed to play in the garden but Mom and Dad take me to the park.

I'm Mark. I'm not allowed to ride my bike in the streets. Traffic is very heavy where I live.



Hi! We're Sue and Alice. We're not allowed to watch TV while we do our homework. Mom says we get distracted.

We're Lily and Harry. Mom and Dad go to bed early so we're not allowed to use the telephone after nine.



2. Talk about the children.

Mark isn't allowed to ride his bike in the streets.



3. What about you? Read and match.

Drink lots of sodas
Walk to school
Have a laptop
Have a mobile
Have sleepovers

allowed to

not allowed to

Eat candy before meals
Eat lots of junk food
Surf the Internet
Have friends round
Drink coffee

4. Ask and answer questions. 56



5. Write sentences with *allowed to* or *not allowed to*. Use the words in parentheses.

1. (have a cell phone)

2. (go to bed late on the weekend)

3. (shout loudly)

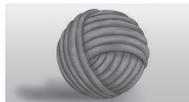
6.

Say It Well!



Listen and repeat. Color the blank letters. 57

"ar"



y ar n



c ar d



st ar

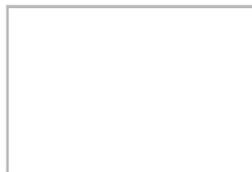


c ar

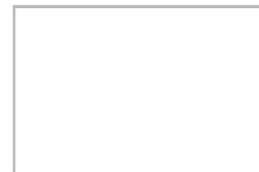
Listen and write the "ar" words. Draw a picture for each. 58



1. _____



2. _____



3. _____

4. Ask and answer questions. 🎧 **Track 56**

Refer the students to Activity 4. Play the track for the students to listen to only, then play it again for them to listen to and repeat.

Divide the class into pairs to practice asking and answering questions about the things they are allowed to do or not allowed to do. Monitor and help with new vocabulary.

Have volunteer pairs present their questions and answers to the rest of the class.

5. Write sentences with *allowed to* or *not allowed to*. Use the words in parentheses.

Draw the students' attention to Activity 5. Ensure that the task is clear.

Have the students write the sentences about themselves. Elicit some example sentences.

Possible answers

1. I'm allowed to have a cell phone.
2. I'm allowed to go to bed late on the weekend.
3. I'm not allowed to shout loudly.

6. Say It Well!

Listen and repeat. Color the blank letters.

🎧 **Track 57**

Have the students look at Activity 6. Check that the meaning of the words is clear.

Play the track twice for the students to listen to and repeat. Highlight the "ar" sound. Get the students to color the blank letters.

Listen and write the "ar" words. Draw a picture for each. 🎧 **Track 58**

Ensure that the task is clear. Play the track twice for the students to listen to the three "ar" words. Have them write the words on the lines provided and check answers as a class.

Then get the students to draw their pictures. Divide the class into pairs or small groups to compare pictures.

Answers

1. car; 2. park; 3. arm

AB The students do pages 50 and 51 in the Activity Book. For answers see the key on page 150.

Wrapping Up

Get the students to write a question using *Are you allowed to...?* individually. Invite a volunteer to the front to ask the class his/her question. Students should stand up if the answer is *Yes, I am* or remain seated if the answer is *No, I'm not*. Invite other volunteers to ask their questions.

Extension

Dictate the following questions and ask the students to write them in their notebooks:

1. *Where does Wendy live?*
2. *Is Mark allowed to ride his bike in the streets?*
3. *Are Sue and Alice allowed to watch TV when they are doing their homework?*
4. *Why aren't Lily and Harry allowed to use the telephone after nine?*

Get the students to read about the children in Activity 1 and to answer the questions. Check as a class.

Answers

1. She lives in a small apartment.
2. No, he isn't.
3. No, they aren't.
4. Because their mom and dad go to bed early.

Homework Assignment

Students complete the sentences.

1. *I am allowed to* _____.
2. *I am allowed to* _____.
3. *I'm not allowed to* _____.
4. *I'm not allowed to* _____.

Teacher's Knowledge Bank

Create a Homework Assignment calendar for every month or term. Photocopy it and give each student a copy. Students can color in the appropriate square on the calendar as they complete each assignment.

Task Card

Unscramble the question and answer it.
to / TV / night / Are / allowed / late / watch / at / you / ?

Lesson 3

Objectives

- To practice talking about and telling jokes
- To read jokes and match them to punch lines
- To order the lines of a joke dialogue

Materials

- Student's Book pages 64–65
- Audio track 59
- Activity Book pages 52–53

Warm-up

Write the letters “ar” on the board. Divide the class into pairs. Give them two minutes to write as many “ar” words as they can (only words where the letters are pronounced as in *star*). The pair with the longest list wins.

Possible answers

yarn, card, star, harp, car, park, arm, art, apartment, party, start, chart

Gateway Magazine – “Jokes We Tell At Recess”

1. Think and discuss.

Get the students to look at pages 64 and 65. Explain that this is another section in the Gateway Magazine. Read out the questions in Activity 1 and encourage the students to answer in English. Allow them to tell their favorite joke in their first language and help them translate it into English (if the joke works in both languages). Make sure that every student has the chance to contribute to the discussion.

2. Read the jokes. Match the questions to the answers.

Draw the students' attention to Activity 2 and explain that they are going to read and match two parts to different jokes: a question and an answer. Read out all the questions and answers as a class. Explain any new words.

Divide the class into pairs or small groups to do the matching task. Get the students to write the correct letter for the answers on the lines provided on page 65. Do not confirm answers at this stage.

Gateway

Magazine



Jokes We Tell At Recess



1 Think and discuss.

Do you like jokes?
Do you know any good jokes?

2 Read the jokes. Match the questions to the answers.

1. What's the difference between an African elephant and an Indian elephant?

2. What did the invisible man call his mother and father?

3. Why are Fridays and Saturdays strong days?

4. Do you know that it takes three sheep to make a sweater?

5. What's your baby brother's name?

6. What did the big telephone say to the little telephone?

7. Where's the best place to go when you're dying?

8. Tell me little girl, how do you like school?

9. Do you know that my baby brother looks just like me?

10. Why are you jumping up and down?

11. Why does the teacher wear sunglasses?

12. Why did you call your baby *Coffee*?

13. Why is the letter E lazy?



a) The living room.

b) Because he keeps us awake at night.

c) Because I've just taken some medicine and I forgot to shake the bottle.

d) You're too young to be engaged.

e) Because they aren't "weak" days.

f) About 5,000 miles.

g) Because it's always in bed.

h) Because her students are very bright.

i) Never mind. As long as he's healthy.

j) Closed.

k) I don't know. We can't understand a word he says.

l) His transparents.

m) Really? I didn't know they could knit.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____
 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____

3 Listen to check your answers.  59

4 Read "Jokes We Tell At Recess" again and answer the questions.

1. Which joke did you like the most? Why?
2. Which joke did you like the least? Why?

Writing

5 Number the dialog in order. Draw a picture and use speech bubbles to illustrate the joke.

B: What's the matter with him?

B: Why not?

A: Hello. Can I speak to Mr Gray, please?

A: I'm very sorry but Adnan can't go to school today.

B: Oh! I'm sorry to hear that. Who's calling?

A: My dad.

A: Because he's sick.

B: Speaking.

A: He has a bad cough and a high temperature.

1 _____



3. Listen to check your answers. 🎧 **Track 59**

Refer the students to Activity 3. Tell them that they are going to listen to the full jokes. Tell them to listen carefully and check their answers. Play the track for the students to listen to all the jokes. Play it again and elicit the answers. Explain double meanings in the jokes (e.g. *engaged = to be married vs engaged = on the telephone, weak/week*) as necessary.

Answers

1. f; 2. l; 3. e; 4. m; 5. k; 6. d; 7. a; 8. j; 9. i; 10. c; 11. h; 12. b; 13. g

4. Read “Jokes We Tell At Recess” again and answer the questions.

Draw the students' attention to Activity 4. Ensure that the task is clear and tell the students that they must write their answers in their notebooks. Have volunteers read out the jokes they liked/disliked the most and explain their reasons.

Writing**5. Number the dialog in order. Draw a picture and use speech bubbles to illustrate the joke.**

Refer the students to Activity 5. Read out the instructions to the first part of the writing task. Explain that when it is correctly ordered the dialog makes a funny joke.

Divide the class into pairs to reorder the dialog. Monitor and help as necessary. Have volunteer pairs read out the correct order. Write out the dialog on the board. Ask the students if they found the joke funny.

Get the students to do the second part of the task individually (the drawing). Have them compare their picture with their partner when they have finished.

Answers

A: Hello. Can I speak to Mr Gray, please?

B: Speaking.

A: I'm very sorry but Alan can't go to school today.

B: Why not?

A: Because he's sick.

B: What's the matter with him?

A: He has a bad cough and a high temperature.

B: Oh! I'm sorry to hear that. Who's calling?

A: My dad.

AB The students do pages 52 and 53 in the Activity Book. For answers see the key on page 150.

Wrapping Up

Get the students to draw a picture to illustrate their favorite joke from “Jokes We Tell At Recess”. Have volunteers show their pictures to the class as they read the joke.

Extension

Ask the students to think about their favorite comedy TV program.

Ask the students to answer questions such as:

Why do you like that program?

What's funny in it?

Get the students to compare their ideas in small groups.

Homework Assignment

Students read “Jokes We Tell At Recess” to a member of their family.

Teacher's Knowledge Bank

If you want your students to stop what they are doing and give you their full attention, clap a beat and snap your fingers and tell them to copy, e.g.

Teacher: clap, snap, clap, clap, snap

Students: clap, snap, clap, clap, snap

Keep clapping and snapping until everyone is joining in and you have the attention of the class. Alternatively, play a chant from *Gateway* and tell the students that when it ends they must finish what they are doing.

Task Card

Choose and learn a joke from “Jokes We Tell At Recess”. Tell it to your teacher.

Lesson 4

Objectives

- To listen to sentences and dialogs for gist
- To practice talking about rules
- To listen to and say a chant
- To practice identifying parts of speech (nouns, verbs, and adjectives)

Materials

- three index cards
- Student's Book pages 66–67
- Audio tracks 60–62
- Activity Book page 54

Warm-up

Write the following scrambled questions on the board:

1. *wrong / What / with / is / Alan / ?*
2. *school / go / Does / want / Alan / to / to / ?*

Have the students unscramble the questions individually, then read the joke in Lesson 3, Activity 5 and answer. Check together as a class.

Answers

1. He's sick (he has a bad cough and a high temperature). / Nothing.
2. No, he doesn't.

1. Listen and match the numbers to the pictures. 🎧 Track 60

Refer the students to Activity 1. Explain that Mr Gray and another teacher, Mrs Green; are on a school trip. Spend some time discussing what is happening in each picture. Tell the students that they will hear sentences with *must/mustn't* and *allowed to/not allowed to*. They must listen and draw lines from the numbers to the pictures.

Play the track for the students to listen to only. Play it again, pausing when necessary for them to complete the task. Check answers, then discuss each picture again and elicit sentences with *must/mustn't* or *be allowed to/not be allowed to*.

Answers

Left to right, top to bottom the pictures should be numbered: 3, 4, 1, 2, 5, 6.

2. We Can Speak English!

Look at the pictures and talk about how you should behave in each situation.

Read out the speech bubble in Activity 2. Spend time as a class discussing each place and what a person must or mustn't do there and/or what a person is allowed to do or not allowed to do. Divide the class into pairs to talk about each place. Have volunteer pairs talk about the places.

Possible answers

Museum: You aren't allowed to take photographs. You mustn't touch the exhibits.

Swimming pool: You mustn't run near the swimming pool. You aren't allowed to play games in the swimming pool.

Hotel: You are allowed to eat and drink in your room. You must leave your key at reception when you go out.

Airplane: You aren't allowed to/mustn't smoke. You are allowed to walk around when the seatbelt light is off.

Library: You mustn't talk loudly. You mustn't damage the books. You are allowed to borrow the books.

3. Role play time! Listen to the example. Then create your own dialog with a partner. 🎧 Track 61

Read the instructions and ensure Activity 3 is clear. Play the track and ask the students where the dialog is set (a hotel). Play the track again.

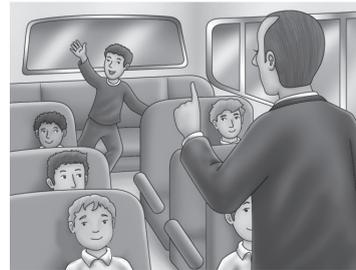
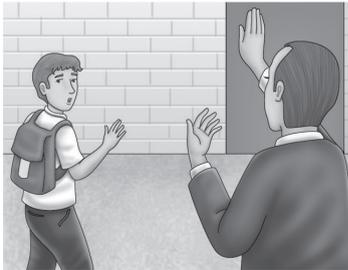
Tell the students that they should use this dialog to structure a short script based in a setting of their choice. They may wish to choose one of the settings in Activity 2.

Divide the class into pairs and have them work on their dialogs in their notebooks. Remind them to use *must/mustn't* and *be allowed to/not be allowed to*.

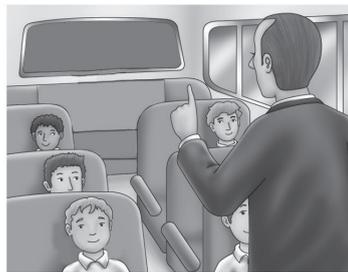
Give the students time to rehearse their role plays and learn their lines. Encourage them to use appropriate intonation, facial expressions, and body language. Have volunteer pairs present their role plays to the rest of the class.

Lesson 4

1. Listen and match the numbers to the pictures. 60



- 1
- 2
- 3
- 4
- 5
- 6



2. We Can Speak English!

Look at the pictures and talk about how you should behave in each situation.

You mustn't shout in the museum.



3. Role-play time! Listen to the example. Then create your own dialog with a partner. 61

4. Read and listen. Complete the chant.  62  = Noun  = Verb  = Adjective

Mr Gray!

(chorus)

Mr Gray! Mr Gray! Mr Gray!
He arrived at our school and the sun went away!
The storm clouds gathered in the middle of the day!
Mr Gray! Mr Gray! Mr Gray!

Mr Gray's rules are to remember,
He pins them to the wall from the start of .
We must listen to him and never be rude,
We aren't allowed to shout, even in a mood,
We aren't allowed to , or have a ,
We can't even call our moms at !

(chorus)

Mr Gray! Mr Gray! Mr Gray!
Mr Gray's list of rules our ,
No more pushing in the corridors! No more walking on the !
We must always keep our work and ,
No more running around the class. We must in our seat.
We mustn't get distracted. No more day dreaming.
By the end of the year, I thought I would be screaming!

(chorus)

Mr Gray! Mr Gray! Mr Gray!
Mr Gray's rules are , but our grades have got .
No more "Ds" for me, "A" is my !
Learning at has become fun and great,
I to each class early. I am never late.
There is no more time for play and very little rest,
But all the class that Mr Gray is the best!

Mr Gray! Mr Gray! Mr Gray!
When he arrived at our school it was a day!
Now we don't want him to leave. We want him to stay!
Mr Gray! Mr Gray! Mr Gray!



5. Chant "Mr Gray!".  62

4. Read and listen. Complete the chant.

Track 62

Refer the students to Activity 4. Tell them they must first look at the spaces for the missing words and the color key which tells them whether each word is a noun, a verb, or an adjective. Play the track once. Then they must guess the missing words. Tell them to write the words in pencil and not to worry if they can't guess all the words. Elicit ideas, but do not confirm answers.

Play the chant twice for the students to listen to and check. Elicit answers and explain any new words, then play the chant again.

Answers

Mr Gray's rules are hard to remember

He pins them to the wall from the start of September.

... We aren't allowed to shout, in a bad mood,

We aren't allowed to chat, or have a cell phone,

We can't even call our moms at home!

(Chorus) Mr Gray! Mr Gray! Mr Gray!

... Mr Gray's list of rules shook our class,

No more pushing in the corridors! No more walking on the grass!

We must always keep our work tidy and neat,

No more running around the class. We must stay in our seat.

We mustn't get distracted. No more day dreaming.

By the end of the year, I thought I would be screaming!

(Chorus) Mr Gray! Mr Gray! Mr Gray!

... Mr Gray's rules are tough, but our grades have got better.

No more "Ds" for me, "A" is my letter!

Learning at school has become fun and great,

I arrive to each class early. I am never late.

There is no more time for play and very little rest,

But all the class believes that Mr Gray is the best!

(Chorus) Mr Gray! Mr Gray! Mr Gray!

... When he arrived at our school it was a special day!

Now we don't want him to leave. We want him to stay!

(Chorus) Mr Gray! Mr Gray! Mr Gray!

5. Chant "Mr Gray!" Track 62

Play the chant again for the students to join in.

 The students do page 54 in the Activity Book.

Do and Share!



Materials

paper	a ruler
a pen	markers
a large piece of card	magazine and newspaper cut-outs

Hand out the materials. Demonstrate what you want the students to do using the pictures and giving the instructions in English. Have volunteers talk about their posters.

Wrapping Up

Write 1 = Noun 2 = Adjective 3 = Verb on the board. Write numbers 1–3 on three index cards. Get the students to sit in a circle. Distribute the cards. Get the students to clap and pass the cards around. When you stop the clapping, the students with the cards give examples of the parts of speech they are holding (e.g. 1 – car, 2 – big, 3 – raise). Repeat until most or all of the students have had a turn.

Extension

Write the following questions on the board:

1. Did the children like Mr Gray at the beginning?
2. Is Mr Gray a strict teacher?
3. Do the children like Mr Gray?
4. Why do the children like Mr Gray?

Have the students read "Mr Gray!" again and answer. Check as a class.

Answers

- | | |
|---------------------|------------------------------|
| 1. No, they didn't. | 4. Because their grades have |
| 2. Yes, he is. | got better and they like |
| 3. Yes, they do. | going to school now. |

Homework Assignment

Students make a noun, verb, or adjective collage using old magazines and newspapers.

Teacher's Knowledge Bank

Make sure you are firm but fair, but do not create an atmosphere of fear in the classroom. If the students do not feel at ease, they won't learn to the best of their ability.

Task Card

Write five things you are not allowed to do in Mr Gray's class.

Lesson 5

Objectives

- To review language from the unit in a game and with writing and listening tasks

Materials

- large piece of card or display paper
- Student's Book pages 68–69
- Audio track 63
- Activity Book page 55

Language

Revision from Unit 6

Warm-up

Divide the class into two teams. Call a member from each team to the board and give them both board pens or chalk.

Say *I would like a noun, please*. The first student to write a noun on the board wins a point for his/her team. Repeat with different pairs of students, alternating between nouns, adjectives, and verbs. The team with the most points wins the game.

Gateway Game

1. Play the “It’s More Difficult Than You Think” game.

Refer the students to the game on page 68 and read the instructions. Divide the class into pairs to play the game. Monitor the game and make sure they are looking for the children who are being naughty.

2. Talk about the children.

Ask two volunteers read the speech bubbles in Activity 2. Still in their pairs, have the students talk about the naughty children in the picture in Activity 1.

Have volunteers say their questions and answers for the rest of the class.

Possible answers

Why is he naughty? Because he is chewing gum and we mustn't chew gum in class.

Why is he naughty? Because he is playing with a yo-yo and we mustn't play in class.

Why is he naughty? Because he's drinking a soda and we mustn't drink in class.

Why is he naughty? Because he's eating a candy bar and we mustn't eat in class.

Why are they naughty? Because they're chatting and we mustn't chat in class.

Why is he naughty? Because he's listening to the radio and we mustn't listen to the radio in class.

Why is he naughty? Because he's sending a text message and we mustn't use cell phones in class.

Why is he naughty? Because he has left the classroom and we mustn't wander off.

Why is he naughty? Because he is drawing a picture and sitting at the teacher's desk.

Gateway to Values

Have the students look at the photo of Mr Gray and read the speech bubble. Discuss it, using English whenever possible. Ask questions such as:

Why do we need rules?

What happens when people break rules?

Ask the students to think about the rules and codes of conduct in some or all of the following places: schools, museums, sports centers, parks. As a class, discuss what problems there would be if these places didn't have rules.

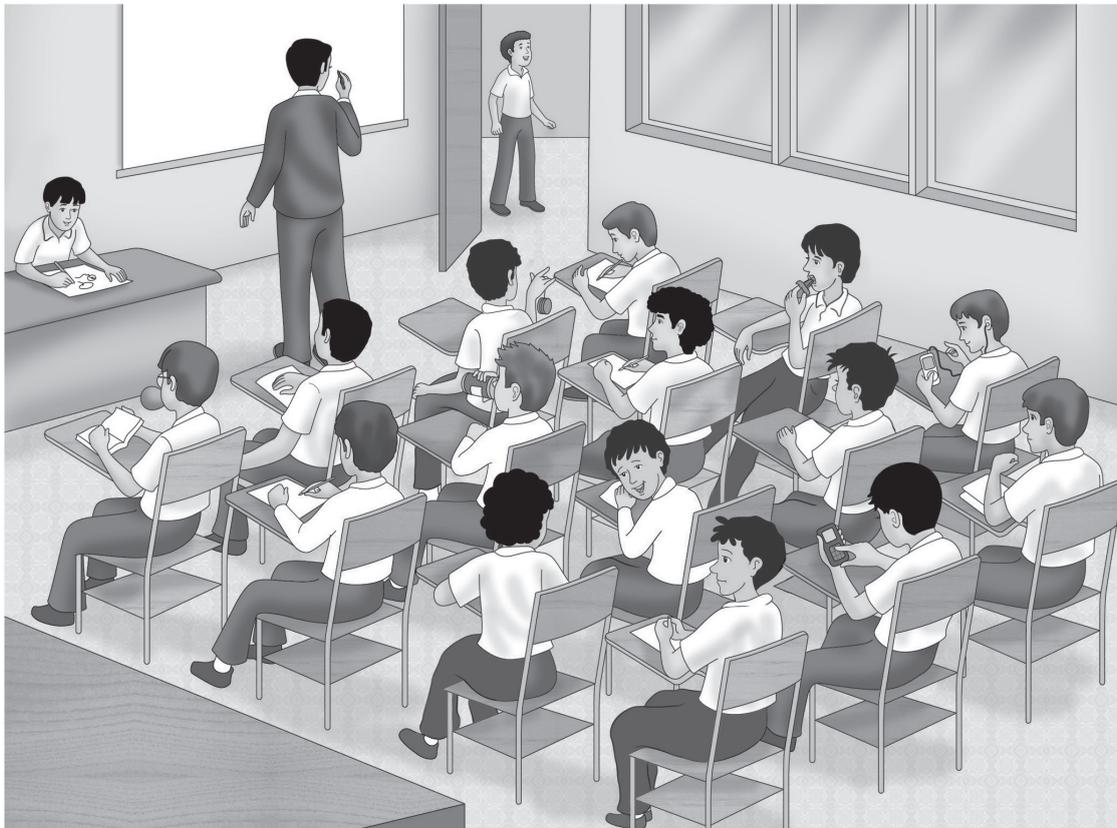
Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the *Gateway to Values* corner.

Gateway Game

1. Play the "It's More Difficult Than You Think" game.

Play with a friend.

The first player to find the ten naughty children wins the game.



2. Talk about the children.

Gateway to



Values

21st Century Skills

Why is he naughty?



Because he's eating a sandwich and we mustn't eat in class.



Everybody has to respect rules.



Review 

1. Play with a friend. Make "Verb Chains". The player with the longest list wins!

read	bring	have	respect
draw	_____	_____	_____
write	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Complete the sentences using *must* or *mustn't*.

- Hurry! We mustn't be late for school.
- You brush your teeth after every meal.
- You study for the exam.
- Pick up your trash! You throw it in the trash can.
- The neighbors are complaining about the noise. You stop shouting.
- We make too much noise. The baby is asleep.

3. Write sentences using the words in parentheses.

(allowed to)

- _____.
- _____.

(not allowed to)

- _____.
- _____.

4. Listen and **circle** the odd one out.  63

1	2	3	4
1	2	3	4



Go to unit 7!

Review

1. Play with a friend. Make “Verb Chains”. The player with the longest list wins!

Ensure that Activity 1 is clear: each new verb must start with the last letter of the previous verb. Divide the class into pairs to play the game. Monitor and help decide the winner of each section.

Possible answers

read	bring	have	respect
draw	give	eat	teach
write	expect	talk	have
enter	trip	know	eat
run	paint	wander	throw
name	try	raise	watch

2. Complete the sentence using *must* or *mustn't*.

Have the students complete Activity 2 individually. Check as a class.

Answers

1. mustn't; 2. must; 3. must; 4. must; 5. must; 6. mustn't

3. Write sentences using the words in parentheses

Refer the students to Activity 3. Tell them that they can write sentences about themselves at home or about what a person is allowed/not allowed to do in a place of their choice. Monitor and check the students' work. Have volunteers read out their sentences.

4. Listen and **circle** the odd one out.

Track 63

Play the track twice for the students to complete Activity 4. Check answers.

Answers

3. fork; 4. verb

 The students do page 55 in the Activity Book.



The tasks on page 55 should not be set as a formal test. The students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement.

Spend time going through new task types, using the students' mother tongue to explain where necessary. Have the students compare answers with a partner, if you wish.

For answers see the key on page 150.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 55 if you wish. Tell the students that they have finished the seventh unit in *Gateway 5* and that they must continue to work hard.

Point to the photograph of Mr Gray and his speech bubble.

Extension

Write the following sentences on separate pieces of paper:

I am allowed to eat pizza for breakfast.

We must do our Homework Assignment.

I am not allowed to have a cat.

We mustn't shout in class.

We mustn't eat or drink in class.

I'm allowed to walk to school.

Fold the papers and put them on your desk. Choose a student to come to the front, take a paper and mime the sentence to the class. The student who guesses correctly takes the next turn.

Homework Assignment

Have students go through Unit 6. They make a note of anything they are having trouble with and ask you to explain.

Teacher's Knowledge Bank

Have a substitute pack available in case you are absent. Include your lesson plan, daily schedule, a list of student helpers, worksheets, etc. The less the students' schedule gets disrupted, the easier it is for them and for you.

Task Card

Draw a picture of all your teachers. Write their names.

Unit 6 Activity Book and test answer key

Pages 48 and 49 (Lesson 1)

Answers

Page 48

Activity 2

Note: The students should use the Unit 6 word stickers in the center of the Activity Book.

1. to use; 2. to raise; 3. to have; 4. to listen; 5. to arrive; 6. to speak; 7. to finish; 8. to cheat; 9. to help; 10. to bring

Activity 3

R – read, run, raise; S – sit, stay, speak; W – watch, win, work; D – draw, drive, drink

Page 49

Activity 1

2. You mustn't run. 3. You mustn't swim without supervision. 4. You must wear sandals by the pool. 5. You mustn't splash others. 6. You must return pool equipment.

Activity 2

2. You mustn't shout in the library. 3. You mustn't drink in the library. 4. You must take care of the books. 5. You mustn't mark the books. 6. You must (make sure you) bring your books back every Monday.

Pages 50 and 51 (Lesson 2)

Answers

Activity 1

2. Mr Rogers is not allowed to use his cell phone at work. 3. Class 6B isn't allowed to chew gum at school. 4. Mildred isn't allowed to play in the garden. 5. Tina and Glenda are allowed to drink coffee with milk in the morning. 6. Catherine isn't allowed to stay up late.

Activity 2

1. Are you allowed to have a cell phone? Students' own answers. 2. Are you allowed to travel abroad by yourself? Students' own answers. 3. Are you allowed to make food in your kitchen? Students' own answers.

Great Grammar!

1. football; 2. snowman; 3. newspaper; 4. toothbrush; 5. pancake; 6. policeman; 7. notebook; 8. sailboat; 9. airplane

Pages 52 and 53 (Lesson 3)

Answers

Activity 1

Do you know that the most intelligent camel in the world is deaf? Really? Who is it? Pardon?

Where does your mom come from?

Alaska.

Don't worry. I'll ask her myself.

Can I have a ticket, please?

But that's the tenth ticket you've bought.

I know but a man at the entrance keeps tearing them up.

Do you know that many famous artists are French?

Really? Why is that?

Because they were born in France.

Doctor, I think I've lost my memory.

How did it happen?

How did what happen?

Activity 2

The teacher asked Bob, a fifth grader to point to America on the map. Bob followed instructions and said: "This is it, teacher". Then, the teacher said: "Well done, Bob. Now class, who found America?" And the class said: "Bob did!"

Page 55 (Lesson 5 I can...!)

Answers

Read and match.

1. Present; 2. Present Perfect; 3. Past; 4. Future

Read and circle.

1. mustn't; 2. mustn't; 3. must

TB Assessment page

There is a more formal assessment test on TB page 249.

Answers

1.

2. cheat; 3. raise; 4. speak; 5. listen; 6. work; 7. arrive

2.

2. must; 3. mustn't; 4. must; 5. mustn't; 6. must

3.

Are you allowed to watch TV every day? Student's own answers.

Unit 7

The Secret Message

Functions

Describing movement with prepositions
Following and giving directions

Language

Ben walked past some rocks and into the farm.
Ben walked through the woods.
He climbed over the wall.
Turn left.
Go straight ahead.
Turn right.
Go past the school and turn left.

Vocabulary

across, down, into, off, onto, out of, over, past, through, up
turn left, turn right, go straight ahead

Gateway Grammar Level 5

For parents/teachers: page 41
For students: pages 42–46

Gateway Phonics Book 2

"ed": pages 60–61

Lesson 1

Objectives

- To learn and practice using prepositions of movement
- To practice decoding messages
- To listen to, follow, and repeat a description of a route

Materials

- Student's Book pages 70–71
- Audio tracks 64–65
- Activity Book pages 56–57
- Unit 7 word stickers
- (Extension: index cards (20 for each pair of students))

Vocabulary

across, down, into, off, onto, out of, over, past, through, up

Functions

Describing movement with prepositions

Language

Ben walked past some rocks and into the farm.

Warm-up

Point to the photograph of Ben and draw attention to his excited expression. Read out the speech bubble, explain any new words and refer the students to the coded message below the picture. Ask *Would you like to know what the message to Ben says?*

Tell the students that they will learn how to break the code later in this lesson.

1. Look, listen, and say. 🎧 Track 64

Have the students look at the picture of the countryside behind Ben.

Spend some time as a class discussing the movement in the picture (e.g. The birds are flying *up* into the sky. The farmer is walking *past* the barn. The cat is jumping *off* the branch.). Elicit as many prepositions of movement as possible in English or your students' first language.

Tell the students that in Activity 1 they are going to hear ten words that describe movement. They must listen carefully, point and say the new words.

Play the track a first time for the students to listen to only. Play the track again, pausing after *up*. Get the students to repeat the word and have them point to the birds and trace a line with their fingers from the birds as they fly up into the sky. Do the same with the rest of the prepositions.

2. Label the pictures with the words in the boxes.

Direct the students' attention to Activity 2 and the ten prepositions.

Say the words and have the students repeat and point to the part of the picture where they can see the movement taking place.

Divide the class into pairs to do the labeling task. Check as a class.

Answers

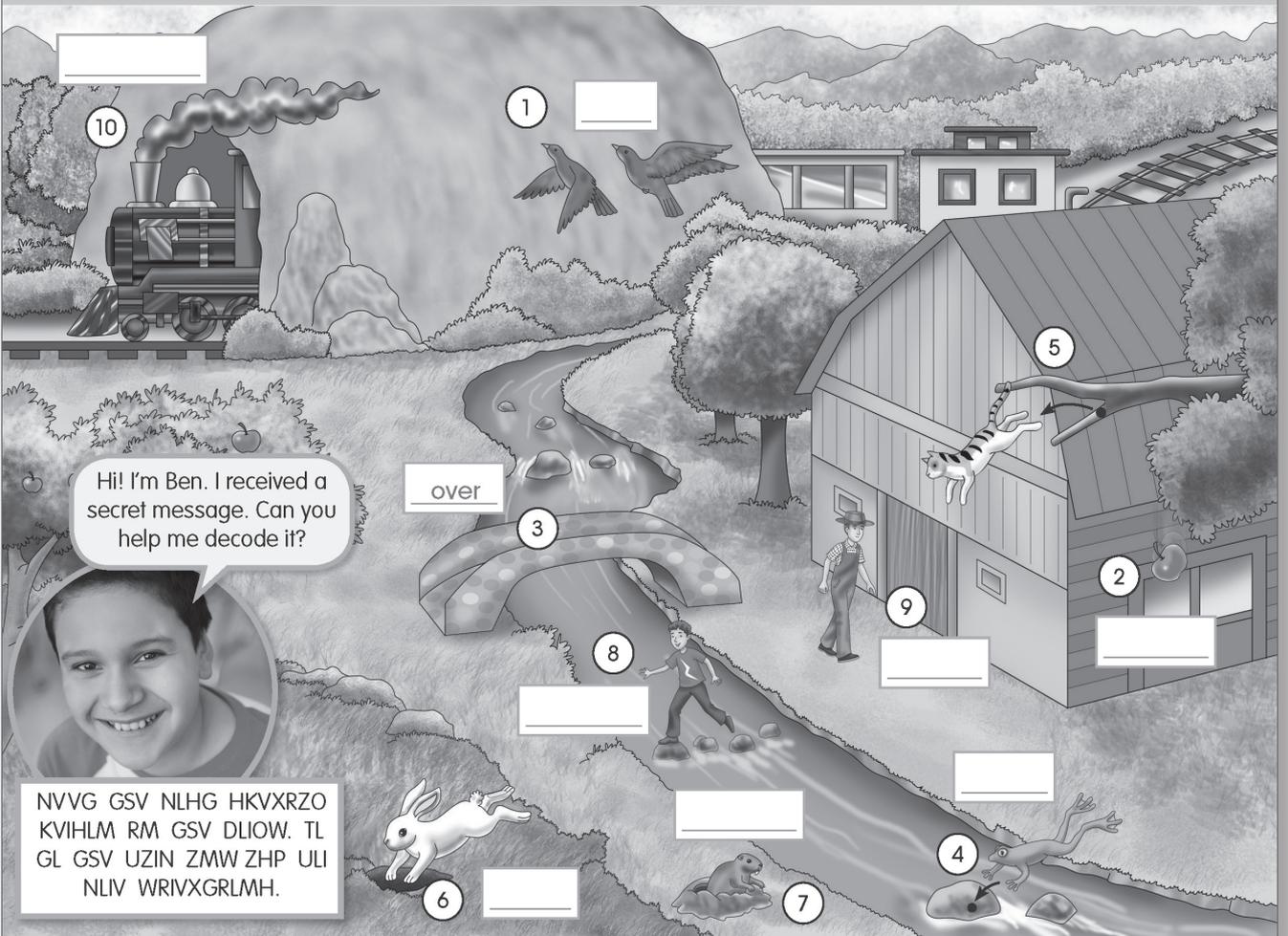
1. up; 2. down; 3. over; 4. onto; 5. off; 6. into; 7. out of; 8. across;
9. past; 10. through

Unit 7

The Secret Message

Lesson 1

1. Look, listen and say. 64



2. Label the pictures with the words in the boxes.

- off
- up
- through
- across
- down
- onto
- over
- past
- into
- out of

3. Look and decode Ben's secret message.

Tell the students they are going to decode Ben's message from Activity 1. Make sure they understand the code (A = Z, B = Y, etc.).

Explain that they write the alphabet in order in the top part of each lozenge and in reverse order in the bottom part, e.g., (A = Z, B = Y, etc.).

Divide the class into pairs to complete the task and write the message on the lines provided. Have a volunteer read out the message.

Answers

Meet the most special person in the world. Go to the farm and ask for more directions.

4. Choose the correct preposition to complete the paragraph. Then listen and check your answers. Track 65

Have the students look at the paragraph in Activity 4. Explain that words that describe movements are missing. Read the paragraph aloud and draw the students' attention to the example answer *onto*. Explain any new words.

Divide the class into pairs to read the paragraph again and choose the prepositions. Ask them to write their answers in pencil.

Play the track twice for the students to check their answers. Check as a class.

Answers

The prepositions in order are: off, over, across, up, down, past, into, out of.

5. Listen and read again and draw Ben's route. Tell your friends about it. Track 65

Play the track again for the students to listen and follow. Get the students to complete Activity 5 individually by drawing arrows from the house to the various places, ending at the farm. Walk around checking the students' drawings.

Divide the class into pairs to talk about Ben's route. Monitor and check that the students are using the prepositions of movement correctly. Choose volunteers to describe Ben's route for the class.

 The students do pages 56 and 57 in the Activity Book. For answers see the key on page 172.

Wrapping Up

Divide the class into pairs. Tell each student to choose two prepositions from Lesson 1 and to write a sentence for each in their notebook. The students then exchange notebooks, read their partner's sentences, and draw a picture for each one in their partner's notebook. Finally they swap notebooks again and compare pictures. Monitor and make sure the sentences are correct. Elicit examples and write them on the board.

Extension

Play "Preposition Snap". Divide the class into pairs. Give each pair twenty index cards and get them to write the prepositions in Lesson 1 on ten of the index cards (one preposition on each card) and then to draw pictures to show the prepositions on the rest of the cards (a picture for each preposition).

Tell the students to shuffle the cards and then take an equal number of cards each. They place their cards in front of them, face down in a pile. The students take turns to turn a card over from the top of their pile. When two matching cards are turned over, the first student to shout the preposition picks up all the cards. The player who ends up with all or most of the cards wins the game.

Homework Assignment

How many prepositions can students make with the letters in the box? They can only use each letter once in a word.

A	P	O
S	D	I
N	T	W

Teacher's Knowledge Bank

Working with codes is a fun way to help your students practice alphabetical order and English letter names.

Task Card

Choose three prepositions from Lesson 1 and mime them to a partner. Can he/she guess the prepositions you chose?

Lesson 2

Objectives

- To learn language for giving directions
- To practice following and giving directions
- To practice recognizing and producing the consonant digraph "mp"

Materials

- Student's Book pages 72–73
- Audio tracks 66–68
- Activity Book pages 58–59

Vocabulary

left, right, straight ahead

Functions

Following and giving directions

Language

Turn left.

Go straight ahead.

Turn right.

Go past the school and turn left.

Warm-up

Draw a line down the center of the board and write the following word chain on each side of the line:
a c r o s s u p o f f i n t o o u t o f o n t o o v e r t h r o u g h d o w n p a s t .

Divide the class into two teams. Invite a student from each team to the board and give these two students a board pen or piece of chalk. Tell one of the students to find a preposition in the chain and circle it. The two students at the board then have to draw a picture to show the meaning of the preposition. The first student to do so wins a point for his/her team.

Continue until all the prepositions have been found. The team with the most points at the end of the game wins.

1. Look, listen, and say. 🎧 Track 66

Have the students look at the pictures of arrows in Activity 1. Play the track for the students to listen to and follow. Play it again for them to listen to and repeat.

Get the students to stand up and tell them to follow your instructions. Say *turn left, walk straight ahead, turn right*, etc.

Check that all the students understand and complete the directions correctly.

If you have enough space in the classroom, have the students follow a simple route and include some of the prepositions of movement from Lesson 1. Alternatively, do this activity in the playground/schoolyard.

2. Listen and draw Ben's route on the map.

🎧 Track 67

Refer the students to Activity 2. Draw the students' attention to the pictures of various countryside features in Ben's village. Elicit the names of the places.

Tell the students that they are going to listen to a conversation and to someone giving directions to Ben. They must listen carefully and draw Ben's route.

Play the track once for the students to listen to only. Then play it again, pausing after the first set of directions are given (*Walk straight along the country lane until you get to a large tree*). Have the students draw an arrow to show this first part of Ben's journey. Check their drawings. Play the rest of the track, pausing when necessary for the students to draw.

Check as a class.

Answers

The students should draw arrows along the lane up to the tree, from the tree along the footpath, over the bridge then past the rocks, up the hill to the cave.

Lesson 2

1. Look, listen and say.  66



turn left

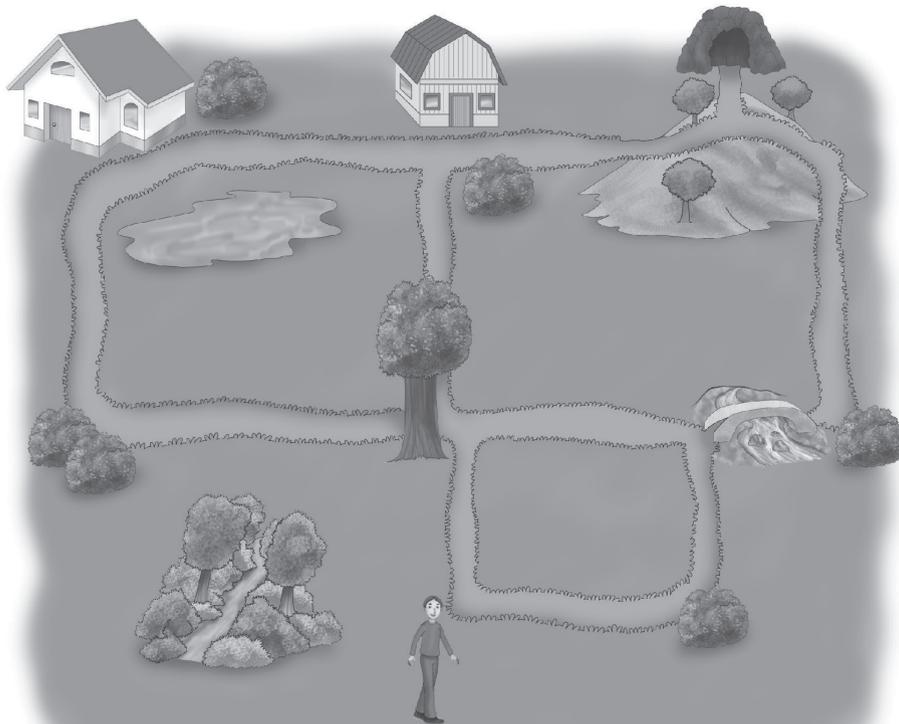


go straight ahead



turn right

2. Listen and draw Ben's route on the map.  67



- Plan a different route for Ben to follow and give directions to your friend. Start like this:
Go past the _____ and turn _____
- Give your route to a friend. Can he/she follow it on the map?
- Read the route Ben takes to school every day. Draw it in your notebook and compare it with a partner.

Ben leaves his house at seven thirty. He gets on his bike and rides it out of the garage. He rides past the neighbors' house and over a bridge. He rides his bike across the main street and towards the woods. He rides through the woods and continues riding along a river. He goes into a long tunnel. He comes out of it a minute later. He heads towards a small hill in the distance. He rides his bike up and down the hill. Ben rides past three small houses and finally arrives at school. Ben gets off his bike and goes into school.

6. Say It Well!

Listen and complete the words.  68

j u m p

l u

l a

h u

c a

The final letters are: _____

- Match the photographs to the words.



3. Plan a different route for Ben to follow and give directions to your friend. Start like this: *Go past the _____ and turn _____*

Have the students look at Activity 3. Ensure that the task is clear.

Get the students to trace a route on the map in Activity 2 with their fingers and then write the directions in their notebooks for a friend to follow. Monitor and help with language.

4. Give your route to a friend. Can he/she follow it on the map?

Refer the students to Activity 4. Divide the class into pairs. One student reads out his/her route and the other follows it on the map. Then they swap roles. Monitor and check if problems occur.

5. Read the route Ben takes to school every day. Draw it in your notebook and compare it with a partner.

Have the students look at Activity 5. Read the paragraph as a class.

Get the students to reread the paragraph and do the drawing task individually. Monitor and help as necessary. Divide the class into pairs to compare their drawings. Draw a model route on the board for the students to check against, if you wish.

**6. Say It Well!
Listen and complete the words. 🎧 Track 68**

Refer the students to Activity 6. Play the track twice and have the students repeat the words and fill in the missing letters. Explain any new words and highlight the “mp” sound. Get the students to write the final letters on the line provided.

Answers

jump, lump, lamp

hump, camp

The final letters are: mp

7. Match the photographs to the words.

Have the students draw an arrow from each photograph to its corresponding word in Activity 6. Check as a class.

Answers

Left to right the photographs are: hump, lamp, camp, lump, jump.

AB The students do pages 58 and 59 in the Activity Book. For answers see the key on page 172.

Wrapping Up

Get the students to stand up. Give them directions as you demonstrate, e.g.

Turn left.

Walk straight ahead.

Turn right.

Tell the students that now they should only follow your directions when you say *Simon says*, otherwise they are out of the game. Continue giving directions, sometimes using *Simon says* first, sometimes not. Students who make a mistake have to sit down. The winner is the last student standing.

Extension

Write the following sentences on the board:

1. *I walked past your house on Saturday.*

2. *The mouse ran into that hole.*

3. *The boy climbed over the fence.*

4. *Get out of the car.*

5. *My dad came through the door at 6:30.*

Tell the students to copy the sentences in their notebooks. Get the students to find and circle the prepositions. Check as a class.

Homework Assignment

Students read and draw a picture for each of the sentences:

1. The girl is walking across the bridge.

2. The cat fell off the branch.

3. Jack climbed up the hill.

4. The snake escaped through the net.

Teacher's Knowledge Bank

Pay special attention to new words that your students are likely to find difficult to spell, such as *through* or *straight*. Help the students to notice spelling patterns (e.g. the letter *h* usually comes after *t* or *g*, not before). When you elicit answers, ask the students to spell challenging words aloud or write them on the board.

Task Card

Explain your route to school to a partner.

Lesson 3

Objectives

- To practice discussing secret codes
- To read and solve a code
- To listen to and order instructions
- To create a secret code

Materials

- Student's Book pages 74–75
- Audio track 69
- Activity Book pages 60–61
- (Extension: a print out and decoder of morse code (available online).

Warm-up

Elicit all the prepositions the students have learned and write them on the board.

Divide the class into pairs. Student 1 writes a preposition from the board on Student 2's back using his/her index finger. Student 2 has one chance to guess the preposition. Repeat with the students switching roles.

Gateway Magazine - "Secret Codes"

1. Think and discuss.

Get the students to look at pages 74 and 75. Explain that this is another section in the Gateway Magazine.

Read out the questions in Activity 1. Encourage the students to answer in English when possible, but allow them to use their first language. Have the students tell the class about any codes they know and draw the code on the board if possible. Make sure every student has the chance to contribute.

2. Look and complete the secret code.

Draw the students' attention to Activity 2 and read out Ben's speech bubble. Divide the class into pairs to complete the code by writing in the rest of the letters of the alphabet, left to right, top to bottom. As the students work, copy the grid on the board. Have volunteers fill the grid in, using their Student's Books as reference.

Answers

	1	2	3	4
1	A	B	C	D
2	E	F	G	H
3	I	J	K	L
4	M	N	O	P
5	Q	R	S	T
6	U	V	W	X
7	Y	Z		

3. Use the code to write the missing words. Then put the instructions in the correct order.

Read out the first part of the instructions in Activity 3 and ensure that the task is clear.

Get the students to write the words in the rectangles by referring back to their decoding box (make sure they understand that the first figure of each number comes from the left of the grid and the second from the top).

Ask volunteers to read the decoded words aloud (for answers see the underlined words in the *Answers* box below).

Read out the second part of the instructions. Explain that, when put into the correct order, the sentences make a set of instructions.

Divide the class into pairs and get them to reread the sentences with the decoded words. Have them number the instructions in order by writing 1–8 in the small boxes on the left-hand side. Check answers as a class.

Answers

- 1 How to make invisible ink.
- 7 Hold the message near a warm lamp bulb or put it in a warm oven for a few minutes.
- 3 Squeeze the juice into a small bowl.
- 6 Wait for the paper to dry. Your message will now be invisible.
- 8 You can read your message now.
- 2 Cut a lemon in half.
- 5 Write a message with it on some white paper.
- 4 Dip a small stick into the juice.

Gateway

Secret Codes

Magazine

1 Think and discuss.

Who uses secret codes?
 Why do they use secret codes?
 Do you know any secret codes?

2 Look and complete the secret code.

Look! C is 13, P is 44
 and Z is 72.

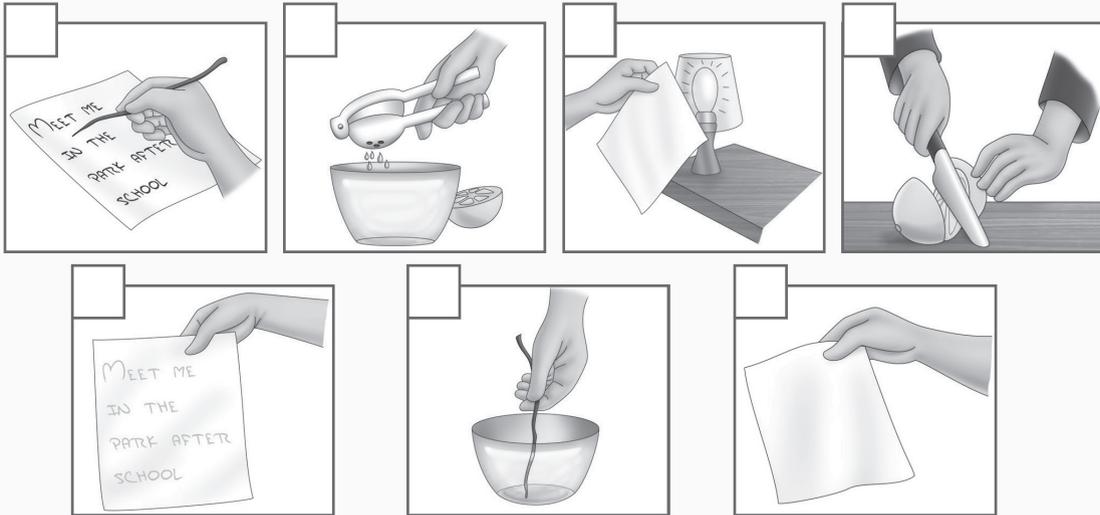


	1	2	3	4
1			C	
2	E			
3		J		
4				P
5				
6	U			
7		Z		

3 Use the code to write the missing words. Then put the instructions in the correct order.

- How to make / 31 / 42 / 62 / 31 / 53 / 31 / 12 / 34 / 21 / ink.
- Hold the message near a / 63 / 11 / 52 / 41 / lamp bulb or put it in a warm 43 / 62 / 21 / 42 / for a few minutes.
- Squeeze the / 32 / 61 / 31 / 13 / 21 / into a small / 12 / 43 / 63 / 34 / .
- / 63 / 11 / 31 / 54 / for the paper to / 14 / 52 / 71 / . Your message will now be invisible.
- You can / 52 / 21 / 11 / 14 / your message / 42 / 43 / 63 / .
- Cut a / 34 / 21 / 41 / 43 / 42 / in half.
- Write a / 41 / 21 / 53 / 53 / 11 / 23 / 21 / with it on some white / 44 / 11 / 44 / 21 / 52 / .
- Dip a small / 53 / 54 / 31 / 13 / 33 / into the juice.

4 Listen and write numbers 1 to 7 in the boxes to order the instructions.  69



5 Read "How to make / 31 / 42 / 62 / 31 / 53 / 31 / 12 / 34 / 21 / ink." again and complete the sentences.

stick

becomes

lemon

message

warm

dry

can't

need

small

see

1. You need a lemon to make invisible ink.
2. You _____ a _____ bowl too.
3. Don't use a pen! Use a _____ instead.
4. The _____ becomes invisible when the sheet of paper is _____.
5. Your message _____ visible when you put it in a _____ place.
6. "Invisible" means that you _____ something.

Writing

6 Invent your own secret code in your notebook.

Make up your secret code. Write a secret message using your code. Give a friend your message to decode.

4. Listen and write numbers 1–7 in the boxes to order the instructions.

Track 69

Have the students look at the pictures in Activity 4. Play the track for the students to listen to all the sentences. Play it again, pausing when necessary for the students to do the numbering task. Check answers.

Answers

Left to right, top to bottom, the pictures should be numbered: 4, 2, 6, 1, 7, 3, 5.

5. Read the instructions in Activity 3 again and complete the sentences below.

Get the students to look at the words in the rectangles in Activity 5. Ensure that the task is clear. The students complete sentences individually. Check as a class.

Answers

1. lemon; 2. need, small; 3. stick; 4. message, dry; 5. becomes, warm; 6. can't, see

Writing

6. Invent your own secret code in your notebook.

Read out the instructions for Activity 6. Get the students to create the key for their code and write their message individually. Divide the class into pairs to exchange their notebooks and decode the messages.

 The students do pages 60 and 61 in the Activity Book. For answers see the key on page 172.

Wrapping Up

Write the following words on the board: *lemon, lamp bulb, stick, white paper, warm, ink, invisible*.

Copy the words on pieces of paper and fold them. Put them on your desk.

Divide the class into two teams. Invite a student from Team 1 to the front to choose a piece of paper. The student must give a definition for the word written on the paper, without saying the word. He/She can use mime and gesture if necessary.

If the student's team guesses the word correctly, they win a point. Repeat with the rest of the words on the board.

Extension

Show the students morse code, and hand out copies of it. Tell the students to draw a picture of something that makes them think of as they listen.

Tell the students something about morse code, such as the SOS (save our souls) emergency signal.

Divide the class into pairs or small groups to write and compare short messages in morse code.

Homework Assignment

Students read "Secret Codes" to a member of their family.

Teacher's Knowledge Bank

To practice spelling with individual students, use "Spelling Sheets".

Fold some sheets of paper into five vertical columns, concertina style, and have them ready. When a student asks you for a spelling which you consider he/she should know, write it in the first column of the sheet of paper. Get the student to study the word carefully. Encourage the student to try and see the word in his/her head.

Have the student fold over the paper so he/she can't see the word you wrote, and write the word from memory in the second column. Check his/her spelling. If it is correct, the student can practice writing the word in the other columns. If it is wrong, the student unfolds the paper, looks at the word again and repeats the procedure.

Task Card

Make a preposition word search. Give it to a friend to find the words.

Lesson 4

Objectives

- To listen to a conversation for specific information
- To practice giving directions
- To listen to and say a chant and do actions

Materials

- *large piece of card or display paper*
- *Student's Book pages 76–77*
- *Audio tracks 70–71*
- *Activity Book page 62*

Warm-up

Tell the students to read “Secret Codes” again and write a list of six things needed to make invisible ink. Check together as a class.

Answers

a lemon, a knife, a small bowl, a small stick, a piece of white paper, a light bulb/oven

1. Ben received a message and went to the Blue Cave. Listen and cross out the wrong pictures. 🎧 Track 70

Have the students look at Activity 1. Explain that they are going to listen to Ben completing his mysterious search for the most special person in the world.

Make sure the students understand that they must listen and put a cross through pictures that are *not* correct.

Spend a few moments as a class looking at the pictures and reading the questions.

Play the track a first time for the students to listen to the whole conversation.

Play the track again, pausing after the information that Ben found no one at the cave when he first arrived. Get the students to cross out the appropriate picture (the person in front of the cave). Play the rest of the conversation, pausing when necessary for the students to complete the task. Check as a class.

Answers

The students should cross out 1. the picture on the right; 2. the picture on the left; 3. the picture on the left; 4. the picture on the right; 5. the picture on the right; 6. the picture on the left

2. We Can Speak English!

Look at the map and give directions to the children.

Refer the students to Activity 2. Spend time as a class discussing the map. Elicit the names of the places. Read out the speech bubbles.

Have the students write directions for the children in the photographs in their notebooks. Monitor and help as necessary. Divide the class into pairs to compare their directions.

Ask volunteers to read out their directions. The students can practice giving directions to other places on the map in pairs.

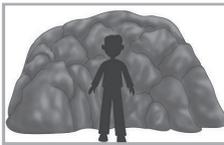
Possible answers

Directions for the girl: Walk across the bridge to the theater. Turn left and walk past the aquatic park and the supermarket. The restaurant is next to the supermarket.

Directions for the boy: Walk across the blue bridge to the theater. Turn left. The aquatic park is between the theater and the supermarket.

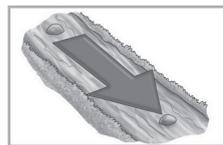
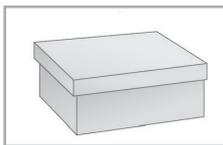
Lesson 4

1. Ben received a message and went to the Blue Cave. Listen and cross out the wrong pictures.  70



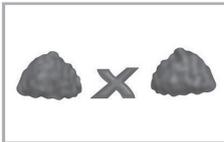
1. Who did Ben find in the Blue Cave when he first arrived?

2. How did Ben feel?



3. What did Ben have to find?

4. What did Ben have to do to find it?

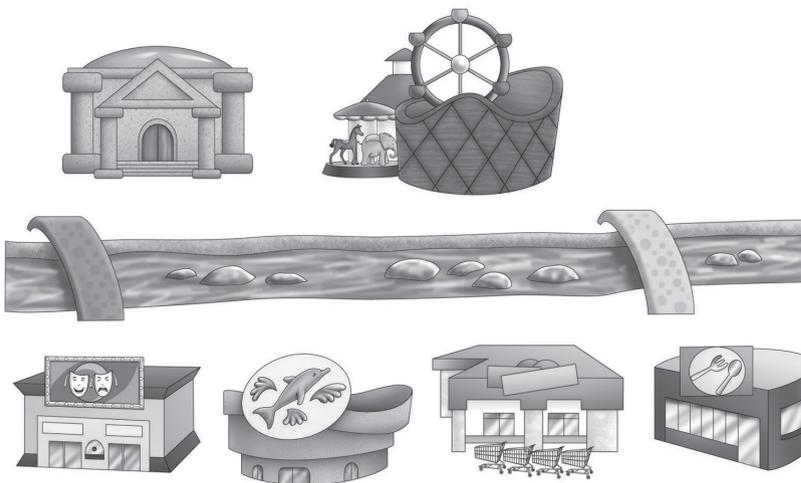


5. Where was it?

6. What was inside it?

2. We Can Speak English!

Look at the map and give directions to the children.



I want to get to the restaurant. I'm on the Blue Bridge.



I want to get to the aquatic park. I'm at the museum.



3. Listen and read.  71

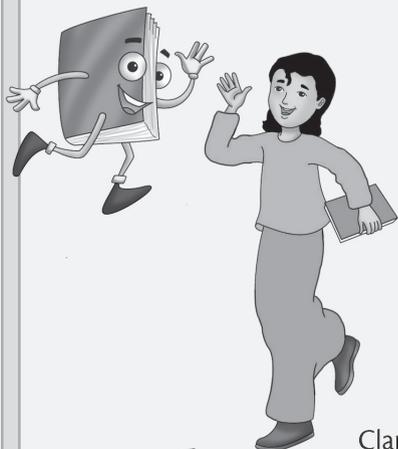
The Gateway Chant



This groove isn't slow,
It's super fast!
Are you ready?
Are you going to last?
Get in a circle,
And touch your big left toe,
Now, moving all together,
We're ready to go!



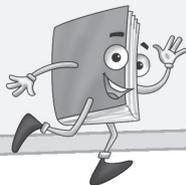
The Gateway Groove!
The Gateway Groove!
Turn left, turn right,
Walk across the room.



Touch your lips,
Shake your hips,
Jump up, turn around.
Join hands and sit down.



Stand up, shake your legs,
Walk back to your chair.
Clap your hands, touch your hair.
Shout: Hooray, this is my place!

4. Listen to "The Gateway Chant!" again and do the actions.  71

Who is the most special person in the whole world?



Gateway to

Values

21st Century Skills

3. Listen and read. 🎧 Track 71

Refer the students to Activity 3. Play the track twice for the students to listen to and follow the lyrics. Divide the class into small groups. Play the chant again and have the students highlight the actions in the lyrics (e.g. by underlining them). In their groups, have the students choreograph dance moves to "The Gateway Chant!". Encourage them to include all the actions mentioned in the chant, and add any other moves they wish.

4. Listen to "The Gateway Chant!" again and do the actions. 🎧 Track 71

Have each small group demonstrate their moves. Play the chant as many times as necessary.

Combine all the choreographed pieces and have the students say the chant as loudly as possible as they move.

Gateway to Values



Have the students look at the photo of Ben and read the speech bubble. Discuss it, using English whenever possible. Ask questions such as:

*Why do we need to have confidence in ourselves?
What happens when we don't have self-confidence?*

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the *Gateway to Values* corner.

AB The students do page 62 in the Activity Book.

Do and Share!



This section in Lesson 4 of each unit links English with other areas of the students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

Materials

Two sheets of paper
A pen

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. Make sure that each student in the class will receive a secret message. Have the students hide their messages, then hand over directions and hunt for the message by themselves.

Wrapping Up

Get the students to sit in a circle. They should take turns choosing a classmate and saying something positive about him/her, e.g. (name of student) *is special because he makes us laugh*. Make sure all the students get mentioned and nobody is left out.

Extension

Have the students write directions that lead to a particular place in the school. Encourage them to use as many prepositions as they can and tell them not to mention the name of the destination. Once the students have completed their directions, they give them to a partner to follow and find the place. The student reports back on the accuracy of the instructions.

Homework Assignment

Ask students *How many prepositions can you find in "The Gateway Chant!"?*

Teacher's Knowledge Bank

Monitor the writing phase of fun activities, such as the "Do and Share" activity in this lesson, to make sure that your students are still using accurate English, even though the activity is less "controlled". Correct directions are essential for this task to work properly.

Task Card

Design a poster with the title "I am a special person, because there is just one me."

Lesson 5

Objectives

- To review language from the unit in a game and with reading, writing, and listening tasks

Materials

- Student's Book pages 78–79
- Audio tracks 72–73
- Activity Book page 63

Language

Revision from Unit 7

Warm-up

Play “The Gateway Chant!” again. Encourage the students to join in and do the actions again.

Gateway Game

1. Play the “What did you find?” game.

Direct the students' attention to the game on page 78. Read the instructions. Have the students draw their separate pictures for line b and then for line c. Tell them to make sure that they take the words under each box into account when they do their drawings. For example: In line b, box 3, their picture must be a place they can *come out of* (e.g. a cave, a store, a museum). In line c, box 4, their picture must be a place they can walk over (e.g. a bridge, a hill, a rug). Monitor the students as they draw.

Tell the students that they are going to make their journey to find their treasure.

Say *Last week, I set out very early in the morning to look for treasure...*
First I went... Have the students choose one of the boxes in line a.

Say *Then I...* Have the students choose one of the boxes from line b.

Say *Finally, I...* and have the students choose one of the boxes from line c.

Say *And this is what I found...* Have the students choose one of the blank boxes from line d.

And this is what I found ... 🎧 Track 72

Play the track for the students to listen to the different treasures (1–5) and discover what they found.

Read the speech bubble at the bottom of the page aloud. Divide the class into pairs to talk about their adventures and say what they discovered at the end.

Lesson 5

Gateway Game

1. Play the "What did you find?" game.

Draw a different scene in each box in lines b and c. Then play the game and create your own adventure. Listen to your teacher's instructions.

Last week, I set out very early in the morning to look for treasure ...

a. First I went ...



1. through



2. past



3. across



4. over



5. onto

b. Then I ...



1. into



2. onto



3. out of



4. off



5. past

c. Finally I ...



1. off



2. past



3. out of



4. over



5. across

And this is what I found ...  72

d.



Tell a friend about your adventure.

Review

1. Read and underline the prepositions.

1. I stayed at home on the weekend.
2. It's very dark! The train's going through a tunnel.
3. Omar is standing behind you.
4. We went to the beach by bus.
5. My dad left his keys under a newspaper.
6. Sheikha skated across the ice rink.
7. I always watch TV at six.

A preposition is a word that shows position, direction, time, or means.



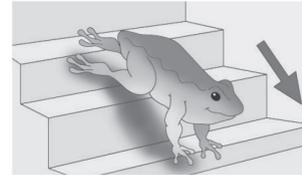
2. Look at the pictures and complete the sentences.



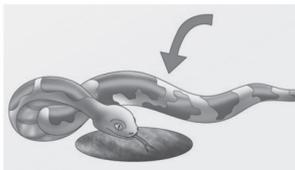
1. She is walking _____ a bakery.



2. He is climbing _____ a hill.



3. The frog is jumping _____ the stairs.



4. The snake is going _____ a hole.



5. She is taking her cell phone _____ her handbag.

3. Listen and repeat. 73

Listen to my heart as I jump, jump, jump!
 In my chest it goes pump, thump, pump!
 Jump! Jump! Jump! Thump! Pump! Thump!
 On the floor exhausted, I slump, slump, slump!

Go to unit 8!



4. Jump, jump, jump and say the rhyme as fast as you can!

Review

1. Read and underline the prepositions.

Get the students to complete Activity 1 individually. Check as a class.

Answers

1. at, on; 2. through; 3. behind; 4. to, by; 5. under; 6. across; 7. at

2. Look at the pictures and complete the sentences.

The students complete Activity 2 individually. Check as a class.

Answers

1. past; 2. up; 3. down; 4. into; 5. out of

3. Listen and repeat. Track 73

Have the students look at the rhyme in Activity 3, which has many “mp” words in it.

Play the track twice. Have the students say the rhyme along with the track.

4. Jump, jump, jump and say the rhyme as fast as you can!

Have the students stand up. Tell them that they are going to say the rhyme as they jump up and down on the spot. Repeat the rhyme as many times as possible and see which student can jump and say the words the quickest.

 The students do page 63 in the Activity Book.



The tasks on page 63 should not be set as a formal test. The emphasis should be on ensuring that they provide a sense of achievement.

Spend time going through new task types, using the students’ first language to explain where necessary. For answers see the key on page 172.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 63 if you wish. Review the language if necessary.

Tell the students that they have finished the seventh unit in *Gateway 5* and that they are moving straight ahead!

Draw the students’ attention to the photograph of Ben and his speech bubble.

Extension

Play “Preposition Bingo”. Elicit as many prepositions as you can from the class and write them on the board. Get the students to draw a 3 x 2 grid in their notebooks. Have them choose six prepositions and write one in each space on the grid. Call out prepositions at random. Keep a note of the prepositions you say. The students must cross out the prepositions on their grids when they hear them. The first student to cross out all of his/her prepositions shouts *Bingo!* and wins the game. Check the student has only crossed out prepositions you have mentioned.

Homework Assignment

Students go through Unit 7. They make a note of anything they are having trouble with and ask you to explain.

Teacher’s Knowledge Bank

The game “Snap!” will help your students to practice recognizing words they find difficult. Write ten words on the board, including pairs of words which look similar (for example, *through* and *though*, *friend* and *find*, *which* and *with*). Divide the class into pairs and give each pair twenty index cards. Tell them to write each word on the board on the first ten cards then repeat and write each word on the second ten cards so they have two cards with the word *through*, two with *though*, etc. They then play “Snap!”, spotting pairs of words which are the same and saying them aloud correctly.

The Lesson 1 Extension activity in this unit has instructions for playing “Snap!”

Task Card

Draw five things you could find inside a treasure chest and label them.

Unit 7 Activity Book and test answer key

Pages 56 and 57 (Lesson 1)

Answers

Page 56

Activity 1

Note: The students should use the Unit 7 stickers from the center of the Activity Book.

Left to right, top to bottom the prepositions are: across, over, through, onto, out of, off, up, down, past, into.

Page 57

Activity 1 (Possible answer)

The deer went past the village, then it went up the hill. After that, the deer went over the bridge and down the hill. It went through the forest and then it went onto a rock. It jumped off the rock and went through a tunnel. Then it went into a farm. The deer came out of the farm and arrived at the pond.

Pages 58 and 59 (Lesson 2)

Answers

Activity 2 (Possible answers)

2. It bounced down the stairs.
3. It bounced over a picnic. / It bounced onto a picnic rug.
4. It bounced into Ben's hands.

Perfect Punctuation!

No.

Commas are missing.

Activity 3

1. The big, fat, ugly, green toad jumped onto my bed.
2. I invited Hiba, Mariam, Leila, Tina, and Dalal to my house.
3. I want a laptop, a camera, a new sweater, some paints, and a yo-yo.
4. I brought some paper, some crayons, some markers, and some pencils to make our poster.
5. My favorite colors are yellow, green, orange, and red.

Pages 60 and 61 (Lesson 3)

Answers

Activity 2

Students should color: Joe had a flashlight. The boys finished all their food. Joe was scared.

Page 63 (Lesson 5 I can...!)

Answers

Color the prepositions.

Students should color: in, past, between, along, towards, under.

Look at the pictures and circle the correct prepositions.

1. into; 2. down; 3. through; 4. across; 5. past

TB Assessment page

There is a more formal assessment test on TB page 250.

Answers

- 1.
 2. past; 3. into; 4. off; 5. into
 - 2.
- Student's own answers.

Unit

8

The Urgent Call

Functions

Making predictions about the future

Giving advice

Talking about cause and effect

Language

The boats and ships are spilling oil into the sea. Fish, birds, and other animals will die.

People are cutting down trees in the jungle. Many animals won't have a home anymore.

Chemicals destroy plants and trees. Birds fly away to escape.

They will get fit.

Vocabulary

acid rain, air pollution, chemicals, deforestation, noise, oil spills, trash, waste

Gateway Grammar Level 5

For parents/teachers: page 47

For students: pages 48–52

Gateway Phonics Book 2

"ir": pages 30–31

Lesson 1

Objectives

- To learn vocabulary associated with environmental problems
- To practice making predictions about the future with *will* and *won't*

Materials

- balloon
- Student's Book pages 80–81
- Audio tracks 74–75
- Activity Book pages 64–65
- Unit 8 word stickers
- (Extension: potted plants, plastic bottles, water, vinegar)

Vocabulary

acid rain, air pollution, chemicals, deforestation, noise, oil spills, trash, waste

Functions

Making predictions about the future

Language

The boats and ships are spilling oil into the sea. Fish, birds, and other animals will die.

People are cutting down trees in the jungle. Many animals won't have a home anymore.

Warm-up

Refer the students to page 80 in their Student's Book. Point out the photograph of Saleh and read his speech bubble. Draw the students' attention to the picture and spend a few moments as a class talking about what the students can see.

Ask the following questions:

What different types of pollution are there?

What are the effects of pollution?

How do we waste natural resources (water, trees, etc.)?

What will happen if we continue to destroy our natural environment?

Encourage the students to share their opinions, feelings, and experiences and share your own with them.

1. Look, listen, and say. 🎧 Track 74

Refer the students to Activity 1. Have the students look at the picture again. Draw attention to the man wasting water as he washes his car, the oil spill out at sea, and the fumes from the truck moving towards the sea. Also ensure that the students look at the insert pictures, which show chemicals being pumped out of the factory and the man playing his radio very loudly in a street. Discuss these forms of environmental damage as a group.

Tell the students to listen and point to the different areas in the picture.

Play the track a first time for the students to listen to and point. Play it again for them to listen to and repeat. Divide the class into pairs to point and say the words and phrases.

2. Label the picture with the words in the box.

Direct the students' attention to Activity 2 and the words in the small rectangles.

Say the words at random and have the students repeat. Divide the class into pairs to label the main picture. Check as a class.

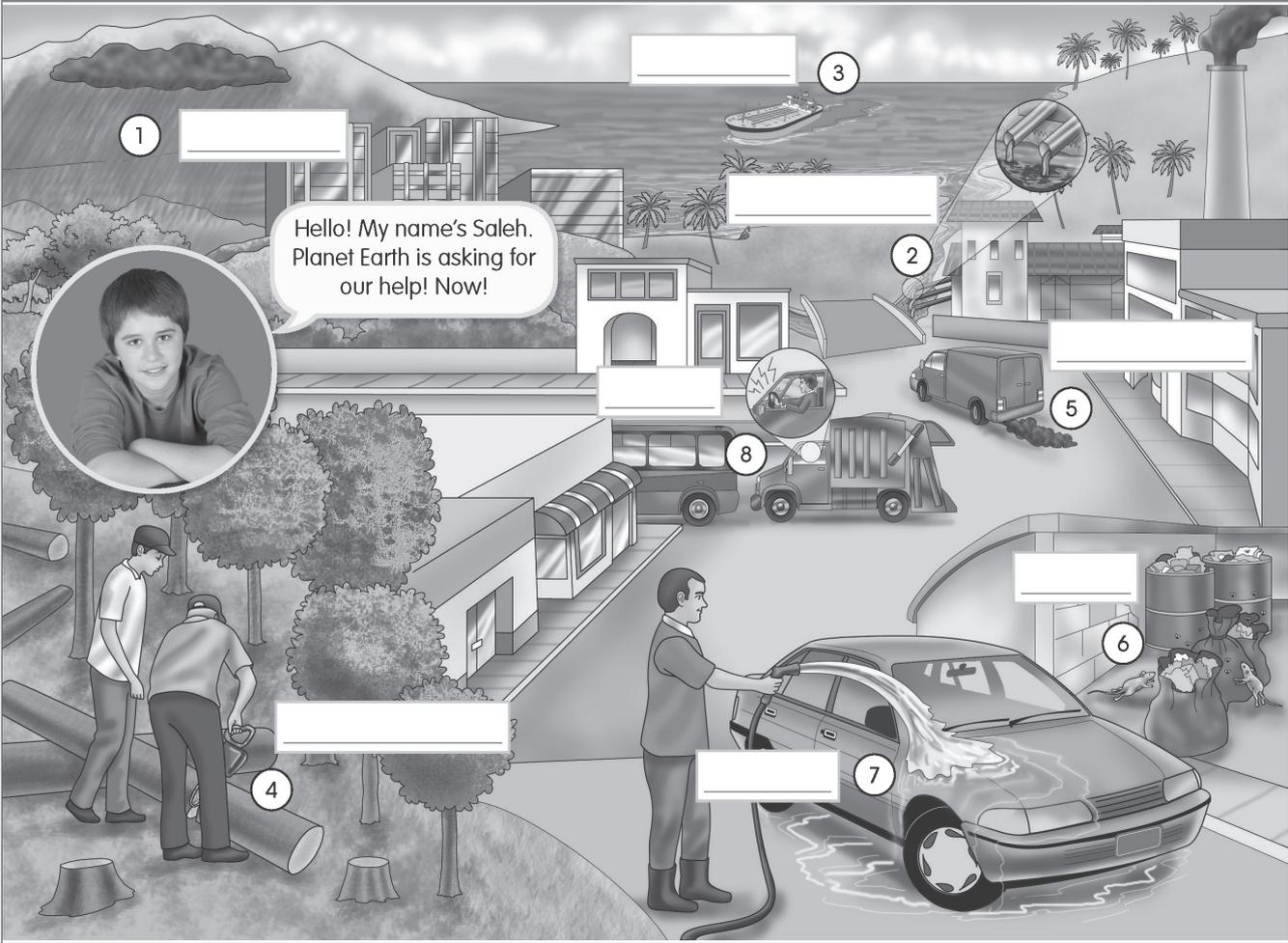
Answers

1. acid rain; 2. chemicals; 3. oil spills; 4. deforestation; 5. air pollution;
6. trash; 7. waste; 8. noise

Unit 8

The Urgent Call

Lesson 1 1. Look, listen and say. 74



2. Label the picture with the words in the boxes.

- trash
- air pollution
- noise
- acid rain
- oil spills
- chemicals
- deforestation
- waste

3. Write a fact card in your notebook with a friend. Choose a problem from Activity 2 and write the effects it has on nature.

Problem: Air pollution.
Effects on nature: Harms birds, trees and people can't breathe.

4. Listen and follow. 75

Look! The boats and the ships are spilling oil into the sea. Fish, birds, and other animals will die.



People are cutting down the trees in the jungle. Many animals won't have a home anymore.



5. Talk about the pictures.



chemicals → destroy → plants and trees



flowers → grow → fields



acid rain → poison → fish



6. Complete using *will* or *won't*.

- Water _____ soon run out because people waste it.
- The air _____ get dirty. We _____ breathe clean air anymore.
- The trash _____ attract rats and flies. People _____ get sick.
- Noise _____ drive animals away.
- Tourists _____ visit the beach anymore.
- The beach _____ be a nice place.



We can't allow this to happen! Let's do something! Now!

3. Write a fact card in your notebook with a friend. Choose a problem from Activity 2 and write the effects it has on nature.

Read the example card in Activity 3 aloud. Explain the subtitles and any other new words.

Divide the class into pairs to choose a problem from Activity 2 and create a fact card. Monitor and help with language. You may wish to distribute dictionaries.

Choose volunteer pairs to read their cards aloud.

4. Listen and follow. Track 75

Refer the students to Activity 4. Have the students look at the two pictures of Saleh and the environmental damage. Play the track for the students to listen to and follow. Then play it again for them to listen to and repeat. Divide the class into pairs to take turns reading Saleh's speech bubbles. Copy the speech bubbles on the board and underline *will* and *won't*.

5. Talk about the pictures.

Have the students look at the first picture in Activity 5. Elicit that chemicals will destroy the plants and trees. Write *Chemicals will destroy plants and trees* on the board, underlining *will*.

Have the students look at the second picture and explain that it is linked to the first picture. Elicit that flowers *won't* grow in the fields. Write *Flowers won't grow in fields* on the board, underlining *won't*.

Divide the class into pairs to talk about pictures 3 and 4. Monitor the task. Invite volunteers to say two sentences using *will* and *won't*.

Possible answers

3. Acid rain will poison the fish.
4. Birds won't survive.

6. Complete using *will* or *won't*.

Have the students complete Activity 6 individually. Check as a class.

Answers

1. will; 2. will, won't; 3. will, will; 4. will; 5. won't; 6. won't

Draw the students' attention to Saleh's speech bubble. Discuss possible solutions to environmental damage.

 The students do pages 64 and 65 in the Activity Book. For answers see the key on page 194.

Wrapping Up

Divide the class into two teams. Have the teams line up facing each other. Tap a balloon to a student. Get him/her to say a word associated with planet Earth, e.g. *oceans*. Have the student tap the balloon to a student from the other team, who must repeat the first word and add a new word. Continue until someone drops the balloon or forgets or repeats a word. Then start again.

Extension

Divide the class into two groups. Give the students in each group a potted plant and a plastic bottle. Tell the students in group 1 to label their plant *water* and to fill their plastic bottle with water. Tell the students in group 2 to label their plant *acid* and to fill their plastic bottle with vinegar.

Have the students place their plants in a sunny spot in the classroom. Get them to water the plants every two days using the liquid in their bottles. Encourage the students to observe and record the effects of the different liquids on each plant.

Homework Assignment

Students find out when we celebrate Earth Day.

Teacher's Knowledge Bank

Carrying out activities such as the experiment in the Extension in this lesson helps students relate English to the outside world. It is also an excellent way to get the students to work together and to learn and remember new vocabulary.

Task Card

How many words can you make using the letters in *Planet Earth*? You can only use each letter once.

Lesson 2

Objectives

- To practice using *will* and *won't*
- To suggest solutions to environmental problems
- To review and practice giving advice with *should*
- To practice recognizing and producing the letters "ir", "ur", and "er" when they sound the same

Materials

- large piece of card or display paper
- Student's Book pages 82–83
- Audio tracks 76–77
- Activity Book pages 66–67
- (Extension: ball)

Functions

Making predictions
Giving advice

Language

Sheila should close the hosepipe while she takes a bath.

Warm-up

Draw a line down the center of the board. Divide the class into two teams. Invite a student from each team to the front of the class and give them each a board pen or piece of chalk.

Say *deforestation*. Have the two students draw a picture to illustrate the meaning of the word, one on the left-hand side of the board, one on the right-hand side. The first student to draw the picture and write the word wins a point for his/her team. Repeat with different students and the following words and phrases: *oil spills*, *trash*, *air pollution*, *noise*, *acid rain*, *chemicals*, *waste*.

1. Number each picture with the correct problem. Listen and check your answers.

Track 76

Have the students look at the six pictures in Activity 1. Spend a few moments as a class talking about each one. Read out the six sentences above the pictures as a class. Explain any new words.

Elicit which sentence fits with the first picture. Have the students write 2 in the small box. Divide the class into pairs to complete the task. Play the track twice for the students to check their answers.

Answers

Left to right, top to bottom, the pictures should be numbered:
2, 6, 1, 4, 5, 3.

2. Match the pictures to possible solutions.

Have six volunteers read out the sentences in Activity 2. Explain any new words.

Elicit which picture from Activity 1 matches *Use one electric appliance at a time*. Have the students write 6 in the circle.

Get the students to complete the matching task individually. Check as a class.

Answers

- 6 Use one electric appliance at a time.
- 1 Put trash in trash bins.
- 2 Use other natural or vegetable resources to make clothes.
- 5 Separate the trash in the correct containers.
- 3 Lower the sound.
- 4 Take showers and collect water in a bucket to use it later on to water gardens or plants.

Lesson 2

HELP! HELP!

1. Number each picture with the correct problem. Listen and check your answers.  76

1. This will add to noise pollution.

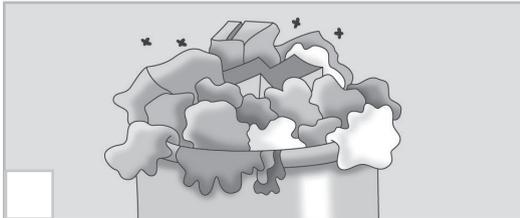
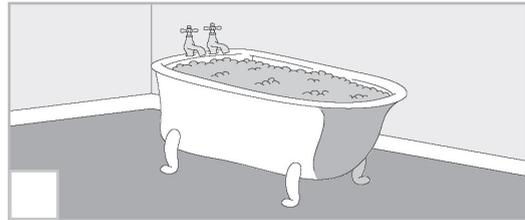
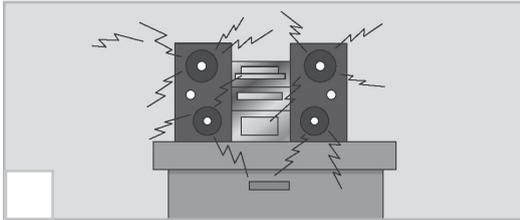
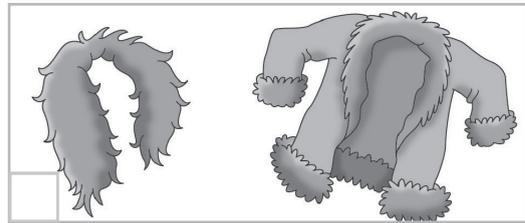
2. This will harm the natural environment.

3. This will waste electricity.

4. This will waste water.

5. This won't contribute to the local recycling program.

6. Rare animals will become extinct because we don't take care of them.



2. Match the pictures to the possible solutions.

Use one electric appliance at a time

Put trash in trash bins

Use other natural or vegetable resources to make clothes

Separate the trash in the correct containers

Lower the sound

Take showers and collect water in a bucket to use it later on to water gardens or plants

3. Choose two situations from Activity 1 and write sentences about what people should do.

1. He should put the trash in a bin.
2. _____
3. _____

Gateway to Values

21st Century Skills

Individuals can make a difference to our planet. It starts with YOU!



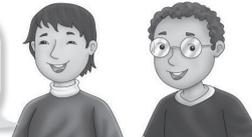
4. Continue the consequence chains. Use your ideas.

I'm not going to study for the exam.



She won't pass the exam.

We're going to join a sports club.



They will get fit.

5. Say It Well!



Letter combinations with the same sound "ir", "ur" and "er".



bird



nurse



fern



skirt



purse



perch

Listen and repeat. Color the correct information. 77

"ir", "ur", "er" sound the same in many words

"ir", "ur", "er" always sound different

3. Choose two people from Activity 1 and write sentences about what they should do.

Read out the example. Write the names of the characters in Activity 1 on the board if you wish; Steve, Sheila, Toby, Blanche and unnamed boys, girls, a man and a woman. Have the students write two more sentences. Ask volunteers to read their sentences.

Possible answers

The boy should throw his trash in a trash bin.
Blanche should buy clothes made from other resources.
Steve should turn his radio down.
Toby should separate the trash into different containers.
The girl should switch off the computer and the TV.

Gateway to Values

Read Saleh's speech bubble. Explain any new language, then discuss it, using English whenever possible. Ask questions such as:

*How do you damage or pollute the environment?
Do you waste paper, electricity, or water?
What can we do to help the environment in schools, at home, and in the local community?*

Copy the speech bubble on a large piece of card or display paper and create a *Gateway to Values* poster as usual.

4. Continue the consequence chains. Use your ideas.

Explain to the students that all our actions have consequences. Read the girl's speech bubble in Activity 4 and the first consequence written in the rectangle. Repeat with the two boys.

Divide the class into small groups. Have the students write further consequences for both the girl and the two boys. Tell them that if they can think of more than two consequences they can write them in their notebooks. Ask volunteer groups to read out their consequence chains and find out which group created the longest.

5. Say It Well! Listen and repeat. Color the correct information. Track 77

Play the track twice for the students to listen to and repeat the words. Have the students color the correct rectangle individually. Check as a class.

Answer

The students should color: "ir", "ur", "er" sound the same in many words.

 The students do pages 66 and 67 in the Activity Book. For answers see the key on page 194.

Wrapping Up

Write *Earth Day* on the board. Elicit some ways to celebrate this special day (e.g. plant a tree) and write them on the board.

Get the students to work in pairs to think of two or three more ideas. Invite different pairs to share their ideas with the class.

Extension

Throw a ball to a student. The student dictates an "ir", "ur", or "er" word (with the same pronunciation as the words in "Say It Well!") to the class. The students write the word in their notebooks.

The student with the ball throws it to another student who dictates a new "ir", "ur", or "er" word. Continue like this until the students can think of no more words.

Have volunteers dictate the words to you and write them on the board. Check spelling.

Possible answers

bird, nurse, fern, skirt, purse, perch, her, third, hurt, turn

Homework Assignment

Students write a consequence chain for the following situation:

Saleh has eaten three hot dogs. He wants another one.

Teacher's Knowledge Bank

Organize activities for other special days – e.g. have the students write or talk about important women in their country on International Women's Day.

Task Card

Unscramble the letters to make a message.

eW evha ot vase ruo antple

Lesson 3

Objectives

- To practice discussions on helping the environment
- To read and match ideas for helping the environment
- To write a list of personal "Eco-Resolutions"

Materials

- Student's Book pages 84–85
- Audio track 78
- Activity Book pages 68–69
- (Extension: Pictures of the natural environment)

Warm-up

Write *future tense with will and won't* on the board. Ask a volunteer to tell the class what he/she knows about the tense. The class can agree or disagree.

Gateway Magazine - "Let's Help the Earth!"

1. Think and discuss.

Get the students to look at pages 84 and 85. Explain that this is another section in the Gateway Magazine. Read out the questions in Activity 1 and have the students discuss them as a class or in small groups. Encourage them to speak English when possible, but allow them to use their first language. Make sure every student has the chance to contribute to the discussion.

2. What can you do to protect our planet? Read and match to complete the suggestions.

Refer the students to Activity 2. Tell the students that they are going to read suggestions to help the environment, but that the suggestions are in two parts. They must read and match the parts so that they make sense.

Draw the students' attention to the first rectangle on the left. Read it out and read out an *unsuitable* match on the right-hand side of the page. Point out that the seventh rectangle on the right-hand side of the page is the correct match.

Divide the class into small groups to do the matching task. Have them draw arrows to match the rectangles in pencil. Monitor and help with new language, but do not confirm answers at this stage.

Gateway Magazine

Let's Help the Earth!

1 Think and discuss.

What action are you taking to help the Earth?
What do you do at school? At home? In your local community?

2 What can you do to protect our planet? Read and match to complete the suggestions.

Don't buy new batteries all the time.
Use rechargeable batteries

Instead of opening new
bottles of water all the

When you do your supermarket or
grocery shopping, take cloth

Get together with some friends and
organize a bake sale, a talent show, a play,

Don't throw out anything that someone
else might find useful, such as clothes,
shoes and toys. Give

Remember the three Rs: Reduce, Reuse,
and Recycle. Reduce waste by reusing
containers and paper. You can also

Visit National Parks and learn
how people there are

Try to cut the amount of food you
throw out. Save leftover food

a garage sale, or other fund-raising
activities to raise money for the
environmental group you want to support.

bags instead of asking for paper or plastic
ones. Remind your parents to keep extra
cloth bags in the car.

them to people or take them to places
where they will be appreciated.

protecting natural habitats and wildlife.
Never litter these parks. Make sure you
always pick up your trash.

for snacks. Make a compost heap for your
garden using food scraps and leaves.

recycle newspaper, glass, and plastic to
provide materials to produce other products.

in electronic gadgets and toys.

time, rinse a bottle, refill it
and reuse it several times.

3 Listen to check your answers.  78

4 Read and answer the questions.

1. Why should we use rechargeable batteries?

2. What can we do with water bottles?

3. What can you use instead of paper and plastic bags?

4. How can you raise money with your friends to help environmental groups?

5. Should we always throw away old clothes and shoes?

6. Can we recycle newspaper?

7. What should we do with trash in National Parks?

8. What can we do with leftover food?

Writing

5 What could you do differently to help the environment? Write your eco-resolutions.

I'll save water when I have a bath. What about you?



My Eco-Resolutions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. Listen to check your answers. 🎧 Track 78

Play the track a first time for the students to listen to all the statements. Play it again for them to check and correct their answers.

Answers

See the tapescript for Track 78 on page 261.

4. Read and answer the questions.

Draw the students' attention to Activity 4. Ensure that the task is clear and have the students complete the activity individually, by referring to the texts on page 84. Check answers as a class.

Possible answers

1. So that we don't have to buy new batteries. It saves resources.
2. Rinse them, refill them, and reuse them.
3. Cloth bags.
4. By organizing a bake sale, a talent show, a play, or a garage sale.
5. No, we should give them to people or take them to places where they will be appreciated.
6. Yes, we can.
7. Pick it up.
8. Eat it as a snack or make a compost heap.

Writing

5. What could you do differently to help the environment? Write your eco-solutions.

Refer the students to Activity 5. Read the instructions and Saleh's speech bubble. Tell the students to think carefully about the waste they contribute to the environment and what they don't recycle at home or at school. Have the students write their eco-solutions on the lines provided, using *will* and *won't*. Monitor and help with new language. Ask volunteers to read their eco-resolutions to the class.

AB The students do pages 68 and 69 in the Activity Book. For answers see the key on page 194.

Wrapping Up

Get the students to choose one of their eco-resolutions, but to keep it secret. Invite a volunteer to the front and have him/her mime the eco-resolution to the rest of the class. The first student to guess it correctly gets to mime one of his/her eco-resolutions.

Extension

Show students pictures of the natural environment. Ask them how they can protect the environment looking good and how they can improve it.

Homework Assignment

Students read "Let's Help the Earth!" again. They find words that means the same as: *garbage, valued, leftovers, cash*.

Teacher's Knowledge Bank

You could invite a speaker from a local, relevant community project (such as a recycling scheme or a wildlife protection program) to give a presentation to your class. If the presentation is in the students' first language, you can write a summary of the information on the board at the end, with the students' help. If the students are very interested in the project, they could become involved in fundraising activities (you may need to get permission from the principal of your school first).

Task Card

Start a *Friends of Planet Earth* club.

Lesson 4

Objectives

- To listen to and complete a dictation
- To make a poster and a speech on an environmental issue
- To listen to and say a chant.

Materials

- materials for making posters (colors, glue, display paper, etc.)
- photographs of wildlife/the environment from old magazines, scissors, glue
- Student's Book pages 86–87
- Audio tracks 79–80
- Activity Book page 70
- (Extension: construction paper)

Warm-up

Write the following incomplete sentences on the board:

1. We should _____ in national parks.
2. We should _____ plastic bottles.
3. We should _____ with food scraps and leaves.
4. We should _____ for environmental groups.
5. We should _____ to people who want them or need them.

Have the students read "Let's Help Planet Earth!" again and complete the sentences individually (point out that they need to write more than one word per gap). Check together as a class.

Answers

1. always pick up our trash; 2. rinse, refill, and reuse; 3. make a compost heap; 4. raise money; 5. give old clothes, shoes, and toys

1. Take a dictation. Listen and complete.

Track 79

Have the students look at Activity 1. Explain that they are going to listen to a man and a woman talking about two more environmental issues. They must listen and complete the two paragraphs. Give the students time to read the incomplete paragraphs and explain any new words.

Play the track a first time for the students to listen to without writing. Play the track again, pausing after the first paragraph for the students to add the missing words. Play the paragraph as often as necessary for the students to do the task. Repeat with the second paragraph. Then check as a class. Write the words on the board for the students to check their spelling. Discuss both environmental issues.

Answers

One reason the rainforests are being destroyed is for the beef that supplies fast food restaurants. Millions of acres of rainforests are slashed and burned and turned into grass pastures for cows. Just one burger takes the destruction of 55 square feet of rainforest – the size of a small kitchen!

On Earth, 1,070 species of animals are threatened or endangered. The blue whale – the largest animal on our planet – is one of these animals. These beautiful creatures are being killed for their meat and blubber. There are only about 5,000 in the world today!

2. We Can Speak English!

Circle a cause you want to support.

Refer the students to Activity 2. Copy the three causes on the board and spend some time as a class discussing all three issues. Write any information given by the students under the titles.

Ask the students to think carefully about which cause they want to support and have them circle it.

Write a short campaign speech to go with your cause.

Give the students time to write a short speech, using the ideas from the board and their own. Monitor and help with language as necessary.

Design a poster for your cause.

Make a speech to the class.

Supply materials for making posters, monitor and make sure the students make their posters as creative and eye-catching as possible. Give each student an allotted time to present their campaigns to the rest of the group.

Lesson 4

HELP! HELP!

1. Take a dictation. Listen and complete. 79

One reason the _____ are being destroyed _____ for the beef that supplies fast food _____. Millions of acres of rainforests are slashed _____ burned and turned into grass pastures for _____. Just one _____ takes the destruction of 55 square feet of rainforest – the size of a _____ !



On Earth, 1,070 species of _____ are threatened _____ endangered. The blue whale – the _____ animal on our _____ – is one of _____ animals. These _____ creatures are being killed for _____ meat and blubber. There are _____ about 5,000 in the world today!

2. **We Can Speak English!**

Circle a cause you want to support.

- Save the panda!
- Don't waste water!
- Ride a bike! Don't drive!

Write a short campaign speech to go with your cause.

* What can people do to help save Pandas?

* What can we do to help save water?

* What can we do to stop pollution from cars?

Design a poster for your cause.

Make a speech to the class.

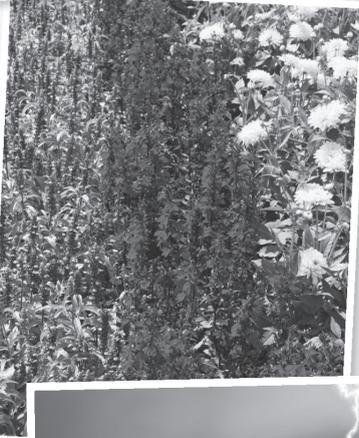
3. Listen and chant. Then use the pictures and write a new verse in your notebook.  80

The Most Beautiful Place



Don't wish on the stars,
Don't stare into space,
Look to our Earth,
The most beautiful place.

Breathe in the morning,
Of each new day.
Watch the sunrise,
Chase the darkness away.



Marvel at nature,
And her wonderful sights,
Her smells so fresh,
Her colors so bright.

Don't wish on the stars,
Don't stare into space,
Look to our Earth,
The most beautiful place.



4. Project **21st** Century Skills

Make a "Beautiful World" collage.



3. Listen and chant. Then use the pictures and write a new verse in your notebook.

Track 80

Read the instructions for Activity 3 with the class. Play the chant for the students to listen to only. Explain any new words. Play the chant twice more and have the students join in. Discuss the chant's "message".

Point to the photographs around the chant and elicit words and ideas they inspire. Write these on the board. Tell the students to write another short verse for the chant. In their verse they should try and say something about the beauty of the world (using the photos to help them). Explain that their lyrics don't have to rhyme, but that it is what they *express* that is important.

Divide the class into pairs to write. Ask volunteer pairs to read out their new verses.

4. Project

Refer the students to Activity 4. Read Saleh's speech bubble. Divide the class into small groups. Tell each group to cut out photographs from old magazines or draw pictures that show our beautiful world. Once they have been cut out, the images and drawings must then be stuck on a large piece of card and labeled. Groups may wish to add short pieces of writing saying why the Earth is a wonderful place.

Get the students to work on their contribution to the project in class or at home.

Set aside time for each group to present their collage to the rest of the class.

Combine the parts to create a *Beautiful World* collage.

 The students do page 70 in the Activity Book.

Do and Share!



Materials

a jar	three ice cubes
scissors	salt
aluminum foil	paper
water	matches

Use the materials to demonstrate the "Recipe for Global Warming" at the front of the class. Choose a volunteer to read out Saleh's speech bubble and have a class discussion about the dangers of global warming.

Wrapping Up

Create a "Word Web". Write *Beautiful World* in the center of the board and circle it. Draw three lines from the circle and write *Air* at the end of the first line, *Land* at the end of the second, and *Water* at the end of the third line. Circle the words.

Ask the students to copy the word web in their notebooks. Divide the class into pairs and tell the students to draw four lines each from the *Air*, *Land*, and *Water* circles. Get the students to write four words at the end of these lines for each category (e.g. for *Air* – *gas*, *pollution*, *breathe*, *fresh*). Invite volunteer pairs to copy their words on the board.

Extension

Copy the chant onto sheets of construction paper, with space between the lines. Cut the lines up and stick them around the classroom, in random order. Invite the students to put the lines in order.

Homework Assignment

Students make a craft out of recycled material and show it to the class.

Teacher's Knowledge Bank

Word webs are a good way to help students review and expand their vocabulary. Encourage students to color code their webs, e.g. red for nouns, green for verbs, yellow for adjectives.

Task Card

Choose five words from "The Most Beautiful Place" and dictate them to a friend.

Lesson 5

Objectives

- To review language from the unit in a game and with reading, writing, and listening tasks

Materials

- Student's Book pages 88–89
- Audio track 81
- Activity Book page 71
- (Extension: four cardboard boxes, materials for decorating them)

Language

Revision from Unit 8

Warm-up

Ask the students to chant "The Most Beautiful Place" in a chain. One student starts with the first line of the chant and points to another student who follows with the second line and points to the next student to follow, and so on.

Gateway Game

1. Play the "What Will Happen?" game.

Direct the students' attention to the game on page 88. Read the instructions as a class to ensure the game is clear.

Divide the class into pairs to play the game. Monitor as they write their sentences. When one player finishes, he/she must shout *Stop!* The students must then share their sentences.

Have individual students read out sentences to the class. Write them on the board until all the things that will happen have been covered.

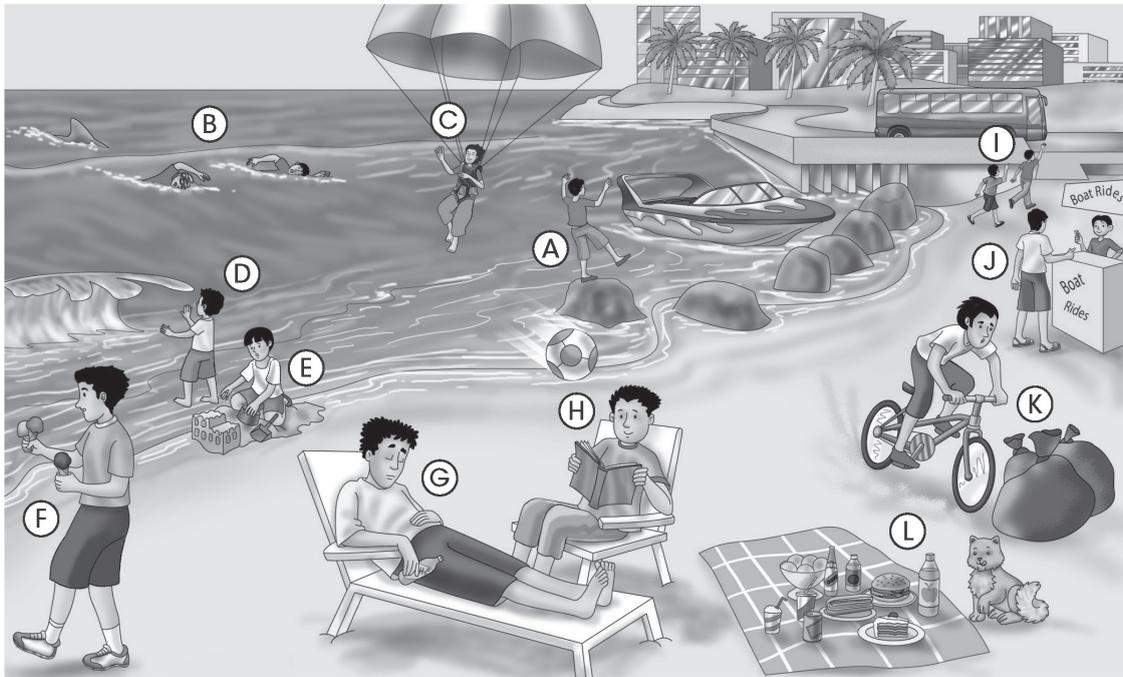
Possible answers

- B The shark will catch the swimmers.
- C The girl will fall in the water.
- D The wave will knock the girl over.
- E The sea will destroy the boy's sandcastle.
- F The ice-creams will melt.
- G The man will drop his soda.
- H The boy will finish his book.
- I The children will catch the bus.
- J The boy will go on a boat ride.
- K The boy will ride into the trash bags.
- L The cat will eat the cake.

Gateway Game

1. Play the "What Will Happen?" game.

Play with a friend. Write ten things that you think will happen in the next minute. The first person to finish wins the game!



1. Boy A will fall off the rocks.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review

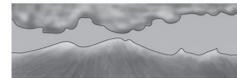
1. Solve the puzzle. Look and write. What is our planet saying?

c h e m i c a l s









2. Look at Saleh's Eco-Resolutions and write sentences.

- walk to school ✓
- waste water X
- ask for plastic bags in the supermarket X
- plant a tree ✓
- reuse containers ✓
- throw trash in the streets X

1. Saleh will walk to school. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. Write four of your Eco-Resolutions.

Will

1. _____
2. _____

Won't

1. _____
2. _____

4. Complete the words. Use "ir", "ur" or "er" words.  81

- | | | |
|-------------|--------------|--------------|
| 1. wat ____ | 2. g ____ l | 3. v ____ b |
| 4. h ____ t | 5. sh ____ t | 6. s ____ ve |

Say the words aloud.
Check your pronunciation.

Go to
unit 9!



Review

1. Solve the puzzle. Look and write. What is our planet saying?

Get the students to fill in the missing letters individually. As the students work, copy Activity 1 on the board. Ask volunteers to fill in the letters. Reveal the hidden word.

Answers

chemicals; deforestation; oil spills; air pollution
(The planet is saying “help”).

2. Look at Saleh’s Eco-Resolutions and write sentences.

Ensure that Activity 2 is clear. Tell the students that a check mark indicates *will* and a cross *won’t*. The students complete the task individually. Check as a class.

Answers

1. Saleh will walk to school. 2. He won’t waste water. 3. He won’t ask for plastic bags in the supermarket. 4. He will plant a tree. 5. He will reuse containers. 6. He won’t throw trash in the streets.

3. Write four of your Eco-Resolutions.

Tell the students to write their Eco-Resolutions at home, at school, or within the community. Volunteers read out their sentences.

4. Complete the words. Use “ir”, “ur” or “er” words. 🎧 Track 81

Have the students complete the words individually. Play the track for the students to check, then listen and repeat. Ask individual students to say the words without the track.

Answers

1. water; 2. girl; 3. verb; 4. hurt; 5. shirt; 6. serve

AB The students do page 71 in the Activity Book.



The tasks on page 71 should not be set as a formal test. The emphasis should be on ensuring that they provide a sense of achievement.

Spend time going through new task types, using the students’ first language to explain where necessary. For answers see the key on page 194.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 71 if you wish. Review the language if necessary. Tell the students that they have finished the eighth unit in *Gateway 5* and that they are going to do very well in the course.

Draw the students’ attention to the photograph of Saleh and his speech bubble.

Extension

Write *recycling* on the board and elicit which materials can be recycled, e.g. *plastic, paper, glass, metal*.

Bring four large cardboard boxes to the class. Divide the class into four groups. Assign each group a material: paper, glass, plastic, or metal. Have each group decorate their box and label it with the name of their material.

Encourage the students to use the boxes to recycle materials. When the boxes are full, take them to recycling centers. Get the students to send any profits to the environmental cause of their choice.

Homework Assignment

Students go through Unit 8. They make a note of anything they are having trouble with and ask you for help.

Teacher’s Knowledge Bank

Reward the students who do the most recycling in your class by giving them badges with messages such as *I’m saving the planet* and *Earth Friend*.

Task Card

Read and write five more things Mr Enemy of planet Earth does.
Mr Enemy of planet Earth does everything wrong.
He drives his car everywhere.
He never turns off the water while he brushes his teeth.

Unit 8 Activity Book and test answer key

Pages 64 and 65 (Lesson 1)

Answers

Page 64

Activity 1

Note: The students should use the Unit 8 stickers from the center of the Activity Book.

Left to right, top to bottom the pictures should be labeled: acid rain, trash, chemicals, noise, oil spills, waste, deforestation, air pollution.

Page 65

Note: Each pair of students will need two dice to play the game.

Pages 66 and 67 (Lesson 2)

Answers

Activity 1

1. I will buy her some flowers.
2. It will rain.
3. I will fail the exam.
4. I will eat a sandwich.
5. I will miss the bus.
6. I will buy a new house.

Activity 2

1. won't; 2. won't; 3. will; 4. will; 5. won't; 6. will

Activity 4

1. and; 2. but; 3. but; 4. but; 5. and; 6. and; 7. but; 8. but

Pages 68 and 69 (Lesson 3)

Answers

Activity 1

1. True
2. False. Oceans cover two thirds of the Earth's surface.
3. True
4. True
5. True
6. False. Plants do grow even at these altitudes.
7. False. The Nile is the longest river in the world.
8. True
9. False. 3 per cent of all water on Earth is fresh.
10. False. The Caspian Sea in Asia is the largest lake in the world.
11. False – The world's highest waterfall is the Salto Angel Falls in Venezuela. It is 807 meters high.
12. True
13. False. Deserts cover about 20% of the Earth's land surface.
14. True – The largest iceberg ever seen had a bigger surface area than Belgium in Europe.
15. True
16. True

Page 71 (Lesson 5 I can...!)

Answers

Answer the questions. (Possible answers)

1. Deforestation is when people cut down and burn rainforests.
2. Because it is running out.
3. Because it can cause disease.

Look at the pictures. What do you think will and won't happen? (Possible answers)

2. 1. Nina will get wet. 2. Mandy won't get wet. 3. 1. Amer will win the race. 2. Maher won't win. 4. 1. Jameela will pass the test. 2. Fatima won't pass.

TB Assessment page

There is a more formal assessment test on TB page 251.

Answers

1.
 2. deforestation; 3. oil spill; 4. waste; 5. acid rain;
 6. air pollution; 7. noise
2. Student's own answers.
3. Student's own answers.

Unit

9

The Future

Functions

Describing personality and non-physical characteristics.

Talking about your aims and goals for the future

Asking people about their future plans.

Talking about other people's future plans.

Language

I hope I'll be a doctor when I grow up.

I don't want to be a doctor, but I hope I'll have many adventures!

I am kind and generous. I want to help lots of people.

I am adventurous. I think I'll climb lots of mountains.

I might study English next year.

Aisha will study Medicine when she grows up.

I'll be thirteen next year.

Will you have many children? Yes, I will. / No, I won't.

Where will Aisha live? She'll live in a city.

Who will buy a helicopter? Zahra will.

What will your friend do?

Vocabulary

adventurous, artistic, funny, hard-working, honest, kind, selfish, shy, sociable, stubborn, sociable, enthusiastic, reliable, independent, curious, thoughtful, generous, etc.

be an explorer, become a doctor, buy a helicopter, have three children, have two cats, help lots of people, learn many languages, learn to scuba dive, live in a city, live in the Amazon, save a lot of money, travel to exotic places, work in a hospital

Gateway Grammar Level 5

For parents/teachers: page 53

For students: pages 54–58

Gateway Phonics Book 2

"er": pages 24–25, Unclear vowel sounds: page 77

Lesson 1

Objectives

- To learn adjectives to describe personality
- To practice talking about aims and goals for the future with *hope, want, might, will, and won't*
- To practice asking and answering questions with *Will you...?*

Materials

- Student's Book pages 90–91
- Audio tracks 82–83
- Activity Book pages 72–73
- Unit 9 word stickers

Vocabulary

adventurous, artistic, funny, hard-working, honest, kind, selfish, shy, sociable, stubborn

Functions

Describing personality

Talking about your aims and goals for the future

Asking people about their aims and goals

Language

I hope I'll be a doctor when I grow up.

I don't want to be a doctor, but I hope I'll have many adventures!

I am kind and generous. I want to help lots of people.

I am adventurous. I think I'll climb lots of mountains.

I might study English next year.

Aisha will study medicine when she grows up.

I'll be thirteen next year.

Will you have many children? Yes, I will. / No, I won't.

Warm-up

Refer students to page 90. Point to the photograph of Aisha and Zahra, but tell the students you will read the speech bubbles later in the lesson.

Have the students look at the adjectives at the bottom of the page. Divide the class into pairs and ask them to place a check mark next to each familiar word.

Elicit simple definitions for each word from volunteers or ask them to provide a sentence that shows its meaning, e.g. *My brother is funny. He tells good jokes and makes me laugh.*

For any new words, provide a definition or simple sentence or give a translation in the students' first language.

1. Look, listen, and say. 🎧 Track 82

Have the students look very closely at the picture of the people in the park.

Spend a few moments identifying which personality adjective best describes the individuals.

Play the track for Activity 1 for the students to listen to and point. Play the track again, pausing after *kind*. Get the students to look at person number 1 in the picture and have them say why this person shows the meaning of *kind* (i.e. the boy is being kind to the elderly woman by helping her cross the street). Play the rest of the track, pausing after each adjective and discussing the meaning in the same way.

Play the track again for the students to listen to and repeat. Divide the class into pairs to point and say the words.

2. Label the picture with the words in the boxes.

Direct the students' attention to Activity 2 and have them label the picture individually.

Check as a class.

Answers

1. kind; 2. adventurous; 3. selfish; 4. shy; 5. artistic; 6. hard-working;
7. sociable; 8. funny; 9. honest; 10. stubborn

Unit 9

The Future

Lesson 1

1. Look, listen and say. 82



2. Label the picture with the words in the boxes.

- funny
- hard-working
- selfish
- honest
- artistic
- shy
- stubborn
- sociable
- adventurous
- kind

3. Listen and underline the correct sentences.  83



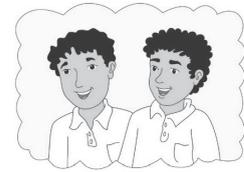
- Aisha will study Medicine when she grows up.
- Aisha won't work hard.
- Aisha won't earn a lot of money.
- Aisha might share her money with Zahra.

4. Read and color for you.  = yes  = maybe  = no

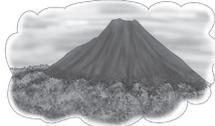
I'll be thirteen next year.



I am kind and generous. I want to help lots of people.



I am adventurous. I think I'll climb lots of mountains.



I might study English next year.



I want to be a news reporter when I grow up.



Will you have lots of children?



I might be very rich.



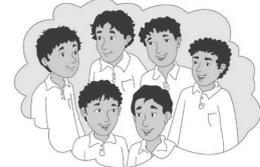
I might be a famous artist when I grow up.



I'll travel around the world.



I'll have lots of friends next year.



5. Exchange books with a friend. Tell the class about your friend.

6. Ask and answer questions.

Will you have many children?

Yes, I will.

Yes, I want to.

I don't know. I might.

No, I won't.

3. Listen and underline the correct sentences. 🎧 Track 83

Read out the speech bubbles from Aisha and Zahra on page 90 and explain any new language. Ask the students *What will you be when you grow up?* Encourage the students to share their opinions and feelings and give reasons for their choices.

Tell the students they are going to listen to Aisha and Zahra talking about Aisha's future. They must listen and underline the correct statements. Give the students time to read the statements in Activity 3. Explain any new words (e.g. *earn, share*).

Play the track for the students to listen to only. Play it again for them to complete the task. Check as a class.

Answers

Correct sentence: Aisha will study Medicine when she grows up.

4. Read and color for you.

Ensure that Activity 4 is clear. Get the students to read and color individually.

Read out each sentence. Have the students stand up if they colored *yes*, remain seated if they colored *maybe*, and remain seated with their arms folded if they colored *no*.

Choose one student who answered *yes* to the first sentence. Say (Student's name) *will be thirteen next year*. Write the sentence on the board.

Repeat with other students and a variety of *yes, maybe, and no* answers, writing example sentences on the board with *won't* and *might*, e.g. (Student's name) *won't be a news reporter when he/she grows up*. (Student's name) *might travel around the world*.

5. Exchange books with a friend. Tell the class about your friend.

Refer the students to Activity 5. Have the students swap their Student's Books with a classmate and read the information in Activity 4. Ask volunteers to talk about their partner, e.g. *Mario will be thirteen next year. He isn't adventurous. He won't climb lots of mountains. He might be a famous artist when he grows up*.

6. Ask and answer questions.

Get the students to look at the speech bubbles in Activity 6. Ask different students questions starting with *Will you...?* Encourage them to reply with short answers. Divide the class into pairs to practice asking and answering questions. Monitor the task.

AB The students do pages 72 and 73 in the Activity Book. For answers see the key on page 216.

Wrapping Up

Get the students to choose five adjectives from the lesson and write them in their notebooks. Divide the class into pairs. Have the students dictate the adjectives to their partners, then check their spelling.

Extension

Write the following sentences on the board:

1. *You will learn other languages in the future.*
2. *You will have ten cats in your house.*
3. *You will work in a factory.*
4. *You will study Medicine.*

Get the students to change the sentences into questions and to answer. Ask volunteers to read the questions and invite different students to answer.

Homework Assignment

Students write five questions with *Will you...?* Then they choose three classmates to answer.

Teacher's Knowledge Bank

Remember that learning also takes place outside the classroom. Encourage your students to practice English away from school. They can watch programs in English, read books and magazines, learn words for their favorite poems, keep diaries, etc.

Task Card

Read and complete each sentence with the name of a character from a book, radio, or TV program.

1. _____ is adventurous.
2. _____ is shy.
3. _____ is funny.
4. _____ is sociable.
5. _____ is selfish.

Lesson 2

Objectives

- To listen to descriptions of personalities for gist and specific information
- To practice asking and answering questions about the future with *What...? Where...? How many...?* and *Will...?*
- To practice recognizing and producing the sound of letters “er” and “or” at the end of words

Materials

- small pieces of paper
- large piece of card or display paper
- Student’s Book pages 92–93
- Audio tracks 84–86
- Activity Book pages 74–75

Vocabulary

be an explorer, become a doctor, buy a helicopter, meet an intelligent person, have three children, have two cars, help lots of people, learn many languages, learn to scuba dive, live in a city, live in the Amazon, save a lot of money, travel to exotic places, work in a hospital, have a big farm

Functions

Talking about other people’s aims and goals for the future

Language

*Where will Aisha live? She’ll live in a city.
Who will buy a helicopter? Zahra will.
What will your friend do?
How many cars will your friend have?
Will your friend be famous?*

Warm-up

Write numbers 1–10 on small pieces of paper. Fold the pieces of paper and put them in a bag.

Divide the class into two teams. Call a member of team 1 to the front. Get him/her to choose a paper from the bag and to predict the number before he/she opens it, e.g. *I think it will be number six.*

If the student guesses correctly, then his/her team keeps the paper. If not, the student folds the piece of paper again and returns it to the bag. Continue with a student from team 2, and so on. The winning team is the one with the most papers at the end.

1. Listen and write A for Aisha or Z for Zahra.

Track 84

Have the students look at Activity 1. Play the track for the students to listen to only. Play the track again for the students to complete the task. Play it a final time, pausing as necessary for the students to check their answers.

Check as a class.

Answers

A is hard-working. A isn’t sociable. A is kind.
Z is adventurous. A is artistic. Z is funny.

2. Read and match the predictions about the future to the children.

Have the students look at Activity 2. As a class, read out all the phrases in the rectangles around the pictures of Aisha and Zahra and explain any new words.

Students discuss Aisha’s and Zahra’s personalities again in pairs and draw lines from the rectangles to the children as appropriate.

Have volunteers make predictions based on the children’s general personalities (e.g. *I think Zahra will learn to scuba dive because she is adventurous.*). Ask the rest of the class if they agree.

3. Ask and answer questions about the children.

Refer the students to Activity 3 and read out the question words. Read out the questions and answers for the students to repeat.

Divide the class into pairs to practice asking and answering questions about Aisha and Zahra, referring to their predictions from Activity 2.

Volunteers present their questions and answers to the class.

Gateway to Values

Have the students look at the picture of Aisha and Zahra and read the speech bubble.

Encourage the students to think about their careers, their future friendships, where they will live, places they will visit, etc.

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the Gateway to Values corner.

Lesson 2

1. Listen and write A for Aisha or Z for Zahra.  84

_____ is hard-working. _____ isn't sociable. _____ is kind.
 _____ is adventurous. _____ is artistic. _____ is funny.

2. Read and match the predictions about the future to the children.

learn many languages

travel to exotic places

live in a city

become a doctor

buy a helicopter

have three children

help lots of people

live in the Amazon

meet an intelligent person

save a lot of money

learn to scuba dive

work in a hospital

have a big farm

have two cars



Aisha



Zahra

3. Ask and answer questions about the children.

What?

Where?

How many?

Who?

Will?

Where will Aisha live?

She'll live in a city.

Who will buy a helicopter?

Zahra will.

The best is yet to come!



Gateway to Values 21st Century Skills

4. Choose a friend from your class and write his or her name on the line.

Make predictions about your friend's future. Unscramble the questions and answer them.

1. do / What / your / will / friend / ?

What will your friend do? _____

2. will / your / live / Where / friend / ?

3. friend / cars / your / How / have / many / will / ?

4. your / be / Will / famous / friend / ?

5. house / your / big / friend / have / Will / a / ?

5. **Project** **21st Century Skills** Make predictions about your teacher's future.

6. **Say It Well!**  Listen and color the correct word. Draw a picture  85

"er" "or"

hammer	ladder	<input type="checkbox"/>	winter	summer	<input type="checkbox"/>
painter	waiter	<input type="checkbox"/>	slipper	flipper	<input type="checkbox"/>
letter	better	<input type="checkbox"/>	doctor	tailor	<input type="checkbox"/>

7. Say the words aloud. Check your pronunciation.  86

4. Choose a friend from your class and write his or her name on the line.

Refer the students to Activity 4. Have the students write the name of a friend.

Make predictions about your friend's future. Unscramble the questions and answers them.

Get the students to unscramble the questions and then answer. Ask volunteers to read out the questions and then answer about their friends. Check whether the friends agree!

Answers

1. What will your friend do? 2. Where will your friend live? 3. How many cars will your friend have? 4. Will your friend be famous? 5. Will your friend have a big house?

5. Project



Make predictions about your teacher's future.

Get the students to work in pairs to answer the questions in Activity 4 about you. They should write the answers in sentences, draw pictures and then make a poster. Tell the students to be as imaginative as possible – they may see you as the next president or think you will be abducted by aliens – but they must be kind! Set aside time for each pair to present their poster to the class.

6. Say it Well!

Listen and color the correct word. Draw a picture for each word. Track 85

Refer the students to Activity 6. Explain the meaning of any new words. Play the track a first time for the students to listen to only. Play it again, pausing for students to do the coloring. Check as a class.

Answers

hammer winter
waiter flipper
letter doctor

The students draw their pictures individually, then compare with a partner.

7. Say the words aloud. Check your pronunciation. Track 86

Play the track for the students to listen to and repeat. Point out that the word endings sound the same. Have the students practice saying the words in pairs.

The students do pages 74 and 75 in the Activity Book. For answers see the key on page 216.

Wrapping Up

Write *What will you be when you grow up?* on the board. Tell the students to think of a job. Invite a volunteer to the front. Have him/her say *When I grow up I will be a ...* (without saying the job).

The other students ask questions with *Will...?* e.g. *Will you work in a hospital? Will you have a fan club?* The student at the front can only answer with *Yes, I will* or *No, I won't*.

Continue until someone guesses the job. He/She then takes the first student's place.

Extension

Write the following scrambled questions on the board:

- grow / What / you / when / will / study / up / you / ?
- you / jobs / have / will / What / ?
- continents / How / will / many / visit / you / ?

Get the students to unscramble and answer individually. Ask a student to read the first question and invite volunteers to answer. Repeat with the other questions.

Answers

- What will you study when you grow up?
- What jobs will you have?
- How many continents will you visit?

Homework Assignment

Students write sentences about their perfect future.

Teacher's Knowledge Bank

Your students will enjoy speculating about your life outside the classroom. You don't need to tell them true information, but let them have some fun imagining what your life is like.

Task Card

Read these words to a friend: *doctor, summer, tailor, waiter, butter, ladder, letter, hammer, painter, winter*.

Lesson 3

Objectives

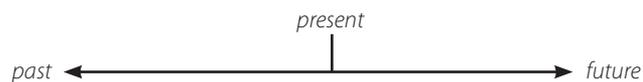
- To practice discussing personality
- To read and complete a personality test
- To write a description of oneself

Materials

- Student's Book pages 94–95
- Activity Book pages 76–77
- (Extension: Magazine photographs of people showing personality types.)

Warm-up

Draw a time line on the board and write *past*, *present*, and *future* on it, as shown below:



Call a volunteer to write *will* and *won't* on the line. Ask the class if they agree or disagree that the words are in the correct place on the time line. (The words should be written above or below the “future” section of the line, to the right of the vertical line marking the present.)

Gateway Magazine - “What Are You Like?”

1. Think and discuss.

Get the students to look at pages 94 and 95. Explain that this is another section in the Gateway Magazine. Read out the questions in Activity 1. Have various students describe their own personalities in English and have their classmates say whether they agree or disagree. Tell everyone in the class to be supportive and kind.

Make sure every student has the chance to contribute to the discussion.

2. Find your number and read about yourself.

Draw the students' attention to Activity 2 and the number code. Work through the example with Zahra and make sure the students understand the code. Read out section 9 in the article that describes Zahra's personality.

Have the students use the code and add up the letters of their first name individually. Monitor and help as necessary. Ask as many students as possible to tell you their final number.

In a few cases, there may be children whose long names add up to over 9. In these instances tell them to use just the first five letters of their names.

Tell the students to read their personal section of the article (the one with their number) to themselves. As the students read, work out your own number and read the description that describes you.

Ask volunteers to read out the description that talks about them. Explain any new words. Try and get as many different number sections to be read out as possible. Read out the description that describes you.

Gateway

Magazine

What Are You Like?

1 Think and discuss.

How would you describe yourself?
Do your friends agree with you?

2 Find your number and read about yourself.

A - J - S = 1

D - M - V = 4

G - P - Y = 7

B - K - T = 2

E - N - W = 5

H - Q - Z = 8

C - L - U = 3

F - O - X = 6

I - R = 9

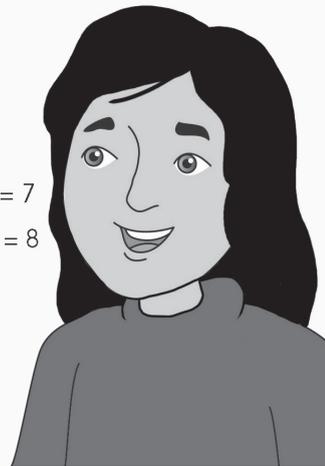
Look

Z A H R A

8 1 8 9 1

$8 + 1 + 8 + 9 + 1 = 27$

$2 + 7 = 9$ Zahra's number is 9.



You're very popular. You love meeting new people and social activities. People think you are great fun to be with. You are the life and soul of every event. Your friends miss you when you aren't around.



You're a worrier. You worry about everything and everyone. You hate confrontation and avoid fights and arguments at all costs. You're caring and very giving. Try not to worry so much!



You hate being by yourself. You enjoy the company of other people. You are kind, gentle, and very thoughtful. You always think of others and take everybody's feelings and thoughts into account.



You are everybody's hero. You're always full of energy and enthusiasm. You never let your team down. You love all sports and thrill in competition.



You're a natural leader. Your friends and classmates follow you everywhere and do whatever you say. You can be stubborn at times. You always want things your own way.



You're neat and very organized. You hate chaos and mess. If things aren't perfect you feel frustrated and unhappy. You're a true perfectionist.



You're friendly, kind, and very reliable. Your friends tell you all their secrets because they know you won't ever betray them.



You're very clever. You're curious and inquisitive. Your brain is active all the time. Your ability for Math is amazing! You can be shy at times and generally prefer to be by yourself.



You're very independent and don't need friends as much as other people. You know your own mind. You're determined and very assertive. You aren't scared of speaking your mind and expressing your opinions.

Do you agree with what your number says about you?



Writing

3 Circle the adjectives that describe you.

- | | | | | | |
|-------------|----------|--------------|------------|-----------|--------------|
| restless | artistic | enthusiastic | reliable | funny | talented |
| independent | friendly | curious | thoughtful | shy | hard-working |
| sociable | kind | generous | assertive | honest | lazy |
| adventurous | stubborn | selfish | determined | organized | |

4 Write a paragraph about yourself. Describe your personality.

- * Mention some of your qualities.
- * Mention some of your failings.
- * Mention some of your mistakes.

Have the students read Aisha's speech bubble on page 95. Say whether you agree with your description or not. Divide the class into small groups to discuss whether they agree with their personality descriptions or not. Monitor and encourage the students to speak English.

Writing

3. Circle the adjectives that describe you.

Draw the students' attention to the adjectives in Activity 3. Define any words that are new or need revising.

Use yourself as an example and say which adjectives describe you. Try and give students examples that illustrate these personality traits, e.g., if you see yourself as "shy", say *I'm shy because I don't like speaking in front of large crowds.*

Have the students circle all the adjectives about themselves individually. Ask volunteers to read out their list of adjectives and give reasons for their choices.

4. Write a paragraph about yourself. Describe your personality.

Read out the instructions for Activity 4. Have the students write the descriptions in their notebooks, giving examples from their experiences to support their ideas. Have as many students read out their paragraphs to the rest of the class as possible or divide the class into small groups to read their descriptions.

AB The students do pages 76 and 77 in the Activity Book. For answers see the key on page 216.

Wrapping Up

Play "Personality Bingo". Write the following adjectives on the board: *enthusiastic, talented, reliable, honest, adventurous, sociable, artistic, kind, organized, selfish, hard-working, stubborn, assertive, shy, curious, funny, independent.*

Get the students to draw a 6 x 6 bingo grid in their notebooks. Have them choose six adjectives that describe their personality and write one adjective in each box of the bingo grid.

Say adjectives from the list, in random order. Make a note of the ones you have said. The students mark each adjective on their bingo cards if they chose it. The first student to mark all the adjectives on his/her card shouts *Bingo!* Check you have said all the adjectives he/she has marked.

Extension

Show the students photographs from magazines that show people with different expressions. Get each student to choose one photograph and write some sentences about what personality traits they think the person might have.

Make sure that students are aware that although expressions might reflect people's personalities, looks can be deceiving!

Have the students compare their sentences in pairs or small groups.

Homework Assignment

Students give the personality test to a member of their family. Does he or she agree with the description?

Teacher's Knowledge Bank

Create a special book corner in the classroom where your students can read quietly, come together to hear you reading to them, or read to an adult or a partner. Make the book corner attractive by displaying colorful books, using alphabet friezes, or posters in English. If possible, furnish it with cushions or bean bags. You could also have an "I recommend..." list on display, where the students can write the names of books they have read and liked (in English or their first language).

Task Card

Unscramble the letters and answer the questions.

1. Are you nzdograie?
2. Are you a iclsaobe person?

Lesson 4

Objectives

- To listen to an interview for specific information
- To practice talking about plans, wants and needs using *will*, *want* and *need*
- To listen to and say a chant

Materials

- Student's Book pages 96–97
- Audio tracks 87–88
- Activity Book page 78

Warm-up

Write as many numbers as possible from 1–1000 on the board. Call a student to the front and give him/her a board pen or piece of chalk. Say a number. The student has five seconds to find and circle the correct number. Repeat with different students.

1. Listen and check ✓ the correct answers.

Track 87

Have the students look at Activity 1. Explain that they are going to listen to an interview with the boy, and that he has won money in a raffle. He is talking about how he will spend the money. The students must listen and check the correct statements.

Play the track a first time for the students to listen to the entire interview. Then play it again, pausing as necessary for the students to complete the task. Repeat the interview as often as required. Check as a class.

Answers

1. b; 2. b; 3. a; 4. a; 5. b; 6. a

2. We Can Speak English!

You have won 1000.00SR! What will you do with your money?

Read out the instructions and draw the students' attention to the photographs and the prices of the items in Activity 2. Have volunteers read out the prices.

Get the students to open their notebooks. Read out questions 1–5 and have the students jot down answers. Divide the class into pairs to talk about how they will spend their money. Have volunteer pairs present their dialogs to the rest of the class.

Refer the students to the *want* and *need* signs held by Aisha and Zahra at the bottom of the page. Hold up an old pencil. Say *I need a new pencil*.

Point to one of the luxury items in the photographs and say, e.g. *I want some chocolates*.

Explain that when we need something, it is essential to our everyday existence because without it life would be very difficult. When we want something, it would be nice to have it, but it is not essential.

Refer the students back to their notebooks. Have them mark the items they chose to spend their money on with either an *N* for *need* or a *W* for *want*.

In their pairs, get the students to talk about what they need and what they want to buy from their lists, giving reasons, e.g. *I need a new bike to get to school because my old one is broken*.

Have volunteer pairs share their ideas with the rest of the group. Discuss needs and wants as a class.

Lesson 4

1. Listen and check (✓) the correct answers. 87

1. How much money did Basel win?
 - a) Nine hundred and fifteen riyals.
 - b) Nine hundred and fifty riyals.
2. Will Basel save the money?
 - a) No, he won't.
 - b) He'll save half of it.
3. What does Basel want?
 - a) A helmet.
 - b) New notebooks.
4. What does Basel's sister need?
 - a) Some crayons.
 - b) A T-shirt.
5. Where did Waleed lose his Frisbee?
 - a) In the garden.
 - b) In the park.
6. Will Basel buy Waleed a new Frisbee?
 - a) Yes, he will.
 - b) He doesn't know yet.



2. We Can Speak English!

You have won 1000.00 SR! What will you do with your money?



580.00 SR



435.00 SR



117.00 SR



230.00 SR



300.00 SR



85.00 SR



780.00 SR



190.00 SR



450.00 SR



22.00 SR



30.00 SR

I want that teddy!



96

1. What will you buy for yourself?
2. Will you buy something for your family?
3. Will you buy something for your friends?
4. How much money will you have left?
5. What will you do with it?

I need a new cell phone.



15.00 SR



12.00 SR

3. Listen and read. Think of some adjectives to describe the boy's granddad.  88

Gramps

When I was three,
On my Granddad's knee,
I asked my Gramps,
"What will I be?
When I am older,
Will I be a star?
An artist? A vet?
Will I travel far?"
"Now, listen to me,
What will be, will be!
Enjoy each new day!"
I heard him say.



When I was nine,
With the passing of time,
I asked my Gramps,
"Please give me a sign!
Tell me, will I be rich,
Or be digging a ditch?
Will I be a tailor,
A doctor? A sailor?"
"Now, listen to me,
What will be, will be!
Enjoy each new day!"
I heard him say.

When I was twenty,
Gramps' chair was empty.
He was no longer there,
But he'd taught me plenty.
Say your own chant brightly,
Joyously – loudly!
Make the most of your life,
Hold your head up proudly!
"Now, listen to me,
What will be, will be!
Enjoy each new day!"
I remembered him say.



4. Chant "Gramps".  88

Answer the questions about yourself.

1. Who has given you advice about your future?
2. What advice have they given?

3. Listen and read. Think of some adjectives to describe the boy's granddad.

Track 88

Refer the students to Activity 3. Play the chant twice for the students to listen to and follow. Elicit adjectives to describe the granddad, helping with new vocabulary. Encourage the students to give reasons for their choices. Discuss as a class and explain any new words in the chant.

Possible answers

happy, optimistic, wise, positive

4. Chant "Gramps". Answer the questions about yourself. Track 88

Say the chant as a class. Have the students write answers to the two questions in Activity 4 in their notebooks. Elicit answers from volunteers or divide the class into small groups to compare answers.

 The students do page 78 in the Activity Book.

Do and Share!



This section in Lesson 4 of each unit links English with other areas of the students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

Materials

card
a ruler
scissors
a pen
a pencil

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. Show the students how to draw a hexagon by first drawing a circle, then drawing lines at 60° angles from the center, then drawing lines to make triangles between the lines. Have the students play with the spinner in pairs, taking turns to ask questions about their future, like the one in the speech bubble at the bottom of the page. Monitor and help as necessary.

Wrapping Up

Say *sailor*. Tell the students to stand up if the word appears in "Gramps" or remain seated if it doesn't. Repeat with the following words: *doctor, vet, rich, poor, legs, knee, teacher, enjoy, astronaut, hate, star, moon*.

Extension

Write the following number series on the board:

100, 200, 300, ...

1,000, 950, 900, ...

120, 240, 480, ...

Divide the class into pairs to complete the series. Invite different students to read the series out loud.

Answers

400, 500, 600, etc. (add 100 each time)

850, 800, 750, etc. (minus 50 each time)

960, 1,920, 3,840, etc. (multiply the number by two each time)

Homework Assignment

Students write these numbers as words: 596, 1,000, 616, 999, 722.

Teacher's Knowledge Bank

Get the students to cut a flower and two leaves from construction paper. Have the students color the pieces and assemble them with a brass fastener. Get them to write messages for their grandparents on the leaves in English (e.g. *You are the best granddad/grandma in the world. I love you Granddad/Grandma. Thank you for being a special granddad/grandma*). Allow the students to take their flowers home to give to their grandparents as gifts.

Task Card

Design a picture for "Gramps".

Lesson 5

Objectives

- To review language from the unit in a game and with reading, writing, and listening tasks

Materials

- Student's Book pages 98–99
- Audio track 89–90
- Activity Book page 79
- (Extension: images of paintings by Frida Kahlo, white paper, pencils, erasers, crayons, a mirror)

Language

Revision from Unit 9

Warm-up

Play "Charades". Get the students to sit in a circle. One student goes in the middle of the circle and acts out an adjective of personality from Unit 9 (without saying what it is). The student who guesses the adjective correctly goes in the middle of the circle and acts out a different adjective.

Gateway Game

1. Play the "Tell me! Tell me!" game.

Direct the students' attention to the game on page 98. Tell the students that they are going to play a game where they write questions and the track will give them the answers!

Read the instructions as a class to ensure the game is clear.

Have the students write out the first four questions on the lines provided and then circle one of the colored circles with the question marks for each question.

Tell the students to write their own questions for 5–7, but tell them that they will only receive a *yes* or *no* answer. Therefore, their questions should begin with *Will*, e.g. *Will I get married? Will I be a scientist? Will I be happy?*

When they have written their questions, have the students circle their colors, as they did for questions 1–4.

2. Listen to find out about your future.

Track 89

Students look at question number 1 from Activity 1. Play the track and pause after the first answer. Give the students time to interpret their answer and note it down.

Repeat with the other questions. Discuss the results as a class.

Gateway Game

1. Play the "Tell me! Tell me!" game.

Write questions using the words in parentheses and choose your colors.

1. (What / be) What will you be? _____



2. (Where / live) _____



3. (What / have) _____



4. (Where / travel) _____



5. (Will) _____



6. (Will) _____



7. (Will) _____



2. Listen to find out about your future.  89

Review 

1. Read and match.

- | | |
|---|-----------------|
| 1. I always go red when I speak in public. I am ... | a) stubborn |
| 2. I can make sculptures out of wood. I am ... | b) funny |
| 3. I always finish all my work before I do anything fun. I am ... | c) shy |
| 4. I always share my food during recess. I am not ... | d) adventurous |
| 5. I never tell lies. I am ... | e) kind |
| 6. I don't like meeting people. I am not ... | f) selfish |
| 7. I am nice and helpful to others. I am ... | g) sociable |
| 8. I want to explore a jungle. I am ... | h) artistic |
| 9. I make everybody laugh. I am | i) honest |
| 10. I don't give in easily. I am ... | j) hard-working |

2. Complete the questions and match them to the answers.

- | | |
|--------------------------------------|--------------------------|
| 1. _____ will Tommy do next week? | a) Yes, he will. |
| 2. _____ will Tommy play soccer? | b) He'll play soccer. |
| 3. _____ Tommy score any goals? | c) Talal will. |
| 4. _____ goals will Tommy score? | d) No, they won't. |
| 5. _____ Tommy's cousins be there? | e) Two. |
| 6. _____ will play soccer next week? | f) At the local stadium. |



3. Write an "er" or "or" word for each picture.



1. _____ 2. _____ 3. _____ 4. _____

4. Listen and repeat.  90



Go to
unit 10!

Review

1. Read and match.

Read out the first sentence of Activity 1 and elicit *shy*. Have the students complete the matching individually. Check as a class.

Answers

1. c; 2. h; 3. j; 4. f; 5. i; 6. g; 7. e; 8. d; 9. b; 10. a

2. Complete the questions and match them to the answers.

Tell the students to complete the questions with *How many, Who, What, Will,* and *Where*. Write these words on the board. One of the words will be used twice. Check the students have completed the questions correctly before they do the matching.

Answers

1. What, b); 2. Where, f); 3. Will, a); 4. How many, e); 5. Will, d); 6. Who, c)

3. Write an “er” or “or” word for each picture.

The students complete Activity 3 individually. Elicit answers and write them on the board.

Answers

1. dinner; 2. doctor; 3. painter; 4. tailor

4. Listen and repeat. Track 90

Play the track for the students to listen to in Activity 4 and repeat. Ask volunteers to write the words on the board.

Answers

1. dinner; 2. taller; 3. painter; 4. bigger; 5. builder

 The students do page 79 in the Activity Book.



The tasks on page 79 should not be set as a formal test. The emphasis should be on ensuring that they provide a sense of achievement.

Spend time going through new task types. For answers see the key on page 216.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 79 if you wish. Review the language if necessary. Tell the students that they have finished the ninth unit in *Gateway 5* and that, though some students are shy, some hard-working, some sociable, and others funny, they are all going to do well in the final unit of *Gateway 5*.

Draw attention to Aisha and Zahra's speech bubble.

Extension

Tell the students something about Frida Kahlo (see below) and if possible, show them images of some of her paintings.

Frida Kahlo was a Mexican artist. When she was sixteen, Kahlo was in a terrible bus accident and almost died. She began to paint in bed while recovering from her injuries. Many of Kahlo's paintings are portraits of herself surrounded by things that were important to her.

Have the students look at their reflection in a mirror and draw themselves in pencil. Tell them to add objects that are important to them, e.g. a toy, favorite food, or a gadget. Have the students color their portraits and sign and date them, as Frida Kahlo did.

Homework Assignment

Students go through Unit 9. They make a note of anything they are having trouble with and ask you to explain.

Teacher's Knowledge Bank

Collect your students' artwork and mount each piece on construction paper. Display the artwork with price tags (very small amounts) attached to each piece. Invite parents, teachers, and friends to an "art sale". Place all proceeds in a class "kitty" after the event. Use the "art sale" money to buy new art materials.

Task Card

Interview a teacher about his/her future. Tell three friends about your interview.

Unit 9 Activity Book and test answer key

Pages 72 and 73 (Lesson 1)

Answers

Page 72

Activity 1

Note: The students should use the Unit 9 stickers from the center of the Activity Book.

Left to right, top to bottom the pictures should be labeled: adventurous, hard-working, selfish, sociable, funny, kind, artistic, stubborn.

Page 73

Activity 3

1. Will you live by the sea? Students' own answers.
2. Will you travel around the world? Students' own answers.
3. Will you have lots of children? Students' own answers.
4. Will you have grandchildren when you are older? Students' own answers.

Pages 74 and 75 (Lesson 2)

Answers

Activity 1

Paul will go to the amusement park by bus with his friends. They'll go on the rides, eat fast food, and spend 600.00SR. Linda will go to the shopping mall on foot, with her aunt. They'll go to the bookstore, buy a book, and spend 500.00SR. Huda and Yammah will go to a soccer match in a taxi with their cousins. They'll watch the match, have a picnic lunch, and spend 150.00SR. Mr Harris will go to the safari park by car with his family. They'll take photos, study the animals, and spend 200.00SR.

Activity 3

1. Where will you go? Students' own answers.
2. How will you go there? Students' own answers.
3. Who will you go with? Students' own answers.
4. What will you do there? Students' own answers.
5. How much money will you spend? Students' own answers.
6. Will you buy a book? Students' own answers.
7. Will you see any animals? Students' own answers.

Pages 76 and 77 (Lesson 3)

Answers

Activity 1

1. London; 2. Sunny Beach; 3. Faun Forest; 4. Sunny Beach; 5. Faun Forest; 6. London; 7. Faun Forest; 8. Sunny Beach/London; 9. London

Page 79 (Lesson 5 I can...!)

Answers

How many adjectives of personality can you find?

S	H	A	R	D	W	O	R	K	I	N	G
E	S	T	L	A	W	T	C	R	R	N	S
L	S	H	Y	O	S	L	I	T	O	R	E
B	A	M	D	E	A	T	T	K	V	O	L
A	P	F	N	O	Y	L	S	I	B	B	F
I	H	O	N	N	E	S	I	N	U	B	I
C	H	Y	N	H	A	R	T	D	T	U	S
O	A	U	D	V	E	N	R	O	S	T	H
S	F	S	D	L	M	O	A	I	T	S	L
A	D	V	E	N	Y	U	R	O	U	S	M

hard-working, shy, adventurous, honest, kind, selfish, stubborn, funny, artistic, sociable

Look at the pictures and write questions using the cues. Answer them. (Possible answers)

2. Will she buy the balloons? Yes, she will.
How many will she buy? She will buy one.
3. Will she go to London? No, she won't.
Where will she go? She will go to Paris.
4. Will he catch the bus? Yes, he will.
Why will he catch the bus? He will catch the bus to go and see his friends.

TB Assessment page

There is a more formal assessment test on TB page 252.

Answers

2. (possible answers)

2. She is selfish. She only thinks about herself.
3. He is shy. He doesn't like meeting new people.
4. I am honest. I never lie.
5. He is kind. He helps people.

2. 1. Will; 2. What; 3. Who

3. Student's own answers.

Functions

Offering help with *will*

Talking about general rules with the zero conditional

Language

We don't have a cake. Don't worry. I'll buy one.

The windows are filthy. I'll clean them.

The room doesn't look very festive. That's OK. I'll hang some decorations.

If we study very hard, we get excellent grades.

If we waste time in class, we have extra homework.

We always do better if we work together as a team.

What happens if they waste time in class? They have extra homework.

Vocabulary

Revision of verbs: *be, bring, buy, clean, do, get, hang, have, look, make, move, read, shout, study, tidy up, wash, waste, work*

Gateway Grammar Level 5

For parents/teachers: page 59

For students: pages 60–64

Gateway Phonics Book 2

"ear": pages 58–59

Lesson 1

Objectives

- To review verbs
- To practice making offers with *will*

Materials

- Student's Book pages 100–101
- Audio tracks 91–92
- Activity Book pages 80–81
- (Extension: index cards)

Vocabulary

Revision of verbs: *be, bring, buy, clean, do, get, hang, have, look, make, move, read, shout, study, tidy up, wash, waste, work*

Functions

Offering help with *will*

Language

We don't have a cake. Don't worry. I'll buy one.

There's no space in the room to dance. I'll move the furniture.

The room doesn't look very festive. That's OK. I'll hang some decorations.

Warm-up

Refer the students to page 100 and the photograph of Jake. Read out his speech and explain any new words.

Ask the students the following questions:

How do you feel about another school year coming to an end?

Do you think you have had a successful year at school?

What have you been pleased with this year?

How do you think you could do better?

What's exciting about finishing the year and what is sad?

Encourage the students to share their opinions, feelings, and experiences and share your own with them.

1. Play "Verb Bingo!" 🎧 Track 91

Write *Verbs* in the center of the board. Elicit as many verbs as possible, check meaning, and write them around the title.

Ask a volunteer to tell the class what a verb is. Remind the students that a verb is an "action" word or a "doing" word.

Have the students look at Activity 1 and choose a bingo board. Explain that they are going to listen and circle any verb they hear on the board they have chosen. When they have circled all the verbs on their board, they must shout *Bingo!*

Play the track and have the students play the game. When one or more students have called *Bingo!*, play the track a second time for the students to check their bingo boards.

2. How many verbs can you find in the banner?

Direct the students' attention to Activity 2. Have the students find the verbs individually and write the number they have found on the line provided.

Check as a class. Write all the verbs on the board for the students to check their spelling.

Answers

10 verbs: read, have, hang, wash, bring, clean, buy, make, move, look

Unit 10

The Farewell

Lesson 1

1. Play "Verb Bingo"! 🎧 91

BINGO

get	DO
bring	buy
make	move
tidy up	read

BINGO

study	have
do	look
hang	be
wash	work

BINGO

waste	wash
have	work
look	get
move	bring

BINGO

have	move
bring	be
clean	hang
shout	work



Hi! My name's Jalal. Guess what?
The school year is coming to an end.

2. How many verbs can you find in the banner?

preadevhavehanggkshwashbringcleanokveybbuyvengmmakeevmmoveloolookk

I found _____ verbs.

3. Listen and follow. 92



4. Write about how you could help in these situations. Use the verbs in parentheses.

1. The glasses are very dirty. (wash)
2. There's no food! (bring)
3. There isn't any lemonade! (make)
4. The windows are filthy! (clean)

3. Listen and follow.  **Track 92**

Ask the students to look at the picture of the open day in Activity 3.

Play the track a first time for the students to listen to and follow. Explain that we can use *will* when we offer help and check any new words.

Play the track a second time for the students to listen to and repeat.

Divide the class into pairs to practice the dialogs.

4. Write about how you could help in these situations. Use the verbs in parentheses.

Direct the students to the pictures and speech bubbles in Activity 4. As a class, decide what a person could say to help the boy in picture 1. Draw the students' attention to the verb in parentheses. Write *I'll wash the dirty glasses* on the board.

Have the students write their sentences for the remaining pictures individually.

Ask volunteers to come to the front and write their sentences on the board, using their Student's Books as reference. Check as a class.

Possible answers

1. I'll wash the dirty glasses.
2. I'll bring some food.
3. I'll make some lemonade.
4. I'll clean the windows.

 The students do pages 80 and 81 in the Activity Book. For answers see the key on page 238.

Wrapping Up

Write the following verbs on the board: *wash, hang, work, clean, shout, move, buy, tidy up, bring, look*.

Get the students to stand up. Point to a verb on the board and have them mime the action. Repeat with different verbs from the list.

Extension

Get the students to make offers on index cards for their family, friends, and teachers.

Write the following on the board as an example:

*Dear Mom,
I will wash the dishes on Sunday.*

Homework Assignment

Students read and write about how they could help in these situations.

1. There isn't any food in the house.
2. There's a rat in the kitchen!

Teacher's Knowledge Bank

If possible, organize an end-of-year day for your class. Give the students plenty of notice and assign tasks for particular groups of students (e.g. one group can make decorations, one group can make posters advertising the celebration, one group can arrange the furniture, etc.). Ask your students what they would like to eat and drink and which (English) games they would like to play, so that it is genuinely "their" day.

Task Card

How many verbs can you make with the letters in the box? You can only use each letter once in each verb.

O	G	A
M	D	K
E	V	T

Possible answers

do, go, make, move, take

Lesson 2

Objectives

- To learn and practice using the “zero conditional”
- To practice recognizing and producing the sound of letters “ear” and “eer”

Materials

- Student’s Book pages 102–103
- Audio tracks 93–94
- Activity Book pages 82–83

Vocabulary

Verbs and past participles: *clean – cleaned, cook – cooked, do – done, go – gone, make – made, prepare – prepared, set – set, wrap – wrapped*

Functions

Talking about general rules with the zero conditional

Language

*If we study very hard, we get excellent grades.
If we waste time in class, we have extra homework.
We always do better if we work together as a team.
What happens if they waste time in class? They have extra homework.*

Warm-up

Write *wash* on the board. Divide the class into pairs. Tell the students to make a verb chain with the last letter of a verb acting as the first letter of the next. Write an example chain on the board, e.g. *wash – have – eat – travel – live – earn – need – do – offer – run*.

The pair of students with the longest chain wins.

1. Listen and follow. 🎧 Track 93

Ask a confident volunteer to come to the front. Offer him/her an imaginary hotdog. Have the student mime eating the hotdog with great relish.

Offer the student another hotdog. Have the student mime eating the hotdog with less enthusiasm. Offer the student a third hotdog. Have the student mime being full and pretending to be nauseous.

Say *If we eat too many hotdogs... Elicit we get sick*. Write the sentence on the board.

Repeat the procedure with another volunteer. Tell him/her to jog on the spot – until he/she gets tired (to elicit *If we do exercise we get tired*).

Ask a third volunteer to be deliberately naughty – until you have to mime sending him/her to the principal’s office (to elicit *If we are naughty we have to go to the principal’s office*).

Refer the students to Activity 1 and read Jalal’s speech bubble. Get the students to look at the pictures next to Jalal and discuss what they can see. Explain any new words.

Play the track a first time for the students to listen to and follow. Play it a second time for them to listen to and repeat. Then divide the class into pairs to point and say.

2. Look and complete Jalal’s sentences.

Draw the students’ attention to the pictures in Activity 2. Have the students complete the sentences individually. Monitor and check that the students are using the zero conditional correctly. Have three volunteers write the complete sentences on the board, using their Student’s Books as reference. Check as a class.

Possible answers

1. If we talk too much in class, the teacher gets angry.
2. If we are kind and nice to people, we make friends.
3. The classroom is a mess if we are untidy.

3. Ask and answer questions.

What happens if they waste time in class?

They have extra homework.

4. Read and answer the questions. Draw a picture for each of your sentences.

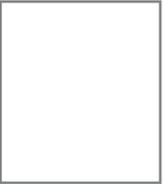
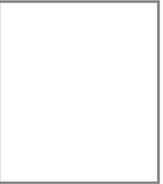
1. What happens if you eat too much junk food?

2. What happens if you don't study before a test?

3. What happens if you mix red and white?

4. What happens if it rains?

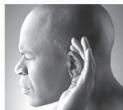
5. What happens if you don't look after your things?

1.  2.  3.  4.  5. 

5. **Say It Well!**  Listen and repeat.  94

"ear"

hear



tear



beard



"eer"

cheer



deer



sneer



Read and match.

"ear" and "eer"

sound the same

sound different

3. Ask and answer questions.

Read the speech bubbles in Activity 3 aloud. Divide the class into pairs to practice asking and answering questions about the pictures in Activities 1 and 2. Monitor and help.

Ask volunteer pairs to present their questions and answers to the rest of the group.

4. Read and answer the questions. Draw a picture for each of your sentences.

Read the first part of the instructions for Activity 4. Ensure that the task is clear.

Have the students answer the questions individually, using the zero conditional.

Have five volunteers read out their answers to the rest of the class.

Read out the second part of the instructions for Activity 4. Have the students draw pictures individually, then compare with a partner.

5. Say It Well!

Listen and repeat. 🎧 **Track 94**

Have the students look at Activity 5 and the six photographs. Explain any new words. Play the track twice for the students to listen to and repeat.

Read and match.

Ask the students to color the correct rectangle individually. Check as a class.

Answer

sound the same

AB The students do pages 82 and 83 in the Activity Book. For answers see the key on page 238.

Wrapping Up

Dictate the following questions:

1. *What happens if we don't brush our hair?*
2. *What happens if we tell lies?*
3. *What happens if we go to bed late?*

Get the students to write the sentences in their notebooks and to answer them.

Read each question out loud and invite different students to answer.

Extension

Play "Tic, Tac, Toe". Draw a 3 x 3 grid on the board, at a height your students can reach. Divide the class into two teams. One team is X and the other one is O. Tell them that the object of the game is to make a row of three Xs or Os, horizontally, vertically, or diagonally.

Choose a member of team X and say *What happens if we drink too many sodas?* If the student gives a correct answer, he/she wins a square in the grid on the board and draws an X in it.

Continue with a member from team O and another question (the student draws an O if he/she answers correctly). Continue until one team makes a row of three symbols, or until there are no free squares on the grid.

Example questions:

- What happens if we don't do our homework?*
- What happens if we are rude to people?*
- What happens if we don't drink water?*
- What happens if we gossip about other people?*
- What happens if we throw trash in the streets?*
- What happens if we pollute the air?*
- What happens if we get up very late?*
- What happens if we don't brush our teeth?*

Homework Assignment

Students unscramble the questions and answer them.

1. food / much / if / eat / What / we / happens / too / junk / ?
2. tidy / What / up / if / our / we / bedroom / happens / don't / ?

Teacher's Knowledge Bank

Encourage your students to think back over the year and write a list headed "The things I learned this year". Get them to include things they learned about working together and the topics in the book, as well as aspects of English. Have the students compare their lists in small groups.

Task Card

Read these words to a friend: *beard, deer, cheer, tear, hear.*

Lesson 3

Objectives

- To practice discussing friendship
- To read and complete quotes about friendship
- To read extracts from conversations for gist
- To write a description of a friend

Materials

- stars cut out of construction paper (one for each student),
- bag or basket
- Student's Book pages 104–105
- Audio track 95
- Activity Book pages 84–85

Warm-up

Play "Pictionary". Write the following verbs on the board: *help, wash, work, clean, move, buy, tidy up, drink*.

Divide the class into two teams. Call a student from both teams to the front and whisper the same verb from the list to both of them.

The two students have to draw a picture showing the verb on the board for their team to guess. The first team to recognize and say the verb wins a point. The team with the most points at the end wins.

Gateway Magazine - "Friendship!"

1. Think and discuss.

Get the students to look at pages 104 and 105. Explain that this is another section in the Gateway Magazine. Read out the question in Activity 1 and have the students discuss as a class or in small groups. Encourage them to speak English when possible, but allow them to use their first language. Make sure every student has the chance to contribute to the discussion.

2. Read and complete the friendship quotes.

Draw the students' attention to Activity 2. Explain the meaning of *quote*.

Tell the students that they are going to read twelve quotes about friendship, but that words are missing. They must add the missing words by choosing from the words held by the birds around the outside of the box. Read these words aloud and check meaning.

Do an example with the class. Have a volunteer read the first quote aloud and ask the students which word they would choose – elicit *world*.

Have the students complete the task individually, then compare answers in pairs or small groups. Tell them to write in pencil. Monitor the task and help as necessary. Do not confirm answers at this stage.

Gateway

Magazine

Friendship!

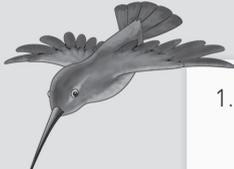


crayon



stranger

- 1 Think and discuss.
What is a friend?
- 2 Read and complete the friendship quotes.



knows

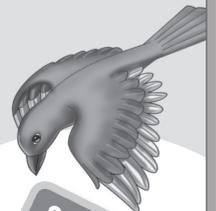


rainbow

1. "To the world you may be just one person, but to one person you may be the world."
2. "If you live to be 100, I hope to live to 100 minus one day, so I never have to live _____ you."
3. "A friend in kindergarten is the one who sat next to you and let you have the pretty red _____, when only the ugly gray one was left."
4. "True friendship is sitting together in _____ and feeling like it was the best conversation you have ever had."
5. "A real friend will tell you when you have _____ stuck in your teeth."
6. "Friends are like a _____. They brighten your life when you've been through a storm."
7. "Remember that every good friend was once a _____."
8. "_____ are expensive but friends are priceless."
9. "A friend is somebody who _____ all about you and loves you anyway!"



without



spinach



best



world

silence



through

10. "My best friend is the one who brings out the _____ in me."
11. "Friendship is what gets you _____ the bad times and helps you enjoy the good times."
12. "You don't make friends, you earn them."



diamonds

3 Listen to check your answers. 95

4 Read the parts of conversations and find the most appropriate quote for them.

My friend knows I can be lazy and selfish and he doesn't mind when I forget to call. He likes me anyway.
Quote # _____

A: How do I look?
B: I don't like that dress. It makes you look older. I think you should take the yellow one.
A: Thanks.
Quote # _____

Everybody told me I couldn't win the race on sports day but with my friend's encouragement, I took part and won.
Quote # _____

A: Why are you sad?
B: Jimmy isn't here.
A: But, there are lots of children at the park. Go and play with them.
B: I want Jimmy. He's the best!
Quote # _____

A: Are you going to use this one?
B: I was going to, but you can have it.
A: Sure?
B: Yes! Here you are.
Quote # _____

Writing

5 Write about a good friend.

- * Who is he or she?
- * Where did you meet?
- * How long have you known each other?
- * Why is he or she special?
- * What do you do together?



3. Listen to check your answers. 🎧 **Track 95**

Refer the students to Activity 3. Play the track a first time for the students to listen to, follow and check their work. Then play it again, pausing after each quote to elicit the answers. Discuss which quotes the students like or dislike.

Answers

1. world; 2. without; 3. crayon; 4. silence; 5. spinach; 6. rainbow; 7. stranger; 8. Diamonds; 9. knows; 10. best; 11. through

4. Read the parts of conversations and find the most appropriate quote for them.

Read out the instructions for Activity 4 and ensure that the task is clear. Point out the example answer.

Have a volunteer read out the words in the first box. As a group, decide which quote is the most appropriate.

Divide the class into pairs to read the remaining boxes and write the number of the most suitable quote for each one on the lines provided.

Check as a class.

Answers

Left to right, top to bottom: 9, 5, 10, 1, 3.

Writing**5. Write about a good friend.**

Refer the students to Activity 5. Read out the questions and give the students time to think and write notes. Have the students write answers. Monitor and help with new vocabulary as necessary.

Ask several volunteers the questions and have them read out their responses.

Write a list of characteristics that make up a good friend on the board.

AB The students do pages 84 and 85 in the Activity Book. For answers see the key on page 238.

Wrapping Up

Hand out stars made from construction paper. Ask the students to write their name on the star. Collect the stars and put them all in a bag or basket.

Get the students to sit in a circle. Have a student take a star from the basket, read the name aloud, and hold it up. Invite the other students to take turns to say something pleasant about the named student. Continue like this until all the students have been mentioned.

Extension

Ask students to say which of the quotes they like best. Divide the class into small groups to compare their answers.

Homework Assignment

Students read "Friendship!" to a member of their family.

Teacher's Knowledge Bank

Here are some quotes about teaching and learning:

"The good teacher makes the poor student good and the good student superior." (Marva Collins)

"He who dares to teach must never cease to learn." (John Cotton Dana)

Copy them and display them to motivate you when you are feeling uninspired!

Task Card

Make a new friend today!

Lesson 4

Objectives

- To listen to a monolog for specific information
- To make a collage
- To role play different everyday situations
- To listen to and say a chant

Materials

- old magazines, scissors, glue, display paper, colored pens or pencils, paper
- large piece of card or display paper
- Student's Book pages 106–107
- Audio tracks 96–97
- Activity Book page 86

Warm-up

Write the word *friends* on the board. Divide the class into pairs. Tell the students to write as many words as they can which begin with the letters in the word *friends*, e.g.

F frog, *find*

R rainbow, *red*

I ice-cream, *igloo*

E elephant, *egg*

N never, *no*

D dinner, *dinosaur*

S soup, *sun*

Set a time limit. See which pair have written the most words in total. Elicit some examples and write them on the board.

1. Listen and color the correct boxes.

Track 96

Have the students look at Activity 1. Explain that they are going to listen to Jalal talking about a friend and what they are going to do together during the vacation. Tell the students they must listen carefully and color the boxes as appropriate. Read sentences 1–8 aloud and explain any new words.

Play the track a first time for the students to listen to only. Then play it again as often as necessary for the students to complete the task. Check as a class.

Answers

1. yes; 2. no; 3. yes; 4. no; 5. no; 6. yes; 7. no; 8. yes

2. Project

Have the students look at Activity 2 and read Jalal's speech bubble.

Tell the students that they are going to create a large collage based on vacation activities.

Elicit some ideas of things to do on vacation (e.g. taking trips to new places, playing sports, spending time with family, reading books, taking up new hobbies, resting). Divide the class into small groups. Assign each group the responsibility of cutting out photographs from old magazines or drawing pictures that show a particular vacation activity. They may also wish to add pieces of poetry or short pieces of writing about their plans. Get the students to work on their contribution to the project in class or at home. Encourage them to make their work as interesting and creative as possible. Set aside time for each group to present their part of the collage to the rest of the class.

Arrange and glue all the work on a large piece of display paper headed *Vacation* and have the students label the different activities.

3. We Can Speak English! Choose a conversation and continue it. Role play with a friend.

Ensure that the instructions for Activity 3 are clear. Read out the four pieces of dialog. Write the following continuation of the first dialog on the board as an example:

A: I haven't seen you before. Are you new?

B: Yes, I am.

A: Where do you come from?

B: I'm from Japan, but I will be in this school for the next year.

A: I'll show you around. Let's go to the library. It's straight ahead. It's across from the gym. Do you like sports?

B: Yes! I love swimming and playing soccer.

A: What's your favorite soccer team?

B: It's...

Have the students find a partner. Get them to choose a dialog and then continue it in their notebooks. Monitor and help with language and vocabulary.

Have them practice their dialogs using their notebooks as scripts. Encourage them to use appropriate facial expressions, body language, and intonation.

Invite volunteer pairs to perform their role plays for the rest of the class.

Encourage all the students to have confidence in their performances.

Lesson 4

1. Listen and color the correct boxes.  96

1. Lee and Jalal are best friends.
2. Jalal won't see Lee in the summer.
3. Jalal and Lee can swim.
4. Jalal and Lee are going camping in July.
5. The boys will be in Canada for a month.
6. Jalal and Lee are looking forward to their trip.
7. The boys know how to fish.
8. The boys want their families to look at their scrapbook.

YES	NO

2. Project 21st Century Skills

Make a collage of things you will do during your vacation.



3. We Can Speak English!

Chose a conversation and continue it. Role-play with a friend.

Talk! Talk! Talk!

Dialog # 1

At school

A: I haven't seen you before.
Are you new?
B: Yes, I am.

Dialog # 2

In a park

A: Is that your bicycle?
B: Yes, it is. Why?

Dialog # 3

At home

A: Can I watch TV now?
B: If you finish your homework,
you can.

Dialog # 4

At the mall

A: I want a new sweater.
B: Why? You already have lots.

4. Listen and chant.  97**Farewell!**

Farewell! Farewell! Farewell!
 Are you ready for the last school bell?
 Farewell! Farewell! Farewell!
 What the future holds, time will tell!

Who knows what the future brings?
 Happy times, exciting things?
 Sometimes storm clouds, sometimes rain,
 But the sun will always come out again.
 Wait for next year with new eyes,
 For just around the corner,
 There's a bright surprise!
 Who knows what the future brings?
Happy times, exciting things!

Farewell! Farewell! Farewell!
 Are you ready for the last school bell?
 Farewell! Farewell! Farewell!
 What the future holds, time will tell!

Who knows what the future brings?
 Happy times, exciting things?
 Some old friends, some friends new,
 Around the corner, waiting for you!
 Soon there'll be new pages to turn,
 New information, fun things to learn!
 Who knows what the future brings?
Happy times, exciting things!

Farewell! Farewell! Farewell!
 Are you ready for the last school bell?
 Farewell! Farewell! Farewell!
 What the future holds, time will tell!



It's nice to look back at the past, but it's important to look forward to the future.

Gateway to



Values

21st

Century Skills



Lesson 4 107

4. Listen and chant. Track 97

Refer the students to Activity 4. Tell the students they are going to listen to a chant.

Play the chant a first time for them to listen to and follow. Explain any new words.

Play the chant again several times, for the students to join in.

Gateway to Values

Have the students look at the photo of Jalal and read the speech bubble. Explain any new language. Discuss the speech bubble, using English whenever possible. Ask questions such as:

What highlights do you remember from the past year?

What things about school will you miss in the vacation?

Why is it important that we look forward to the future with a positive attitude?

What things are you looking forward to next year in your school life/extra-curricular activities/social life (meeting new friends and teachers)?

Copy the speech bubble on a large piece of card or display paper. Have the students write or draw their own responses on separate pieces of paper and stick these around the speech bubble to make a poster. Display the poster in the *Gateway to Values* corner.

 The students do page 86 in the Activity Book.

Do and Share!



This section in Lesson 4 of each unit links English with other areas of the students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

Materials

card
long, narrow strip of paper (10 cm x 3 cm)
crayons or markers
scissors
sticky tape or glue

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. You may wish to draw the template for the box and photocopy it onto card so that the students only have to cut it out, rather than measuring and drawing themselves. Have the students give their box to a friend and let him/her read the message.

Wrapping Up

Dictate the following words from "Farewell!"; *bell, cloud, rain, surprise, farewell*. Get the students to write the words down in their notebooks and draw a picture for each word to show its meaning.

Extension

Have the class vote for their favorite chant from Units 6–10 (Mr Gray!, The Gateway Chant!, The Most Beautiful Place, Gramps, and Farewell!)

Encourage the students to give reasons for their choices. Play the most popular chant and get the class to join in again.

Homework Assignment

Design a CD cover for your favorite chant in *Gateway 5*.

Teacher's Knowledge Bank

Try to ensure that no students are left out of activities such as the "Do and Share!" in this lesson. There may be very popular students in your class, who everyone wants to write a message to. Quietly ask some students to make boxes for the students you think are being left out, or make some extra boxes so that you can give messages to the students who have not been chosen.

Task Card

Unscramble the question and answer it.

year / to / What / forward / are / looking / you / next / ?

Lesson 5

Objectives

- To review language from the unit in a game and with reading and writing tasks

Materials

- Student's Book pages 108–109
- Audio track 98
- Activity Book page 87
- (Extension: large sticks, pot, index cards, string)

Language

Revision from Unit 10

Warm-up

Dictate the following sentences:

1. *I'll be a teacher.*
2. *I'll clean the house.*
3. *I'll help you with the homework.*
4. *I'll travel around the world.*
5. *I'll take the trash out.*

Get the students to write the sentences in their notebooks. Write *Prediction* and *Offer* on the board. Ask different students to write the sentences on the board and say whether they are predictions or offers.

Get the students to write two more sentences for each category individually. Elicit examples and check as a class.

Answers

1. Prediction; 2. Offer; 3. Offer; 4. Prediction; 5. Offer

Gateway Game

1. Play the “How well do you know your best friend?” game.

Direct the students' attention to the game on page 108.

Read out the first part of the instructions and have students write the name of a friend in the class on the line provided. Ensure that all the students in the group are included. Have the students read and answer the questions 1–15 (first without asking their friend).

Get the students to sit with the friend they chose, ask the questions, and see how many of their answers were correct.

Draw the students' attention to the simple mark scheme at the bottom of the page. Discuss results as a class.

Gateway Game

1. Play the "How well do you know your best friend?" game.

Write the name of a friend in your class. _____

Read and answer the questions.

- 1. What's his or her favorite color? _____
- 2. What is your friend good at? _____
- 3. How many brothers does he or she have? _____
- 4. What is your friend scared of? _____
- 5. What does your friend like doing in his or her spare time? _____
- 6. What did your friend do on his or her last vacation? _____
- 7. What is your friend going to do this weekend? _____
- 8. What is your friend's favorite TV program? _____
- 9. What is your friend's worst subject? _____
- 10. What is your friend's favorite animal? _____
- 11. What does your friend want to do when he or she grows up? _____
- 12. What's your friend's favorite food? _____
- 13. What color are your friend's eyes? _____
- 14. What's your friend's address? _____
- 15. What's your friend's favorite sport? _____

Check your answers with your friend.

How did you do?

12 to 15 - You know your friend very well. Congratulations!

9 to 11 - You know many things about your friend but you could get to know him /her better.

1 to 8 - Are you sure that you really know your friend?

Review



1. How many verbs can you make? You can only use each letter once.

W V E B W A C U T O A H S R G B L N M K S H I N A Y E

2. Read the situations and offer help.

1. I don't understand this exercise.

2. I'm lost.

3. Mr Kasem fell down the ladder.

3. Color the correct beginnings and endings to make sentences.

1. If you mix black and white paint,

get me some apples.

2. If you go to the supermarket,

if we don't do our work in class.

3. Take a pill

if you eat too much cake.

4. We miss recess

you get gray.

5. You get a stomachache

if you have a headache.

4. Complete the sentences using "ear" or "eer" words.

1. Don't move! There's a _____ in the woods.

2. When you finish your pictures _____ away your paint pots.

3. I want to save a lot of money this _____.

4. My uncle is the man with the _____.

5. Listen to the crowd _____ and applaud.

Congratulations!
You've finished
unit 10!



5. Listen and repeat.  98

Review 109

Review

1. How many verbs can you make? You can only use each letter once.

Ensure that Activity 1 is clear. The students write verbs in their notebooks individually. Find out who has made the most verbs in the class and ask him/her to write them on the board. Check as a class and elicit any additional verbs.

2. Read the situations and offer help. Use *will* in your responses.

Read the sentences in Activity 2 as a class. Tell the students that they must offer their help using *will*. Check as a class.

Possible answers

1. Don't worry. I'll explain it to you.
2. I'll help you find your way.
3. I'll call an ambulance.

3. Color the correct beginnings and endings to make sentences.

Have the students complete Activity 3 individually. Check answers.

Answers

1. If you mix black and white paint, you get gray.
2. If you go to the supermarket, get me some apples.
3. Take a pill if you have a headache.
4. We miss recess if we don't do our work in class.
5. You get a stomachache if you eat too much cake.

4. Complete the sentences using “ear” or “eer” words.

The students add the missing words in Activity 4 individually. Do not check answers at this stage.

5. Listen and repeat. Track 98

Play the track for the students to check the words they added in Activity 4.

Play it again for the students to listen to and repeat.

Answers

1. deer. 2. clear; 3. year; 4. beard; 5. cheer



The tasks on page 87 should not be set as a formal test. The emphasis should be on ensuring that they provide a sense of achievement.

Spend time going through new task types, using the students' first language to explain where necessary. Have the students compare answers with a partner, if you wish.

For answers see the key on page 238.

Wrapping Up

At the end of this lesson, discuss the unit with your students, using the box at the bottom of Activity Book page 87 if you wish. Review the language if necessary. Tell the students that they have finished the tenth unit in *Gateway 5*.

Draw the students' attention to the photograph of Jalal and his speech bubble.

Extension

Make a “Friendship Tree”. Stand some large sticks from a tree in a pot. Ask the students to name ways we can show friends we care and write example sentences on the board (e.g. *We can listen to our friends. We can give our friends support. We can give our friends good advice.*). Have each student write a sentence on an index card. Hang the cards on the sticks to create a friendship tree.

Homework Assignment

Students go through Unit 10. They make a note of anything they are having trouble with and ask you to explain.

Teacher's Knowledge Bank

At the end of the year, give out awards. Make certificates for the best spelling, spoken English, writing, listening, and also for punctuality, behavior, helpfulness, and team work.

Make sure that any award you give is honestly earned. Students will know whether they deserve them or not.

Task Card

Find poems about friendship online.

 The students do page 87 in the Activity Book.

Unit 10 Activity Book and test answer key

Pages 80 and 81 (Lesson 1)

Answers

Page 80

Activity 2

b)

Page 81

Activity 1 (Possible answers)

2. Don't worry, Mike. I'll explain the Math. I'll lend you my notebook because you lost yours.
3. It's OK, Diane. I'll speak to Tara and I'll give her the letter.

Pages 82 and 83 (Lesson 2)

Answers

Activity 1

2. If you eat too much chocolate, you get a stomachache.
3. My brother gets angry if you lose his things.
4. If we don't tidy up, my parents get upset.
5. The teacher calls our parents if we fight in class.
6. We have to stay indoors if it rains.

Activity 2

1. What happens if you don't water your plants? (Possible answer: They die.)
2. What happens if you exercise every day? (Possible answer: You get fit.)
3. What happens if you shout in class? (Possible answer: The teacher gets angry.)
4. What happens if you don't throw your trash out? (Possible answer: It smells.)

Activity 3

dishes cars tomatoes women foxes
clocks peaches leaves butterflies babies
wolves fish children feet teeth

Pages 84 and 85 (Lesson 3)

Answers

Students' own answers.

Page 87 (Lesson 5 I can...!)

Answers

Write three verbs that begin with:

G	go	give	get
H	have	hang	help
M	make	meet	mix
L	look	live	like

What do you say to these people?

I'll get you a pill.

I'll help you pick them up.

Read and complete the sentences. Choose the verbs in the box.

1. get; 2. earns; 3. studies

TB Assessment page

There is a more formal assessment test on TB page 253.

Answers

1.

have; be; work; move; bring; wash

2.

A verb is a "doing" word.

3.

1. I will help you find your way.

2. I will help you clean the kitchen.

4.

1. What happens if we don't study? Student's own answers.

2. What happens if we don't look after our notebooks?

Student's own answers.



Review

Review 2

Warm-up

Refer the students to pages 110 and 111, the second Review in *Gateway 5*. Point out the photographs of the characters (Mr Gray, Ben, Saleh, Aisha and Zahra, and Jalal).

Activity A

Draw the students' attention to the picture of the safari park next to the photograph of Mr Gray. As a class spend some time talking about what the people are doing.

Have the students find and circle six people who are doing things wrong in the park (e.g. the boy who is chasing a giraffe, the two girls shouting). Elicit answers and write them as phrases on the board. (chase animals, drop trash, feed the animals, touch the animals, shout). Divide the class into pairs to write a list of the things people must and mustn't do in a safari park (e.g. *We mustn't chase the animals.*). Invite volunteer pairs to read their sentences aloud.

Possible answers

We mustn't chase the animals.

We mustn't drop trash. / We must put our trash in a can.

We mustn't feed the animals.

We mustn't shout. / We must be quiet.

We mustn't touch the animals.

Activity B Track 99

Point out the listening icon relates to some questions from Mr Gray. Tell the students that they are going to listen to the questions. Play the track and make sure that the task is clear.

Have the students write their answers on the lines provided.

Play the track again for the students to check their work.

Play each question and invite different volunteers to answer.

Activity C

Draw the students' attention to the photograph of Ben. Read his speech bubble aloud.

Have the students write the route to get to Ben's house by following the footprints from the left-hand side of the map. Monitor and check that the students are using a variety of prepositions. Divide the class into pairs to talk about the route. Ask a volunteer to share his/her route with the class.

Possible answer

Walk over the hill. Go straight ahead and walk through the forest. Walk past the rocks and then turn left. Walk over the bridge. Turn right. Walk over the hill. Go straight on and walk past the lake. Go over the hill and you will get to Ben's house..

D Write what will happen.



Deforestation



Waste

E Talk about your life in 2025.

2025



Spelling

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

F What happens if ... ? Write three sentences for each picture.



G Listen and offer help. 100

1.
2.
3.
4.

Activity D

Refer the students to the posters next to the photograph of Saleh. Write *People are cutting down many trees.* on the board. Divide the class in groups. In their groups, get the students to write a consequence chain using *will* and *won't* starting with the sentence on the board. The group with the longest consequence chains wins. Elicit the chain and write it on the board.

Write *People waste too much water.* In the same groups, get the students to write a consequence chain in the same way. See which group has the longest chain and write it on the board.

Extension

As a class, discuss solutions to these environmental problems. Encourage the students to use *should*, e.g. *We should plant more trees. We shouldn't take long showers.*

Activity E

Direct the students' attention to Zahra and Aisha's box. Get the students to work out how old they will be in 2025.

Dictate the following questions for the students to write in their notebooks:

What will you be in 2025?

Where will you work?

Where will you live?

Will you be married?

Will you have any children?

How many cell phones will you have?

Get the students to answer the questions individually.

Ask a volunteer to write the first question on the board. Check as a class. Get him/her to read the question out loud. Have the student choose five classmates to answer the question. Continue like this with the remaining questions.

Activity F

Refer the students to the two pictures next to the photograph of Jalal. Spend a few moments discussing them.

Write *What happens if we eat too much?* and *What happens if we work hard?* on the board.

Divide the class into pairs. Have the students write three answers for each question.

Invite different students to answer the questions.

Possible answers

1. If we eat too much, we get stomachache. If we eat too much, we get sick. If we eat too much, we have to sleep.
2. If we work hard, we get good marks. If we work hard, we feel good. If we work hard, our teacher is pleased.

Activity G Track 100

Point out the listening icon under the photograph of Jalal. Tell the students they are going to listen to some problems. Play the track and pause after each problem. Make sure that the task is clear. Play the rest of the track and pause for the students to write sentences offering Jalal their help on the lines provided. Remind them to use *will*.

Play the track again for the students to check their work.

Play each problem and invite different students to offer help.

Possible answers

1. Don't worry. I'll try to fix it.
2. I'll get you a drink of water.
3. Don't worry. I'll help you look for it.
4. I'll lend you some money.

Divide the class into two teams. Get the students to choose ten words from Units 6–10 and write them on the lines provided. Team 1 gives Team 2 a word to spell. For example, *pollution*. The members from Team 2 spell the word, saying one letter each. Repeat with a different word from Team 2. Award a point when a word is spelled correctly.

The winning team is the one with most points.

 The students do pages 88–89 in the Activity Book. For answer key see below.

Certificate

Collect all the Student's Books and fill in the certificates on page 113. If you wish, detach the certificates and present them to the students one by one on the last day. Make it a very special occasion!

 Activity Book pages 88–89 answer key

Answers

Activity 1

Verbs: cheat, bring, have, speak, listen

Prepositions: towards, through, along, off, past

Environment: waste, chemicals, deforestation, air pollution, acid rain

Adjectives of personality: kind, stubborn, artistic, sociable

Activity 2

1. up; 2. over; 3. into; 4. off

Activity 3

1. you mustn't/aren't allowed to use your cell phone; 2. smoking is not allowed/you mustn't smoke; 3. you must be quiet/you aren't allowed to speak; 4. you mustn't eat or drink/you aren't allowed to eat or drink

Activity 4

2. Jasim isn't allowed to go out by himself. Is Jasim allowed to go out by himself? What is Jasim allowed to do?
3. Sally isn't very funny. Is Sally very funny? What is Sally like?
4. She won't save a lot of money. Will she save a lot of money? How much money will she save?

Activity 5

1. a; 2. b; 3. a; 4. a

Activity 6

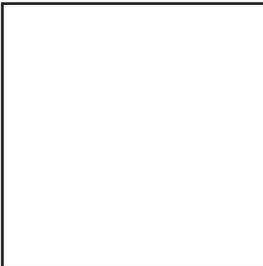
Students' own answers.

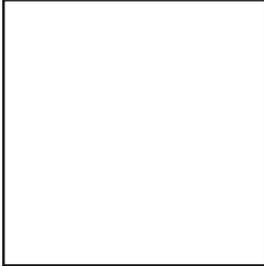
Unit 1 Test

1. Read and draw.

1.  Draw a man with straight hair and a beard.

2.  Draw a girl with a glasses and long eyelashes.

3.  Draw a boy with spiky hair and a big nose.

4.  Draw a woman with curly hair and thick eyebrows.

/4

2. Complete the sentences. Use *with* or *who*.

1. Benny is the boy with glasses.
2. Our teacher is the man _____ the brown jacket.
3. Monica is the girl _____ finds English difficult.
4. Becky is the girl _____ went to Costa Rica on her vacation.
5. Danny is the boy _____ the soccer ball.
6. Mrs Stahl is the woman _____ works in the library.
7. He is the boy _____ can speak three languages.
8. Mr Thorpe is the teacher _____ helped me with my homework.
9. Do you know the man _____ the moustache?

/4

3. Write sentences about your teacher. Use the words in parentheses.

1. (with) _____

2. (who) _____

/2

/10

Unit 2 Test

1. Write the past participle forms of the verbs.

1. meet met 2. read _____ 3. study _____ 4. write _____

5. see _____ 6. eat _____ 7. drink _____

/3

2. Read and circle the correct words.

1. Did you build the tree house by

yourself / itself?

2. They made the pizzas ourselves / themselves.

3. I cut yourself / myself with a knife.

4. She made the decorations herself / himself.

5. Take care of yourselves / ourselves, children.

6. He traveled to Paris by herself / himself.

7. We enjoyed ourselves / yourselves on vacation.



/3

3. Unscramble the questions and answer them.

1. snake / ever / a / you / Have / touched / ?

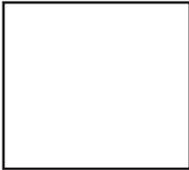
2. Chinese / Have / eaten / you / ever / food / ?

/4

/10

Unit 3 Test

1. Read and draw.

1.  screwdriver 2.  paintbrush 3.  hammer
4.  mop 5.  vacuum cleaner 6.  plant pot

/3

2. Write sentences about Mary. Use the words in parentheses and *already* (✓) or *not yet* (✗).

1. (do the shopping) [✓]

Mary has already done the shopping.

2. (make lunch) [✗]

3. (clean the house) [✓]

4. (fix the vacuum cleaner) [✓]

5. (wash the dishes) [✗]

6. (hang some pictures) [✓]

/5

3. Read the questions and complete the answers. Use *just*.

1. Why are Tina and Tilly tired?

Because they _____ woken up.



2. Why is Michael crying?

Because he _____ cut his arm.



/2

/10

Unit 4 Test

1. Complete the words and match them to the pictures.

1. b i n o c u l a r s

2. _ _ u _ a _

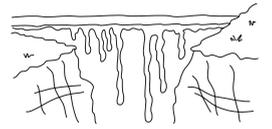
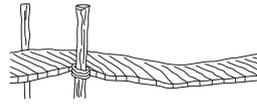
3. _ _ _ c k _ t

4. b _ _ d g _

5. f _ _ g

6. _ _ _ c _ n o

7. w _ t _ _ f _ _ _



/3

2. Write sentences about Gina's weekend. Use the words in parentheses and *going to* (✓) or *might* (?).

1. (go to the shopping mall) [✓]

Gina is going to go to the shopping mall.

2. (meet her friends) [✓]

3. (eat in the fast food area) [✓]

4. (have pizza) [?]

5. (buy a new backpack) [?]

6. (look at shoes) [?]

/5

3. Unscramble the question and answer.

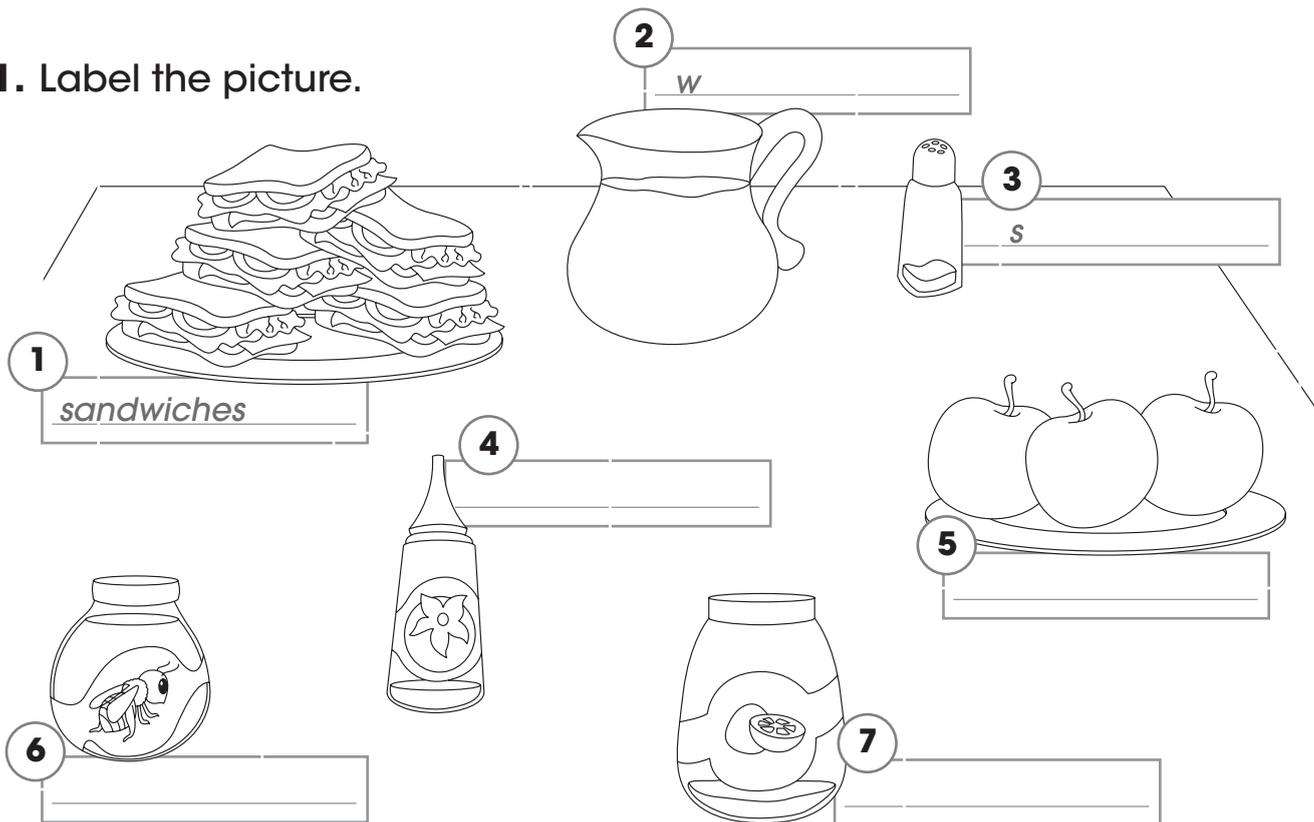
looking / the / Why / forward / next / are / to / vacation / you / ?

/2

/10

Unit 5 Test

1. Label the picture.



/3

2. Look at Activity 1 and complete the sentences. Use *a little*, *a few*, *any* or *a lot of*.

1. There are a lot of sandwiches.
2. There is _____ water.
3. There are _____ apples.
4. There's _____ honey.
5. There's _____ salt.
6. There aren't _____ tomatoes.
7. There isn't _____ sugar.

/6

3. Read and complete.

My favorite dish is _____.

It's a dish made from _____.

/1

/10

Unit 6 Test

1. Complete the words and match them to the pictures.

1. h _ e _ l _ p

2. c h _ _ _ t

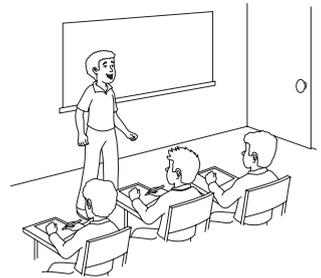
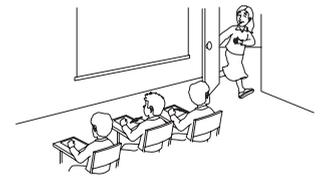
3. r a _ _ _ _

4. s p _ _ _ _

5. _ _ _ _ t e n

6. _ _ _ r k

7. _ _ r r _ _ v _ _



/3

2. Read and circle the correct words.

1. You must / mustn't study for the exam.

2. We must / mustn't brush our teeth three times a day.

3. We must / mustn't shout in the class.

4. You must / mustn't phone your grandmother on her birthday.

5. We must / mustn't drink too many sodas.

6. You must / mustn't listen when others talk.

/5

3. Unscramble the question and answer.

every day / allowed / to / you / TV / watch / Are / ?

/2

/10

Unit 7 Test

1. Read and underline the prepositions.

1. The children are running down the mountain.
2. The bus is driving past the school.
3. The bee flew into my backpack.
4. The cat is jumping off the bed.
5. The girl is walking into the tunnel.

/2

2. Look at Activity 1. Draw a picture for each sentence.

1.



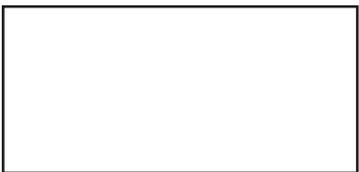
2.



3.



4.



5.



/4

3. Read and write directions for Amy.



I'm in your classroom.
I want to get to the bathroom.

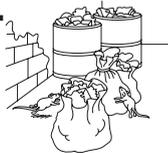
/4

/10

Unit 8 Test

1. Label the pictures. Use the words in the box.

deforestation noise waste acid rain oil spill air pollution ~~trash~~

1.  trash 2.  _____ 3.  _____

4.  _____ 5.  _____ 6.  _____

7.  _____

/3

2. Read and write a consequence chain using *will* or *won't*. Use the words in parentheses.

1. (Ben / tidy his room)

2. (Ben's room untidy / lose things)

3. (Ben can't find books / not study hard)

4. (not study / fail exam)

5. (fail exam / parents be angry)

/5

3. Finish the consequence chain. Write two sentences using *will* or *won't*.

1. _____

/2

2. _____

/10

Unit 9 Test

1. Write a definition or a sentence to show the meaning of the words.

1. adventurous

Maria is adventurous. She is going to climb a mountain next year.

2. selfish

3. shy

4. honest

5. kind

/4

2. Read and complete the questions. Use *What, Who, or Will*.

1. _____ you do well in this test?

2. _____ grade will you get?

3. _____ will finish this test first?

/3



3. Answer the questions in Activity 2.

1. _____

2. _____

3. _____

/3

/10

Unit 10 Test

1. Find and **circle** six verbs.

friendship have decorations future be bell work move cake bring beard wash friend

/3

2. What is a verb?

/1

3. Read and offer your help.

1.



2.



/2

4. Unscramble the questions and answer.

1. happens / don't / study / What / if / we / ?

2. notebooks / look after / What / if / we / don't / our / happens / ?

/4

/10

Scripts

Unit 1

Lesson 1

1. Look, listen and say. (Track 2)

1. glasses
2. straight hair
3. big nose
4. moustache
5. long eyelashes
6. beard
7. curly hair
8. spiky hair
9. thick eyebrows

3. Look, listen and follow. (Track 3)

Majid: Who's our English teacher?

Boy: That's Mr Cole. He's the man with curly hair.

Majid: Who's our Geography teacher?

Boy: That's Mrs Weber. She is wearing blue glasses.

Lesson 2

1. Look, listen and write the correct name. (Track 4)

Oliver is the boy who likes bananas.
Amer is the boy who plays basketball.
Rashed is the boy who rode his bike to school.

Tim is the boy who went to the United States for his vacation.

Jasem is the boy who collects action figures.

Rick is the boy who likes Science.

3. Listen and follow. (Track 5)

Girl 1: I find Math difficult. I can't do the homework. Can you help me?

Girl 2: Sure. I'm good at Math.

Girl 1: Great! Thanks.

5. Say It Well! Listen and complete the words using "cr", "dr", "fr", "gr", "pr", or "tr". (Track 6)

1. drum
2. grapes
3. frog
4. print
5. crab
6. trap

Lesson 4

1. Majid is talking to his Math teacher.

Read the questions and listen to Majid's answers. Color the correct questions. (Track 7)

I'm eleven.

Because I find Math difficult and I want to get good grades.

Yes, I am.

Yes, I have. Ever since I was little.

It was great. Everyone's very friendly.

Yes, I did. I have lots of friends now.

3. Listen to check your answers. (Track 8)

School

School is a thing

We all must embrace.

Knowledge we need

To seek out and chase.

Subjects and teaching styles

Are plentiful and varied.

Just like the backpacks

We all need to carry!

Sports, clubs, and activities

At every single turn.

So much to do,

Study and learn.

To get the most from school,

We must always attend.

Around each corner,

There's always a friend.

Our favorite teachers

Are friendly and kind.

Their passion and joy

To expand every mind.

School is a thing

We all must embrace.

Just remember, my friend –

Learn at your own pace!

Lesson 5 - Review

3. Number as you listen. (Track 9)

1. grow
2. price
3. trip
4. drop
5. crown
6. from

Unit 2

Lesson 1

1. Listen and write the verbs next to the UFOs. (Track 10)

1. eat
2. see
3. write
4. read
5. watch
6. talk
7. travel
8. meet
9. drink
10. study

3. Listen and color the things Professor Reid has done. (Track 11)

Pete: Hello Professor Reid, we want to know what you have studied about space.

Professor: Well, thank you Pete. It's fantastic to be here with you today. Well, you know I've always been interested in our Solar System and beyond. I've studied life on other planets since I was very young.

I've watched many science fiction programs and I've read many science fiction books about unknown galaxies. I've seen many UFOs flying in the sky. And, listen to this. I've traveled into space in them. Not long ago, I met an alien. I talked to him. He was kind and friendly. He took me to his spaceship and offered me some food: a plate of sonic spaghetti and a glass of seltzer soda. I didn't try them. The spaghetti looked strange and the soda was too fizzy, so I've never had alien food.

I've never written a book about my experiences but I'd like to. How did I meet the alien? That's a story for another day.

Lesson 2

1. Look, listen and follow. (Track 12)

Boy: Ouch! I've hurt myself!

Dad: What happened?

Boy: The window slammed shut on my hand.

Dad: KT! Come here! A Lee N has hurt himself!

Don't worry, son. Mommy's a nurse. She will take care of this herself.

Mom: What were you doing? How did this happen?

Boy: I was playing when the window slammed shut and I hurt myself.

Mom: Don't do silly things. A Lee N you must behave yourself!

Dad: We can go to planet Earth now and enjoy ourselves.

Boy: Can I take my pets?

Dad: No, you can't. They won't behave themselves.

Boy: Can I take my robot?

Dad: Yes, if it behaves itself. Now let's go and have fun!

5. Say It Well! Look, follow and repeat. (Track 13)

sun
cube
June
bug

6. Say it Well! Listen and circle. (Track 14)

1. run
2. but
3. rule
4. rug

Lesson 3

3. Listen to check your answers. (Track 15)

One night, I was at home watching television and enjoying a cup of hot chocolate.

Suddenly, I heard a very loud noise and saw a bright light through my window. I felt very scared.

I ran out of my house and saw something in the distance. I ran through the woods and that's when I saw it!

It was a big shiny spaceship with hundreds of windows. It was hovering above the ground.

I was amazed! I had only seen spaceships in my imagination or at the movies. I was standing next to it when a door opened. A short alien came down a set of stairs, smiled at me and shook my hand. I liked him straightaway!

Three more aliens appeared at the door and waved at me. They invited me in. I climbed the stairs and then ...

Lesson 4

1. Listen and answer the questions. (Track 16)

Interviewer: So, you've met an alien, Professor Reid.

Can you describe the alien to us?

Professor Reid: Yes, of course. He was small. He had a large head and very big gray eyes. He didn't have a nose, but he had a smiling mouth. He was always very kind to me. His arms were thin and long and his hands were huge. Oh, he had seven fingers on each hand. He had very long legs and big feet. I could only see three toes on each.

Interviewer: What color was he?

Professor Reid: Oh, blue. Bright blue.

Interviewer: Thank you very much, Professor Reid. We hope to see you in *News From Far Beyond* again.

6. Chant "For My Son". (Track 17)

For My Son

I have never met an alien,
Like old Professor Reid.

I've never gone to space,
at supersonic speed.

I have lived a quiet life,
So far, it's true.

But it's all been wonderful,
because I have you.

I have never seen the world,
the North Pole or the South.

I've never explored a jungle,
or stared at a lion's mouth.

I've never fought a dragon,
I don't think they exist.

No, I've never met a monster,
in the morning mist.

I've never left my hometown,
but I've never been sad.

In fact, I'm always happy,
because I'm your Dad.

I haven't seen many things,
in my life, it's true.

Though one thing's for certain,
I've always loved you.

Lesson 5 - Review

1. Listen to the verbs and write their past participle forms. (Track 18)

1. buy
2. be
3. travel
4. go
5. study

4. Listen and match. (Track 19)

nut
use
tune
hug

Unit 3

Lesson 1

1. Look, listen and say. (Track 20)

1. paintbrush
2. hammer
3. mop
4. nails
5. plant pots
6. material
7. vacuum cleaner
8. glue
9. screwdriver
10. quilt

3. Look, listen and follow. (Track 21)

Dad: Why does Ruth need a hammer and nails?

Mom: To hang her pictures.

Dad: Why does she need a bookcase?

Mom: To organize her books.

Lesson 2

2. Look, listen and follow. (Track 22)

Mom: Look! Ruth has already planted some flowers.

Dad: She hasn't washed the floor yet.

6. Look, listen and follow. (Track 23)

Ruth: Phew!

Dad: What's the matter with Ruth?

Mom: She's tired. She has just finished her room.

8. Say It Well! Listen and circle the silent letter. Draw the missing pictures. (Track 24)

knitting
knee
knight
knife
knot
knock

Lesson 3

3. Listen to check your answers. (Track 25)

Blue is the color of the sky and the ocean. It is soothing and helps you to relax and rest. It symbolizes peace, serenity and harmony.

Green is the color of life and well-being. It is related to vegetation, nature, and freshness. It stimulates your mental processes. It helps you to focus your attention, learn, and improve your memory skills.

White reflects peace, happiness and innocence. It is a clean and pure color. If you use it on your walls it gives the impression that there is more space and more light.

Red is the color of action, courage, confidence, and vitality. It is passionate, vital and energetic. Outgoing people prefer it to all other colors.

Black is the absence of all color. It represents elegance, mystery, and sophistication. But it also symbolizes sadness and silence.

Purple symbolizes royalty and it encourages reflection. Most artists favor it above all the other colors.

Gray symbolizes security, maturity, and responsibility. People who wear gray usually like to be alone.

Brown is the color of earth. It is serious and mature and represents order. It is associated with the material side of life.

Orange is radiant and enthusiastic. It increases your cravings for food by stimulating your appetite. People who like orange are usually thoughtful, kind and sincere.

Yellow is the color of the sun. It symbolizes happiness, fun, and wisdom. Very intelligent people like yellow.

Pink is the combination of red and white. It symbolizes love and beauty. It is associated with feelings of caring and tenderness.

Lesson 4

1. Listen to a conversation between Ruth and her friend. Color the correct boxes. (Track 26)

Ruth: Do you like my room, Laura?

Laura: It looks fantastic. You did a great job!

Ruth: Thanks.

Laura: I like the curtains. Red is my favorite color.

Ruth: Mine too.

Laura: Did you make them yourself?

Ruth: Yes, but my mom helped a little.

Laura: What do you want to do now?

Ruth: Let's go to the mall. I need a box.

Laura: Why do you need one?

Ruth: To organize my toys.

2. We Can Speak English! Read and listen to the tongue-twisters. (Track 27)

Yellow butter, purple jelly, red jam,
black bread.

Spread it thick, say it quick.

Yellow butter, purple jelly, red jam,
black bread.

Spread it thicker, say it quicker.

Six slimy silver snails sailed silently.

Six slimy silver snails sailed silently.

Six slimy silver snails sailed silently.

The big black bug bit the big black bear
But the big black bear bit the big black
bug back.

Red lorry, yellow lorry, red lorry,
yellow lorry

Red lorry, yellow lorry, red lorry,
yellow lorry

3. Listen to the chant and answer the questions. (Track 28)

Billy's Nice Surprise!

Shhh! Don't make a noise,
everyone's in bed,
except for cousin Billy,
who's in the garden shed.
Billy needs a broom to sweep,
the sitting room floor,
Billy needs paint to paint,
the sitting room door.
Now Billy's found paints
in banana yellow and blue,
crocodile green,
And candy pink, too!

Splash! Drip! Drop!
Billy works through the night.
When the sitting room's finished,
Wow! What a sight!

In the sitting room,
there's an antique table,
it was a special gift,
from Aunt Mabel.
Billy paints it brightly,
with purple dots.
And to his mother's curtains,
he adds orange spots.
Billy doesn't like plain,
ordinary glass,
and so Billy paints Mom's crystal
the color of grass!

Splash! Drip! Drop!

In the sitting room,
he paints the TV pink,

he paints all the vases,
the color of ink.
The morning has come,
Mom, close your eyes!
Then open them and see
Billy's nice surprise!

Lesson 5 - Review

4. Listen to the joke and circle the words with a silent "k" in them. (Track 29)

Knock! Knock!
Who's there?
Amos
Amos who?
A mos – quito just bit me!

Unit 4

Lesson 1

1. Look, listen and say. (Track 30)

1. butterfly
2. bridge
3. binoculars
4. caiman
5. go rafting
6. volcano
7. toucan
8. waterfall
9. go kayaking
10. lava

3. Listen and write *D* for definite or *P* for possible. (Track 31)

Larry: Mom, I'm so excited! I can't wait to be in the rainforest!
Where are we going to stay?

Mom: We're going to stay in a small hotel right in the rainforest.

Larry: Are we going to swim under waterfalls?

Mom: I'm sure we are.

Larry: What else are we going to do there?

Mom: We're going to go hiking and we're going to walk on hanging bridges.

Larry: Are we going to see the volcano?

Mom: Yes, we are.

Larry: Are we going to see lava coming out of the volcano?

Mom: I don't know. Maybe.

Larry: What about animals? Are we going to see any?

Mom: I'm sure we're going to see parrots, toucans, butterflies, insects, many monkeys ...

Larry: How about snakes, spiders, and caimans?

Mom: We might, but I hope we don't.
Larry: I'm going to go rafting and kayaking and ...
Mom: You might. You have to ask dad first.
Larry: I want to go home now. I'm going to pack my camera, my binoculars and I'm going to learn Spanish. I might make new friends. You never know ...

Lesson 2

2. Larry is on his vacation now. He's exploring the rainforest with his family. Listen to the sounds and write what you think they might be. (Track 32)

1. [A bat squealing]
2. [A parrot screeching]
3. [A snake hissing]
4. [A monkey chattering]
5. [A frog croaking]
6. [A cricket chirping]

5. Listen and follow. (Track 33)

Dad: Are you looking forward to tomorrow?
Larry: Oh, yes!
Dad: Why?
Larry: Because I'm going to go rafting.

8. Say It Well! Listen and underline the correct word. Circle the correct picture. (Track 34)

1. rock
2. clock
3. trick
4. back

9. Say it Well! Listen, complete and say the words. (Track 35)

duck
black
truck
stick

Lesson 4

1. Larry and his dad want to go shopping. Listen to the conversations and circle the correct pictures. (Track 36)

1.
Dad: Let's go to the market.
Larry: Sure. Are you going to buy anything for yourself?
Dad: Not for me. I want a present for grandma.

2.
Dad: Grandma likes jewelry. I think she might like that necklace. What do you think?

Larry: I think it's too heavy.
Dad: You're right. It is.

3.
Dad: I like that bracelet. Excuse me, how much is it?
Clerk: It's one hundred and fifty-five riyals.
Dad: That's too expensive. Thanks anyway.

4.
Larry: Did you buy the bracelet for grandma?
Dad: No, I didn't have enough money.
Larry: What did you get her then?
Dad: I bought her a basket. Local craftsmen make them. Do you like it?

2. We Can Speak English! Listen and follow. Then practice with a partner. (Track 37)

Girl 1: Who are you going to buy presents for?
Girl 2: I'm going to buy presents for my mom and my brother.
Girl 1: What are you going to buy for your brother?
Girl 2: I'm not sure. I might get him a T-shirt.

3. Listen, read and chant. (Track 38)

The Rainforests Need Our Help

The rainforests need our help,
Not tomorrow but today,
And I'm going to make a difference,
And help in some way.
I'm going to support the Earth,
Make it a better place,
Before all the forests vanish,
Disappear without a trace.

Chop! Cut! Destroy!
Watch the animals die,
The monkeys in the trees,
The eagles in the sky.
Chop! Cut! Destroy!
Watch the animals die,
The insects in the undergrowth,
The parrots flying high.

The rainforests need our help,
Not tomorrow but today,
The world belongs to everyone,
Nearby and far away.
I'm going to support the Earth,
Make it a better place,
Before it disappears.
And it's "goodbye" human race.

Lesson 5 - Review

6. Listen and color the odd one out. (Track 39)

1. tick
2. pick
3. king
4. sick

Unit 5

Lesson 1

1. Look, listen and say. (Track 40)

1. sugar
2. mayonnaise
3. salt
4. ketchup
5. pepper
6. cream
7. mustard
8. honey

4. Listen and write A for Alex or K for Kate next to the food. (Track 41)

Waiter: Would you like some sugar in your lemonade?
Kate: Yes, a little, please.
Waiter: Would you like some honey in your milk?
Alex: Yes, lots, please.
Waiter: What would you like in your salad?
Kate: A few tomatoes, a little salt, a little pepper, and lots and lots of mayonnaise.
Waiter: What would you like in your burger?
Alex: A little cheese, a little mustard, and lots of ketchup, please.
Alex: I'd like a few strawberries with lots of cream, please.
Kate: And... I'd like a lot of cherries with a little cream, please.

Lesson 2

2. Listen and complete. (Track 42)

1. Sushi is a dish made from raw fish and rice. It comes from Japan.
2. Trifle comes from England. It's a dessert made from cream and fruit.
3. Paella is a dish made from rice, chicken, and seafood. It comes from Spain.
4. Curry is a dish made from different spices. It comes from India.
5. Spaghetti comes from Italy. It's a dish made from pasta, tomato sauce, and cheese.

6. Chow mein is a dish made from noodles, shrimps, and vegetables. It comes from China.
7. Mole is a dish made from chocolate and chillies. It comes from Mexico.
8. Kabsa comes from Saudi Arabia. It is a dish made from basmati rice, meat, vegetables and a mixture of spices.

6. Listen and follow. (Track 43)

Boy: I'm starving! I could eat everything on the table.

Girl: I'm so thirsty! I could drink all the lemonade.

8. Say It Well! Listen and say the words. Complete the words with "ou" or "ow"! (Track 44)

1. house
2. bounce
3. cow
4. cloud
5. down
6. clown

9. Listen and complete each sentence with the correct word. (Track 45)

1. I like to eat burgers. The word burger is a noun.
2. There are lots of yellow flowers in the park.
3. My town has a few buildings but a lot of houses.
4. I have a problem with my computer. The mouse isn't working.

Lesson 4

1. Listen and fill in the missing information on the "Today's Specials" ad. (Track 46)

Man: What is there for lunch today?

Michael: Today we have spaghetti, sushi, a delicious curry, and fish. You can choose one dish. Your lunch includes a bowl of soup. Today we have carrot soup. Delicious!

Man: How much does lunch cost?

Michael: Adults pay sixteen riyals and children pay half price.

Man: Are drinks included?

Michael: No, they aren't.

Man: What time do you serve lunch?

Michael: We only serve it from one to three thirty.

2. We Can Speak English! Match the words to the pictures and listen to check your answers. Then ask a partner. (Track 47)

1. turkey
2. tacos
3. mangoes
4. squid
5. kiwi fruit
6. roast beef
7. shrimps
8. octopus
9. raspberries
10. lobster
11. guavas
12. sweet potato

4. Chant "A Delicious Feast!". (Track 48)

A Delicious Feast!

Put a smile upon your face,
A delicious feast is taking place!
 The biggest cake you've ever seen,
 Made with my dad's shaving cream!
 There's spaghetti with a special sauce,
 Worms in ketchup! And of course,
 Have some smelly blue-green cheese,
 Served with a salad of rotten leaves!
 Some white hairs from my granddad's comb,
 A tasty topping from an old fish bone!
 Well, I'm sure you're licking your lips,
 So, let's start dinner with some apple pips!
 Pull up a chair and be my guest,
 Eat your dinner – it's the best!
 Put a smile upon your face,
A delicious feast is taking place!

Lesson 5 – Review

4. Complete the sentences using an "ou" or "ow" word. Listen to check your answers. (Track 49)

1. How do you make sushi?
2. We saw a brown cow in a field yesterday.
3. I'm going to do my homework now.
4. Open your mouth.
5. The teacher is very proud of us.

Review 1

B Listen, circle and write the past participle. (Track 50)

1. travel
2. read
3. see
4. watch
5. eat

F What animal can you hear? Use *might be* or *must be*. (Track 51)

1. [A wolf howling]
2. [A bear growling]
3. [A bee buzzing]
4. [Elephants trumpeting]

G Listen and draw. (Track 52)

Michael: Please, make me a salad. I'd like a few tomatoes and lots of onion rings. I'd like a little pepper and a little mayonnaise. I'd like a little mustard too.

Unit 6

Lesson 1

1. Listen and number. (Track 53)

1. He's hungry. He's having some food and drink.
2. He didn't bring his notebooks. They aren't in his bag.
3. Mr Gray's speaking to two of his new students.
4. He's cheating! He wants Malik to lose the race.
5. He's raising his hand. He wants the teacher to stop the boy cheating.
6. He is working. He's cleaning the windows.
7. He's using his new laptop.
8. He's late. He's just arrived.
9. He didn't do his homework yesterday. His friend's helping him to finish it now.
10. Listen! The bell's ringing. A new day's starting.

3. Listen and follow. (Track 54)

Mr Gray: We must use the magic words "Please" and "Thank you". We mustn't interrupt when others are speaking.

Lesson 2

1. Listen and follow. (Track 55)

Girl: Hi! I'm Wendy. I live in a small apartment so I'm not allowed to play in the garden but Mom and Dad take me to the park.

Boy: I'm Mark. I'm not allowed to ride my bike in the streets. Traffic is very heavy where I live.

Girls: Hi! We're Sue and Alice. We're not allowed to watch TV while we do our homework. Mom says we get distracted.

Boy and girl: We're Lily and Harry.
Mom and Dad go to bed early
so we're not allowed to use the
telephone after nine.

4. Ask and answer questions. (Track 56)

Boy 1: Are you allowed to eat lots of
junk food?

Boy 2: No, I'm not.

Boy 1: Why aren't you allowed to eat
lots of junk food?

Boy 2: Because it's bad for me.

**6. Say It Well! Listen and repeat. Color
the blank letters. (Track 57)**

yarn
card
star
car

**Say it Well! Listen and write the "ar"
words. Draw a picture for each.
(Track 58)**

1. car
2. park
3. arm

Lesson 3

3. Listen to check your answers. (Track 59)

1. What's the difference between an
African elephant and an Indian
elephant?
About 5,000 miles.
2. What did the invisible man call his
mother and father?
His transparents.
3. Why are Fridays and Saturdays
strong days?
Because they aren't "weak" days.
4. Do you know that it takes three
sheep to make a sweater?
Really? I didn't know they could
knit.
5. What's your baby brother's name?
I don't know. We can't understand
a word he says.
6. What did the big telephone say to
the little telephone?
You're too young to be engaged.
7. Where's the best place to go when
you're dying?
The living room.
8. Tell me little girl, how do you like
school?
Closed.
9. Do you know that my baby brother
looks like me?
Never mind. As long as he's
healthy.

10. Why are you jumping up and down?
Because I've just taken some
medicine and I forgot to shake the
bottle.

11. Why does the teacher wear
sunglasses?
Because her students are very
bright.

12. Why did you call your baby *Coffee*?
Because he keeps us awake at
night.

13. Why is the letter E lazy?
Because it's always in bed.

Lesson 4

**1. Listen and match the numbers to the
pictures. (Track 60)**

1.
Mr Gray: Saleh, sit down! You
mustn't stand on the bus.

2.
Boy: Are we allowed to buy
some fast food?
Mr Gray: Sure. Are you hungry,
Husam?

3.
Mr Gray: Come back here! You
mustn't wander off!

4.
Girl: Am I allowed to use
my camera inside the
museum, Mrs Green?
Mrs Green: I think so. Would you like
me to take a photo of you
and your friends?

5.
Mr Gray: I must check that
everyone's here.

6.
Mrs Green: Susie, stop that! You must
behave properly.

**3. Role-play time! Listen to the example.
Then create your own dialog with a
partner. (Track 61)**

Woman: Please be quiet! It's very
late and you mustn't
disturb the other guests.
Girl: Oh Sorry!

**4. Read and listen. Complete the
chant. (Track 62)**

Mr Gray!

(chorus)

Mr Gray! Mr Gray! Mr Gray!
He arrived at our school and the sun
went away!

The storm clouds gathered in the middle
of the day!
Mr Gray! Mr Gray! Mr Gray!

Mr Gray's rules are hard to remember,
He pins them to the wall from the start
of September.
We must listen to him and never be rude,
We aren't allowed to shout, even in a bad
mood,
We aren't allowed to chat, or have a cell
phone,
We can't even call our moms at home!

(chorus)

Mr Gray! Mr Gray! Mr Gray!

Mr Gray's list of rules shook our class,
No more pushing in the corridors!
No more walking on the grass!
We must always keep our work tidy
and neat,
No more running around the class.
We must stay in our seat.
We mustn't get distracted. No more
daydreaming.
By the end of the year, I thought I would
be screaming!

(chorus)

Mr Gray! Mr Gray! Mr Gray!

Mr Gray's rules are tough, but our grades
have got better.
No more "Ds" for me, "A" is my letter!
Learning at school has become fun and
great,
I arrive to each class early. I am never late.
There is no more time for play and very
little rest,
But all the class believes that Mr Gray is
the best!

Mr Gray! Mr Gray! Mr Gray!

When he arrived at our school it was a
special day!
Now we don't want him to leave. We want
him to stay!
Mr Gray! Mr Gray! Mr Gray!

5. Chant "Mr Gray!" (Track 62)

Lesson 5 - Review

**4. Listen and circle the odd one out.
(Track 63)**

- | | | | |
|----------|---------|---------|---------|
| 1. art | 2. jar | 3. fork | 4. far |
| 1. shark | 2. hard | 3. farm | 4. verb |

Unit 7

Lesson 1

1. Look, listen and say. (Track 64)

1. up
2. down
3. over
4. onto
5. off
6. into
7. out of
8. across
9. past
10. through

4. Choose the correct preposition to complete the paragraph. Then listen and check your answers. (Track 65)

Ben was very curious about the secret message he received, so he decided to go to the farm. The farm is a long way from Ben's house, so he started his adventure very early. He saw his neighbor, Mr Jameel, driving his truck. He decided to ask him for a lift. He jumped onto the back of his truck. When they got to the edge of the forest he jumped off the truck and walked through the woods. He walked for a long time until he came to a wall. He climbed over it and continued his walk. Ben saw a river and decided to swim across it. Then he saw a hill. He walked up the hill and stopped at the top to have some food and drink some water. When he finished his lunch, Ben walked down the hill. Ben saw the farm. He walked past some rocks and into the farm. Half an hour later, Ben walked out of the farm. He had a puzzled look on his face.

Lesson 2

1. Look, listen and say. (Track 66)

turn left
go straight ahead
turn right

2. Listen and draw Ben's route on the map. (Track 67)

Ben: Who is this person?
Narrator: A very special and unique person. This person is waiting for you inside the Blue Cave.
Ben: How do I get there?
Narrator: Listen carefully. Walk straight along the country lane until you get to a large tree. Turn right and walk straight along

the footpath. You will get to a bridge. Cross over it and then turn left. Walk past the rocks and head towards the hill. Climb up the purple hill. The Blue Cave is at the top.

Ben: Thanks.
Narrator: You're welcome. Good luck!

6. Say It Well! Listen and complete the words. (Track 68)

jump
lump
lamp
hump
camp

Lesson 3

4. Listen and write numbers 1 to 7 in the boxes to order the instructions. (Track 69)

How to make invisible ink.

1. Cut a lemon in half.
2. Squeeze the juice into a small bowl.
3. Dip a small stick into the juice.
4. Write a message with it on some white paper.
5. Wait for the paper to dry. Your message will now be invisible.
6. Hold the message near a warm lamp bulb or put it in a warm oven for a few minutes.
7. You can read your message now.

Lesson 4

1. Ben received a message and went to the Blue Cave. Listen and cross out the wrong pictures. (Track 70)

Ben: Hello! Is there anyone here?
How strange! There isn't anybody here. Is this a joke? Did someone play a trick on me?
What's that? It sounds like the wind but it's saying something to me. I don't understand.
Voice: Find a wooden chest. Walk across the cave and jump over the stream. The chest is next to the largest rock.
Ben: OK, I've found it. Now what?
Voice: Open it and look inside.
Ben: There's only a mirror here.
Voice: Look at yourself.
Ben: What does this mean? It's only me.
Voice: You're looking at the most special person in the whole world. You!
Ben: Me? Why me?
Voice: There's nobody like you. You're unique.

3. Listen and read. (Track 71)

The Gateway Chant

This groove isn't slow,
It's super fast!
Are you ready?
Are you going to last?
Get in a circle,
And touch your big left toe,
Now, moving all together,
We're ready to go!

The Gateway Groove!
The Gateway Groove!
Turn left, turn right,
Walk across the room.

Touch your lips,
Shake your hips,
Jump up, turn around,
Join hands and sit down.

Stand up, shake your legs,
Walk back to your chair.
Clap your hands, touch your hair.
Shout: Hooray, this is my place!

Lesson 5

1. And this is what I found ... (Track 72)

1. Congratulations! You found some candy.
2. You're lucky. You found a little hamster.
3. You found a silly hat. Are you going to wear it?
4. You found a very ugly mask.
5. Do you want to know what you found? Well ... you found an old shoe.

Lesson 5 - Review

3. Listen and repeat. (Track 73)

Listen to my heart as I jump, jump, jump!
In my chest it goes pump, thump, pump!
Jump! Jump! Jump! Thump! Pump! Thump!
On the floor exhausted, I slump, slump, slump!

Unit 8

Lesson 1

1. Look, listen and say. (Track 74)

1. acid rain
2. chemicals
3. oil spills
4. deforestation

5. air pollution
6. trash
7. waste
8. noise

4. Listen and follow. (Track 75)

Saleh: Look! The boats and the ships are spilling oil into the sea. Fish, birds, and other animals will die.

People are cutting down the trees in the jungle. Many animals won't have a home anymore.

Lesson 2

1. Number each picture with the correct problem. Listen and check your answers. (Track 76)

1.
Boy: Turn the radio up louder, Steve. Let's give the neighbors some competition.
Voice: This will add to noise pollution.
2.
Boy: What shall we do with this trash?
Boy: I'll throw it under this tree – no one will see.
Voice: This will harm the natural environment.
3.
Girl: Mom! Don't turn the lights off. We're going to Ana's house for an hour.
Voice: This will waste electricity.
4.
Man: What are you going to do now, Sheila?
Woman: I'm going to leave the hosepipe running in the garden while I take a long bath.
Voice: This will waste water.
5.
Girl: Aren't you going to separate your trash, Toby?
Boy: No! I'm too busy.
Voice: This won't contribute to the local recycling program.
6.
Woman 1: I adore your fur coat.
Woman 2: It is beautiful, isn't it? It's a very rare fur.
Voice: Rare animals will become extinct because we don't take care of them.

5. Say It Well! Listen and repeat. Color the correct information. (Track 77)

- bird
- nurse
- fern
- skirt
- purse
- perch

Lesson 3

3. Listen to check your answers. (Track 78)

Don't buy new batteries all the time. Use rechargeable batteries in electronic gadgets and toys.

Instead of opening new bottles of water all the time, rinse a bottle, refill it and reuse it several times.

When you do your supermarket or grocery shopping, take cloth bags instead of asking for paper or plastic ones. Remind your parents to keep extra cloth bags in the car.

Get together with some friends and organize a bake sale, a talent show, a play, a garage sale, or other fund-raising activities to raise money for the environmental group you want to support.

Don't throw out anything that someone else might find useful, such as clothes, shoes and toys. Give them to people or take them to places where they will be appreciated.

Remember the three Rs: Reduce, Reuse and Recycle. Reduce waste by reusing containers and paper. You can also recycle newspaper, glass and plastic to provide materials to produce other products.

Visit national parks and learn how people there are protecting natural habitats and wildlife. Never litter these parks. Make sure you always pick up your trash.

Try to cut the amount of food you throw out. Save leftover food for snacks. Make a compost heap for your garden using food scraps and leaves.

Lesson 4

1. Take a dictation. Listen and complete. (Track 79)

Man: One reason the rainforests are being destroyed is for the beef that supplies fast

food restaurants. Millions of acres of rainforests are slashed and burned and turned into grass pastures for cows. Just one burger takes the destruction of 55 square feet of rainforest – the size of a small kitchen!

Woman: On Earth, 1,070 species of animals are threatened or endangered. The blue whale – the largest animal on our planet – is one of these animals. These beautiful creatures are being killed for their meat and blubber. There are only about 5,000 in the world today!

3. Listen and chant. Then use the pictures and write a new verse in your notebook. (Track 80)

The Most Beautiful Place

Don't wish on the stars,
Don't stare into space,
Look to our Earth,
The most beautiful place.

Breathe in the morning,
Of each new day.
Watch the sunrise,
Chase the darkness away.

Marvel at nature,
And her wonderful sights,
Her smells so fresh,
Her colors so bright.

Don't wish on the stars,
Don't stare into space,
Look to our Earth,
The most beautiful place.

Lesson 5 - Review

4. Complete the words. Use "ir", "ur" or "er" words. (Track 81)

1. water
2. girl
3. verb
4. hurt
5. shirt
6. serve

Unit 9

Lesson 1

1. Look, listen and say. (Track 82)

1. kind
2. adventurous
3. selfish
4. shy
5. artistic
6. hard-working
7. sociable
8. funny
9. honest
10. stubborn

3. Listen and underline the correct sentences. (Track 83)

Zahra: Will you study Medicine when you grow up, Aisha?

Aisha: Yes, I will.

Zahra: Will you work very hard?

Aisha: Yes, I will.

Zahra: Will you earn a lot of money?

Aisha: I don't know. I might.

Zahra: Will you share your money with me?

Aisha: No, I won't!

Lesson 2

1. Listen and write A for Aisha or Z for Zahra. (Track 84)

Zahra gets very restless at times and she loves adventure! She has many friends. Her friends enjoy listening to her jokes. They think Zahra's very funny. Zahra likes traveling. She would like to visit the rainforest. Zahra is lazy sometimes. She is stubborn too.

Aisha's a kind girl. She's very determined and always works hard. She enjoys studying Math and Science. She likes Art, too. She can draw very well. Aisha doesn't have many friends. She's quiet and very shy.

6. Say It Well! Listen and color the correct word. Draw a picture for each word. (Track 85)

hammer
waiter
letter
winter
flipper
doctor

7. Say it Well! Say the words aloud. Check your pronunciation. (Track 86)

hammer
ladder
painter

waiter
letter
better
winter
summer
slipper
flipper
doctor
tailor

Lesson 4

1. Listen and check the correct answers. (Track 87)

Man: Congratulations, Basel! You won 950 riyals in the raffle! What will you do with your money? Will you save the money or will you spend it?

Basel: I'll spend half and save the other half. I want a new skateboard and a new helmet. I need some new shoes, too.

Man: Will you buy presents for your family?

Basel: Well, I'll buy a present for my little sister and ... something for my friend Waleed.

Man: What will you buy for your sister?

Basel: She wants a T-shirt, but her crayons are very old. She needs new ones for school.

Man: What about your friend Waleed?

Basel: Waleed loves playing with a frisbee. He lost his old one in the park. I'll buy a new one for us to have fun with.

3. Listen and read. Think of some adjectives to describe the boy's granddad. (Track 88)

Gramps

When I was three,
On my Granddad's knee,
I asked my Gramps,
"What will I be?
When I am older,
Will I be a star?
An artist? A vet?
Will I travel far?"
"Now, listen to me,
What will be, will be!
Enjoy each new day!"
I heard him say.

When I was nine,
With the passing of time,
I asked my Gramps,
"Please give me a sign!
Tell me, will I be rich,

Or be digging a ditch?
Will I be a tailor,
A doctor? A sailor?"
"Now, listen to me,
What will be, will be!
Enjoy each new day!"
I heard him say.

When I was twenty,
Gramps' chair was empty.
He was no longer there,
But he'd taught me plenty.
Say your own chant brightly,
Joyously – loudly!
Make the most of your life,
Hold your head up proudly!
"Now, listen to me,
What will be, will be!
Enjoy each new day!"
I remembered him say.

Lesson 5

2. Listen to find out about your future. (Track 89)

1.
If you chose red, you will be an astronaut.
If you chose purple, you will be a world leader.
If you chose blue, you will be a famous writer.
2.
If you chose yellow, you will live by the beach.
If you chose green, you will live in a foreign country.
If you chose pink, you will live in a city.
3.
If you chose orange, you will have a sports car.
If you chose brown, you will have three boys and two girls.
If you chose white, you will have a private plane.
4.
If you chose black, you will travel within your country.
If you chose blue, you will travel to the moon.
If you chose yellow, you will travel around the world.
5.
If you chose red, the answer is no.
If you chose orange, the answer is yes.
6.
If you chose green, the answer is yes.
If you chose purple, the answer is no.
7.
If you chose blue, the answer is yes.
If you chose brown, the answer is no.

Lesson 5 - Review

4. Listen and repeat. (Track 90)

1. dinner
2. taller
3. painter
4. bigger
5. builder

Unit 10

Lesson 1

1. Play "Verb Bingo"! (Track 91)

hang
move
work
be
study
buy
have
do
get
wash
shout
tidy up
look

3. Listen and follow. (Track 92)

Jalal: We don't have a cake.
Man: Don't worry, I'll buy one.

Boy 1: There's no space in the room to play.

Jalal: I'll move the furniture.

Boy 2: The room doesn't look very festive.

Jalal: That's OK. I'll hang some decorations.

Lesson 2

1. Listen and follow. (Track 93)

Jalal: These are some of the things I learned this year.
If we study very hard, we get excellent grades.
If we waste time in class, we have extra homework.
We always do better if we work together as a team.

5. Say It Well! Listen and repeat. (Track 94)

hear
cheer
tear
deer
beard
sneer

Lesson 3

3. Listen to check your answers. (Track 95)

1. "To the world you may be just one person, but to one person you may be the world."
2. "If you live to be 100, I hope to live to 100 minus one day, so I never have to live without you."
3. "A friend in kindergarten is the one who sat next to you and let you have the pretty red crayon, when only the ugly gray one was left."
4. "True friendship is sitting together in silence and feeling like it was the best conversation you have ever had."
5. "A real friend will tell you when you have spinach stuck in your teeth."
6. "Friends are like a rainbow. They brighten your life when you've been through a storm."
7. "Remember that every good friend was once a stranger."
8. "Diamonds are expensive but friends are priceless."
9. "A friend is somebody who knows all about you and loves you anyway!"
10. "My best friend is the one who brings out the best in me."
11. "Friendship is what gets you through the bad times and helps you enjoy the good times."
12. "You don't make friends, you earn them."

Lesson 4

1. Listen and color the correct boxes. (Track 96)

Jalal: Lee is my very best friend. We aren't going to say goodbye to each other when school finishes - we're going to spend the summer together! We're going to ride our bikes in the park, swim in the local pool and then, in August, we're going on a camping trip in Canada. We'll be there for two weeks. We're so excited! We'll set up our tents in the forest and we'll explore the area. We'll learn to fish and row on the lake. At night, we'll cook our own food! We want to make a scrapbook of our adventures for our families to see. We'll put photographs in it, and dried leaves, and anything else we find interesting. What are you going to do this summer?

4. Listen and chant. (Track 97)

Farewell!

Farewell! Farewell! Farewell!
Are you ready for the last school bell?
Farewell! Farewell! Farewell!
What the future holds, time will tell!

Who knows what the future brings?
Happy times, exciting things?
Sometimes storm clouds, sometimes rain,
But the sun will always come out again.
Wait for next year with new eyes,
For just around the corner,
There's a bright surprise!
Who knows what the future brings?
Happy times, exciting things!

Farewell! Farewell! Farewell!
Are you ready for the last school bell?
Farewell! Farewell! Farewell!
What the future holds, time will tell!

Who knows what the future brings?
Happy times, exciting things?
Some old friends, some friends new,
Around the corner, waiting for you!
Soon there'll be new pages to turn,
New information, fun things to learn!
Who knows what the future brings?
Happy times, exciting things!

Farewell! Farewell! Farewell!
Are you ready for the last school bell?
Farewell! Farewell! Farewell!
What the future holds, time will tell!

Lesson 5 - Review

5. Listen and repeat. (Track 98)

1. deer
2. clear
3. year
4. beard
5. cheer

Review 2

B Listen and write answers. (Track 99)

1. Are you allowed to watch horror films on TV?
2. Are you allowed to swim in the sea?
3. Are you allowed to go out by yourself?
4. Are you allowed to watch TV late at night?

G Listen and offer help. (Track 100)

1. Oh no! My computer broke down!
2. I don't feel well. I've eaten too much.
3. I can't find my laptop anywhere.
4. I lost my dad's money.

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