

REPUBLIC OF DJIBOUTI
Unity - Equality - Peace

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

GUIDE ANGLAIS 7e

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table of contents

Module 1 Shopping

Unit 0 Welcome to Grade 7 English!	12
Lesson 1: Welcome to grade 7 english!	
Unit 1 Daily Routines	18
Lesson 2 : Daily Routines	
Lesson 3 : At the Department Store	
Lesson 4 : How Much Is It?	
Unit 2 Making a List	36
Lesson 5 : Making a List	
Lesson 6 : At the Grocery Market	
Lesson 7 : Cooking	
Unit 3 Trade and Exchange	54
Lesson 8 : Trade & Exchange	
Lesson 9 : Online Shopping	
Lesson 10 : World Markets	
Lesson 11: Consolidation & Integration	

Module 2: A Healthy Body, Community, & World

Unit 4 My Healthy Habits	76
Lesson 12 : My Healthy Habits	
Lesson 13 : Healthy Advice	
Lesson 14 : Healthy Habits: Cause & Effect	
Unit 5 Cleaning Day.....	94
Lesson 15 : Cleaning Day	
Lesson 16 : Peace Day	
Lesson 17 : Giving Suggestions	
Unit 6 My Home Environment	112
Lesson 18 : My Home Environment	
Lesson 19 : Djibouti's Environment	
Lesson 20 : Global Environment	
Lesson 21: Consolidation & Integration	

Module 3 : Entertainment

Unit 7 Digital Media	134
Lesson 22 : Digital Media	
Lesson 23 : Online Entertainment	
Lesson 24 : Influencers	
Unit 8 Hobbies or Chores?	152
Lesson 25 : Hobby or Chore?	
Lesson 26 : Outdoor Entertainment	
Lesson 27 : Celebrities Around the World	
Unit 9 Festival Memories	170
Lesson 28 : Festival Memories	
Lesson 29 : Travel in Djibouti	
Lesson 30 : Travel Around the World	
Lesson 31: Consolidation & Integration	

English for Djibouti Grade 7 is a textbook designed for the Djiboutian education system as recommended by the Ministry of Education. It uses an integrated approach combining reading, writing, listening, and speaking skills with the communicative language teaching (CLT) approach. Student interactions are central to CLT. Students demonstrate mastery of new vocabulary and grammar structures by reading stories, practicing dialogues, playing games, and having discussions. These activities allow students to practice English in authentic situations.

The book is separated into three thematic modules. Each module contains three units and one Consolidation and Integration Lesson. Each unit contains 3 lessons.

Each lesson is structured to follow the Presentation, Practice, and Production (PPP) cycle. Lessons can be completed over the course of 5 instructional days; however, teachers are encouraged to adjust the lesson activities based on their students. The teacher's guide provides instructional procedures, suggestions for alternate activities, and ideas for adapting lessons to students' instructional or contextual needs. The activities used in the textbook mimic those used in the Cambridge CEFR assessment for students.

This textbook reflects the context of Djibouti. Its cultural references and topics reflect Djiboutian society's ethnic diversity and worldview, from small villages to urban centers.

For students, the text supports learning by connecting new vocabulary with visuals and translations. Above all, the textbook provides a structure for teachers to create a learning environment where students interact with each other. The textbook writers developed the lessons with the assumption that students (and teachers) want to learn and want to enjoy themselves as they learn. In order to expose students to a wide range of English, the textbook uses both British and American spelling and terminology.

Authors,

UNIT 2
LESSON 5

Making a List

In this lesson, I will...

- make a list of ingredients

Lesson learning objectives.



New vocabulary and theme are introduced. Images activate students' background knowledge

basil pesto, a sauce for which we need a few ingredients: herbs, a few tablespoons of cheese, some pieces of garlic, a teaspoon of olive oil, a pinch of salt, and a cup of nuts.

Warm Up

1. Do you like to prepare food?
2. Do you follow a recipe to prepare a new dish?
3. What is your favorite ingredient?

teaspoon



tablespoon

spices



a bag rice



cup



slice of



a bunch of



spicy



Reading introduces students to new vocabulary in context. Passages expose students to grammar structures that are introduced throughout the lesson.

A. Listen, Read, & Repeat.

People eat different dishes for lunch around Djibouti. Many people eat the same, but it can be fun to prepare a new dish using a recipe. A recipe tells you the steps to make a dish. Herbs, spices, and salt are a very important part of cooking. They add flavor to the food.

To make basil pesto, a sauce for spaghetti, we need the herb basil, a few tablespoons of cheese, some pieces of garlic, a teaspoon of olive oil, a pinch of salt, and a cup of nuts. You can eat pesto with spaghetti or a slice of bread.

To make spaghetti bolognese, we need some onion, a few pieces of garlic, and some meat. Some people like their food spicy, so they add peppers too. You can add them on top of the spaghetti.

Reading Comprehension allows teachers to assess students' understanding of the theme and vocabulary.

B. Tell if the statement is True or False.

- | | |
|--|--|
| 1. Everyone likes their food spicy. | 3. A recipe has the steps and instructions. |
| 2. Spices, herbs, and salt add flavor. | 4. A teaspoon, tablespoon, and cup are units of measurement. |

Language Focus introduces students to the grammar structure.

Language Focus: How much or How many?

How much → non-count nouns

How much oil should I add?

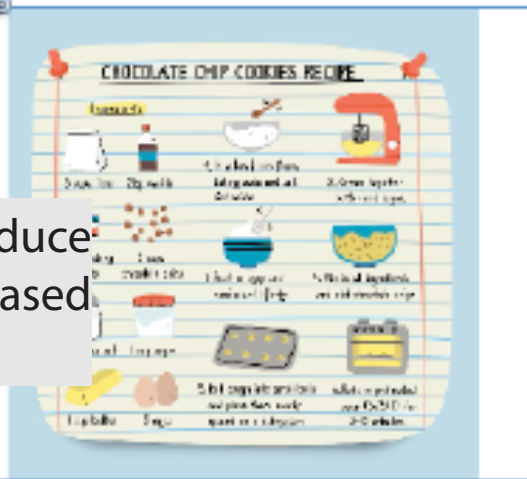
How much salt should I add?

How many → countable nouns

How many tablespoons of oil?

How many pinches of salt?

C. Ask and answer questions about the recipe.



1. How much butter do we need?
2. How many cups of flour do we need?
3. How many eggs do we need?
4. How much vanilla do we need?
5. How many minutes do we need to bake?
6. How much sugar do we need?

How much butter do we need?

We need a cup of butter.

Students will produce their own writing based on the example.

D. Circle the countable items. Cross out the non-countable items.

sugar	bananas	oil	herb	cups
spoons	cup of milk	milk	water	bag of rice
	a cup of flour	a piece of garlic	salt	

Each activity requires students to practice the sentences orally with a partner.

Recipe. Make a ✓ next to the ingredients we need.

<input type="checkbox"/> milk	<input type="checkbox"/> chocolate	<input type="checkbox"/> bananas
<input type="checkbox"/> eggs	<input type="checkbox"/> oil	<input type="checkbox"/> flour
<input type="checkbox"/> salt	<input type="checkbox"/> apples	<input type="checkbox"/> sugar
<input type="checkbox"/> cheese	<input type="checkbox"/> butter	<input type="checkbox"/> vanilla

Listening activities include recordings of native speakers. Each lesson focuses on a different listening skill

Language Focus: Quantifiers

some
any
a little
a few* (only countable nouns)

Do you have any sugar? I need some water.
The dish needs a little salt.
I need a few pieces of garlic.

F. Dialogue. Underline the quantifiers. Practice the dialogue with partner.

Teacher: Good morning students. Today we will share what we eat.

Student 1: Every morning, I eat a few slices of toast with some butter.

Student 2: I like some toast too. If we don't have any butter, I add a little.

Student 1: I like to add a little sugar to my tea.

Student 2: I add a pinch of sugar to me too!

Teacher: What do you eat for lunch?

Student 1: My mom makes spaghetti with some onions and a few pieces of garlic. If I arrive home to lunch too late, there is not any spaghetti left.

Student 2: If my mom does not make lunch, I like to eat a bag of chips and a box of cookies.

G. Make your own dialogue using the words in the box.

Student 1: I want to make a list for the market

Student 2: Great idea. Do we have any spices?

Student 1: Yes, there are some spices in the cabinet.

Student 2: Do we need _____ too?

Student 1: Ok. How _____ do we need?

Student 2: We need _____.

Student 1: How _____ do we have?

Student 2: We have _____.

eggs	
(a box of) tea	some
(a cup of) sugar	a few
flour	any
(a bag of) rice	a little
spices	many

Dialogue allows students to practice speaking skills, use the grammar and vocabulary in context.

Make your own dialogue activity allows students to practice the speaking skills, Students are encouraged to practice with more than one partner. Each student's dialogue may e different.

Each lesson focuses on one type of writing.

Process Writing

Process writing explains how to do something. Process writing gives step by step directions.

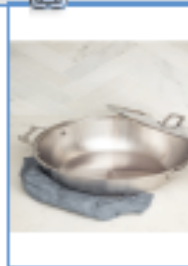
H. Hassan made a recipe. Read the recipe and underline the quantifiers.

Today we are going to make a vegetable soup. We need 3 carrots, 2 potatoes, some celery, 1 pumpkin, some butter, a pinch of salt and pepper, an onion, 2 pieces of garlic and a little milk. Melt a little butter in a pan then add the onion. Stir very well. Cut the rest of the vegetables into small pieces and put them in the pan with the butter and onion. Add a few drops of oil to the pan and mix together. Leave the mixture for 5 minutes on the stove. After that, add the milk and a pinch of salt and pepper.

An example of the writing type is provided. Students are asked to identify the grammar structures in the writing.

I. Write down the ingredients to make fahfah soup. Tell your friends what ingredients you use.

Ingredients you use.



J. Share your writing with two classmates. Listen and take note of the ingredients.

Hassan	Classmate 1	Classmate 2
vegetables some butter a pinch of salt and pepper milk		

Students will produce their own writing based on the example.

When students share their writing, peers must listen and take notes. A model is provided.

Language Focus introduces students

Brainstorm activities prepare students to play the game. Students should be able to see the list of brainstormed words or ideas when playing the game.

Class Brainstorm

Make a list of ingredients for a recipe (or dish) that you know.

K. Guess the Dish!

1. Pick a dish you know how to make.
2. Write the list of ingredients.
3. Read the list to a partner.
4. Guess your partner's dish.

My ingredients are...
What dish am I making?

Are you making...?

Ingredients
 a pinch of salt and pepper
 1 onion
 2 pepper
 a few tomatoes
 a few pieces of garlic
 some spices
 some spaghetti
 a little bit of oil
 some meat

Each lesson focuses on one game.



Think-Pair-Share

Think:
 Think of the ingredients in your favorite dish.

Pair:
 Tell the ingredients to a partner. Which is your favorite?

Think, Pair, Share activities require students to use all knowledge of the lesson to orally communicate their ideas. Think, Pair, share is always an oral language activity.

The teacher's guide provides instructional procedures, suggestions for alternate activities, and ideas for adapting lessons to students' instructional or contextual needs.

Each lesson includes similar activities. Below you will find the activity rationale, process, and procedures to use with students.

Theme & Vocabulary Introduction

3 minutes

Rationale:

The large image is used to activate prior knowledge and to introduce the theme or topic of the lesson. The large image is used with the warm-up questions. Often there is vocabulary or text along with the large image; these are used to introduce new words and ideas. The large image is a bridge between what they have learned & what they will learn.

Procedure:

Teacher should allow students to look at the picture. Based on students' levels, the teacher should ask general questions in refresh previously learned vocabulary.

Warm Up Questions

5 minutes

Rationale:

Questions activate students' background knowledge and prepare them to discuss the new theme.

Procedure:

Teacher asks the question to the group.

Students can work in pairs or in small groups. Students should aim to share with a peer prior to sharing with the class or the teacher.

Teacher elicits responses from students and shares with the class.

The guide includes possible student responses.

Vocabulary Introduction

5 minutes

Rationale:

Language learners must be explicitly taught vocabulary. Learners must hear a word 12-15 times before the word is recognizable by memory. After the word is recognizable then they can begin to commit the meaning to memory. During vocabulary introduction, students should read and repeat the vocabulary as often as possible. Vocabulary acquisition helps both teacher and students.

Procedure:

The teacher reads the words and asks students to touch the corresponding picture. Teacher can use the words in a sentence, use realia, miming, actions, give the translation, ask students to repeat, and check for pronunciation. A variety of techniques should be used; these techniques will change based on the content.

Activity A: Listen, Read, & Repeat

10 minutes

Rationale:

Reading introduces students to new vocabulary in context. Passages often expose students to grammar structures that are introduced throughout the lesson. Reading along with the teacher allows students to practice the language and speech patterns of the lesson. Additionally, teachers listen to and correct students' pronunciation of target language and vocabulary.

Procedure:

The teacher reads the text aloud while students listen. Teachers should read at an understandable rate and with clear pronunciation.

Next, the teacher reads the text aloud while students listen and follow along. Teachers may clarify meaning and/or ask questions about the vocabulary.

Finally, the teacher selects students to read. Each student should read 2-3 sentences.

The teacher should ask all students to repeat the bold vocabulary words, paying close attention to pronunciation.

Activity B: Reading Comprehension

7 minutes

Rationale:

The goal of the Reading Comprehension activity is to determine students' comprehension of the theme and vocabulary. Activities are either True and False, multiple choice, or matching. This activity also provides students with reading comprehension practice using English texts. This should not be used as an independent activity nor an assessment.

Procedure:

Students complete the reading comprehension in pairs, groups, or as a class.

Review the answers quickly as a group, paying attention to students' use of vocabulary. Discuss responses and justification as needed to clarify students' misunderstandings.

Activity E: Listening

Dictogloss

10-12 minutes

Rationale:

The goal of a Dictogloss activity is to recreate a heard text by taking notes and combining information within a small group to reconstruct the text in written form. This listening activity requires students to take notes, speak in a group, and listen for missed information. This activity uses all four language skills. The activity should move quickly. Teachers should prioritize listening skills and collaboration over accuracy.

Procedure:

The teacher reads the **preparation statement** and asks a question to activate students' background knowledge and to provide students with the context for the listening passage. Questions may include:

- Who will be speaking?
- What information are we listening for?
- Where do you imagine the speaker is located (in a house, at a café, in the yard)?

C. Listen to the story of Samia. Listen again and take notes. Work with a group to rewrite what you heard.

Samia is a mother of three children. She can't read or write because she left school very young. She tells her daughter how to build a good future.



The teacher reads the passage at least three times at normal speed,

- 1st reading: students just listen, they should not take notes
- 2nd reading: students and take notes
- 3rd reading: students listen and take notes to fill in missed information.

Students work in small groups to create one written recreation of the listening text.

Finally, students check their answers.

- the teacher can read the passage for students to fill in any missing information; or
- teacher can select a student to read their text; the class can comment on missing information/add information to their recreated texts.

Semantic Analysis

10-12 minutes

Rationale:

The goal of a Semantic Analysis activity is to extract specific information from a larger heard text.

Procedure:

The teacher reads the table and asks a question to activate students background knowledge and to provide students with the context of the listening passage. Questions may include:

- What information are we listening for?
- What information do we need?

C. Listen. Put a ✓ to tell about Ali and Asli's healthy or unhealthy habits.

	Eating fish and rice	Drinking water	Eating burgers and fries	Going to be early	Drinking sodas	Walking to school	Going to bed late
Ali							
Asli							

The teacher reads the passage three times at normal speed. Students complete the table by making ticks in the correct box.

- 1st reading: teacher reads the first 1-2 sentences. Demonstrate how to make a tick (✓) in the correct box
- 2nd reading: students tick the boxes based on what they heard
- 3rd reading: students tick the boxes based on what they heard

Finally, students check their answers

- teacher reads again, pausing to say the correct answers OR
- students share their answers in pairs or small groups

Fill in the Gaps

7 minutes

Rationale:

Students must listen and follow along with a written paragraph. This helps students with reading and listening fluency. Students must also listen for specific information.

Procedure:

Teacher reads the passage three times at normal speed. Students have the paragraph to complete in front of them.

Before listening, students look at the table and think about what they are going to listen to.

1st reading: students listen and look at the paragraph.

2nd reading: students listen and start to complete.

3rd reading: students listen and complete.

The teacher reads the paragraph again and students listen and check their answers.

Cross out

7 minutes

Rationale:

This activity requires students to listen for specific information as well as vocabulary.

Procedure:

Before reading the teacher should direct students to look at the pictures or the words and think about what they are going to listen to. This provides students with context before starting the listening activity.

The teacher reads the passage three times at normal speed; students listen and cross out the words or pictures that they hear or see.

Match the Picture

7 minutes

Rationale:

This activity requires students to listen for specific information, to listen for sequencing words, and to match images with taught vocabulary.


Procedure:


Before reading, direct students to look at the pictures. Ask students to make guesses about what they will hear in the passage. The teacher reads the passage three times at normal speed and students listen and look at the pictures.


- 1st reading: students should just listen

- 2nd reading: students should circle the picture which matches the story or number the picture to match the sequence of the story.
- 3rd reading: students should verify their answers with a partner or the class.

C. Listen to the story. Find the picture that shows what Samia does last.

1. 

2. 

3. 

Dialogue

10 minutes

Rationale:

Students practice pronunciation, speaking fluency, vocabulary and grammar in context. Each dialogue includes 3-4 speakers. Students should work in a group to practice the dialogue. Students should change speaking roles in order to practice all parts of the dialogue.

Procedure:

The teacher reads the dialogue then lets the students to practice it with their classmates.

- 1st reading: students listen (teacher may choose to ask students to repeat words or phrases to check pronunciation; teacher may also ask questions to ensure students understand the dialogue)
- 2nd reading: teacher selects students to demonstrate for the class.
- 3rd reading: students practice the dialogue in a group. Students should read the dialogue several times with their groupmates, being sure to read different characters' parts.

Make your own Dialogue

10 minutes

Rationale:

Students can choose how to complete the dialogue. Each student's dialogue may be different; this allows them to both show mastery of the grammar and vocabulary while practicing speaking skills. Students practice pronunciation, speaking fluency, vocabulary and grammar in context.

Procedure:

Students use the words in the box or other words they have learned to complete the dialogue. Students can complete the dialogue independently or with a partner. Students should practice the dialogue created by one or both partners with each other. Students should read the dialogue they created at least two times with a partner. If students struggle with the activity, the teacher can create a model dialogue with the class. The teacher may also help students to generate a list of additional words to use.

Activity H: Model Writing

7 minutes

The teacher explains the type of writing. The teacher reads the model paragraph and students listen and complete the activity.

Activities I & J: Student Writing and Peer Sharing

Rationale:

The writing activity allows students to show their mastery of the lesson's grammar and vocabulary. This production activity also involves speaking and listening. Students must share their writing with a partner; partners must listen and take notes.

Option 1

The teacher writes a model paragraph with the class. As a class, students complete the chart.

Option 2

All students complete the writing activity independently. Students should share their writing by reading aloud with a partner. Students should complete the chart based on their partner's writing.

Option 3

Some students complete the writing activity independently while others work in a small group with the teacher. Students should complete the chart based on their partner's writing.

Personal Narrative writing:

Personal Narrative writing is a piece of writing that tells about a person's experiences in the past or plans for the future.

H. Read about Omar's plans. Underline the future tense with will + verb or be going to.

My name is Omar. I have plans for Eid Adha. I will ask my parents for some money. I am going to buy new clothes for Eid Adha. As Eid is a few days away, I am not going to buy clothes from online shops. First, I will go to the Jawad, Rayan, and Hamedouli malls. Second, I will return home. I will decide which mall has the best clothes and best prices. Two days before Eid, I am going to visit the mall to buy the clothes. I am going to ask for a huge discount because I am a student. I am going to buy a blue shirt, black trousers, and brown shoes. On Eid day, friends and family will come together. We will eat chicken, peas, rice, tomatoes, meat, garlic, potatoes, and more. I am going to prepare a delicious pie. I will wear my new clothes. We will enjoy our time together.

I. Choose a topic below. In your copy book, write a personal narrative about your experience. Be sure to use will + verb and be going to.

Next weekend I will/I am going to	For Eid, I will/I am going to
play soccer	travel

J. Read your personal narrative to 2 classmates. Listen and take notes about your classmates' experiences

Adam	Classmate 1	Classmate 2
will buy clothes going to Jawad Mall		

Games

The teacher explains the game and gives clear instructions to the students.

1. Board game

- Take turns with a friend.
- Toss a coin.
- Move according to the instructions

Front (head)= move 1 space

Back (tail) = move 2 spaces

d. Practice the question in the instruction while playing the game.

2. Spinner game (using a paper clip)

a. Make groups/pairs

b. Take turns spinning the paper clip.

c. When the paper clip stops, ask the question given using information in the box(place) where the paper clip stopped (landed).

Spinner game (using pieces of papers having numbers on them)

a. Make groups/ pairs.

b. Put numbers in each box of the spinner.

c. Cut a small paper in pieces according to the numbers of the boxes.

d. Write a number on each piece.

e. Take turns picking a piece of paper

f. Look at the number on the paper and ask the question given using information in the box (place) having the number of the piece of paper.

3. Flower game

a. Make groups/pairs.

b. Students can use the flower in the book to ask and answer questions and/or students make their own flower. They students that make their own flower can write words the from class brainstorm or their own words in each petal of the flower.

c. Students should take turns asking and answering questions.

4. Survey

a. Ask a question to your classmates.

b. Write their responses.

c. Count the similar responses and put in a table (1st column the responses and the 2nd column the number of times it is answered).

d. Make a tally mark.

5. Poster

a. teacher should direct students to look at the example poster in the textbook to set clear expectations for the poster.

b. teacher should place students in groups of 3-4

c. students must work together to create the poster using the topic of their choice

d. students may present their poster to the class or to another group

6. Guessing Game

- a. students can work in pairs on in a small group of 3-4 students
- b. each student should take turn describing the object
- c. students should continue to play until the teacher indicates the time is up

Think Pair Share

Think

The teacher asks the question to a strong student then gives one minute to students to think about.

Pair

One student asks the question and another student answer.

Share

Every pair shares their answers with their class. Students share their partners answers with the class.

Unit 0

Lesson 1: Welcome to Grade 7

In this lesson students will...

- remember and use English I know
- make a plan & set a goal
- use the vocabulary: by myself, alone, in a group, in pairs, with a partner, together, as a class, speak, listen, read, write, play games

Lesson Presentation in the Student Book on pages 10-11.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What are the students in the picture doing? The students are learning,; They are in school. They are reading, listening, etc...
2. What do you see in the picture? I see students.
3. What did you like about grade 6 English? I liked...
4. What did you dislike about grade 6 English? I disliked (did not like)...

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

by myself	as a class
alone	speak
in a group	listen
in pairs	read
with a partner	write,
together	play games

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Tell what Ali used to do. Tell what he didn't use to do.

Ali used to...	Ali didn't use to...
be in grade 6	like football
be shy	watch football matches
	speak English

Lesson Practice in the Student Book on pages 12.

Language Focus:

We use the verb *use to* in order to express continual actions in the past.

I **used to** + verb. (note: used takes the simple past form)

I **didn't use to** + verb. (note: did takes the simple past form; therefore use to is in the infinitive)

C. Complete the sentence using **used to + verb** or **didn't use to + verb**. Practice the sentences with a partner.

1. Hassan, Ali, and I **used to practice** dialogues in pairs. (practice)
2. I **didn't use to speak** in groups. (not speak)
3. We used to play games as a class. (play)
4. Hawa **didn't use to read** books by herself. (not read)
5. Aicha and Mahamoud **used to make** posters and drawings. (make)
6. Our teacher **used to help** the students practice listening skills (help)

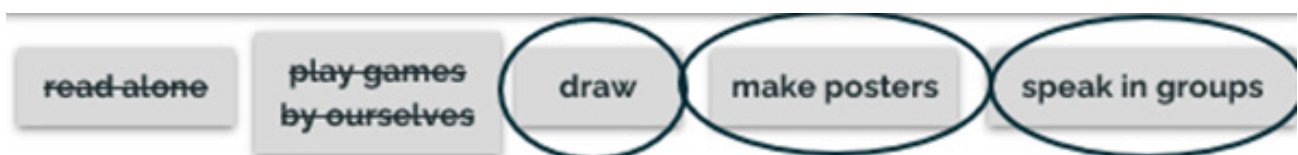
D. Tell what you **used to** and **didn't use to like** about English class. Ask and answer questions about what you used to like.

Students' answer will vary based on their preferences.

1. I **used to / didn't use to** like practicing dialogues in pairs.
2. I **used to / didn't use to** like speaking with a partner.
3. I **used to / didn't use to** like playing games in groups.
4. I **used to / didn't use to** like reading books by myself.
5. I **used to / didn't use to** like making posters and drawings.
6. I **used to / didn't use to** like listening to the teacher read stories.

E. Listen. Circle what Aicha used to do. Cross out what she didn't use to do.

I loved grade 6 English class. We used to make posters and draw pictures to present to the class. We didn't used to read alone. We didn't used to play games by ourselves. We used to play games together. We used to speak in groups to practice dialogues.



Lesson Practice in the Student Book on pages 13.

Language Focus:

What are your goals? → I want to _____. / He/she wants to _____.

What are your plans? → I am going to _____. / He/she is going to _____.

F. Dialogue Practice the dialogue. Underline the phrases, I want to & I am going to.

Teacher: What did you do in English class last year?

Student 1: We used to play games to practice speaking in English.

Student 2: Yes! We also used to make posters and drawings to share with the class. I like working with a partner, but I did like to speak in front of the class.

Teacher: What are your goals for this year?

Student 1: I want to practice English more.

Student 2: How are you going to do that?

Student 1: I have a plan. I am going to join the English club.

Teacher: And you? What are your goals for this year?

Student 2: I want to practice English too.

Student 1: Are you going to join the English Club?

Student 2: No. I am too shy. I am going to watch movies and read books in English.

Teacher: It's good to have goals and to make a plan. Thank you for sharing.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What are your goals for this year?

Student 2: I want to **watch movies**. And you?

Student 1: I want to **read books**.

Student 2: What are you going to do?

Student 1: I am going to **listen to music**.

Student 2: I am going to **write letters**.

Lesson Production in the Student Book on pages 14-15.

H. Read the friendly letter. Underline the phrases, I want to & I am going to.

Dear Ali, I have many goals and plans for this year. I want to practice English more too! I am going to join the English club. I am going to watch movies in English and listen to music in English. I want to play football better. I am going to run everyday so I become faster. I am going to watch football matches online. Your friend, Kamil

I. What are Kamil's goals and plans?

Goals: He wants to...	Plans: He is going to...
practice English	practice English join the English Club
play football	watch movies
	listen to music
	run everyday
	watch football

J. Write a friendly letter. Tell your goals and your plans.

Anticipated Writing Response

Dear Asma,

I have many goals for this year. I want to learn English. I am going to read books. I want to visit my friends. I am going to play games.

Your friend,

Hinda

K. Share your writing with a friend. Listen and take notes.

L. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11.

Some examples include:

I am going to watch movies.

Do you used to play games.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

What are different activities people can do in a day? What are different activities people can do at school?

Unit 1

Lesson 2: Daily Routines

In this lesson students will...

- describe a daily routine
- use adverbs of frequency each, every, some, most
- use the vocabulary: service, washup, customer, shopkeeper, counter, advertisement.

Lesson Presentation in the Student Book on pages 16-17

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What does a shopkeeper do each day? A shopkeeper sells things every day.
2. What does a customer do in a shop? A customer buys things in a shop.
3. How often do you visit a shop? I often go to a shop.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

service	shopkeeper
washup	counter
customer	advertisement

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Match the sentences to the words to tell about Yelena's family.

1. Yelena washes the dishes. **Everyday**
2. Yelena's brother cleans the house. **Somedays**
3. Her father goes to the shop to buy goods. **Every morning**
4. Her family goes to church for prayer. **Every Sunday**

Lesson Practice in the Student Book on page 18.

Language Focus

Each/every + time + subject + verb

Each Monday I study for maths.

Every morning I wash the dishes

C. Ali goes to school and works in a bookshop. Read about Ali's weekly routine then answer the questions.

1. When does Ali help customers in the bookshop? **Ali helps customers in the bookshop every Wednesday and Thursday.**
2. When does Ali study English? **Ali studies English on Sunday.**
3. When does Ali wash dishes? **Every day, Ali washes dishes.**
4. When does Ali play soccer with his friends? **Ali plays soccer with his friends on Friday.**
5. When does he wash up the kitchen? **On Saturday, he washes-up the kitchen.**
6. When does he help his grandmother? **He helps his grandmother on Friday.**

D. Listen. Put a tick to tell about the character's weekly routine.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 7

Every day Said, Jamila, and Bilan go to school. Said lives in Arta with his mom and dad. (TEACHERS SHOULD STOP HERE TO MODEL MAKING A \checkmark IN THE CORRECT SECTION OF THE CHART) He helps his mom at the grocery each afternoon after classes. Every Friday, he takes a break to play football with his friends. Jamila is Ali's cousin from Tadjourah. Every Thursday, she takes the ferry to Djibouti City to spend the weekend with her cousins. Every Friday, she goes with her family to the Turkish mosque to pray. Bilan is 13 years old. She lives in Holhol with her grandparents. Every day, she goes to school and each afternoon, she goes to the kiosk for snacks. On Fridays and Saturdays she takes care of her grandparents and helps them at home.

	HolHol	Arta	Tadjourah	Every Friday plays football	Every Thursday takes the ferry	Each afternoon goes to the kiosk	Every day goes to school
Bilan	X					X	X
Jamila			X		X		
Said		X		X			

Lesson Practice in the Student Book on page 19.

Language Focus

Some/most + subject + verb.

Some afternoons I help my father.

Most weekends I wash up my home.

E. Dialogue.

Follow the procedure for Dialogue in the Teacher's Guide on page 10.

F. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What is something you do **every weekend**?

Student 2: **Every weekend I wash clothes with my mother.** And you?

Student 1: **Every weekend I play soccer with my friends.** What do your parents do **each morning**?

Student 2: **Each morning, my parents go to work.** What do you like to do **most weekdays**?

Student 1: **Most weekdays I like to help my family.** And you?

Student 2: **I like watching television.**

Teaching Tip

add to the word box provided by making a list of adjectives and nouns for students to use in their dialogue

Lesson Production in the Student Book on pages 20-21.

Writing Focus:

Friendly Letter A friendly letter is a note between two friends. Friendly letters give information about your life.

Students should include a greeting and closing in their letters.

G: Read the letter. Underline the adverbs of frequency.

Dear Yelena,

My name is Asli. I am 13 years old. I am from Djibouti. Every Friday, I go with my family to pray at the mosque. It is a weekend day. I spend all the day outside the house because it is sunny. Every day I clean my room and some.

days my elder sister helps my mums with the customers in the shop. Every morning, my father goes to the school because he is a teacher. Each afternoon, my mum cooks the meal, and all of the family eats together.

Your friend,

Asli

H. Write a friendly letter tell about what you usually do each week. Your letter must have at least 5 sentences.

Anticipated Writing Responses

Dear friend,

My name is _____. I am 13 years old. I am from Djibouti. Every Friday, I go to Douda beach with my family. It's a weekend day. I play football with my friends and visit my grandparents.

Your friend

I. Share your writing with a partner.

Teachers may complete the chart with students using the letter in activity G.

Class Brainstorm

What are different activities people can do during the week?

What are different activities people can do during the weekend?

J. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11.

Some examples include:

What does your father do every morning?

My father washes the car every morning.

What does your mother do each day?

My mother cooks each day.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think of your favorite activities for the week. What would you do each day?

Pair: Tell a partner about your perfect week.

Unit 1

Lesson 3: At the Department Store

In this lesson students will...

- compare items at a store.
- use comparative adjectives using er/ier, more, less
- use the vocabulary: blouse, trousers, skirt, discount, sleeve, dress, wear, try on, cheap, handbag, fashion

Lesson Presentation in the Student Book on page 22-23.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What can you buy in a department store? You can buy clothes, toys, shoes.
2. How do we compare things at a store? We can compare shapes, sizes, and prices.
3. What things do you compare at the store? I compare the....

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

blouse	sleeve	cheap
trousers	dress	handbag
skirt	wear	fashion
discount	try-on	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Use the reading above to match the dress to the description.

1. green dress
2. blue dress
- longer sleeves
less beautiful
shorter
more expensive
-

Lesson Practice in the Student Book on pages 23.

Language Focus
Making comparisons using -er/ier
We use -ier with adjectives that end in the /ee/ sound; usually these words end in y
That dress is shorter than the skirt. / The sleeves on that coat are nicer.
The skirt is prettier than the pants. / The purple coat is bigger than the brown coat

C. Select the correct adjective. Fill in the gaps. Read the sentence to a partner.

1. The skirt is **darker green** than the handbag.
2. The yellow blouses are **better** than the white blouse. (better/worse)
3. The white blouse is **worse** than the yellow blouse. (better/worse)
4. The striped handbag is **smaller** than the spotted purse. (smaller/bigger)
5. Try on these trousers. They are **longer** than the green skirt. (longer/shorter)
6. The purple coat is **heavier** than the brown jacket. (heavier/lighter)

D. Underline the comparative adjective. Tell if the statement is True or False.

1. The green skirt is shorter than the trousers. **TRUE**
2. The brown jacket is warmer than the yellow shirt. **TRUE**
3. The spotted purse is smaller than the striped purse. **FALSE**
4. The spotted coat is heavier than the brown jacket. **TRUE**
5. The brown jacket is longer than the spotted coat. **FALSE**
6. The trousers are bigger than the green skirt. **TRUE**

E. Listen to the sentences. Circle the correct adjective.

Follow the procedure for listening activities. Students hear the passage below at least 3 times.

The sports clothes at the department store are cheaper than the clothes at the market. Also, the shopkeepers are more helpful. I like shopping in stores better than online shopping. Also, it is quicker to shop at the store. I like to try-on the clothes. I want to buy bigger shoes. I also need a warmer jacket.

- | | |
|-------------------------------------|--------------------------------|
| 1. cheaper / more cheap | 4. quicker / more quick |
| 2. helpfuller / more helpful | 5. more big / bigger |
| 3. better / more good | 6. warmer / more warm |

Lesson Practice in the Student Book on pages 24.

Language Focus

Making comparisons using more/less (We typically use more/less for words that have 3 or more syllables). That dress is more expensive than the skirt. / The black pants are more fashionable. / The striped purse is less beautiful than the other one.

F. Dialogue. Read and underline the comparative adjectives.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Student 1: Russia is **colder** than Djibouti. Some days it snows all day long!

Student 2: Here we only wear a jacket some days.

Student 3: In Russia, kids wear **warmer** coats than in Djibouti. The cold days are more beautiful than the hot days.

Student 1: In Djibouti it is more fashionable to wear shirts with shorter sleeves.

Student 2: In Russia, the kids wear **longer** pants and sleeves.

Student 3: Right! They wear **heavier** shoes because of the snow.

Student 1: We wear **lighter** shoes, like sandals. It is less expensive to buy sandals than boots.

Student 2: In Russia, the kids wear **bigger** hats because of the snow.

Student 3: In Djibouti we wear **smaller, lighter** hats because of the sun.

G: Use the words and the pictures to create a dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Is the **black jacket shorter** than **the brown jacket**?

Student 2: Yes, the **brown jacket is longer** than the **black jacket**.

Student 1: Is the yellow t-shirt smaller than the blue t-shirt?

Student 2: No, the **yellow t-shirt is bigger** than the **blue t-shirt**.

Student 1: Is the **black jacket lighter** than the **blue vest**?

Student 2: No, the **blue vest is lighter** than the **black jacket**.

Teaching Tip

add to the word box provided by making a list of adjectives and nouns for students to use in their dialogue

Lesson Production in the Student Book on pages 26-27.

H: Read the letter. Underline the comparative adjectives.

Dear Mom,

I am visiting my friend in Russia. It is **colder** here than in Djibouti. I need **warmer** clothes! In the winter, the kids wear **heavier** clothes to stay warm. They wear **longer** sleeves and sweaters. In Djibouti, we can play outside for longer. We wear **lighter** clothes because it is **hotter** here. I will see you soon!

Your daughter,

Shakar

I. Write a friendly letter. Tell your friend about two places and the clothes you wear there.

Anticipated Writing Response (letter should have at least 5 sentences)

Dear friend,

I am visiting Ethiopia. Djibouti and Ethiopia are different. In Ethiopia it is colder than in Djibouti. Djibouti is hotter than Ethiopia. Life is more fun in Ethiopia than it is in Djibouti. Ethiopia is bigger than Djibouti. It is rainier in Ethiopia than in Djibouti. We wear heavy clothes in Ethiopia and lighter clothes in Djibouti.

J. Create the table below in your copybook. Share your writing with a partner. Listen and take notes.

Teachers may complete the chart with students using the letter in activity G.

Class Brainstorm

Make a list of adjectives we can use to describe clothing. Which adjectives use -er, ier, or more/less

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11.

Some examples include:

Are the shorts longer than the pants?

No! The shorts are shorter than the pants.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think: Compare your clothes to a partner. My abaya is longer than.../My pants are darker than.../My veil is lighter than...

Pair: Share your comparison with your partner

Share with the class what your partner said

Unit 1

Lesson 4: How much is it?

In this lesson students will...

- compare the price of two items
- ask about and tell the price of items
- read and say number 0-10, 000
- use the vocabulary: price tag, cost, total, How much/How many, total, altogether, sale, discount

Lesson Presentation in the Student Book on pages 28-29.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What does a shopkeeper do each day? A shopkeeper sells things every day.
2. What does a customer do in a shop? A customer buys things in a shop.
3. How often do you visit a shop? I often go to a shop.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

price tag	What is the	sale
cost	price/cost of...?	percent
total	total	discount
How much?	altogether	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. The yellow shirts are more expensive than the white shirts. **TRUE**
2. The discount is on the price tag. **TRUE**
3. The total cost of 13,000. **FALSE**
4. The trousers are more expensive than the shirts. **TRUE**
5. They bought 5 items altogether. **TRUE**
6. The white shirts are on sale. **TRUE**

Lesson Practice in the Student Book on page 31.

C. Ask and answer questions about the price of each item.

1. The yellow sweater is one thousand four hundred francs.
2. The blue striped T-shirt is eight hundred francs.
3. The shorts are eight hundred fifty francs.
4. The red sweater is three thousand, seven hundred fifty francs.
5. The blue shirt is two thousand six hundred francs.

D. Ask and answer questions about the total price of the items.

1. The total price is three thousand nine hundred francs.
2. The total price is three thousand four hundred fifty francs.
3. The total price is four thousand five hundred fifty francs.
4. The total price is three thousand three hundred fifty francs.
5. The total price is eight thousand five hundred fifty francs.

E. Listen to the sentences. Circle the correct price.

1. Jacket: one thousand two hundred
2. Boots: nine hundred fifty
3. Abaya: one thousand five hundred
4. Macwis: two thousand five hundred
5. Total cost: thirteen thousand seven hundred.

F. Dialogue. Underline the prices.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Teacher: Hey students. Today we are going to talk about money. We are going to ask how much something costs.

Student 1: That's interesting. I want to ask my classmate how much does his T-shirt cost?

Student 2: My T-shirt costs 700djf. What is the price of your dress?

Student 1: My dress costs 2500djf.

Teacher: Now it's my turn to ask you about your clothes. What is the total cost of what you are wearing today?

Student 2: My dress costs 2000djf and my veil costs 300djf. So, the total cost is 2300djf.

Student 1: My T-shirt costs 700djf and my trousers cost 1500djf. Altogether, the cost is 2200djf.

G. Use the image on the previous page to create a dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: How much does the vest cost?

Student 2: It costs two thousand five hundred djf. What is the price of the trousers?

Student 2: The price of the trousers is one thousand djf. What is the cost of the shorts and T-shirt altogether?

Student 2: The total cost is one thousand six hundred fifty francs. How much do the red sweater, the yellow sweater, and the blue shirt cost altogether?

Student 1: Altogether they cost seven thousand seven hundred fifty francs.

Lesson Production in the Student Book on page 32.

H. Read the letter. Underline the prices and repeat them.

Dear Dad,

I went to a clothes shop and bought some T-shirts, shirts, trousers and shorts. I also saw a dress for mother. All the clothes had different prices. For example, a pair of trousers cost **one thousand six hundred**, a T-shirt costs **eight hundred fifty**, and a pair of shorts cost **one thousand four hundred**. The dress was more expensive. It cost **two thousand five hundred**. I bought one pair of trousers, two pairs of shorts, three t-shirts and a dress for mother. The total cost was **9300djf**. It was a nice shop where the clothes are fancy but not too expensive. I will show you the clothes when you come back from your trip.

Your son,

I. Tell your friend how much items can cost. Your letter must have at least 5 sentences. Anticipated writing response.

Dear friend,

I went to a clothes shop and bought some dresses, skirts and T-shirts. I also saw trousers for my father. All the clothes had different prices. For example, a skirt can cost one thousand, a t-shirt can cost eight hundred and a pair of trousers can cost one thousand and five hundred francs. The dress was more expensive. it costs three thousand francs. I bought one dress, two skirts, two t-shirts and some trousers for my father. The total cost was eight thousand and one hundred francs.

J. Share your writing with a partner. Listen and take notes about the items and the cost.

HASSAN	Classmate 1	Classmate 2
trousers 1,600 djf		
t-shirt 850 djf		
dress 2,500		
total cost 9,300		

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11.

How much does the **T-shirt** cost? / The **T-shirt** costs one thousand eight hundred francs.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Unit 1

Lesson 5-Making a List

In this lesson students will...

- make a list of ingredients
- use how much & how many with count and non-count nouns
- use the quantifiers some, any, a little, & a few
- use the vocabulary: herbs, recipe, olive oil, pinch of, bunch of, slice of, bag of, spices, spicy, tablespoon, teaspoon, cup (measurement)

Lesson Presentation in the Student Book on pages 34-35.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Do you like to prepare food? **Yes, I like to prepare food. /No I don't because....**
2. Do you follow a recipe to prepare a new dish? **Yes, I do follow a recipe/No I do not because...**
3. What is your favorite ingredient? **I like ____ because_____.**

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

garlic	bunch of	tablespoon
herb	slice of	teaspoon
recipe	bag of	cup (measurement)
olive oil	spices	
pinch of	spicy	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False

1. Everyone likes their food spicy. **FALSE, some people like spicy food**
2. Spices, herbs, and salt add flavor. **TRUE**
3. A recipe has the steps and ingredients. **TRUE**
4. A teaspoon, tablespoon, and cup are used to measure. **TRUE**

Lesson Practice in the Student Book on page 36.

Language Focus:

We use **How much** for non-count nouns and **How many** for countable nouns. Often, we apply a countable container to non-count nouns. For example, "How much salt/ How many pinches of salt?"

C. Ask and answer questions about the recipe.

1. We need 1 cup of butter.
2. We need 3 cups of flour.
3. We need 2 eggs.
4. We need 2 tablespoons of vanilla.
5. We need 8 to 10 minutes to bake.
6. We need 1 cup of sugar.

D. Circle the countable items. Cross out the non-countable items.

sugar bananas oil herb cups
eggs teaspoons milk water bag of rice
rice- a can of milk a cup of flour a piece of garlic
salt

E. Listen to the recipe. Make a ✓ next to the ingredients we need.

Ali and his mom want to make some cookies. They need some ingredients.

Mum: What things do you need?

Ali: My group is going to make apple crumble and custard. So, I need some flour, some butter, and some apples.

Mum: Don't you need any sugar?

Ali: Of course, I need sugar.

Mum: Ok. What else do you need?

Ali: A box of chocolate.

- | | | |
|---------------------------------|---|---|
| <input type="checkbox"/> milk | <input checked="" type="checkbox"/> chocolate | <input type="checkbox"/> bananas |
| <input type="checkbox"/> eggs | <input type="checkbox"/> oil | <input checked="" type="checkbox"/> flour |
| <input type="checkbox"/> salt | <input checked="" type="checkbox"/> apples | <input checked="" type="checkbox"/> sugar |
| <input type="checkbox"/> cheese | <input checked="" type="checkbox"/> butter | <input type="checkbox"/> vanilla |

Lesson Practice in the Student Book on page 37.

Language Focus:

some, any, a little: We can use these quantifiers to talk about a general amount.

a few: We can only use this with countable nouns (A few cups of water. /A few apples)

F. Dialogue. Underline the quantifiers. Practice the dialogue with partner.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Teacher: Good morning students. Today we will share what we eat.

Student 1: Every morning, I eat a few slices of toast with some butter.

Student 2: I like some toast too. If we don't have any butter, I add a little oil to my toast.

Student 1: I like to add a little sugar to my tea.

Student 2: I add a pinch of sugar to me too!

Teacher: What do you eat for lunch?

Student 1: My mom makes spaghetti with some onions and a few pieces of garlic. If I arrive home to lunch too late, there is not any spaghetti left.

Student 2: If my mom does not make lunch, I like to eat a bag of chips and a box of cookies.

G. Make your own dialogue using the words in the box.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: I want to make a list for the market

Student 2: Great idea. Do we have **any spices**?

Student 1: Yes, there are **some spices** in the cabinet.

Student 2: Do we need **eggs** too?

Student 1: Ok. How **much** do we need?

Student 2: We need **some** eggs.

Student 1: How **much flour** do we have?

Student 2: We have a **little flour**.

Lesson Production in the Student Book on pages 38-39.

H. Hassan made a recipe. Read the recipe and underline the quantifiers.

Today we are going to make a vegetable soup. We need 3 carrots, 2 potatoes, some celery, 1 pumpkin, some butter, a pinch of salt and pepper, an onion, 2 pieces of garlic and a little milk. The first step is to melt a little butter in a pan then add the onion. Stir very well. Cut the rest of the vegetables into small pieces and put them in the pan with the butter and onion. Add a few pieces of garlic to the pan and mix together. Leave the mixture for 5 minutes on the stove. After a few minutes, add the milk and a pinch of salt and pepper.

I. Write a list of ingredients to make fahfah soup. Tell your friends what ingredients you use.

The ingredients we use to make a fah-fah (soup) are:

Vegetables: onions, carrots, tomatoes, garlic, parsley, potatoes. celery.

Spices: salt/pepper

Liquid: water

J. Share your writing with two classmates. Listen and take note of the ingredients.

Teacher should place students in groups of 2-3. Students will read their writing to each other.

K. Guess the Dish!

Follow the procedure for the Guessing Game in the Teacher's Guide on page 12.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think of the ingredients in your favorite dish.

Tell the ingredients to a partner. Which is your favorite ingredient?

Unit 2

Lesson 6: At the Grocery Market

In this lesson students will...

- ask for items in the market
- describe the items I am looking for
- form and use phrases with multiple adjectives, respecting adjective order
- use the vocabulary: short, thin, long, large, small, round, oval, rectangular, square, bottle, container, can, jar

Lesson Presentation in the Student Book on pages 40-41.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions, Anticipated responses:

1. What vegetables do you see in the picture? **I see a _____**
2. Do you like shopping at the market? **Yes, I do like shopping at the market/No, I do not like shopping at the market.**

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

short	round	container
thin	oval	can
long	rectangular	jar
large	square	
small	bottle	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

People describe items when. . .

1. they do not know the name. **TRUE**
2. they do not know where to find the item. **TRUE**
3. they need help in the market **TRUE**

Lesson Practice in the Student Book on pages 41-42.

Language Focus:

When describing objects, adjectives follow the order number/quantifier, size, shape, color. Typically, no more than three adjectives are used.

C. Correct the mistakes in the statements below.

1. The cookies are in a small **rectangular** container.
2. The juice is in a tall orange **box**.
3. The milk is in **large** blue can.
4. The chips are in a square **green (or purple)** bag.
5. The soda is in a large **clear (no color)** bottle.
6. The chocolate is in a small **rectangular** container.

D. Match the description to the object. Put the adjectives in the correct order: size + shape + color + noun.

1. fruit / red / round / small b. **small round red fruit**
2. thin/ long/ yellow / pasta d. **long thin yellow pasta**
3. round / small/green / vegetables c. **small round green vegetables**
4. green & red / oval/ fruit a. **oval green & red fruit**
5. bag of tea/ tall/ red/ rectangular f. **tall rectangular red bag of tea**
6. fat / short / jar of honey e. **short fat jar of honey**

E. Listen. Circle the pictures to show what Amina is looking for at the market.

Follow the procedure for Match the Picture in the Teacher's Guide on page 9.

Amina is looking for cookies. They are in a blue rectangular box. The cookies are next to the juice. The juices are in the tall red and orange bottles. She is also looking for a pink bag of sugar and some small round blue cans of tuna.

All 4 pictures in this activity should be circled.

F. Dialogue. Underline the adjectives. Practice the dialogue with partner.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Students are describing an item for their classmates to guess.

Student 1: I'm thinking of something that is medium sized, round yellow or red vegetable.

Student 2: Is it an onion?

Student 3: It is a pepper?

Student 1: You're right. It is a pepper.

Student 2: I'm looking for a small oval brown fruit.

Student 3: Is it a potato?

Student 1: No! A potato is a vegetable. It's a date!

Student 3: I need something in a large square blue bag.

Student 1: Do you need cookies?

Student 2: Do you need chips?

Student 3: Nope, I need a bag of coffee.

G. Make your own dialogue using the words in the box. Remember to use 3 or fewer adjectives.

Each student's dialogue will be different. The dialogue below is an example

Student 1: I am looking for **small round black and white** cookies. What do you need?

Student 2: I need **tall oval purple** vegetable(s). Anything else?

Student 1: Yes. I want **some small round orange** fruit (s). And you?

Student 2: I'm also looking for **two large square** bag(s) of chips.

Student 1: I also want **short rectangular green** bottle(s) of juice. Is that all?

Student 2: I need **two fat square** jar(s) of jam.

Lesson Production in the Student Book on pages 43-44.

H. Hassan describes what they need in the store. Underline the adjectives. Circle the quantifiers.

Yesterday, Hassan went to the grocery to buy some items for their family. They asked the shopkeeper for help. Hassan said, "I'm looking for some small square red cans of tuna. I also need some sugar. I want the sugar in the tall pink bags. I need a few bunches of small green herbs. Lastly, I'm looking for some soda. I'm also looking for two jars of jam. I prefer the jam in the short fat." The shopkeeper helped Hassan. Hassan thanked the shopkeeper and went home happy. They had every they need.

I. In your copybook, describe three (3) items from the image.

Anticipated Writing Response

A long green bottle

A round pink donut

A big square bag of chips

Teaching Tip

As a class, describe several objects before students complete the sentences independently.

J. Share your writing with two classmates. Listen and take notes about what they are describing.

K. Play I'm thinking of something.

Give them clear instructions and an example. Help follow the steps of the game.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Unit 2

Lesson 7: Cooking

In this lesson students will...

- show how to prepare a meal
- ask the steps to prepare a meal
- use modals could, should, must, & may to give directions
- use sequencing words first, next, then, finally, after to give directions
- use the vocabulary: boil, bake, fry, oven, utensils

Lesson Presentation in the Student Book on page 46-47.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions, Anticipated responses:

1. What is he doing? He is washing vegetables.
2. What can you make? I can make salad, spaghetti, fahfah soup, etc.
3. Do you like preparing food? Yes/No I do(not) like preparing/cooking, helping in the kitchen.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

boil	oven	after
bake	first	finally
fry	next	
utensils	then	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Answer the Questions.

1. What is the first thing you must do before you begin cooking? First you must wash the vegetables. What are two ways to cook vegetables? The two ways to cook vegetables are to fry them or to boil them.
2. Why must you stay near the oven or stove when you are cooking? You must stay next to the oven because a fire may start.
3. What utensils do we use to cook? We use a spoon, knife and fork to cook.

Lesson Practice on Student Book pages 48-49.

The modals *should* and *must* are used if you are very sure or certain of the action. *Must* can be used for mandatory actions. *Should* can be used when there are options. The modals *could* and *may* are used if you are very sure of the action; these also offer possibilities.

C. Ask and answer questions about the recipe.

1. Yes, I know how to make a cup of tea.
2. First, we should boil the water.
3. Next, serve the water in a cup.
4. Then, we must put the tea bag in the cup.
5. We could add sugar or milk.

D. Complete the sentences with the modal verb. Practice the sentences with a partner.

1. You **must** watch the stove when you are cooking. (must)
2. Parents **should** teach their children how to make their favorite dishes. (should)
3. He **should** pay attention to the recipe. (should)
4. We **must** play in the yard, not in the kitchen. (must)
5. The dinner **should** be ready soon. (should)
6. I **must** prepare the breakfast each morning. (must)

E. Listen and fill in the blanks with: first, next, then, after, finally, should, or must.

Follow the procedure for Fill in the Gaps in the Teacher's Guide on page 7.

Hello, today I will teach you how to make a delicious pizza. 1. **First**, you mix flour with water and a pinch of salt and sugar. 2. **Then** you have pizza dough ready between your hands. 3. **Next** you 4. **must** flatten the dough and brush the top of the dough with olive oil. 5. **After that**, you must spread the tomato sauce and some cheese on the pizza. 6. **Then**, you 7. **should** add some olives and mushrooms. 8. **Finally** you should put it in the oven to bake for 10 minutes.

F. Dialogue. Underline the modals. Practice the dialogue with a partner.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Teacher: Hey students! Today we will tell how to make spaghetti. What should we do first?

Student 1: First you should boil some water in a pan. You could add some salt to the water.

Student 2: Next, add the spaghetti to the boiling water. Then, stir the spaghetti in the water.

Student 1: Next, take out the water when the spaghetti is ready.

Teacher: May we make any sauce for the spaghetti?

Student 2: First, cut a few pieces of garlic, a few tomatoes, and one onion into small pieces. You may add spices. You could add peppers to make the dish spicy.

Student 1: Then add a little oil to a pan to cook the vegetables.

Student 2: Should we add any spices or meat?

Student 1: Yes. Next, you could add some spices and some little meat. After that, cook for a few minutes until the meat is ready. After you taste the sauce, you may add more spices.

Teacher: Good! Finally, you should add the sauce to the spaghetti and enjoy your dish!

G. Make you own dialogue using the words in the box.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Before cooking we **must wash** the vegetables. We **shouldn't eat** dirty vegetables.

Student 2: We **should cut** the vegetables in small pieces. We **shouldn't cut** the vegetables in large pieces.

Student 1: We **must heat** the oil before adding the vegetables.

Student 2: We **must cook** the meat/chicken very well, but we **shouldn't cook** the vegetables too much.

Student 1: We **must boil** the water.

Student 2: We **could eat** the vegetables hot.

Lesson Production on Student Book pages 50-51.

Process writing explains how to do something. Process writing gives step by step directions. Process writing, also called How To, in this lesson is used to write a recipe. This can be written as a paragraph or a list of steps.

H. Read the recipe. Underline the sequencing words. Circle the modals.

Today Amina and her sister make rice with vegetables. They need 2 cups of rice, 1 carrot, 2 potatoes, 2 tomatoes, some butter, a little salt and pepper, 1 onion, 2 pieces of garlic and a bottle of water.

First, they must wash all the vegetables. Then, they must heat the pan to melt the butter. They should add the onion and stir. Next, they should cut the vegetables into small pieces. Next, add the vegetables to the pan. Then, they should mix the vegetables with the butter and the onion. At low heat, leave the mixture for 5 minutes. After that, they must pour the rice and the water in the pan. Finally, they must be sure the rice is cooked. Then they enjoy the dish they made.

I. Draw pictures to show the steps that Amina and her sister follow to make mixed rice with vegetables.

First, wash vegetables.

Next, heat the pan.

Then add the butter and the onion.

Then stir the ingredients.

Then cut the vegetables.

Then mix the vegetables with the onion.

Teaching Tip

Draw on the board the first steps for students to model quick drawings.

J. Draw the steps to make a dish that you know.

The teacher can draw the first one as an example just to help students follow the steps.

K. Make a Poster. Work in groups to create a recipe.

Follow the procedure for Make a Poster in the Teacher's Guide on page 12.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think of the dishes you learned to make during this lesson. Which dish will you prepare?

Pair and tell your partner the dish you want to prepare. Tell them the steps and ingredients.

Share with the class what your partner said.

Teaching Tip

Teachers can select a recipe to model the activity with the whole class and/or a small group that needs additional support. This also be used as a the Class Brainstorm.

Unit 2

Lesson 8: Trade & Exchange

In this lesson students will...

- compare trade in the past with shopping today
- form and use the simple past
- pronounce past tense, regular verbs using /id/
- use common irregular past tense verbs (bring/brought, buy/bought, go/went, get/got, eat/ate)
- use the vocabulary: gas stove, grocery shop, lime, grape, banana,

Lesson Presentation in the Student Book on page 52-53.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions, Anticipated responses:

1. What do you buy in the shops? I buy _____ in the shops.
2. What do you buy in the markets? I buy _____ in the market.
3. What you eat for breakfast? I ate _____ for breakfast.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

gas stove	grape
grocery shop	banana
lime	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. People came to the market every day. FALSE, people came to the market on market-day: people came to the market once per week.
2. We can trade goods in a grocery shop. FALSE, we use money to buy goods in a market
3. People brought items to the market. They traded these items. TRUE
4. People traded goods instead of using TRUE

Lesson Practice in the Student Book on pages 54-55.

Language Focus: Simple Past

When we form the simple past, we can add -ed to the end of the verb; however, there are 3 different pronunciations.

If the verb ends in a -d or a -t sound the -ed ending is pronounced as a new syllable, /id/.

C. Use the verbs to complete the sentence. Practice the sentences with a partner.

1. Did you count the bananas? Yes, I counted them. (count)
2. Did your grandmother plant the vegetables in the garden? Yes, she planted them. (plant)
4. Did Aden wait at the market for you? Yes, he waited for me. (wait)
5. Did she want more limes from the grocery? No, she wants grapes. (want)
6. Did they trade a goat for a sheep? No, they traded a goat for milk and eggs. (trade)

D. Write the answer to each question. Pay attention to the pronouns and irregular verbs.

1. Did your mother **want** to shop at the market? Yes, she **wanted** to shop at the market.
2. Did Hodan **trade** her bike? No, she didn't trade her bike.
3. Did Fathia **want** to buy meat from the market? Yes, she **wanted** to buy some meat from the market.
4. Did the boys **wait** for their friends? Yes, they **waited** for their friends.
5. Did we **buy** everything we need? No, we didn't buy everything we **needed**.
6. Did you **decide** what to buy? Yes, we **decided** what to buy.

E. Listen. Put a ✓ to tell about how people shop.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 7.

At the market my grandmother traded goods. (STOP HERE TO MAKE SURE STUDENTS KNOW HOW TO MARK THE CHART) She brought items to the market. She traded camel's milk for rice and spices. She wanted items to make soup. When I went to the market, I bought goods using money. I went to the market. I bought goods using money. I wanted a new dress and veil. I did not get items to eat.

	bought items	traded goods	got items to eat	wanted items	brought items to the market
Me	✓			✓	
Grandmother		✓	✓	✓	✓

F. Dialogue. Underline the past tense verbs.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Grandmother: In our time, there were no shops and grocery stores. We traded goods.

Grandson: Did you buy food from the neighbors?

Grandmother: We did not buy food from the neighbors.

Granddaughter: How did you get tomatoes, oil, and rice?

Grandmother: We traded goods at the market and with our neighbors.

Grandson: What did you bring to the market to trade?

Grandmother: My family brought eggs, milk, and goats to the market.

Granddaughter: Did you take a taxi or a bus to get to the market?

Grandmother: No! We did not take a taxi. We needed to walk to the market.

Grandson: We shopped at the grocery store yesterday. Did you buy anything?

Grandmother: Yes! I bought many things! It was very easy to buy things in the shop.

G. Create your own dialogue using the verbs in the box.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: I bought bananas at the grocery shop? What Did you decide what to buy?

Student 2: Yes, I decided to buy grapes. What else did you do?

Student 1: I needed some limes. Did you want some bananas?

Student 2: Yes, I bought. Do you wait for your friends?

Student 1: No, I did not wait. I went home. What else did you do?

Student 2: I planted trees.

Lesson Production in the Student Book on pages 56-57.

Personal Narrative tells a story from the first-person point of view. Students can retell an event from their past or create a story that takes place in the past.

H. Read about Grandmother's experience on the Market Day. Circle the past tense verbs.

I lived in a small town. I went to the market to get some fruits and vegetables. The market was not next to my house. It was not a place that opened every day. It was available once in a week. On Market Day, I got up early in the morning. I prepared the breakfast for the whole family. I brought some things to trade. I walked 10 kilometers to the market. I looked for all the goods I needed. There was no bargaining. I traded my goods for some rice, grapes, and chicken. Then, I decided to have a rest before I walked back home. I got home at noon and needed to cook lunch for the family. On that day, everything we had was fresh. We enjoyed it!

Teaching Tip

There are several past tense verbs in the writing that do not use the /id/ pronunciation. Students should notice the -ed suffix as an indicator of past tense.

Ask students to repeat the past tense verbs and to listen for verbs that end in the /id/ sound (traded, needed).

I. Choose a topic below. In your copy book, write a personal narrative about your experience. Be sure to use past-tense verbs.

J. Read your personal narrative to 2 classmates. Listen and take notes about your classmates' experiences.

Anticipated Response

Yesterday I went to the kiosk. I wanted milk, rice, and water. I needed to bring all the items to my

mother. She asked me to bring sugar to my Aunt too. At the kiosk, I asked for the items. I brought the sugar to my Aunt. She said thank you and she gave sweets. I brought the milk, rice, and water to my mother.

Class Brainstorm

Brainstorm goods we need and want each week. Brainstorm places we go to each week

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11. Some possible answers are below:

What did you need this week? I needed to buy a new shirt.

What did you want this week? I wanted to buy a book.

What did you trade? I traded a bottle milk for some limes.

Where did you visit in the summer? I visited Ethiopia.

What did you buy last week? I bought a new PlayStation.

Where did you go yesterday? I went to the market.

Teaching Tip

Write students' brainstorm ideas as short phrases; these can be added to the word box for activity K.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Unit 3

Lesson 9: Online Shopping

In this lesson students will...

- discuss different ways people shop for goods
- form and use the simple past (verb + ed)
- pronounce past tense, regular verbs using /t/ and /d/ sounds
- use common irregular past tense verbs (Find/found, meet/met, read/read, have/had, say/said, do/did)
- use the vocabulary: online order, mobile app, receive, cafeteria, electronics, meatballs, hamburger, products, take a walk

Lesson Presentation in the Student Book on page 58-59.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions, Anticipated responses:

1. What do you notice about the big picture? A man is bringing an order. A man is receiving an order.
2. Have you ever shopped online? Yes, I have shopped online. No, I haven't shopped online.
3. How does shopping online work? You order using a computer, phone, or tablet. Someone brings you the goods or brings the goods to the post office.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

online order	cafeteria	hamburger
mobile app	electronics	products,
receive	meatballs	take a walk

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is true or False.

1. People can shop using a computer. TRUE
2. There are different ways to shop. TRUE
3. People can only buy food online? FALSE, you can buy different goods online.
4. People can order groceries online using an app? TRUE.

Lesson Practice in the Student Book on pages 60-61.

Language Focus: Simple Past

The goal is for students to hear and notice the difference. Student do not need to memorize the rules:

If the verb ends in a vowel sound or a voiced consonant (l, n, r, b, g, m, z, s, v), then the -ed ending sounds like a /d/ and does not create a new syllable.

If the verb ends in an unvoiced consonant (p, k, f, gh, sh, ch, ss, c, x), then the -ed ending sounds like a /t/ and does not create a new syllable.

C. Use the verbs to complete the sentences. Practice the sentences with a partner.

1. Did you find a video game online? Yes, I found the game Fortnite? (find/found)
2. Didn't you say online shopping is easy? No, I said it wasn't simple for me. (say/said)
3. Did you read the advertisement on Dahaboo? Yes, I read it. (read/read)
4. Did you buy electronics online? No, I bought the new electronics in person. (buy/bought)
5. Did you go to the grocery for watermelon? No, I went to Marché Riyad (go/went).

D. Write the answer to each question. Practice the questions and answers with partner.

1. Did you receive my message? Yes, I received the message.
2. Did you buy a new mobile-phone? Yes, I bought a new mobile phone.
3. Did you explain the problem to your mother? Yes, I explained the problem to my mother.
4. Did you find a new backpack? No, I didn't find a new backpack..
5. Did you say, Hello? Yes, I said Hello.
6. Did you go to school today? No, I didn't go to school today.

E. Listen to the end of the words. Write the verb under the correct category.

Teacher should read the sentences. students will place the past tense word in the appropriate category.

1. Last night, I **wanted** to study English:

2. I **helped** my mom.

3. I **called** you several times.

4. Yesterday, Hassan **walked** to school.

5. I **decided** to work hard.

6. Last summer, my family and I **travelled** to Ethiopia.

7. I **watched** that film.

8. Yesterday, we **invited** our classmates.

9. Saida **washed** some clothes.

/id/ - wanted	/t/ - walked	/d/ - closed
wanted	helped	called
decided	walked	travelled
invited	watched	washed

F. Dialogue. Underline the past tense verbs.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Omar: Where did you go last Friday? I called you both several times, but you guys didn't answer.

Hodan: Last Friday, our family went to a new restaurant for lunch.

Aden: Every Friday, we try to discover a new restaurant in the city.

Omar: Did you find a good restaurant?

Hodan: Yes, we found a good one in Plateau du Serpent in Djibouti City. The chef of the restaurant welcomed us!

Omar: What did you eat?

Hodan: I had a burger and a glass of mango juice.

Aden: Our father had chicken with spaghetti. He asked the waiter for a pair of chopsticks.

Omar: Does he know how to use chopsticks?

Aden: Yes, he knows how to use them.

Hodan: We finished lunch at 3:00. Then we watched a movie at the Bawadi mall. My father drove us back home and we rested in the evening.

Aden: Omar, how was your weekend?

Teaching Tip

add to the word box provided by making a list of past tense verbs

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What did you do yesterday?

Student 2: I shopped online and bought new shoes. And you?

Student 1: I played a football match. Afterwards, what did you do?

Student 2: After that, I met my friends. How about you?

Student 2: I went home.

Lesson Production in the Student Book on pages 62-63.

Personal Narrative writing is a piece of writing that tells about a person's experiences. Many personal narratives include dialogue:

My mom said, "Show me the online order." I asked, "Is this okay?"

The goal of this lesson is for students to notice the "... " marks as an indication that dialogue is being used.

H. Read about this Aden's experience with online shopping. Circle the past tense verbs. Underline the dialogue.

I. Choose the topic below. In your copy book, write a personal narrative about your experience. Be sure to use past-tense verbs and dialogue.

Anticipated Writing Response

In the summer I travelled to Ethiopia. I rode on the train. I visited my grandmother and played with my cousins. We walked in the mountains and collected plants. My grandmother said, "Please help herd the goats." I cooked with my aunt and talked to my uncles. My uncle said, "Have fun with the goats, but don't lose them!" We had during the summer vacation.

Class Brainstorm

Brainstorm goods we need and want each week. Brainstorm places we go to each week.

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11. Some possible answers are below:

Teaching Tip

Write students' brainstorm ideas as short phrases; these can be added to the word box for activity K.

Where did you go last summer? Last summer, I went to Ethiopia.

What did you get at the market last week? Last week, I got some bananas at the market.

What did you do on the weekend? On the weekend, I ordered pizza online

What happened last month? Last month, I bought a new t-shirt.

Where did you go yesterday? Yesterday, I went to Dikhil.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

What types of shopping did you do last weekend?

Unit 3

Lesson 10: World Markets

In this lesson students will...

- make a plan
- tell what I will buy in the future using to be + going to + verb
- use makes me and gives me to tell how one feels
- use the vocabulary: pie, pea, ice cream, a piece of, fried, cabinet, dishes, drawer, cupboard

Lesson Presentation in the Student Book on pages 64-65.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions, Anticipated responses:

1. What do you see in the big picture? I see a shop. I see _____ in the shop.
2. Do you buy things in-person or online? I like to buy things...
3. What are your favorite goods to buy? My favorite things to buy are....

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

pie	a piece of	dishes
pea	fried (v. fry)	drawer
ice cream	cabinet	cupboard

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Answer the questions with a partner.

1. What is a short-term plan? A short-term plan is what the people are going to do tomorrow, next month, or next year.
2. What are Omar's plans? Omar has a short-term plan. He makes a list for the products to buy for his birthday.
3. What is a long-term plan? A long-term plan is what you are going to do after five or ten years.
4. What are Mrs. Bilan's plans? Her long-term plan is to fix her kitchen.

Lesson Practice in the Student Book on pages 66-67.

Language Focus

In this lesson students will use to be + going to + verb and will + verb to talk about plans for the future.

C. Fill in the gaps using to be + going to and the words below.

1. Are you going to put the dishes away in the cupboard, or not?

2. My parents are going to have lunch in the dining room.
 3. I want to be healthy. I'm not going to eat fried food.
 4. On her birthday, she is going to eat a big pieces of cake.
 5. Abdul is going to wash the dishes after the meal.
- D. Complete the sentences. Read the sentences to a partner.

1. On Sunday, are they going to see the doctor?
2. The children are going to swim in the sea his weekend.
3. She bought a ticket. She is going to travel to Dubai.
4. Is my favorite team going to play a match tomorrow?
5. Am I going to go school tomorrow? It is a holiday.
6. Is he going to sleep all day or is he going to help clean the home.

E. Dictogloss.

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

Ana is going to travel next holiday. She is going to Italy. She is not going alone. Her friend Kate is going with her. They are going to stay there for one week. She is going to learn many words in Italian. She is not going to read English newspapers. She is going to write some postcards to her friends. She is not going to swim, because it is very cold. They are going to visit the museums and she is going to take a lot of pictures. It is going to be a great holiday.

F. Dialogue. Underline will + verb. Circle going to + verb.

For the purposes of the teacher's guide, circled items are in bold. Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Aden: Osman and I saved some money.

Nima: What are you **going to do** with the money?

Osman: We will buy Play Station 5.

Aisha: Nima and I saved money too. We are **going to buy** things for the Eid –Alfitre meal. We are **going to shop** at the Bawadi Mall. Will you come with us?

Aden: No. We are **going to look** online. We will order the PlayStation 5 from the internet.

Osman: We will receive the PlayStation in time for Eid.

Aisha: There will be special dishes for the Eid.

Nima: We will make cakes and pies. We will buy ice-cream and chips. My mother will make fried chicken.

Aden: That sounds delicious! You will spend the whole day of Eid Al-Fitr cooking the meal.

Osman: We will play the PlayStation in turns all day.

Aisha: You will be bored!

Aden: We are **not going to be bored**. We will have fun playing the game.

Nima and Aisha: Will you promise to lend us the PlayStation? We can eat and play together for the Eid.

Teaching Tip

If students cannot write in their textbooks, they should create a list of will + verb and going to + verb.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What are you going to do tomorrow?

Student 2: I will shop at the mall. And you?

Student 1: I will buy ice cream. Afterwards, what will you do?

Student 2: After that, I will wash the dishes. How about you?

Student 2: I will play PlayStation.

Teaching Tip

Write students' brainstorm ideas as short phrases; these can be added to the word box for activity K.

Lesson Production in the Student Book on pages 68-69.

H. Read about Omar's plans. Underline the future tense with will + verb or be going to.

My name is Omar. I have plans for Eid Adha. I will ask my parents for some money. I am going to buy new clothes for Eid Adha. As Eid is a few days away, I am not going to buy clothes from online shops. First, I will go to the Bawadi, Rayan, and Hamoudi malls. Second, I will return home. I will decide which mall has the best clothes and best prices. Two days before Eid, I am going to visit the mall to buy the clothes. I am going to ask for a huge discount because I am a student. I am going to buy a blue shirt, black trousers, and brown shoes. On Eid day, friends and family will come together. We will eat chicken, peas, rice, tomatoes, meat, garlic, potatoes, and more. I am going to prepare a delicious pie. I will wear my new clothes. We will enjoy our time together.

I. Choose a topic below. In your copy book, write a personal narrative about your experience. Be sure to use will + verb and be going to.

Anticipated Writing Response

In the summer I will travel to Ethiopia. I am going to ride on the train. I will visit my grandmother and play with my cousins. We are going to walk in the mountains and collect plants. We're going to help herd the goats. I will cook with my aunt and talk to my uncles. We will have during the summer vacation.

Class Brainstorm

Brainstorm a list of activities you can do on the weekend, in the summer, etc.

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11. Some possible answers are below:

What will you ask for? I will ask for a backpack.

Where will you travel next summer? I will travel to Ethiopia.

What will you buy at the market next week? I will buy new shoes at the market.

What will you do on the weekend? I will help my mum.

What will you do for Eid? I will visit my friends.

Where will you go tomorrow? I will go to fun city.

Teaching Tip

Write students' brainstorm ideas as short phrases; these can be added to the word box for activity K.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

What will you do next weekend?

Consolidation & Integration

Activities A, B, & C can be used to remind students of grammar, vocabulary, and themes used throughout the module. These activities are meant to be collaborative.

Activities D, E, & F can be used as an assessment.

A. Practice the dialogue with a partner.

Follow the procedure for Dialogue in the Teacher's Guide on page 10.

B. Choose one of the topics below. Work in pairs to write your own dialogue using words from the table.

Follow the procedure for Make your Own Dialogue in the Teacher's Guide on page 10.

Each student's dialogue will be different. The dialogue below is an example

C. Fill in the blanks using will / won't + verb. Practice the sentences with a partner.

1. **Will** he **call** his friend? Yes, **he will call his friend.** (call)
2. **Will** you **play** a new computer game? No, **he will not play a new computer game.** (play)
3. **Will** your sister **watch** TV this evening? Yes, **she will watch TV this evening** (watch)
4. **Will** we **take** the bus? No, **we will not take the bus.** (take)
5. **Will** I **do** my homework after school? Yes, **will do my homework after school.** (do)
6. **Will** they **prepare** the meal tonight? No, **they will not prepare the meal tonight.** (prepare)

D. Fill in the blanks with the simple past tense of the verb. Practice the sentences with a partner.

1. They **stopped** in the park to play football. (stop)
2. My family **travelled** to Borama last summer. (travel)
3. Ali and his friend **opened** the windows of the classroom. (open)
4. The class **visited** the Lake Assal on a school trip. (visit)
5. The teacher **started** a new lesson. (start)
6. They **walked** to the market together. (walk)

E. Listen to the recipe. Tell the order of steps using first, next, then, then, after, finally.

When you want to make tuna and salad, first you should go to the market to buy all of the ingredients. Then you should chop the lettuce, tomatoes and onion. After that add the tuna. Then you could add a pinch of salt and pepper. You should mix well. Finally, put some olive oil on top and enjoy your salad.

F. Play the game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11.

G. Play the game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11.

H. Make a Poster

Follow the procedure for Make a Poster in the teacher's Guide on page 12.

Integration

We do many things in our lives each week. Add questions to the table using the past, present, and future tense. Ask and answer the questions with your classmates.

Take notes about your classmates.

<p>Will you travel in the summer? Amina will travel to Hargeisa. Zeinab will not travel</p>	<p>What do you do every Monday?</p>	<p>Did you play football yesterday?</p>
<p>Did you cook a meal for your family this week?</p>	<p>Will go to the market this weekend?</p>	<p>What do you do every week?</p>
<p>What do you every afternoon?</p>	<p>Did you get a haircut last week?</p>	<p>Will you see a friend this weekend?</p>

What do you do every afternoon?

Every afternoon I help my mother at the kiosque.

Did you cook a meal for your family this week?

Yes, I cooked pancakes for my sisters.

Will you see a friend this weekend?

Yes. I will visit the market with my friends.

Unit 4

Lesson 12: My Healthy Habits

In this lesson students will...

- talk about healthy and unhealthy habits
- use gerunds to tell about habits
- use makes me and gives me to tell how one feels
- use the vocabulary: sweep up, detergent, diet, exercise, fizzy drinks, prevent, protect

Lesson Presentation in the Student Book on page 74-75.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions, Anticipated responses:

1. What is the man doing? The man is swimming. He is exercising. He is in the sea.
2. Do you like swimming? Yes, I do like swimming/No I do not like swimming.
3. What exercises can we do each day? Each day I

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

sweep up	fizzy drinks
detergent	prevent
diet (the foods you eat)	protect
exercise	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is true or False.

To be healthy you have to...

1. eat junk food every day.
2. go to sleep early.
3. avoid fizzy drinks.
4. drink a lot of water.
5. wash your hands often.
6. watch TV for many hours.

Lesson Practice in the Student Book on page 76.

Language Focus

We use gerunds in many ways. In this lesson students will use the gerund after a verb or as the subject of a sentence. The main goal for students is to know how to form the gerund.

Verbs that end in an -e -> remove the -e before adding -ing

C. Tell if an activity is a healthy or unhealthy habit.

1. a healthy
2. an unhealthy
3. an unhealthy
4. a healthy
5. an unhealthy
6. an unhealthy
7. a healthy

Language Tip

we use **an** before a word that begins with a vowel sound.

we use **a** before words that begin with a consonant sound.

D. Write the gerund. Read the sentences to a partner.

1. traveling (British spelling: travelling)
2. riding
3. cheating
4. swimming; playing
5. driving

E. Listen and put a tick (✓) to tell about Ali and Asli's healthy or unhealthy habits.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 7

Ali goes to school in the morning and comes back home at one o'clock. The school is not far from his house and Ali walks to school (PAUSE HERE TO ENSURE STUDENTS KNOW HOW TO COMPLETE THE CHART) At lunch Ali Usually eats rice and fish and drinks water or juice. In the afternoon he plays football with his friends and does his homework. He goes to bed early. on the weekends Ali visits his grandparents and listens their stories.

Asli goes to school in the morning with her father's car and at 12:30 her father waits for her in front of the school. In the car she eats crisps and drinks Fanta. In the afternoon she watches TV and eats a hamburger and fries. In the evening Asli uses her phone for long hours chatting with friends. She goes to bed very late. Asli usually stays at home all day on the weekends.

	eating fish and rice	drinking water	eating ham-burger and fries	going to bed early	drinking sodas	walking to school	going to bed late
Ali	✓	✓		✓		✓	
Asli			✓		✓		✓

Lesson Practice in the Student Book on page 77.

Language Focus

We can use these phrases to talk about how we feel physically or emotionally. Students may struggle with the difference between an adjective and a noun. Consider making a list of adjectives and nouns (see exercise G.)

Exercising makes me strong.

Exercising gives me strength.

Playing soccer makes me happy.

Playing soccer gives me happiness.

Eating candy makes me sick.

Eating candy gives me a stomachache.

F. Dialogue. Underline the phrases makes me + adjective and gives me + noun.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Narrator: Bilan wants to spend time with her friend Asli. Bilan calls Asli on the phone

Bilan: Hello Asli. What are you doing today?

Asli: Hi Bilan! I am watching TV. What about you?

Bilan: I am going to exercise. I like walking and seeing people in the neighborhood. .

Exercising makes me healthy. Will you come with me please?

Asli: No, walking is not for me. Watching TV makes me calm. Staying at home gives me a rest. Come to my home, we can eat chips, drink soda, and watch a movie.

Bilan: Eating junk food and drinking soda makes you unhealthy. Watching TV gives me a headache. Please walk with me for a bit, then we can watch TV.

Asli: You are right. Staying home all the time makes me weak.

Bilan: Ok! I will arrive at your home soon. Seeing you makes me happy.

Asli: I'll see you soon.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Do you like eating burgers?

Student 2: No, eating junk food gives me bad health.

Student 1: Do you like swimming?

Student 2: Yes, swimming makes me strong.

Student 1: Do you like going out with your friends?

Student 2: Yes, it makes me happy.

Teaching Tip

add to the word box provided by making a list of adjectives and nouns for students to use in their dialogue.

Lesson Production in the Student Book on page 78-79.

Writing Focus

We use contrast writing to tell how things are different from each other. For example, "Swimming makes me tired but gives me strength." or "Eating candy gives me a stomachache. On the other hand eating candy makes me happy." Compare and contrast writing describes the difference between two topics. Contrast writing uses words like: *but, however, on the other hand*.

H. Read and underline the conjunctions: but, however, and on the other hand.

Being healthy is important. There are many ways to care for yourself. One way to care for your body is to exercise each day. Exercising every day is good for your health, **but** staying in your home each day is not healthy. Exercising every morning gives you strength. For example, walking for 30 minutes each morning makes your heart and lungs strong. Walking helps you discover new places and meet new people, **but** staying home makes you bored and alone. Exercising helps you build muscles, **but** staying home gives you weak muscles. Walking or riding a bike saves money **however** riding the bus or taking taxi uses money each day. **On the other hand**, exercising makes you tired but staying home gives you a rest.

I. Use the table to talk about the advantages and disadvantages.

Teachers should help students to complete the chart using information from activity H or from their experiences. Students may create the chart in their copybook and/or complete a chart created on the board for the whole class to see.

	Advantages	Disadvantages
exercising	gives me new friends discover new place gives me good for health gives you strength; makes you strong gives you strong muscles	makes you tired makes you hot makes you sweaty makes you dirty
staying home	gives you a rest gives you time to study, sleep, or help your mother	being alone makes you unhealthy makes you bored gives you weak muscles

Teaching Tip

Students can use the chart to ask and answer questions with a partner.

Students that have difficulty writing can use the chart for Activity J.

J. Select a topic below. Write a compare & contrast paragraph. Share your writing. Listen and take notes.

Anticipated Writing Response

Eating fresh food and junk food

Eating fresh food is healthy. Eating fruits and vegetables give you strength. Drinking water makes you active. Junk food is unhealthy, it makes you fat. Eating burger in the morning gives you a stomach-ache. Drinking soda makes you sick.

Class Brainstorm

Make a list of activities we do each day. How do these activities make you feel?

Teacher should ask students to help create the brainstorm list as a class. Teacher should write the list on the board. Students will use the list to play the game.

K. Play the Game! Draw a flower. Write activities on each petal. Ask and answer questions with a partner.

Follow the procedure for the Board Game in the Teacher's Guide on page 12.

Students can use the words from the class brainstorm to add activities to the flower petals and/or students can use the flower from the text. See the examples below:

Do you like listening to music?

Yes, listening to music makes me calm.

No, listening to music gives me a headache.

Do you like drinking water?

Yes, drinking water makes me healthy.

No, drinking water makes me hungry.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

What are the advantages of exercising?

Exercising makes me healthy.

Exercising gives me muscles.

Exercising makes me a better football player.

Exercising makes me happy.

Exercising gives me good health.

Unit 4

Lesson 13: My Healthy Advice

In this lesson students will...

- talk about habits to avoid
- give advice to others
- form and use the conditional statement: If _____, then you should (not) _____.
- use the vocabulary words: check up, doctor, Dr., drug, medicine, run a fever, have a temperature, fatigue, blood test, avoid

Lesson Presentation in the Student Book on pages 80-81.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Where is this girl? She is at home. She is on the sofa. She is reading. She is resting. She is drinking tea.
2. Do you like to rest at home? Yes, I like to rest. No, I do not like to rest.
3. What do you do if you feel ill? I go to the hospital. I take medicine/drugs. I have a rest. I do not go to school.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6.

check up	medicine	blood test
doctor	run a fever	avoid
Dr.	have a temperature	
drug	fatigue	

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Choose the Correct answer.

1. Asli doesn't go to school because she **(a) is ill.**
2. Asli and her mother go to **(c) the doctor**
3. Her mother tells her to **(c) take a drug.**
4. The doctor advises her to avoid **(c) ice cream.**

Lesson Practice in the Student Book on page 82.

Language Focus:

Conditional statement: If _____, then you should _____.
If you are fatigued, then you should take a rest.

If she is running a fever, then she should go to the doctor

C. Match the two parts of the sentences. Read the sentences to partner.

1. If you are feeling ill, b) you should see a doctor for a checkup.
2. If you want to be healthy, d) you should exercise every day.
3. If your father has asthma, c) he should stop smoking.
4. If Ali wants to lose weight, a) he should stop eating junk food.
5. If Samia has heart problems, **e) she should go for a walk each morning.**

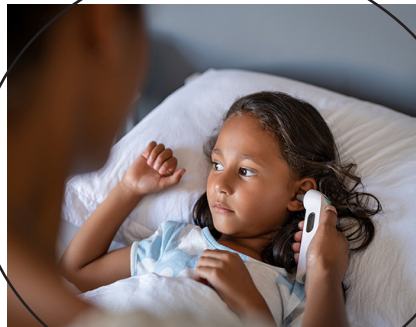
D. Put the words in the correct order. Check your sentences with a partner.

1. If you have a headache, you should take the medicine paracetamol.
2. If your sister is running a fever, she shouldn't go to school.
3. If you are tired, you should sleep.
4. If you have a toothache, you should brush your teeth.
5. If Asli wants a healthy body, she should eat fresh food.
6. If we want to prevent Malaria, we should sleep with nets.

E. Match the picture.

Follow the procedure for Match the Picture in Teacher's Guide on page 9.

Samia is a good mother. Her son had a fever all night long and she didn't close her eyes. First, she gives him syrup and the fever broke then after two hours it came back again. She wets a small towel and puts on his forehead. When she notices that her son has still the fever, she gives him a bath and gives him water to drink. Finally, the fever broke. It was gone but it was the morning.



Lesson Practice in the Student Book on page 83.

Language Focus:

Conditional statement: If _____, then you should (not)_____.

If you are fatigued, then you should NOT exercise take a rest.

If she is running a fever, then she should NOT go to school.

F. Underline the if phrases; circle the then phrases.

Said: You are slow. If we want to be the first in the competition, then you should get stronger.

Ali: I am not very slow!

Said: Yes, you are. Do you want to be first in the race or not?

Ali: Of course, yes.

Said: If you want to run fast, you should be strong! You should eat healthy food and strengthen your muscles.

Ali: Oh no! I love junk food!

Said: If you want to run fast, you should be healthy. If you want to be healthy, you should eat healthy food.

Ali: If I eat healthy food, then I will be healthy. If I do sport to strengthen my muscles, then I will be strong. If I practice running fast, then I can be first in the race. Is that right?

Said: Yes! If you want to make the school proud, then you should win the race! You must have healthy habits.

Ali: Thanks, Said, you are a good friend.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: I have a problem. I **don't sleep well**. What should I do?

Student 2: Oh! If **you don't sleep well**, then you should **avoid screens before bed**.

Student 1: Also, **I am tired**.

Student 2: Wow! If **you are tired**, then you should **go to bed early**.

Student 1: Thanks for the advice. How are you doing?

Student 2: I **have a toothache**. What should I do?

Student 1: If you **have a toothache** then you should **avoid sweet and ice cream**.

Student 2: Thank you for helping me.

Lesson Production in the Student Book on pages 84-85.

Writing Focus

Compare and contrast writing tells how two topics are similar and different. Compare and contrast writing uses words like *both*, *and*, & *but*.

H: Read and underline the phrases that use both, and, & but

Malaria and Dengue fever are two common diseases in Djibouti. Both diseases cause similar symptoms. The symptoms are high fever, headache, fatigue, and pain. Dengue causes a rash, but malaria does not cause a rash. Dengue causes illness for one week, but Malaria causes illness for many weeks. Both Malaria and Dengue are caused by mosquitos. If you want to prevent these diseases, you should avoid mosquito bites. If you are in your home, you should use a bed net and an electric mosquito killer. If you go outside, you should wear clothes that cover your skin.

I. Use the table to compare and contrast the symptoms of Malaria & Dengue.

Teachers should help students to complete the chart using information from activity H or from their experiences. Students may create the chart in their copybook and/or complete a chart created on the board for the whole class to see.

Dengue	Malaria
rash	no rash
high fever	high fever
headache	headache
fatigue	fatigue
pain	pain
illness for one week	illness for many weeks

Teaching Tip

Students can use the chart to ask and answer questions with a partner.

The teacher can model writing 1-2 sentences using the information from the chart.

J. Write a compare & contrast paragraph. You can use the chart on the right or choose your own topic. Share your writing with a partner.

Anticipated Writing Response

Both asthma and bronchitis cause chest pain. If you are sick with asthma you should use ventolin, but if you are sick with Bronchitis you should use syrup. Asthma can make you ill for a life-time but bronchitis makes you ill for a short-time. Both bronchitis and asthma cause difficulty breathing

Class Brainstorm

Make a list of illnesses or health problems we may have. Now, make a list of advice we can give.

Teacher should ask students to help create the brainstorm list as a class. Teacher should write the list on the board. Students will use the list to play the game.

K. Play the Game!

Follow the procedure for the Flower Game in the Teacher's Guide on page 11.

See the examples below:

How do you feel?

Advice:

I feel tired.

If you are tired, then you should take a rest.

I have a headache

If you have a headache, then you should take paracetamol.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think: What healthy habits do you have? I walk to school; I get a lot of rest.

Pair: Are there healthy habits you should add to your daily life? I should eat healthy foods; I should drink water (not soda/fizzy drinks).

Unit 4

Lesson 14: Healthy Habits Cause & Effect

In this lesson students will...

- discuss the effects of healthy and unhealthy habits.
- form and use the conditional statement: If _____, then you WILL (not) _____.
- use the vocabulary words: take care of, give up, enough, athlete, reciter, president, model, cause, effect

Lesson Presentation in the Student Book on pages 86-87.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the picture? I see a man is running. A man is exercising. I see a baseball/a bike/a soccer ball, etc.
2. What healthy habits do you have? I walk to school every morning. I eat healthy foods.
3. What unhealthy habits do you have? I watch TV for long hours.

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

take care of	athlete	model
give up	reciter	cause
enough	president	effect

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. Famous people have no bad habits. **FALSE**
2. Lionel Messi never eats chocolate and sweets. **FALSE**
3. Only famous people should take care of their body. **FALSE**
4. The president should get enough sleep. **TRUE**
5. Messi will give up his bad habit. **FALSE**
6. Some people take care of their body because it affects their job. **TRUE**

Lesson Practice in the Student Book on page 88.

Language Focus:

If _____, then you WILL _____.

If you are fatigued, you will take a rest. / If she is running a fever, then she will go to the doctor.

C. Change the verbs into simple present and simple future.

1. go, will meet
2. fails, will miss
3. will help us, tell
4. eat, will feel
5. feels, will stay
6. have, will visit

D. Match the statements. Read the whole sentence to a partner.

1. If you eat too many candies, **b) you will have a stomachache.**
2. If Mahmoud listens to loud music, **c) he will have a headache.**
3. If reciter stays up late this evening, **d) he will be tired in the morning.**
4. If Ali exercises every day, **e) he will become strong.**
5. If Samia eats a healthy breakfast, **a) she will play football well.**
6. If Hawa and Hodan practice each day, **f) they will become better athletes.**

E. Dictogloss

Follow the procedure for Dictogloss in the Teacher's Guide on page 7..

Samia is a mother of three children. She can't read and write because she left school very young. She advises her daughter to build a good future, she said: If you work hard at school, you will succeed your studies. If you succeed your studies, you will find a good job. If you find a good job, you will gain a lot of money. If you gain a lot of money, you will be rich. If you are rich, you will be happy.

Lesson Practice in the Student Book on page 89.

Focus Language:

If _____, then you WILL NOT _____.

If you are fatigued, you **will not** play football well. / If she is running a fever, then she **won't** go to school.

F. Underline the if phrases; circle the will phrases.

For the purposes of the teacher's guide, circled items are in bold.

Ahmed: Do you know there is a match between PSG and Bayern today?

Ali: If the match is during the day, then I **will watch** it. If the match is in the evening, I **will not watch** it.

Ahmed: Why not?

Ali: If I stay up late, I won't do well in school tomorrow.

Ahmed: Oh no! The match is in the evening. If I watch it, I **won't get** enough **sleep** either.

Ali: If we don't do well in school, our mothers **won't allow** us to play football.

Ahmed: You're right. We **will learn** about the winner tomorrow.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: I want to give up a bad habit. I **eat junk food**.

Student 2: Oh! If you **eat junk food**, then **you will feel unwell**.

Student 1: Then what will happen?

Student 2: If you **feel unwell**, then you will **see a doctor**.

Student 1: Then what will happen?

Student 2: If you **see a doctor**, then he will **give you good advice**.

Student 1: Then what will happen?

Student 2: If he **gives you good advice**, then you will **give up your bad habit**.

Lesson Production on Student Book pages 90-91.

H. Read and underline the if phrases. Circle the then phrases.

For the purposes of the teacher's guide, circled items are in bold.

Tom and Jerry are both two famous cartoon characters. They are both animals. Tom, the cat lives in a house. Jerry, the mouse lives in a hole in the same house. If the cat is not at home, **then the mouse will run all over the house**. Jerry is small but doesn't feel any fear. If he fights Tom, **then he will run into his small house**. If Tom is as small as Jerry, he will enter in his hole after him. If Tom catches Jerry, **(then) he will give him a good correction**. But Tom is here to defend himself. If Jerry doesn't start the fights, **(then) Tom will not hurt him**. Tom and Jerry are enemies; however, they unite and stand up against their common enemy.

I. Use the table to show the cause and effect.

Cause	Effect
if tom is not home	then jerry runs around the house.
if jerry runs around the house	he will fight tom
if he fights tom	then he will run into his small house
if he runs into his small house	tom will enter in his hole.
if tom enter in his hole.	he will catch jerry
if tom catches jerry	he will give him a good correction.

J. Write a cause & effect paragraph. You can use the chart or make your own topic.

Anticipated Writing Response

Using Khat is a bad health habit. Using khat makes you feel awake. If you use khat, you won't fall asleep in the evening. If you stay up late in the evening, you will be tired the next day. If you are tired in the day, you will not think clearly. If you cannot think clearly, you won't succeed in your studies. Using khat is a bad health habit.

Class Brainstorm

Let's make a list of healthy and unhealthy habits. What are the effects of these habits?

K. Play the Game! Draw a flower. Write activities on each petal. Ask and answer questions with a partner.

Follow the procedure for the Board Game in the Teacher's Guide on page 12.

Students can use the words from the class brainstorm to add activities to the flower petals and/or students can use the flower from the text. See the examples below

Do you eat healthy foods?

Yes, if I eat healthy foods, then I will be healthy. / No, if I do not eat healthy foods, then I won't be healthy.

Do you like drinking water.

Yes, if I drink water, I will get stronger. / No, if I don't drink water, I will feel weak.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Unit 5

Lesson 15: Cleaning Day

In this lesson students will...

- tell how to keep the school community clean.
- tell about before and now
- form and use the simple present with term now
- forma and use the simple past with the term before
- use the vocabulary: trash can/rubbish bin, messy, decorate, wrappers, to water (a plant or tree), to throw (away trash)

Lesson Presentation in the Student Book on pages 92-93

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. How does the school yard look? **It is messy, it looks dirty, I see trash.**
2. What are the students doing? **The students are cleaning; picking up the trash; collecting the papers.**
3. Do you like a clean or dirty classroom? **I like a ____ because_____.**
4. Did you participate in a cleaning day? **Yes, I did participate. /No, I didn't participate.**

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

trash can/rubbish bin

messy

decorate

wrappers

to water (a plant or tree)

to throw (away trash)

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is true or False.

1. FALSE Cleaning Day is once per month on Saturdays.
2. FALSE Students, teachers, and parents come to clean the school.
3. TRUE Everyone helps to keep the school community tidy.

Lesson Practice in the Student Book on page 94.

Language Focus: Before + Simple Past

Before is used as a conjunction. Before tells about an action that occurred in the past. In this lesson students will place two actions in one sentence using before. Ask students: What action happened first?

Before + simple past, simple past phrase → Before it rained, the ground was dusty.

Before + simple past, simple past phrase → Before she went to school, she ate her breakfast.

C. Match the two parts of the sentence. Practice the sentences with a partner.

1. Before I met Hawa at the market, **e) she bought a book and pencil.**
2. Before dad came home, **b) I was sad.**
3. Before she went to school, **f) she prepared breakfast.**
4. Before I switched on the light, **d) the room was very dark**
5. Before it rained, **c) there as a sandstorm.**
6. Before the library was tidy, **a) the books were not organized.**

D. Re-write the sentence with the structure Before+ simple past. Circle the action that happens first.

For the purposes of the teacher's guide, circled items are in bold.

1. Before the teacher came, **Asli cleaned the board.**
2. Before the school day ended, **they picked up every litter in the classroom.**
3. Before the director left the office, **I spoke to the director.**
4. Before she went to school, **she cleaned her room.**
5. Before she swept the floors, **she collected bottles from the school yard.**
6. Before we painted the butterfly on the wall, **we helped our teacher to draw a butterfly.**

E. Match the Picture.

Follow the procedure for Match the Picture on Teacher's Guide page 9.

Last Wednesday the teacher talked to the students about an exam. Before the teacher returned the tests, Hawa worried she earned a bad mark. Hawa was sure she did poorly. Before the end of class, the teacher returned all the tests. He did not return Hawa's test. She asked her classmates and the teacher, but no one saw her paper. Before she left the classroom, she looked on the floor. She found her test on the ground among many other papers that her classmates threw on the floor. Before she left the school, she made a poster advising students to not throw papers on the ground.



Lesson Practice in the Student Book on page 95.

Language Focus: Now+ Simple Present

Before is used as a conjunction. Before tells about an action that occurred in the past. In this lesson students will place two actions in one sentence using before and now.

Before + simple past, now + simple present → Before it rained, now the ground is wet.

F. Underline the verbs in simple past. Circle the verbs in simple present.

Hassan was not at the school cleaning day. He asks his friends what they did.

Hassan: I was not at cleaning day yesterday. What did you do?

Asli: It was great. We painted the classrooms. Before there were no paintings on the wall, now the walls are beautiful.

Ahmed: We picked up wrappers in the school yard. Before there was litter in school yard, now it is tidy.

Asli: Omar and I wrote notes on the classrooms doors. Before students threw wrappers on the ground, now they put wrappers in the rubbish bin.

Ahmed: Aicha and I watered the trees in the yard. Before the trees were dry, now the plants are green and healthy.

Hassan: Great, you did very wonderful things. Let's keep our school looking beautiful.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What did the school look like before cleaning day?

Student 2: Before **the walls were white, now the walls are colorful.**

Student 1: Before **the trees were dry, now the trees are healthy.**

Student 2: Before **there were plain doors, now the doors are decorated.**

Student 1: Before **there was no grass, now there are green spaces.**

Student 2: Before **the library was untidy, now the books are organized.**

Teaching Tip

Use the chart for students to practice asking and answering questions.

Lesson Production in the Student Book on page 96.

Descriptive Writing Descriptive

Writing gives details about a person, place, or event. We can use the word before to tell how something looked. We can use now to tell how something looks.

H. Read and underline the past tense verbs. Circle the present tense verbs.

For the purposes of the teacher's guide, circled items are in bold.

Last Saturday the students of grade 7 came to cleaning day. Before they started, the yard was messy. There were wrappers on the ground. The plants were dry. The walls in the classrooms were white. The students painted the walls. The books were untidy. They picked up all the papers in the school yard. They cut the weeds and watered the trees. They organized the books. Before, the classrooms were messy, now they are tidy. Before the trees were dry, now they are green and healthy. Before the books were unorganized, now they are in order. Before the walls were white, now they are colorful.

I. What did the school look like before and what does it look like now?

Before	Now
messy yard	tidy yard
white walls	colorful walls
dry trees	green and healthy trees
unorganized books	ordered books

Teaching Tip

For students that need help with writing; create a chart to compare the images. Complete the chart as a class or in small groups before writing.

J. Tell what the students did during cleaning day. Be sure to tell what the school looked like before and now.

Anticipated Writing Response:

The last cleaning day in our school, all my classmates and I did our best. Before we started the yard was in mess, now it is tidy. Before the walls were white. we decorated the walls with paper chains, now they are beautiful and colorful. Before we swept the classroom, there were papers and wrappers, now it is clean. Before the cleaning day there was not grass on the yard. We planted grass and now the yard is green.

Class Brainstorm

Make a list of all the things you can do on cleaning day.

K. Use the survey to ask your classmates about the best way to keep the school clean.

Follow the procedure for the Survey in the Teacher's Guide on page 12.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think: Why is it important to have a tidy classroom? A tidy classroom helps us learn, makes us proud, makes us focus.

Pair: What can you do to keep the school and classroom tidy? We can put the trash in the rubbish bin, throw away papers, clean up the mess.

Share: Share your ideas with another group.

Unit 5

Lesson 16: Peace Day

In this lesson students will...

- tell how to keep the community safe
- tell about events in the past
- use the conjunctions but, because, so, and, & or
- use the vocabulary: a walk, hang up, war, conflict, violence, bully, dove, symbol

Lesson Presentation in the Student Book on pages 98-99.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. How does the school yard look?

It is messy, it looks dirty, I see trash.

2. What do you see in the picture?

I see people in the street. I see a sign.

3. What are the people doing

They are hanging a poster. They are hanging a sign.

4. Have you walked to celebrate an event?

Yes, I walked to celebrate _____. / /No, I didn't walk to celebrate.

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

a walk

conflict

dove

hang up

violence

symbol

war

bully

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Respond to the reading by answering the questions.

1. When is Peace Day celebrated?

Peace day is celebrated on September 21st.

2. What animal is a symbol of peace?

The dove is the symbol of peace.

3. Tell two activities that students do on Peace Day?

Students sang songs and wrote poems.

Teaching Tip

Encourage students to answer in a complete sentence. Use the activity to practice asking and answering questions with a partner.

Lesson Practice in the Student Book on page 100.

Language Focus: Conjunctions

but provides contrast between two phrases → We went to the celebration, but we only stayed for one hour.

and joins two phrases → We colored a dove or painted a dove.

or provides two different options → We talked about peace, and we drew doves.

C. Complete the sentences with the correct conjunction: but, or, and

1. When she was young, she could sing **but** she could not dance.
2. He walked for peace **and** hung up a poster.
3. I have one brother **and** two sisters.
4. Do you want to eat pizza or hamburgers?
5. At three years old, my sister could read **but** she couldn't write.
6. On Peace Day, I drew **and** colored flowers.
7. To go to school Ahmed can walk **or** take a bus.

D. Use the conjunction to write information about yourself. Practice the sentences with a partner.

Students' answer will differ. Below is an example:

1. To celebrate Peace Day, I wanted to sing and write.
2. To celebrate Peace Day, I wanted to walk but not hang a poster.
3. To celebrate Peace Day, I wanted to draw or to colour a dove.
4. When I was young, I liked to eat candies and ice cream.
5. When I was young, I liked to drink Fanta but not cocoa.
6. When I was young, I liked to play football or basketball.

E. Dictogloss

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

Yesterday I had a bad day. I woke up late because I went to bed late last night. There was no water on the tap so I didn't take a bath but I washed my face. I opened the refrigerator to find something to eat but there was nothing. I was late, so I ran to school. When I arrived at the school, the doors were closed. I asked a man which day it was. He told me that it was Friday!

Lesson Practice in the Student Book on page 101.

Language Focus: Conjunctions

The conjunctions **because** and **so** answer the question WHY

We talked about bullying because it was Peace Day.

We walked about bullying so the young students will be kind.

F. Dialogue. Underline all the conjunctions: but, because, so, and, & or.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Elmi is a new student in grade 7. He came from another school.

Ahmed: How did you celebrate the Peace Day last year?

Elmi: We wore white shirts and talked with friends. We either hung up posters or participated in a walk. And you?

Ahmed: We wrote dialogues about peace because we taught the young students about bullying.

Elmi: Why did you teach the young student about bullying?

Ahmed: We taught them about bullying so they can understand how to stop violence and conflict. This is important because we want small students to be peaceful.

Elmi: It is important to have Peace Day, but we should be peaceful every day!

G. Make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: The last Independence Day we had celebration. And you?

Student 2: We went to the stadium and danced. Did you go to the stadium?

Student 1: Yes, we went to the stadium, but we did not dance.

Student 2: Why didn't you dance?

Student 1: We didn't dance because our school activity was walking and hanging poster.

Student 2: We were prepared to dance so we danced.

Student 1: Next year do you want to dance or walk?

Student 2: I want to dance.

Lesson Production in the Student Book on page 102-103.

H. Read and underline the conjunctions or, so, because, and, & but.

When I was in grade 4 we celebrated the Peace Day. We prepared for two weeks **because** we had many things to do. Some students learned a poem **so** they can say it together. Another group of students drew doves **and** hung-up posters. Some students painted their hands to make a peace symbol. Some adults came to the school to tell about conflicts. We wanted to have a walk, **but** the weather was too hot. Next year we will have a walk **or** create a song to celebrate.

I. Choose a celebration. Tell the activities you did. Be sure to use the conjunctions and, but, because, or, & so.

Anticipated Writing Response:

Our father told us that tomorrow it was the Mother's Day **so** we had to make a present to our mother. My mother did not have to do the housework that day **because** it was the Mother's Day. My sisters **and** I cleaned the house **and** we decorated a room. My sister prepared a cake and I went to the shop to buy sodas, cookies **and** candies. My father bought a necklace to my mother. My sisters **and** I bought a beautiful red dress with flowers. When we gave our presents, she was very happy. Then we ate cake **or** cookies and sodas.

J. Share your writing with your classmates. Draw a picture of your classmates' stories.

Class Brainstorm

What are your favorite activities during Peace Day or other celebration days?

K. Use a survey to ask your classmates about the best way to keep the school clean.

Follow the procedure for the Survey in the Teacher's Guide on page 12.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think: Why is peace important in our community? In the world?

Peace is important so we are safe because we want to be happy.

Pair: How can children learn about peace?

Children can learn about peace at school and at home.

Share: Share your ideas with another group.

Unit 5

Lesson 17: Giving Suggestions

In this lesson students will...

- talk about problems and give suggestions
- use the phrases shall we, let's, & how about
- use the vocabulary problem, solution, competition, give/offer suggestions, give advice, advise (v.)

Lesson Presentation in the Student Book on pages 104-105.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What are the students doing? The students are working in groups
2. Do you share your ideas with a classmate? Yes, I do because.../No, I don't because...
3. Do you help you classmates? Yes, I do because.../No, I don't because...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

problem	give/offer suggestions
solution	give advice
competition	advise (v.)

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Match the suggestion with the person.

1. friends **c. shall we talk to Ali together?**
2. mother **e. Let's speak to the school director.**
3. sister **d. Shall we show Ali kindness?**
4. brother **a. Let's ask Ali to be in a competition.**
5. father **b. How about ignoring Ali?**

Lesson Practice in the Student Book on page 106.

Language Focus:

Shall we + present tense. → Shall we go to the market?

Let's + simple present → Let's go to the market

C. Match the statement with the suggestion.

1. I am ill and very tired. **e) Shall we visit the doctor?**
2. There is trash on the ground. **c) Let's clean up the litter.**
3. It is cold and rainy today. **a) Shall I stay home from school?**
4. There is a bully in our school. **b) Shall we speak with the teacher?**
5. Cleaning Day is tomorrow. **d) Let's help organize the library.**
6. The students are saying poems for **f) Shall we listen to them recite poems?**

D. Fill in the blank with Shall we or Let's. Practice the sentences with a partner.

1. I am bored. **Shall we** go out and play football?
2. Our room is dirty. Mum gets angry. **Let's** clean it.
3. There is math exam tomorrow. **Let's** revise for the exam.
4. It is father's day. **Shall we** buy a gift to dad?
5. I want to swim. **Shall we** go to the beach tomorrow?
6. Our board is dirty. **Let's** erase it.

E. Semantic Analysis.

Follow the procedure for Semantic Analysis on Teacher's Guide page 9.

Tomorrow is Friday, Ahmed and his friends want to have time together.

Ahmed: Hey guys, shall we go to the beach tomorrow?

Elmi: Good idea but how about playing football, we didn't play together for a while.

Ali: Let's play chess in my house.

Hassan: How about playing videogames, I have the latest version.

Omar: Shall we watch a horror movie?

	Hassan	Omar	Ahmed	Ali	Elmi
Go to the beach			✓		
Play football					✓
Play chess				✓	
Play videogames	✓				
Watch a horror movie		✓			

Lesson Practice in the Student Book on page 107.

Language Focus:
How about = gerund → How about going to the market?

F. Underline the phrases that give suggestions. Practice the dialogue with a partner.

Bilan, Hawa, and Leila talk about the gift they will offer to Asli. for her birthday.

Bilan: Asli likes nice clothing. Let's buy her beautiful dress, a scarf and shoes.

Hawa: Shall we give her perfume and some make-up? Asli likes to be beautiful.

Leila: How about buying earrings, a necklace and a watch as well?

Bilan: No, we should not buy her things like this. Asli is always reading. Let's buy her books.

Hawa: Books? That's a good idea. She is beautiful new without clothing, make-up, or jewelry.

Leila: Good idea. How about going to the market tomorrow?

Bilan: Sure. How about meeting in the morning?

Hawa: Yes. Let's meet in the morning to go to the market.

G. Make Your Own: Use the words Let's, Shall and we, & How about to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: I need some advice. I must help my mother.

What should we do?

Student 2: How about going to the market ?

Student 1: What else?

Student 2: Shall we clean the house tomorrow?

Student 1: And?

Student 2: Let's cook the three meals and let her have a rest.

Lesson Production in the Student Book on pages 108-109.

H. Read. Underline the phrases that give suggestions.

I have a problem. I am not feeling good, I have varicella. My skin is itchy and has red bumps. I have a fever and am fatigued. I must stay in my room alone because it is a contagious disease. I don't like to be in my room by myself. I don't like sleeping alone because I have nightmares. My mother said, "How about taking paracetamol and a rest?" My father suggested, "Shall you call a friend in the night?" My friends offered, "Let's have a video chat or play online games together." My sister said, "How about using a cream on your skin?" Hopefully, I will feel better soon.

I. Complete the table. List the problems and the suggestions.

Problem	Suggestions
Has nightmares	Call a friend in the night
Has a fever & is fatigued	Take paracetamol & a rest
Has itchy skin	Use a cream
Doesn't like to be alone in a room	Have video chat or play online games.

J. Share your writing with a classmate.

Anticipated Writing Response:

I have a problem I don't speak a good English. I can read and write but my speaking is not good. When I watch an American movie, I don't understand all the things they say but I understand the essential. My mother said, "how about going to an English private school in the evening?" My father suggested, "Shall you discuss with native people?" My friends propose, "Let's listen together VOA and BBC learning English programs."

Teaching Tip

Use the list from the class brainstorm to create the survey questions and suggestions.

Class Brainstorm

What are some problems or situations you face in a week?

K. Create a survey to ask your classmates about the best suggestions to solve the problem.

Follow the procedure for the Survey in the Teacher's Guide on page 12.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think: Do you share your problems with your friends?

Yes, I do share because.../ No, I do not share because...

Pair: Do you respect their suggestions? Do suggestions help you solve problems?

Yes, I do respect their suggestions because.../No, I don't respect their suggestions because...

Unit 6

Lesson 18: My Home Environment

In this lesson students will...

- tell how to take care of my home environment
- tell what people are doing using present continuous
- ask and answer WH- questions
- use the vocabulary fold, take out, chores, wipe (up), mop, tidy up, clean up, pick up

Lesson Presentation in the Student Book on page 110-111.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What is the boy doing? The boy is cleaning the window.
2. What is the father doing? The father is cleaning the floor.
3. What chores do you do in your home? At home, I...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6. fold

take-out	tidy up
chores	clean up
wipe (up)	pick up
mop	

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. Washing with detergent is important. **TRUE**
2. Cleaning the home is important for your health. **TRUE**
3. Everyone in the home should help clean. **TRUE**
4. You should leave the trash in your home. **FALSE, you should take out the trash**

Lesson Practice in the Student Book on pages 112-113.

Language Focus: Questions with Present Continuous

Remind students of how to form the gerund when the verb ends in an -e. For example, trade -> trading.

Remind students that a negative response is formed by inserting *not* between the auxiliary and gerund. For example, *I am NOT cleaning*.

Remind students to insert the noun or pronoun between the auxiliary and gerund when forming a question, For example, What is HE doing? Where is HASSAN going?

C. Use the verbs to complete the question. Write the answer. Ask and answer the questions with a partner.

1. **Are you washing** the dishes? Yes, I **am washing** the dishes (wash)
2. **Is she mopping** the floor? Yes, she **is mopping** the floor (mop)
3. **Is he picking up** the kitchen? Yes, He **is picking up** (pick up)
4. **Are they taking** the trash outside? Yes, **they are taking** the trash outside. (take)
5. **Are you sweeping** the floor? No, I **am not sweeping** the floor. (sweep)
6. **Is Amina preparing** the meal? No, she **is not preparing** (prepare)
7. **Is Radwan wiping** the car. No, he **is not wiping** the car. (wiping)
8. **Are Bilan and Osman bringing** the trash outside? No, they **are not bringing** the trash outside. (bring)

D. Use the verbs to complete the question. Write the answer. Ask and answer the questions with a partner.

1. **Are we wiping** the windows today? Yes, we **are wiping** the window today. (wipe)
2. **Are Mohamed and I tidying up** the room? Yes, we **are tidying up** the room. (tidy up)
3. **Are they tidying up** the kitchen? Yes, they **are tidying up** the kitchen. (tidy up)
4. **Are Ibrahim and I going to** the market? No, we **are not going** to the market. (go to)

E. Listen. Fill in the gaps using the word bank.

Follow the procedure for Fill in the Gaps in the Teacher's Guide on page 8.

The children have chores. Today they **are helping** mother to clean the home and yard. Amina **is sweeping** the floor. Radwan **is wiping** the table. Bilan **is taking** the trash outside. Asli and Abdoufattah **are picking up the litter in the yard**. Filsan **is tidying up** the rooms.

F. Dialogue. Underline the present continuous verbs.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Bilan: Hi Omar, what is Hassan doing?

Omar: He is playing with his friends.

Asli: Omar, are you helping mother pick up the house?

Omar: No, I am not. I am doing homework. What is father doing?

Bilan: He is lying down on the sofa.

Omar: Why is he lying on the sofa?

Bilan: He is tired from work, so he is resting.

Asli: Omar, where is Hassan playing?

Omar: He is playing soccer at the field.

Asli: I will go outside to find Hassan.

Bilan: Why are you going outside to find Hassan?

Asli: Mother is cooking. It is almost time for lunch.

G. Make your own dialogue using the words Let's, Shall and we, & How about to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What are you doing?

Student 2: I am mopping the floor. Are you washing the clothes?

Student 1: Yes, I am washing the clothes. Are you folding the clothes?

Student 2: No, I am not folding the clothes. I am tidying up the room.

Student 1: What else are you doing?

Student 2: I am eating lunch.

Lesson Production in the Student Book on pages 114-115.

H. Read about Hasna's day. Underline the present progressive verbs.

Today is Saturday. Hasna's family has many chores to keep their home environment clean. Hasna and her brothers and sisters are helping. Hasna and her sister are washing and folding the clothes. Ali, her older brother, is picking up litter in the yard. Hasna's father is taking out the trash. He is bringing the trash to the truck. Hasna's little sister Amina is wiping the windows. Everyone is working together to keep the home tidy.

I. Choose an image below. In your copy book, write a narrative about what is happening in the image. Be sure to use present continuous.

Anticipated Writing Response

The students are cleaning the school. The girl is picking up litter. The boy is taking out the trash. Some students are doing chores in the yard. Some students are not helping. They are organizing books in the library. They are cleaning the classrooms.

Teaching Tip

If students cannot yet write a narrative, create a narrative as a whole class using one of the images. and/or get students started by making a list of verbs they can use for their writing.

J. Read your personal narrative to 2-3 classmates. Draw a picture to match their story

K. Play the game in groups of 3-4. Flip a coin. Move 1 space for heads. 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the Teacher's Guide on page 11.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Unit 6

Lesson 19: Environment in Djibouti

In this lesson students will...

- show how to take care of the community environment
- tell what people were doing in the past using past continuous
- use the vocabulary: Grass, fall/autumn, leaves, road, rake, field, broom

Lesson Presentation in the Student Book on pages 116-117.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Have you helped clean the community?
2. Why is it important to clean up your neighborhood?

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

grass	leaves	field
fall	road	broom
autumn	rake	

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. The kids were picking up leaves. FALSE, the kids were working in the field
2. The community was cleaning up during the evening. FALSE, the community was cleaning up in the morning
3. Grandparents were cleaning the roads. FALSE, the grandparents were painting signs.
4. The community works together to clean up the neighborhood once per month. TRUE

Lesson Practice in the Student Book on pages 118-119.

Language Focus: past Continuous

Remind students that a negative response is formed by inserting *not* between the auxiliary and gerund. For example, *I was NOT cleaning.*

C. Use the verbs vocabulary to complete the sentences. Practice the sentences with a partner.

1. The community was cleaning up the **field** so kids can play soccer.
2. During the fall, the **leaves** were falling on the ground.
3. The women were using a **rake** to clean up the trash on the road.
4. They were doing the task with the **rake** and **broom**.

D. Complete the sentence with the correct form of the past continuous verb. Practice the sentences with a partner.

1. Last Friday, **I was cleaning** the yard. (clean)
2. We **were picking up** the beach during the weekend. (pick up)
3. The kids **were collecting** plastic bottles from the road. (collect)
4. The kids in the field **were playing** soccer after they cleaned the trash (play)
5. Who **was cleaning up** the grass in the field? (clean up)
6. The women **were sweeping** the roads with a broom. (sweep)

E. Dictogloss

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

Yesterday, Hawa was helping her mother. They were doing housework. Her brother was not sleeping. He was washing the dishes. He was sweeping the floor. He was making tea. He also knows how to cook. But, he doesn't like it. Now, he watches TV. Hawa and her mother were cleaning the house. They were picking up the trash. They were also cleaning outside of the house. They have a big space in front of the house. They are planting some trees. Hawa likes plants. Now, they lie down on the sofa.

F. Practice the dialogue. Underline the past continuous verbs.

Follow the procedure for Dialogue in the Teacher's Guide on page 9..

Asli: There were lots of people on the street.

Osman: What were they doing?

Asli: They were talking about how to clean their neighborhood.

Bilan: Not only the neighborhood. They do it every month.

Kamil: What were they carrying in their hands?

Osman: They were carrying brooms and rakes.

Bilan: Were they cleaning the beach?

Asli: No, they were not cleaning the beach. They were cleaning the streets and the soccer field.

Kamil: Were they planting trees?

Kilan: Yes, some children were planting trees. Other children were fixing the garden.

Osman: Who was helping?

Kamil: Adults and children were picking up the trash. The grandparents were not helping. They were giving us snacks and water.

Osman: Now, the neighborhood will be clean and green.

G. Use the words in the box to create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What were you doing yesterday?

Student 2: I was cleaning the soccer field. And you?

Student 1: I was raking leaves. After that, what were you doing?

Student 2: After that, I was putting trash in the bin. How about you?

Student 1: I was cleaning up the litter. What was your sister doing?

Student 2: She was sweeping the road.

Lesson Production in the Student Book on pages 120-121.

H. Read about this Asli's experience. Underline the past continuous verbs.

My name is Asli. Today we were cleaning the neighborhood. My friends and I met at the soccer field. Our parents came too. We were picking up the litter. We were sweeping the road and ground. We were wearing a yellow vest to stay safe in the road. Our parents were cleaning the empty spaces. People often throw garbage in these spaces. Everyone was putting the dry leaves, grass, and trash in a big black plastic bag. We carried the trash to the lorry. Together, we planted trees. Each month we meet to clean our neighborhood. Now, the neighborhood shines. It is important to be proud of the local environment

I. Choose an image below. Write a narrative. Tell what the characters in the images were doing yesterday.

Anticipated Writing Response

The students were cleaning the school. The girl was picking up litter. The boy was taking out the trash. Some students were doing chores in the yard. Some students were not helping. They were organizing books in the library. They were cleaning the classrooms.

Teaching Tip

If students cannot yet write a narrative, create a narrative as a whole class using one of the images. and/or get students started by making a list of verbs they can use for their writing.

J. Read your personal narrative to 2 classmates. Listen and take notes about your classmates' experiences.

K. Play the game in groups of 3-4. Flip a coin. Move 1 space for heads. 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the Teacher's Guide on page 11.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Unit 6

Lesson 20: Global Environments

In this lesson students will...

- show how to take care of the global environment
- tell what people were doing in the past using past continuous
- use when and while to tell about interrupted actions
- use the vocabulary: pollution, reuse, reduce, recycle, prohibit, climate change, planet

Lesson Presentation in the Student Book on pages 122-123.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

- 1 What do you do with used plastic bags and plastic bottles?
2. Have you cleaned the beach or school yard?

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

pollution	recycle
reuse	prohibit
reduce	climate change, planet

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. Pollution is smoke from fires, cars, and factories. TRUE
2. The environment is the plants and animals in the world. FALSE, the environment is everything around us like dirt, air, the ocean, etc.
3. Trees help clean the pollution in the air. TRUE
4. To help the environment, we should use more plastic. FALSE, to help the environment we should use less plastic.

Lesson Practice in the Student Book on page 124-125.

Language Focus:

We use the continuous tense when the action was in the middle of happening. We can use when and while to talk about an action that was interrupted or when two actions were taking place at the same time.

interrupted: My mother called on the phone when I was watching TV.

same time: I was talking to my mother while I was watching TV.

C. Complete the sentences. Practice the sentences with a partner.

1. was cleaning / gave
2. were planting / saw
3. was shopping / asked
4. was picking up / helped
5. was taking out / kept
6. were polluting / became

D. Match the beginning of the sentence with the end. Practice the sentences with a partner.

1. When I was using a plastic bags, **b) a friend told me to reuse cloth bags**
2. While they were discussing climate change, **a.) the children listened.**
3. When the trees were cut down, **d. the pollution became worse.**
4. While people were polluting in the ocean, **c. the fish became ill.**
5. When schools were celebrating World Environment Day, **e. students learned about climate change.**

E. Listen to the stories. Match the story with the image.

Follow the procedure for Match the Picture in the Teacher's guide on page 9.

In this picture, people were working in a group. There were men as well as women. The sky was clear. It was daytime. The temperature was hot. They were wearing the same t-shirts. The t-shirts were the same white color. Some were picking up trash. They were not planting trees. Some others were sweeping the street with brooms. Some women were holding white plastic bags in their hands. They were putting the trash in the plastic bags.

F. Practice the dialogue. Underline the past progressive verbs. Circle the simple past verbs.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

For the purposes of the teacher's guide, circled items are in bold.

Osman: What was Mr. Mohamed doing when you **came** to see him? Was he talking with the other teachers?

Asli: When he was talking with the teachers, he wasn't talking about climate change.

Bilan: They were talking about climate change, while they **planned** their lessons.

Osman: Did they like the plans we **made** for Arbor Day?

Asli: When Osman was explaining the plan, the teachers **didn't understand**.

Bilan: When I was showing the teachers the posters, they **asked** for more information.

Osman: We were not explaining the information well, so we asked for more time.

Asli: We can create a video to show why we must plant trees.

Bilan: Yes! We can show the teachers how trees clean the pollution from the air.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: What were you doing when you collected glass bottles?

Student 2: When we were cleaning the beach, we collected trash.

What happened while you were not littering school yard?

Student 2: While I was not planting trees, I recycled.

Student 1: What were you doing when you put trash in the bin?

Student 2: When I was not reusing the bottle, I put in the bin. What happened while you were recycling the bottles?

H. Read about Osman, Ali, and Ibrahim's experience. Underline sentences that have an interrupted action

Osman and Ali met to discuss Earth Day. While Osman was talking about the celebration, Ali listened and wrote ideas on paper. When they were talking, they heard a loud sound. While they were looking for the sound, Ibrahim came to the room. Ibrahim asked, "What were you talking about?" Osman said, "We were talking about the Earth Day celebration when we heard a loud sound. Did you hear it too?" Ibrahim said, "It was me! I was cleaning the yard when I screamed. I saw a lot of trash on the ground and pollution in the air. I was shocked. Ali asked, "Do you want to help us plan a celebration for Earth Day? We can encourage people to keep the environment clean." They created posters to tell about the dangers of climate change.

I. Choose an image below. Write a narrative. Tell what the characters in the images were doing. Be sure to use when and while. Anticipated Writing Response

The students were cleaning the school when someone dropped litter on the ground. The girl was picking up litter while the boys were taking out the trash. Some students were singing when they were doing chores in the yard. Some students were not helping while others were helping.

Teaching Tip

If students cannot yet write a narrative, create a narrative as a whole class using one of the images. and/or get students started by making a list of verbs they can use for their writing.

J. Read your narrative to 2 classmates. Listen and take notes about your classmates' experiences.

K. Play the game in groups of 3-4. Flip a coin. Move 1 space for heads. 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the Teacher's Guide on page 11.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

What were you doing or not doing to clean your local environment yesterday?

Consolidation & Integration

Activities A, B, & C can be used to remind students of grammar, vocabulary, and themes used throughout the module. These activities are meant to be collaborative.

Activities D, E, & F can be used as an assessment.

A. Practice the dialogue with a partner.

Follow the procedure for Dialogue in the Teacher's Guide on page 10.

B. Choose one of the topics below. Work in pairs to write your own dialogue

using words from the table.

Follow the procedure for Make your Own Dialogue in the Teacher's Guide on page 10.

Each student's dialogue will be different. The dialogue below is an example

C. Dictogloss. Listen to the students talk about how they will celebrate Peace Day.

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

D. Use the verbs to complete the questions. Write the answers. Practice asking and answering the questions.

1. **Are you washing** the dishes? Yes, I am **washing** the dishes. (wash)
2. **Is she mopping** the floor? Yes, she is **mopping** the floor. (mop)
3. **Is he tidying up** the kitchen? Yes, he is **tidying up** the kitchen.
4. **Are they taking** the trash outside? Yes, they are **taking** the trash outside.
5. **Are you sweeping** the floor? No, I am not **sweeping** the floor.
6. **Is Amina preparing** the meal? No, she is not **preparing** the meal.

E. Use the verbs to complete the statements. Practice the sentences with a partner.

1. While the community **was cleaning** the streets, a policeman brought them some water. (clean, bring)
2. The trash truck was **leaving**, while Asli **carrying out** the garbage. (leave, carry out)
3. When she was mopping the floor, she **fell** and **broke** her leg. (mop; fall, break)
4. While we **were celebrating** World Environment Day, we **took** many photos. (celebrate, take)
5. When I **was shopping**, the shopkeeper **told** me to bring a cloth bag. (shop, tell)
6. Abdi **saw** a big fish, when he **was playing** at the beach. (see, play)

F. Create a survey. Create a survey to ask your classmates about the best suggestions to solve the problem.

Follow the procedure for Survey in the teacher's Guide on page 12.

G. Fill in the empty boxes. Play the game in groups of 4. Flip a coin. Move 1 space for heads or 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the teacher's Guide on page 11.

Integration

Students can work individually, in pairs, or in groups. The main goal of the activity is for students to work together and to practice their speaking skills.

Situation:

Many plants and animals are dying. The air is becoming polluted. The climate of the earth is changing. It is easier to cut down trees, use plastics, and pollute air and water than to reuse and recycle. This year, the schools are celebrating World Environment Day. You must present either a poster, role play, or story to give others advice on how to make a healthy environment.

Presentation:

Poster

Story

Role Play

Unit 7

Lesson 22: Digital Media

In this lesson students will...

- use words and phrase about technology
- tell the purpose of my actions using the simple past + infinitive
- use the vocabulary: website, download, upload, link, satellite dish, subtitles

Lesson Presentation in the Student Book on pages 132-133.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

- 1 What are people doing? The students are using a computer, watching the teacher, looking at the SMART board.
2. What is your favorite kind of digital media? Why? My favorite is TV/computer/phone/tablet, etc.
3. How often do you use digital media? I watch TV once a week. I use a phone every day., etc.

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

website	link
download	satellite dish
upload	subtitles

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. **Downloading** is the same as **uploading**. **FALSE, downloading is taking some from the internet in order to put it on your device; uploading is putting something from your device onto the internet**
2. You need the **internet** to send an email. **TRUE**
3. **Subtitles** allow you to hear the film in a different language. **FALSE, subtitles allow you to read the dialogue in a another language**
4. A browser helps you surf the internet. **TRUE**
5. A **satellite** dish gives you more TV channels. **TRUE**
6. A **link** or web address helps you to find a **website**. **TRUE**

Lesson Practice in the Student Book on page 134-135.

Language Focus:

To tell the purpose of an action, we can use the infinitive. For example, "I watch TV to relax."

We can use the conjunction **so** to connect two phrases. For example, "I called the repair man, so I don't have to buy a new computer."

C. Cross out the intruder.

1. website, ~~e-reader~~, webpage, browse,
2. click, link, ~~newspaper~~, webpage
3. downloaded, ~~translated~~, subtitled, dubbed
4. upload, download, stream, ~~read~~
5. ~~newspaper~~, TV, mobile, internet.
6. satellite dish, channel, ~~website~~, television

D. Select the correct verb. Change it to simple past to complete the sentence. Underline the infinitive. Read the sentence to a partner.

1. I texted her to say hello (text, read, listen)
2. We downloaded the film to watch later. (download, go to, stream)
3. I connected my computer to the internet to send an email. (connect, subtitle, channel)
4. We want to watch it now and streamed the new movie. (stream, click, ask)
5. They clicked on the link to browse the website. (text, watch, click)
6. We social media to find new music and fashion (click, browse, dub)

E. Listen and put a ✓ to tell what digital devices Asma used today.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 7

Asma uses different types of digital devices each week to stay connected. She heard the news this morning on the radio. She also read an article on a website about is happening in Djibouti. She scrolled through social media to learn what her sisters and classmates did during the weekend. She texted her friend to ask a question about a school assignment. She wanted to watch her favorite TV show this afternoon. She wanted to watch her favorite TV. She tried to stream the show, but she had to download it instead.

	listened	texted	watched	read	news	family & friends	shows
website				✓			✓
radio					✓		
phone		✓					
online videos			✓			✓	

F. Practice the dialogue. Underline the past + infinitive.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

A customer calls a repair-man because their computer does not work.

Repairman: Handy Dandy TV repair. How can I be of service?

Customer: Thank goodness you are here. The computer is over there.

Repairman: What seems to be the problem?

Customer: Well, I turned it on but did not see anything on the screen. I called for help first, so I don't have to buy a new computer.

Repairman: Did you save your work, so you don't need to redo it? Did you restart the computer?

Customer: Yes! I saved my work so I don't have to do it again. I also tried restarting several times, so I didn't have to call for help.

Repairman: Let me take a look. It's not the keyboard. It's not the mouse.

Customer: What could it be?

Repairman: Well, I think I have found the problem.

Customer: The screen is broken, isn't it?

Repairman: No. The screen is not broken. The screen was not plugged-in.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1. Why did you download the movie?

Student 2: I downloaded it to watch it later.

Why did you subscribe to her YouTube channel?

Student 1.: I subscribed to her channel to receive the latest posts.

Why did you send the email?

Student 2: I sent the email to inform you of the meeting.

Lesson Production in the Student Book on pages 136-137.

H. Read the email below. Underline the past + infinitive.

Hey Hasna!

It's too bad we didn't hang out this weekend. I had a busy couple of days. On Friday, I messaged my American friend Emily to practice writing in English. After that, we video-chatted for an hour to practice pronunciation.

Along with my sisters, I went to Marché Riyad to shop for clothing and henna for our hair. In the afternoon, we went to Bawadi Mall to see a film at Star Cinema. The movie was so interesting. On Saturday, I had homework to complete. I must make a report about whale sharks to present to the teacher. I searched online for information about the sharks' migration. I read several articles and learned quite a lot. What about you? What did you do this weekend?

Talk to you soon,

Bilan.

I. In your copybook, write an email to a friend. Be sure to tell what you did during the weekend using the past tense + infinitive.

Anticipated Writing Response

Hi Bilan,

I am happy to hear from you. I had a busy weekend too. On Friday morning, I went to the beach to swim. Then I visited my grandmother to listen to her stories in the evening. She tells nice stories. On Saturday morning, I stayed at home to help my mother and do my homework. Let us hang out next weekend.

See you soon.

Class Brainstorm

Make a list of the digital media and devices you used today.

How often do you use them and for what purpose?

Teaching Tip

Write students' brainstorm ideas as short phrases; these can be added to the word box for activity K.

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11. Some possible answers are below:

Did you use a computer to send emails today?

Yes. I used a computer to send emails.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Unit 7

Lesson 23: Online Entertainment

In this lesson students will...

- talk about people's preferred forms of digital entertainment
- talk about the purpose of my actions using the gerund and/or infinitive
- use the vocabulary: subscribe, scroll, video chat, follow, post (n. & v.), comment (n & v)

Lesson Presentation in the Student Book on pages 138-139.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What are they doing? The students are using a computer. They are in school.
2. How are the children feeling? Why? They look busy, worried.
3. What devices are they using? They are using computers/laptops.
4. What games do you like playing? I like playing...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

subscribe	follow
scroll	post (n. & v.)
video chat	comment (n & v)

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Answer the questions.

1. Why do many people use internet? **Today many people use the internet for having fun.**
2. What do adults like doing in their free time? **In their free time, adults enjoy scrolling through news headlines.**
3. Why do children like posting their photos? **Because a lot of children often comment on posts**

Lesson Presentation in the Student Book on pages 140-141.

Language Focus: Gerund vs. Infinitive

The goal for this lesson is for students to know how to form the two different structures; students may not know when to choose the infinitive vs. the gerund

He likes *to subscribe* to YouTube channels = with an emphasis on the intention.

He likes *subscribing* to YouTube channels = with an emphasis on the action itself.

C. Complete the sentences using the gerund OR infinitive. Read the sentences to a partner.

Teachers should ensure students to not combine the structures: For example, "He likes to subscribing." is incorrect. Most sentences have two possible correct answers.

1. He likes _____ to YouTube channels. (subscribe)

He like subscribing/He likes to subscribe.

2. She likes _____ videos about hair braiding. (watch)

She likes watching/She likes to watch.

3. I enjoy _____ on videos. (comment)

I enjoy commenting* (we cannot use enjoy + infinitive)

4. Ali doesn't like _____ through pictures on Instagram. (scroll)

I like scrolling/I like to scroll.

5. I have a channel. I like _____ videos. (post)

I like posting/I like to post.

6. He likes _____ channels about dancing. (follow)

He like following/He likes to follow.

D. Correct the mistakes. Read the sentences to a partner.

1. Ali enjoys following his friends on social media.

2. He hates video chatting. He hates to video chat.

3. Hasna prefers to download a video about Sharma Boy, or Hasna prefers downloading a video about Sharma Boy.

4. Diego doesn't like lip-syncing in TikTok videos or Diego doesn't like to lip-sync in TikTok videos.

5. Kamil doesn't like to upload pictures to social media. Kamil doesn't like uploading pictures to social media.

6. Rawya enjoys scrolling through comments on YouTube.

E. Dictogloss.

Follow the procedure for Dictogloss in the Teacher's Guide on page 8.

Bilan lives in a big house in Djibouti city. Her house has a Wi-Fi connection. In her free time, she likes playing online virtual games. She loves playing quiz up in real time with her cousins in Canada. But her brother Omar enjoys playing FIFA Football with his friends from their houses. In the afternoon everybody is busy with online entertainment. Even her father Gouled scrolls through his favorite online website news. Sometimes he downloads it if he wants to read it later.

F. Practice the dialogue. Circle the gerunds. Underline infinitives.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Student 1: Hey! What do you do during weekends?

Student 2: I wake up at 8am. I like checking my WhatsApp messages. I would like to play video games

all weekend, but I cannot. I must help my mother. I don't like to clean my house. I really dislike washing dishes.

Student 3: Ha! Me too. I want to give up cleaning! I enjoy playing video games and using social media during the weekend too. I want to give up studying.

Student 1: We're learning so much, but we need to keep practicing.

Student 2: I need to ask my sister to help me study for English.

Student 3: I'm using an app to practice English. Student 1: We can meet together this weekend to speak and practice together.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: What do you like doing on weekends?

Student 2: _____ What about you? Student 1: I want to give up _____, what about you. Student 1: _____ What do you like doing after school?

Student 2: _____. What about you?


Student 1: _____. What do you like doing during the summer holiday?

Student 2: _____. What about you?



Student 1: _____.


Lesson Production in the Student Book on page 142-143.

I. Read Emily's Post. Underline the gerunds. Circle the infinitives.



@Emily_in_USA

Hi guys! It's me, Emily. For those of you that are new to my page, I wanted to introduce myself. For years, I scrolled through social media to get inspiration. I decided to create content to teach my peers how to be polite online. At school, I started an Online Kindness Club to encourage others.

 Like  Comment


@Arta_Hasna14

What do you do in the Online Kindness Club? I love being part of an online community.


@Emily_in_USA

In the club, we love sharing videos online and teaching others how to make a positive influence. I really love stopping trolls from being a negative influence online.

H. In your copybook, introduce yourself in a “post.” Be sure to use gerunds and infinitives.

Anticipated Writing Response

Hi dear! My name is Asli I am from Djibouti. I am a grade 7 student. I am interested to join an online community. I enjoy following the kindness club. I want to learn English through social media. I like to entertain teens around the world. I like being polite to everyone and I like people to respect me too.

Teaching Tip

Write students' brainstorm ideas as short phrases; these can be added to the word box for activity K.

Class Brainstorm

Make a list of the digital media and devices you used today. How often do you use them and for what purpose?

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11. Some possible answers are below:

Do you feel like commenting on that video?

No, I don't feel like commenting.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Do you prefer playing video or physical games? Why?

Unit7

Lesson 24: Influencers

In this lesson students will...

- tell about how famous people use online media
- use adverbs the adverbs of frequency yet, ever, never
- form and use the past perfect
- use the vocabulary: like (n. & v.), influencer, notifications, views, shares, friend request

Lesson Presentation in the Student Book on pages 144-145.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Have you watched videos on YouTube? Yes/No I have (not) watched videos online.
2. Have you ever read the comments? I have read the comments/No I haven't read online comments.
3. What kinds of videos do you watch online? I like to watch.../I enjoy watching videos about...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

like (n. & v.)	views
influencer	shared
notifications	friend request

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Answer the Questions

1. How many subscribers did CR7 have in November 2022? He has 500 million subscribers on Instagram.
2. What can cause a notification? Notification could be a comment on a post, a friend request, or views or shares of a video he has uploaded
3. How many likes did Messi's post get in one afternoon? The post got 49, 5 million likes one afternoon.
4. What is a social media influencer? Influencers are people that are experts in their area of interest.

Lesson Practice in the Student Book on pages 146-147.

Language Focus:

In this lesson students will review adverbs of frequency and use them with the past participle.

Note: the adverb *already* can be placed in between the auxiliary and past participle or at the end of the sentence. For example, I have already called her. OR I have called her already. the adverbs *yet* and *before* always come at the end of the phrases. For example, I haven't called her yet./I haven't called her before. These are often used with negative responses.

The adverb *never* is placed between the auxiliary and past participle. It is used as a response to questions that use *ever*

C. Read the situations. Choose the best adverb (already or yet) then complete the sentence with have + verb.

1. Your friend asks, "Would you like something to eat?" No thanks, I have already had lunch. (had)
2. No thanks, I have already watched it. OR I have watched it already.
3. No. She has not phoned yet.
4. Let's go I have already called her. Or I have called her already.
5. No, I haven't signed in yet
6. Yes, I have already seen it.

D. Write questions with ever. Ask & answer the questions with a partner.

1. Have you ever watched the World Cup?
2. Have you ever posted a picture on Facebook?
3. Have you ever liked a post on TikTok?
4. Have you ever commented on in Awaleh Aden's Instagram page?
5. Have you ever sent a friend request to Messi?
6. Have you ever subscribed to a YouTube channel?

E. Listen and Respond

The teacher reads the passage at least three times at normal speed,

- 1st reading: students just listen, they should not take notes
- 2nd reading: students should read the questions before the 2nd reading; students should listen for the answers.
- 3rd reading: students listen and find the correct answers.

Have you ever heard of Khaby Lame? He was born in Senegal. He has used TikTok since March 2020. He has made many videos on TikTok. Many of his videos have gone viral. Now Khaby Lame is the most well-known TikTok artist. Khaby Lame has more than 150 million followers on TikTok. He also has a YouTube channel. Have you ever made a video for TikTok?

1. viral
2. March 2020
3. followers

F. Practice the dialogue. Underline: ever, never, yet, already, before.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Students are talking about using social media.

Omar: Hi guys. Have you ever subscribed to the learning English Facebook page?

Hassan: No, I have never heard of that?

Omar: It is a very interesting page.

Hodan: Listen guys, Facebook is not a classroom for learning English. It's for entertainment.

Omar: I've used Facebook. I've met friends to practice English already.

Hassan: I haven't used Facebook yet. I have used YouTube for learning English.

Hodan: Oh really? I haven't watched English videos on YouTube before.

Hassan: Yes! I watch Trevor Noah a lot. He is from South Africa. He talks about the world news and he is funny.

Hodan: Does he have many followers? What is his handle?

Hassan: He has more than 10 million followers. His handle is @trev_noah.

Omar: Guys, have you ever seen Rashid Nour's videos? He is funny too.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: Have you ever used TikTok?

Student 2: No, I have never used it.

Student 1: Have you commented on a video before?

Student 2: Yes, I have commented on videos already.

Student 1: Have you messaged a celebrity before?

Students 2: No, I haven't messaged a celebrity yet, but I want to message Khaby Lamé.

Lesson Production in the Student Book on pages 148-149.

H. Read the caption and comments. Underline present perfect. Circle the adverbs: yet, already, ever, & never.



 **@Emily_in_USA**
Hi guys! I hope you enjoy my video about learning English. Have you subscribed to my channel yet? If you haven't subscribed already please like and subscribe!

 **@Arta_Hasna14**
@Emily_in_USA I love your videos. I have seen all of them and have shared the video with my friends already.

 **@Hawa2010**
I have so many questions about you. Have you ever video chatted with followers?

 **@Emily_in_USA**
I have never made a video to answer questions. That is a good idea!

I. Write a caption about a video you have seen. Pass your copybook to a classmate. Comment on at least 2 of your classmates' captions

Anticipated Writing Response

Hi Emely, I have already liked and subscribed to your channels. But I haven't commented on it yet. I haven't asked you a question yet, but I have already enjoyed your videos.

Class Brainstorm

Make a list of the verbs and nouns we have used to talk about using digital devices?

K. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11. Some possible answers are below:

Have you followed an influencer on social media yet?

No, I haven't followed an influencer on social media yet (before)/No, I have never followed an influencer.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Do you prefer talking with your friends in person or video chatting? Why?

Unit 8

Lesson 25: Influencers

In this lesson students will...

- ask and answer questions about hobbies and chores
- talk about actions in the past and how they related to the present
- use adverbs the adverbs of frequency recently, just
- form and use the past perfect
- use the vocabulary: hobby, chore, competition, pétanque, cook, race, martial arts, sew/sewn, read, garden (v.)

Lesson Presentation in the Student Book on pages 150-151.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Do you play football? Yes, I enjoy playing./ No I don't enjoy playing.
2. Do you like cooking? Yes, I enjoy cooking. / No, I don't enjoy cooking.
3. What do you enjoy doing? I enjoy...
4. What do you dislike doing? I don't enjoy...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

hobby	pétanque	martial arts	garden (v.)
chore	cook	sew/sewn	
competition	race	read	

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Answer the Questions

1. Everyone has the same hobbies. FALSE, people have different hobbies.
2. Gardening can be a chore. FALSE, some people enjoy gardening. For them, gardening is a hobby.
3. Sewing can be a hobby. TRUE, some people enjoy sewing. For them, sewing is a hobby.
4. Racing is a sport. TRUE
5. Pétanque is a game for one person. FALSE, the game is played with friends.
6. Martial Arts competitions are easy FALSE, martial arts is challenging

Lesson Practice in the Student Book on pages 152-153.

Language Focus: Present Perfect



I have won a football match.

They have not scored a goal.

Has he played handball?

No, he has not played.

C. Fill in the gaps using present perfect. Read the completed sentence to a partner.

1. I **have played** pétanque with my father. (play)
2. They **have learned** judo at school. (learn)
3. Ali **have gardened** in the school yard. The plants needed water (garden)
4. She loves running. She **has raced** in many competitions. (race)
5. We enjoy making clothes. We **have sewn** several abayas. (sew)

D. Fill in the gaps. Answer the question. Ask and answer the questions with a partner.

1. Have you **enjoyed** the football match? (enjoy)
Yes, I have enjoyed the football match / No, I have not enjoyed the match.
2. Have you **gardened** today? (garden)
Yes, I have **gardened** today / No, I have not gardened today.
3. Has Ali **cooked** for the children this week? (cook)
Yes, I have cooked for the children/ No, I have not cooked for the children.
4. Has Hawa **read** the book? (read)
Yes, Hawa has read the book./ No, Hawa has not read the book
5. Have Abdul and Fathia **studied** the new words for the Arabic class? (study)
Yes, I have studied. No, I have not studied.
6. Have we **finished** the chores? (finish)
Yes, I have finished the chores. No, I have not finished the chores.

E. Listen. Put a ✓ to tell what Ali and Radwan have done.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 7

Radwan and Ali are good friends but they have different hobbies. Radwan has won a martial arts competition. He has also ran a 5K race. Ali does not like sports. Ali has learned to sew. he has also studied Chinese. He has won a competition because he has played pétanque for years.

	played pétanque	practiced martial arts	studied languages	sewn clothes	raced	won a competition
Ali			√	√		√
Radwan		√			√	

F. Practice the dialogue. Underline the present perfect; Circle the adverbs recently, just, yet, already

For the purposes of the teacher's guide, circled items are in bold.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

Teacher: Hello class. What fun things have you done this month?

Kamil: I have played a new game called pétanque. Have you recently played a fun game?

Ali: I have not played pétanque **yet**. I have recently learned to sew clothes.

Teacher: You have just learned to sew clothes? That is exciting!

Ali: Yes! My grandfather has recently showed me how to use the sewing machine.

Kamil: Ah! My grandfather has taught me pétanque. What clothes have you made?

Ali: I have already made an abaya for my mother. I have not made anything else **yet**. Teacher, what have you recently done?

Teacher: I have been doing chores. I have also been studying English.

Kamil: Studying English? That is not fun. That is not a hobby.

Teacher: I have enjoyed learning English for many years. It is a hobby for me, not a chore.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: What have you **recently** done?

Student 2: **I have played pétanque with my friends.**

Friend 2: How about you?

Friend 1: **I have been to Arta with my family.** It was so fun.

Friend 2: What else have you been up to?

Friend 1: **I have memorized the English lesson.** And you?

Friend 2: I haven't memorized the English lesson **yet**. I have **just** finished my Maths exercises.

Lesson Production in the Student Book on pages 154-155.

Writing Focus

A formal interview is when a journalist asks questions to a famous person. An interview helps us to learn about famous or important people. When an interview is written it looks like a dialogue. In this unit students will "interview" famous people, family, and friends.

H. Read the interview. Underline the present perfect verbs.

Journalist: Good morning, Mr. Sadio, how are you doing?

Sadio Mané: I'm doing well. Thank you for asking.

Journalist: Just few questions. We know you love to play football, but I have learned you do not like to exercise.

Sadio Mané: That's true. I have enjoyed playing football since I was young. I have not enjoyed training like lifting weights or running.

Journalist: You have not enjoyed running?

Sadio Mané: No! When I was young, I raced others and I always won, but I have not enjoyed it as an athlete.

Journalist: What have you learned by playing football?

Sadio Mané: I have learned that your hobby can become a career. I have learned chores, like running, are still important to practice.

Journalist: Thank you for speaking with me today.

I. Add to the list of interview questions. Interview a classmate. Write down their answers.

Anticipated Writing Response

Q: What have you learned recently?

A: I have learned recently how to play tennis.

Q: Have you played a tennis game already?

A: No, I haven't played. I have started learning it with my coach.

Q: Have you enjoyed playing tennis?

A: Yes, I have enjoyed. I can run, jump, hit the ball. It's really fun.

Class Brainstorm

Students can ~~cross-out~~ or circle the items based on their preferences. Teachers may also create a list with students in order to discuss preferences as a class.

J. Play the game in groups of 3-4. Flip a coin. Move 1 space for heads. 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the Teacher's Guide on page 11.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Have you ever done an unusual chore or hobby? How did you feel about it?

Unit 8

Lesson 26: Influencers

In this lesson students will...

- use the present perfect to talk about outdoor entertainment in Djibouti
- use adverbs the adverbs of frequency before, ever, never
- use they, them, their as a singular pronoun
- use the vocabulary: hike, trek, village, discover, whale shark, dolphin, snorkel,

Lesson Presentation in the Student Book on pages 156-157.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What are the people in the picture doing? The people are walking, hiking, trekking.
2. Why are they hiking? They are travelling to./They are herding. They are going to...
3. What types of activities do you like to do outside? I like to...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

hike	whale shark
trek	dolphin
village	snorkel
discover	

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. Ali likes to stay at home. FALSE, Ali enjoy travelling.
2. Ali cannot swim. FALSE, Ali has learned to snorkel (you must be able to swim in order to snorkel) .
3. He cannot hike in the sea. TRUE
4. Ali likes to touch the dolphin. TRUE

Lesson Practice in the Student Book on pages 158-159.

Language Focus for page 159: They, Them, & Their as a Singular Pronoun

They, them, and their can be used as a singular pronoun.

Where is your cousin? I do not know. **They** have not arrived yet.

Have you met the new student? No, I don't know **them**.

Is this Bayan's snorkel? Yes, it is **their** snorkel.

C. Complete the sentences with **ever**, **never**, or **before**

1. Aicha knows Borama very well. She has been there **before**.
2. Have you **ever** been to Lake Abbe? No, I have **never** been there.
3. Ali's father travels a lot but he has **never** seen Tadjourah.
4. Has she **ever** visited Moucha Island?
5. They have **never** studied the Afar language.
6. Have you **ever** travelled to Ethiopia? Yes, I have been there **before**.

D. Circle the Mistake.

For the purposes of the teacher's guide, circled items are in bold.

1. Ali has **ever** been to Tadjourah on the ferry. Ali has never been to Tadjourah. (never)
2. They **has** never learned English. (**have**)
3. She has **before** traveled to that city. (**She has traveled to that city before.**)
4. Has you ever been to Assamo? (**have**)
5. Have they trekked in Arta never? (**Have they ever trekked in Arta/Have they trekked in Arta before**)
6. Amina has not never been to Obock.

E. Dictogloss

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

I have trekked around Djibouti. I have visited Lac Assal with my brother. We have seen Lac Abbe before as well. I have never been to Tadjourah. I have visited Moucha island. I have seen dolphins there before, but I have never seen whale sharks. I want to see all places that make Djibouti a beautiful country.

F. Dialogue. Underline the adverbs of frequency. Circle they, them, and their as a singular

pronoun. For the purposes of the teacher's guide, circled items are in bold.

A teacher and their class discuss beautiful places to visit in Djibouti.

Teacher: Students, there are many things to do in our country. Have you ever visited Sables Blancs?

Student 1: I have not, but my friend has visited Sables Blancs before. They have snorkeled in the sea too.

Student 2: Cool, have you ever seen a whale-shark?

Student 1: I haven't ever seen a whale-shark, but Farah has seen them. They have even seen dolphins recently.

Student 3: I have seen the whale sharks already, but I have never seen dolphins.

Teacher: Have you ever traveled to the Day Forest or trekked in Arta before?

Student 1: I have never trekked in Arta or anywhere. It has been too hot lately!

Student 2: I have just trekked in Arta with my classmate. I went with them and their family last weekend.

Student 3: I have not traveled to the Day Forest yet, but my mother and father have been before.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: Have they ever discovered a new place?

Student 2: Yes, they discovered a new place.

Student 1: Have you traveled on the ferry with them before?

Student 2: No, I haven't traveled on the ferry with them before.

Student 1: Have they ever been to Lac Assal?

Student 2: Yes, they have been to Lac Assal before.

Student 1: Have you ever trekked with them?

Student 2: Yes, I have trekked with them.

Lesson Production in the Student Book on pages 160-161.

H. Read the interview. Underline all the adverbs of frequency we have learned: ever, never, before, already, yet, lately, and recently

Ibrahim: Good morning, Grandmother. I want to learn more about your life.

Grandmother: My dear, please ask me any question you want.

Ibrahim: Grandmother, have you ever travelled on a camel?

Grandmother: No, I haven't ridden a camel before, but I rode a tuk-tuk recently.

Ibrahim: Have you been to Devil's Island or Lake Ghoubet before?

Grandmother: I have never been to Devil's Island. I have visited Lake Ghoubet before. I enjoy the landscape in our country. I have just returned from Lac Assal.

Ibrahim: My mother said you recently rode the train to Ethiopia.

Grandmother: Yes! I have been to many places before.

I. Add to the list of interview questions. Interview a classmate. Write down their answers to make an interview like the one above.

Anticipated Writing Response

Question 1: Have you ever traveled?

Answer 1: Yes, I have traveled many times and in many different places.

Question 2: Where have you traveled to?

Answer 2: I have traveled to Ethiopia and Somalia, but also in all the regions in Djibouti.

Question 3: What sports have you played?

Answer 3: I have played different sports like the football, the sprint. I want to play basketball but I am still too short.

Question 4: What hobbies have you done?

Answer 4: I have finished reading Harry Potter first book. It was so amazing.

Question 5: How much time have you finished reading this book?

Answer 5: I have finished reading it in two months. But I haven't seen the time passing.

Class Brainstorm

Make a list of places to visit and things to do in Djibouti.

J. Play the game in groups of 3-4. Flip a coin. Move 1 space for heads. 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the Teacher's Guide on page 11.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Have you ever traveled around Djibouti? What have you seen?

Unit 8

Lesson 27: Celebrities Around the World

In this lesson students will...

- tell about what famous people have done in their lives
- use the past perfect tense
- use adverbs of Frequency: for, since
- use tag questions with haven't, aren't, won't
- use the vocabulary: hold a record, entrepreneur, wrestle, wrestler, practice karate, become an entrepreneur, be an activist

Lesson Presentation in the Student Book on pages 162-163.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What are the people in the picture doing? The people are walking, hiking, trekking.
2. Why are they hiking? They are travelling to./They are herding. They are going to...
3. What types of activities do you like to do outside? I like to...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

hold a record, entrepreneur

practice karate

wrestle

become an entrepreneur

wrestler

be an activist

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. Fathia Ali Bouraleh has helped **girls become athletes for 8 years.**
2. Ayanleh has run **since 2009.**
3. Ayanleh Souleiman has held **records for many years.**
4. Fathia Ali Bouraleh has been the leader of **Girls Run 2 for many years.**

Lesson Presentation in the Student Book on page 164-165.

C. Complete the following sentences with **since** or **for**.

1. The Rock has wrestled **since** 1996. He has acted **for** 15 years.
2. Has been a runner **since** 2009. He has been an Olympian **for** 10 years.
3. They've travelled around the world **for** 5 years.
4. Ghanim Al Muftah has made videos **since** 2017. He's been the youngest Qatari entrepreneur **for** 5 years.
5. Mohamed Salah has played professional football since 2011. He's played on the Liverpool team for 5 years.

D. Answer the questions about yourself. Ask and answer the questions with a partner.

Student answers may vary

1. How long have you studied English ? (for) I have studied English for 3 years.
2. How long have you known your best friend? (since) I have know my best friend since grade 5.
3. How long have you lived in your house? (since) I have lived in my home since I was a baby.
4. How long have you attended school? (for) I have attended school for 7 years.
5. How long have you been awake today? (since) I have been awake since morning prayer.
6. How long have we been in English class? (for) We have been in English class for 30 minutes.

E. Dictogloss

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

Anisa M. Ibrahim is Somali pediatrician. She has lived in the United States since she was 6 years old. She lived in Somalia and Kenya before she moved to the USA. She has been a doctor 10 years. She has worked with children since she become a doctor. She has been the director of Harborview medical Centers since 2019.

F. Dialogue. Underline the tag questions. Circle for and since.

For the purposes of the teacher's guide, circled items are in bold.

Ali: Hello my friends! You won't guess what has just happened.

Hassan: You've won a prize, haven't you?

Ali: No, I haven't won a prize yet. I have become famous!

Mohamed: You've gotten in trouble, haven't you?

Ali: No! I have been interviewed by RTD because I have started a business.

Hassan: How long have you been an entrepreneur?

Mohamed: He has been a young businessman **for** one year, hasn't he?

Ali: Yes, **since** 2022. I have a business selling snacks after school.

Mohamed: Has the interview been on the radio already?

Ali: Yes, the interview has played twice **since** this morning.

Hassan: Ali is famous now, isn't he?

Mohamed: Haha. He's been famous **for** one day!

Ali: My snacks business will be famous **for** a long time, won't it?

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: Have you ever practiced karate?

Student 2: Yes, I have practiced karate since 2020. Have you practiced karate yet?

Student 1: Yes, I have practiced karate for 5 years.

Student 2: You have held a record, haven't you?

Student 1: No, I haven't held a record yet.

Student 2: Your sister has held a record already, hasn't she?

Student 1: Yes, she has held a national record since 2017. How long has your brother practiced judo?

Student 2: He has practiced judo for 10 years.

Lesson Production in the Student Book on pages 166-167.

H Read the interview. Underline the tag questions. Circle for and since.

Journalist: Welcome Mr. Jackie Chan.

Jackie Chan: Thank you.

Journalist: You have been a famous actor and martial artist **for** many years, haven't you?

Jackie Chan: Yes. I have acted in films **since** 1972.

Journalist: I have heard you made more than 100 films.

Jackie Chan: Yes. I have acted **for** 50 years. I've made more than 100 films.

Journalist: You've been injured while making movies, haven't you?

Jack Chan: Yes! I have been injured many times. I have been unable to move for months before.

Journalist: You're making a new movie this year, aren't you?

Jackie Chan: I am making a new film. We've been filming **since** January.

Journalist: You're getting older. You will continue to practice martial arts, won't you?

Jackie Chan: I have practiced karate **since** I was 4 years old. I will practice for years to come.

Journalist: Thank you for answering my questions.

I. Choose a person below. Write 5 interview questions that include question tags. Ask the questions to a partner. Write their responses in your copy book

Anticipated Writing Response

Q1: How long have you been an athlete?

A1: I have been an athlete since I was a child.

Q1: You've been to the Olympics, haven't you?

A1: Yes, I have been an Olympian since 2009

Q1: You started a group to help Djiboutian girls become runners, haven't you?

A1: Yes, I've led the group for many years.

Class Brainstorm

Make a list of daily habits. How long have you done these habits?

J. Play the game in groups of 3-4. Flip a coin. Move 1 space for heads. 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the Teacher's Guide on page 11.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Have you met a famous person or been to a famous place? What did you experience?

Unit 9

Lesson 28: Festival Moments

In this lesson students will...

- tell how I have celebrated holidays and festivals
- use direct reported speech to tell what someone said
- use the imperative
- use the vocabulary: outdoor prayer, laugh, greet, pancake, pilgrimage, prize, neighbors, show, teenagers, teens, get out/go out, rest

Lesson Presentation in the Student Book on pages 198-169.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What is the family doing? The family is celebrating; They are having fun.; They are playing.
2. How have you celebrated? I have celebrated by...
3. What types of places are there in your community? In my community there are...
4. Have you celebrated there? Yes, I have/No I haven't celebrated...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

outdoor prayer	pilgrimage,	teenagers/teens
laugh	prize	get out/go out
greet	neighbors	rest
pancake	show (n.)	

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. Eid is celebrated twice each year. TRUE
2. Everyone prays alone in their homes in the morning. FALSE, there is an outdoor prayer with a group.
3. Many people eat spaghetti for breakfast on Eid. FALSE, they eat the traditional pancake called ambabour with sour milk, or traditional flatbread called sabaya
4. Children stay inside on Eid; they cannot go out to visit friends or family. FALSE, everyone celebrates Eid with their friends and families.

Lesson Practice in the Student Book on pages 170-171.

Language Focus:

Direct speech is when we say what someone else said without any changes. We repeat directly what they said.

We use the imperative to give orders, instructions, or advice

C. Choose the correct form of the verb and complete the sentences with the words on the pictures.

1. Her sister said, "Win the first **prize** in the competition the day of Eid".
2. She said, "Go to Mecca for **pilgrimage** and celebrate Eid after."
3. My friend told me, "Watch the **show**. It is fantastic."
4. My father asked me, "Spend the night of Eid with other **teenagers**. Have fun!"
5. The principal told her, "Tomorrow is Eid, take a **rest**."

D. Complete the sentences using the imperative.

1. My cousin told me, "**Come** to the party the day of Eid." (come)
2. My mother said, "Tomorrow is the Eid festival. **visit** your grandparents." (visit).
3. Leila said, "Bring ambabour with you to the festival." (bring)
4. His friend told us, "**Greet** your neighbors and friends on Eid." (greet)
5. The teenagers said, "Please **give** us money. The Eid is our day." (give)
6. Her mother said, "**Take** another ice cream. It is a festival!" (take)

E. Listen and put a ✓ to tell what Rawya's parents said.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 9..

Today is Eid. I am excited! We will celebrate together. This morning my mother told me to put on my new clothes. My father said, "go outside to play with your friends but keep your clothes clean" My mother said to greet my grandmother and help my sisters before I play outside. My father said I must return home at noon.

	put on new clothes	return home at noon	keep your clothes clean	go outside to play	greet your grandmother	help your sisters
Mother	✓				✓	✓
Father		✓	✓	✓		

F. Practice the dialogue. Circle the imperative verbs. Underline the reported speech.

Follow the procedure for Dialogue in the Teacher's Guide on page 10..

For the purposes of the teacher's guide, circled items are in bold.

Hamdi, Hassan and Houmed are celebrating Eid together.

Hamdi: Happy Eid friends. Eid has started.

Houmed: My mother told me, "**Don't** go far!"

Hassan: She is right. We will not go far from our homes.

Hamdi: My mother said "**Don't** ask for money. I will give you some during the festival."

Hamdi: We will not ask for money. It is our day. Our family will give us money.

Hamdi and Houmed: Hassan, did your mother tell you something?

Hassan: My mother told me, "**Don't** walk. Take the bus."

Hamdi: What? But the bus is expensive during the days of Eid.

Houmed: We are young. We will walk.

Hassan: No! We must listen to our mothers.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: Tomorrow is Eid. What did your mother say?

Student 2: My mother said, "Don't stay out late".

Student 1: What did your father tell you?

Student 2: My father told me, "Greet your neighbors".

Student 1: What did your grandmother say?

Student 2: My grandmother said, "Don't get dirty".

Student 1: What did your sisters tell you?

Student 2: My sisters told me, "Have fun".

Student 1: What did your brothers tell you?

Student 2: My brothers told me, "Laugh with your friends".

Lesson Production in the Student Book on pages 172-173.

H. Read about Rawya's experience on Eid. Circle imperative verbs. Underline the reported speech. For the purposes of the teacher's guide, circled items are in bold

This morning, my mother gave me money for Eid. She said, "Rawya, share this money with your friends please". I called my friend Saada to say I have gotten money for Eid. My mother said, "Don't **eat alone**. **Share with your friends**." We went to a restaurant. We ordered and ate. After we finished, the waiter came with the bill. I didn't find the money in my pocket. Saada said, "**Look** for it well, please". The waiter said, "Check for your money before you leave your home". I didn't find the money. The waiter said, "If you don't have money, then wash the dishes and clean the floors!" Saada and I worked in the restaurant to pay the bill.

I. Choose a topic below. Write a personal narrative about your experience. Be sure to use direct reported speech and the imperative.

Anticipated Writing Response:

My name is Ali. I love Eid. I loved last Eid a lot. My friend Madina came. She lives in Europe. In the morning, I went to her house. I ate the breakfast with her. After the breakfast, she said "Come with us to Tadjourah". We went to Tadjourah by boat with her father. He told me "Call your family and tell them you are with us". I didn't go to Tadjourah before. I saw a new place, new people and new foods. Finally, we had a good time there. It was my best Eid.

J. Listen to a partner's story. Write a quick summary of their story.

Class Brainstorm

Make a list of some of the things your parents, or siblings tell you before the Eid holiday.

K. Play the Game! Draw a flower. Write activities on each petal. Ask and answer questions with a partner.

Follow the procedure for the Board Game in the Teacher's Guide on page 12.

Some examples include:

What did she say?

She said, "Share your money."

He said, "Don't stay out late."

What did Ali tell you?

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think about advice your mother or father told you. What was the advice?

Pair: Tell a partner what your mother or father said.

Unit 9

Lesson 29: Festival Moments

In this lesson students will...

- tell what we need to have an adventure in Djibouti.
- use indirect reported speech to tell what someone said
- use the imperative
- use the vocabulary: souvenirs, exhibition, rocks, barbeque, collect, tent

Lesson Presentation in the Student Book on pages 174-175.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see on the picture ? I see trees, rocks, the sky, etc.
2. Have you seen a place like this before? Yes, I have/No, I haven't.
3. Have you discovered other places in Djibouti? Yes, I have discovered.../No, I haven't.

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

souvenirs	barbeque
exhibition	collect
rocks	tent

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. The Day Forest is in Obock. FALSE, The Day Forest is in Tadjourah.
2. Only tourists can visit the Day Forest. FALSE, anyone can visit the Day Forest.
3. You can swim in the sea at the Day Forest. FALSE, you can hike or camp in the Day Forest.
4. During the night, people must sleep in a hotel. TRUE

Lesson Presentation in the Student Book on pages 176-177.

C. Use the verbs to complete the sentence. Read the sentences to a partner.

1. At the beach, my mother asked me **to swim** next to my brother.
2. The ball was stuck. My sister told me **to climb** the tree to get the ball.
3. The coach asked us **to play** with the team.
4. His friends told him **to catch** rabbits in the forest.
5. My father asked me **to catch** the rope to my brother to help him. to swim

D. Complete the dialogue using the infinitive. Practice the dialogue with a partner.

Houmed: I can't forget the day an old man told me **to discover** Djibouti.

Abdi: What did he say to you?

Houmed: He said **to study** Djibouti.

Abdi: My friend asked me **to visit** regions I have never seen before.

Houmed: The old man told me **to collect** objects from around Djibouti.

Abdi: The old man and my friend told us **to learn** more about our country.

Houmed: Let's do it. let's have an exhibition to show what we learned.

E. Listen and put the pictures in order to retell the story.

I went to LAKE ASSAL before three years. It is a beautiful lake. It has different colours, white, green and blue. The white is the colour of the salt because there is a lot of salt there. When we were there, we walked on the salt before we come to the water. It was white like the milk and clean too. People living there were selling in front of the beach many things they made of salt. It was a beautiful exhibition and tourists were buying what they liked. After that we took the car and went to a place where there was hot water. I wanted to put my hand in the water but I was afraid and scared. I have beautiful photos as souvenirs from LAKE ASSAL.



F. Practice the dialogue.

Follow the procedure for Dialogue in the Teacher's Guide on page 10.

G. Create your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: My sister has visited Obock before. She told me many things.

Student 2: What did she tell you?

Student 1: She told me not to climb on the rocks.

Student 2: What else did she say?

Student 1: She said to visit the village.

Student 2: Is there anything else she said?

Student 1: Yes! She told me not bring warm clothes.

Student 2: She has a lot to say about Obock.

Lesson Production in the Student Book on pages 178-179.

H. Read about this Houmed's experience at the Decan Refuge. Underline the reported speech. Circle the dialogue tags. For the purposes of the teacher's guide, circled items are in bold.

Last week, my classmates and I went on a trip to the Decan Animal Refuge. Two teachers and a bus driver came with us. The Decan guides gave us instructions. They asked us not to put our hands in the cages. They told us to keep our lunch inside our backpack. They **told** us to drink lots of water. After we saw some animals, I felt hungry. I took a banana from my backpack. My friend **said** to be careful. Soon, a monkey came. The monkey was hungry too. The teacher **said** not to feed the monkey. The monkey took a piece of banana from my hand. The guide laughed. He **asked** me to share more with the monkey.

I. Choose a topic below. Write a personal narrative about your experience. Be sure to use reported speech.

Anticipated Writing Response

My name is Hawa. Last summer, I travelled to Ethiopia. I didn't go to Ethiopia before. We went to Dire Dawa. I saw very beautiful places with my family. One day, we took pictures with a turtle and a hyena. I was scared when I was next to the hyena. My uncle asked me to be brave and to not be scared". I was excited when I was next to the turtle. We ate new Ethiopian foods. Finally, I saw the place my parents lived before they came to Djibouti. I loved my travel to Ethiopia last summer.

J. Listen to a partner's story. Write a quick summary of their story.

Class Brainstorm

Make a list of some of the things your parents, siblings, or teachers tell you before going on a trip

K. Play the Game! Draw a flower. Write activities on each petal. Ask and answer questions with a partner.

Follow the procedure for the Board Game in the Teacher's Guide on page 12.

Some examples include:

What did she say?/ She said to drink water.

What did Ali ask you / He asked me to take photos

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Think: What advice would you give someone that is coming to visit Djibouti.

Pair: Talk with partner about the advice you would give

Unit 9

Lesson 30: Festival Moments

In this lesson students will...

- retell what another person has said
- tell what we need to have an adventure in Djibouti and in other places in the world
- form and use the second condition (If + simple past, would + simple present)
- use the vocabulary: ski, sled, snowman, snowballs, slide (n. & v.), snowboard

Lesson Presentation in the Student Book on pages 180-181.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the picture? I see different places; I see mountains, building, etc.
2. Have you seen a place like this before? Yes, I have. /No, I haven't
3. Where would you travel during a holiday? I would travel to...

Vocabulary Introduction

Follow the procedures for Vocabulary Introduction in the Teacher's Guide on page 6.

ski	snowballs
sled	slide (n. & v.), snowboard
snowman	

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 6.

B. Tell if the statement is True or False.

1. In France there is snow in the summer. FALSE, there is snow in the winter.
2. In Djibouti children can throw snowballs. FALSE, there is no snow in Djibouti
3. In Djibouti you can swim in the sea during winter. TRUE, you can swim in the sea all year long in Djibouti.
4. People travel to experience new place and different weather. TRUE

Lesson Practice in the Student Book on pages 182-183

C. Use the words to complete the sentences. Read the sentences to a partner.

1. If we travelled to Canada, we would **play** in the snow.
2. If my friend threw a snowball, I would **catch** it.
3. If I caught a snowball, I would **throw** it back at my friend.
4. If I traveled to Eifel Tower, I would **climb** the stairs to the top!
5. If saw the sea, he would **jump** into the water.

D. Circle the correct verb. Practice sentences with a partner.

For the purposes of the teacher's guide, circled items are in bold.

A: Where would you (**travel**/travelled) if you (have/**had**) time?

B: I would (**see**/saw) the Taj Mahal if I (go/**went**) to India

A: What would you (seen/**see**) in Canada if you (travel/**travelled**) during winter?

B: I would (**hike**/hiked) to Niagara Falls, if I (fly/**flew**) to Canada.

A: Wow! Niagara Falls. I would (**visit**/visited) Toronto if I (go/**went**) to Canada.

B: If we (experience, **experienced**) Canada together, we'll (**enjoy**/enjoyed) it so much

E. Dictogloss.

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

After the wedding, a man and his wife travelled to Paris. One night, the woman had a dream. The dream was about a baby. In the morning, she told her husband about her dream. She said 'If I had a baby, I would call her Deká'. I would give her this name if she came in our life. There is no name better than this one because the baby is a gift and Deká means 'present'. I would love her a lot if she was here.

F. Dialogue. Underline the if statements. Circle would + verb.

Follow the procedure for Dialogue in the Teacher's Guide on page 10. For the purposes of the teacher's guide, circled items are in bold.

Two friends are discussing their hopes for the future.

Leila: If I spoke English very well, I **would travel** to the United States.

Loula: When **would** you **go** the United States?

Leila: If my aunt sent me a plane ticket, I **would fly** to Minnesota during the holidays. I **wouldn't stay** in Djibouti for Eid.

Loula: What **would** you **do**?

Leila: If I was in Minnesota, I **would visit** my cousins. I **wouldn't** spend the time alone. Where **would** you **visit** if you traveled to the United States?

Loula: I **would visit** the White House, if was in Washington, D.C. I wouldn't visit museums.

Leila: When **would** you **go** to Washington?

Loula: If I traveled for the holidays, I would go to Washington, D.C.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Where would you travel if you had a lot of money?

Student 2: I would travel to England if I had a lot of money.

Student 1: What would you do there?

Student 2: I would see the Big Ben Clock. Where would you travel if you had a lot of money

Student 1: I would travel to France.

Student 2: What would you do there?

Student 1: I would see the Eiffel Tower.

Lesson Production in the Student Book on pages 184-185.

H. Read about Said hopes for the future. Underline the if statements. Circle would + verb.

For the purposes of the teacher's guide, circled items are in bold.

My name is Said. I am a student of grade 12. I live in Djibouti. If I passed the exam, I would **go** to Washington. D.C. My uncle lives there. If I went to Washington, I would see the White House. I **wouldn't come back** to Djibouti. I **would make** new friends if I started the university there. I **would do my best** if I went there. I **wouldn't be** lazy with my studies. I **would see** places I saw on TV. Finally, I **would be** happy if I got my dream job. If I finished university, I **would work** in a hospital. I **would be** a doctor.

I. Choose a topic below. In your copy book, write a personal narrative.

Anticipated Writing Response

My name is Kamil. If I travelled to another country, I would go to Dubai. My friend Mona lives there. It is a very beautiful country, but life is expensive there. If I went to Dubai, I would see the Burj Khalifa. I saw it on TV and on some pictures from Mona. Finally, if I got a ticket to Dubai, I would see Dubai's beaches too.

J. Listen to a partner's story. Write a quick summary of their story.

Class Brainstorm

Make a list of places you would like to visit. What would you see in these places? What would you do in these places.

K. Play the Game! Draw a flower. Write activities on each petal. Ask and answer questions with a partner.

Follow the procedure for the Board Game in the Teacher's Guide on page 12.

Some examples include:

Where would you go?

If I went to France, I would learn to ski. I wouldn't snowboard.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 12.

Where would your travel if you had the money or opportunity to go anywhere?

Consolidation & Integration

Activities A, & B can be used to remind students of grammar, vocabulary, and themes used throughout the module. These activities are meant to be collaborative.

Activities D, E, & F can be used as an assessment.

A. Practice the dialogue with a partner.

Follow the procedure for Dialogue in the Teacher's Guide on page 10.

B. Choose one of the topics below. Work in pairs to write your own dialogue using words from the table.

Follow the procedure for Make your Own Dialogue in the Teacher's Guide on page 10.

Each student's dialogue will be different. The dialogue below is an example.

Student 1: How do you use social media?

Student 2: I use social media to message friends and family. How do you use social media?

Student 1: I subscribe to video and comment on videos.

Student 2: I have never subscribed to a channel.

Student 1: It's easy. You can download videos too.

C. Fill in the blanks using the adverb ever, never, yet, recently, since, for, & already

1. Have you **ever** been to Assamo?
2. I want to see Lac Assal because I have **never** seen it.
3. Ghanem Al-Muftah has made videos **since** 2017. 4. Ghanem Al-Muftah has been the youngest entrepreneur **for** 5 years.
4. I have not played pétanque **yet**.
5. I don't want to go this summer to Ethiopia because I have been there **before/yes**.
6. My mother asked, "Have you finished your homework **already**?"

D. Ask and answer questions to tell what someone said.

1. Your mother/ take some money to celebrate Eid.

What did your mother say? /She said to take some money to celebrate Eid.

2. Your friend / show me your new clothes.

What did your friend say? / She said, "Show me your new clothes"

3. Your father/ go with your friends on the day of Eid.

What did your father tell you? / He said, "Go with your friends on the day of Eid."

4. Your grandmother / come to see me.

What did your grandmother say? She said, "Come to see me."

Teaching Tip

Students can choose to use direct or indirect speech. If needed teachers may tell students which form of reported speech to use

5. Your sister / eat ambabour.

What did your sister say? / She said to eat ambadour

6. Amina & Aicha / buy gifts for others.

What did they say? They said to buy gifts for others.

7. Ali / be patient and kind to your little sister

What did Ali say? / He said to be patient and kind to your little sister.

E. Dictogloss.

Follow the procedure for Dictogloss in the Teacher's Guide on page 7.

My name is Samia. If I go to the Day Forest, I would take pictures.

If I go there, I would go with my friends. My friend Ali asked me to help him with the tent. He asked me, "Don't go far in the forest."

There are dangerous animals like snakes.

F. Play the Game!

Follow the procedure for the Spinner Game in the Teacher's Guide on page 11.

Some examples include:

G. Fill in the empty boxes. Play the game in groups of 4. Flip a coin. Move 1 space for heads or 2 spaces for tails. Ask the question where your piece lands.

Follow the procedure for the Board Game in the Teacher's Guide on page 11.

Teaching Tip

Use the Class Brainstorm procedure to help students generate answers to complete the .Board Game and Flower petals

H. Play the Game! Draw a flower. Write activities on each petal. Ask and answer questions with a partner.

Follow the procedure for the Board Game in the Teacher's Guide on page 12. See the example below:

What did Ali ask you? / He asked, "Did you clean up the room?"

What did she say? / She said, "Greet the neighbors.

Situation: Many things have changed during your life already. Many things will continue to change. Interview your older self to ask about things you have done. Be sure to use past progressive and adverbs of frequency. Be sure to ask about hobbies.

Presentation: You may choose how to present your interview.

- Written interview
- Dialogue/Role Play
- Draw pictures and make "online comments"
- Write a story using reported speech. tell about meeting your older self